APRIL 13, 2019

TO: SSU ACADEMIC SENATE

FROM: JENNIFER WHILES LILLIG, CHAIR EPC

SUBJECT: GE CURRICULAR REVISION

CC: MEMBERS OF EPC

Dear Members of the Academic Senate,

Included in this file are the documents for the 2018-2019 revision of our GE Program. Documents are divided into two folders: 1) a folder containing the actual curricular documents and 2) a folder containing supplementary information for background and campus feedback. The Table of Contents indicates the filenames and content of all documents. In Spring 2018, GERS was formed and charged with revision of our GE program. They started with the feedback provided at the January 2018 Faculty Retreat, the GE Program and External Reviews, went on listening tours across campus, and investigated best practices from across the nation. In Fall 2019, GERS shared their recommendations with the campus and began soliciting and incorporating feedback.

EPC held an open forum to solicit feedback on this curriculum on November 8, 2018 and continued to take feedback, both written and in person, through April 4, 2019. We held a first reading of the curriculum on December 13, 2018 followed by a second reading that lasted a total of five EPC meetings. During this time, we went through each item of the curriculum and discussed it individually, hearing opinions from committee members and visitors, thoughts and clarifications from members of GERS, and carefully examining written comments and concerns collected from constituents in our university community. All members of EPC and gallery visitors were allowed to speak and after discussion naturally ended on each piece of the curriculum, EPC held a vote on that piece before moving on. When the vote was predominantly "yes" for that curriculum piece (original or revised), we proceeded to the next curricular item under the condition that we could return, re-discuss, and change our minds on past items based on new information and other items in the curriculum. This was particularly important given the interconnectedness of this curriculum.

We revisited discussions on several occasions prior to voting on the curriculum as a package document. It was a priority of the discussion to make sure all voices were heard and understood prior to making decisions on the best way forward. The more controversial aspects of the curriculum as a whole included: criteria for major-based exceptions to the 3-unit requirement for GE courses, appropriate pre-requisites for upper division area distribution courses, and the role of current and new overlay course for the overall Seawolf Experience. Overall, the discussions were fruitful, collegial, and thorough with acknowledgements that there were many different and valid opinions on

many aspects of this program. In some cases, the committee found compromises that seemed to provide some balance between our ideal desires for a rigorous, modern, and unique SSU GE curriculum and our practical concerns for students' progress towards graduation.

As we moved through the curriculum, we maintained a motion log when committee members moved to revise the document. As revisions were approved, the curricular documents were updated prior to the next meeting. Votes to move on to the next piece of the curriculum were noted in the day's meeting minutes. Although as a committee, not every committee member agreed with each individual piece of the curriculum, the committee voted unanimously to approve the curriculum package presented to the Academic Senate. As a committee, we feel that the curriculum has been thoroughly and fairly discussed and is now ready for a test drive and some assessment so that we can pursue an iterative process of continual modernization and improvement of our GE program.

Lastly, EPC was concerned community engagement was not adequately represented as a distinct outcome of our program. Therefore, we decided this needs to be addressed in more detail via a future EPC working group. We will discuss this process as a committee at a future EPC meeting.

At this time, EPC unanimously recommends the Academic Senate approve this GE Program to begin roll-out implementation and assessment in Fall 2019.

Best regards and enjoy the spring flowers!

GE Curriculum Revision Documents Table of Contents

Curriculum Folder

1. Primary GE Curriculum Document FINAL.doc
    a. Statement of Purpose and Goals pg. 1
    b. GE Learning Outcomes pg. 3
    c. Definition of a GE Course (LD, UD, Met-In-Major) pg. 5
    d. GE Area Distribution Pattern and Graduation (Overlay) Requirements pg. 9
    e. SeaWolf Studies Graduation Requirements- Overlay Descriptions pg. 10
    f. Sea Lanes pg. 14
    g. First-Year Programming (Freshman Learning Communities) pg. 18
2. GERS Flow Map.pdf (visual representation of SSU GE Program)
3. Catalog Copy for GE Revision.doc
4. GE Assessment Plan Timeline.pdf
5. GE Learning Outcome Maps (folder)
    a. Map of GE learning outcomes to distribution areas/overlay requirements
    b. Map of distribution areas/overlay requirements to GE learning outcomes
    c. Grid map of GE learning outcomes by level (foundational/developed)
6. Resource Statement (folder)
    a. GE Resource Allocation Plan.doc
    b. GE Course Table.xlsx
7. Schedules: GE Program Implementation and Program Responses
    a. GE Course Approval Process.pdf
    b. Implementation Schedule Table.pdf (timeline for course approval)
    c. Program Plan Revision Schedule.pdf (timeline for changes to programs)

Supplementary Information Folder

1. GERS Final Report (v.4) with FAQs in response to feedback
2. EPC GE Curriculum Motion Log FINAL.doc
    a. Contains EPC motions to change the GERS proposed GE curriculum
3. EPC Minutes (folder)
    a. Contains minutes related to GE readings: Nov 29, Dec 13, Jan 31, Feb 14, Feb 28, Mar 14, Apr 4 (TBD)
4. Additional Feedback from various constituents to EPC
    a. AHCC
    b. APARC
    c. AS AdHoc Comm
    d. Community Engagement SubComm
    e. Chairs SST
    f. Comparison of ES and CRS definitions/missions
    g. Concerns from Econ
    h. EPC Nov 8 Open Forum Minutes
    i. ES in the CSU
    j. Feedback Josh

k. SEC Curriculum language recommendations
l. GE SubCommittee
m. Hutchins (Part 1 and Part 2)
n. Lecturers
o. MLL
p. SST School Curr Comm
q. Potential Sustainability and Global Awareness Courses

SSU GE Program Statement of Purpose

The Sonoma State General Education (GE) Program provides students an intentional, coherent, inclusive undergraduate experience across multiple disciplinary perspectives, fostering broad transferable skills and integrated, engaged learning that position students to create and participate meaningfully and ethically in our interconnected and interdependent world. The GE program consists of a set of learning outcomes that are achieved through coursework in two areas: 1) GE content area distribution courses and 2) Seawolf studies, or overlay, courses.

Goals:

1. Coherent, intentional undergraduate experience
    - Creates an intentional program spanning the baccalaureate
    - Encourages students to be intentional about college, career, and lifelong learning
    - Prioritizes student development in an inclusive environment

2. Disciplinary perspectives
    - Introduces students to multiple disciplinary ways of knowing,
        - Supporting students in exploring, choosing, and affirming majors and areas of focus
        - Developing breadth of knowledge
    - Affords students the opportunity to practice knowledge-making
    - Expects understanding and appreciation of human diversity and multicultural perspectives

3. Broad transferable skills
    - Teaches academic skills, including
        - Written communication
        - Oral communication
        - Critical thinking and questioning
        - Quantitative reasoning
        - Information literacy
        - Cultural competency
    - Teaches life skills, including
        - Practicing collaboration
        - Engaging in problem-solving
        - Reading critically and digesting materials
        - Planning, organizing, and carrying through complex projects in a timely fashion
        - Cultivating an understanding and appreciation of social power and difference
    - Cultivates lifelong learning dispositions, including
        - Creativity
        - Curiosity
        - Flexibility
        - Reflection

        - Challenge-seeking
        - Persistence
        - Inclusiveness

4. Integrated learning
    - Builds bridges between disciplines and schools
        - Synthesizing across general and specialized studies
        - Bringing multiple disciplinary perspectives to the students' programs of study
    - Teaches students to apply knowledge, skills, and multiple perspectives to new situations and problem-solving.
    - Encourages students to embrace ambiguity and appreciate/value difference

5. Engaged and real-world learning
    - Provides opportunities and encourages students to engage in hands-on learning and applications in and beyond the classroom.
    - Fosters social responsibility of individuals within diverse communities.

General Education Learning Outcomes

- **Critical Reading:** Actively analyze *texts* in a variety of forms, genres, and disciplines.
- **Information Literacy**: Iteratively formulate questions for research by gathering diverse types of information; identifying gaps, correlations, and contradictions; and using sources ethically toward a creative, informed synthesis of ideas.
- **Argument:** Advance cogent and ethical arguments in a variety of genres with rigor and critical inquiry.
- **Communication:** Communicate clearly and eloquently in written, oral, and/or performative forms in a variety of genres and disciplines.
- **Quantitative Reasoning:** Interpret, evaluate, and employ quantitative analysis and arguments.
- **Disciplinary and Interdisciplinary Knowledge:** Identify, interpret, and apply methods, intellectual approaches, and fundamental concepts from disciplines within the social sciences, physical and life sciences, arts, and humanities.
- **Integration**: Synthesize and apply theoretical and practical perspectives from multiple disciplines to develop an understanding of complex issues.
- **Diverse Cultural Competencies:** Attain and apply knowledge of social power and difference in relations between self, other people, and social structures locally and nationally while honoring contributions of people of diverse identities.
- **Civic Responsibility:** Drawing on the past and present, develop knowledge and skills that promote active citizenship, with the capacity to deliberate, act, and lead in a democratic society.
- **Sustainable Development:** Explore past and present relationships among humans, societies, and environments to find new ways to cultivate a more secure and resilient future for all on our planet.
- **Global Awareness:** Develop knowledge of past and present political, economic, and cultural relations operating at international to global scale.
- **Creative Problem Solving:** Apply knowledge, skills, and multiple perspectives in new situations to analyze and formulate solutions to complex problems with confidence and creativity.

- **Creative Expression:** Produce new work through performance, design, construction, art, or creative writing that is characterized by innovation, divergent thinking, and intellectual risk taking.

What Constitutes a GE Area Distribution Course?

Rationale

- Creating a meaningful program of General Education with clear differences between lower- and upper-division GE.
- Improve student access to courses, removing roadblocks to getting into GE courses.
- Distinguish between GE and major courses.
- Build in assessment of GE learning outcomes (see separate document on GELOs)
- Support faculty learning communities around General Education themes, pedagogies, and assessment without creating an undue burden on faculty

Policy

I. All GE courses must meet the following requirements:
   A. Area distribution courses must meet at least 3 GE Program Learning Outcomes which include but (are not limited to) the "must-have" matches defined in the mapping of area distributions to GE Learning Outcomes.

   B. GE courses must meet the Course Approval Criteria for the relevant GE distribution area.

   C. Be 3 units, except for Upper Division courses specified in the "Met-in-Major" section below. Any other exceptions to the 3-unit requirement must be approved by Academic Programs, the GE Subcommittee, and EPC. Such exceptions must be based on standard CSU, California community college and nationwide practices for teaching the subject matter. In addition, once approved, exceptions (non-3-unit courses) will be scheduled after Academic Programs has determined there will be sufficient 3-unit course seat availability in the relevant GE area.

   D. Be suitable for students regardless of major.

   E. Include a signature assignment that can be mapped to the identified GE Learning Outcome(s) and which will be assessed using GELO rubrics and must be made available for GE assessment along with student artifacts.

   F. GE courses, including assessment data and faculty/department participation, are subject to review as part of the GE Program Review process.

II. In addition to these general requirements, all lower-division GE area distribution courses must
   A. Be introductory in nature (numbered 100-299) and promote exploration.

B. Explicitly describe to students the ways in which this course is disciplinary/reflects its discipline.

C. Require no special prerequisites, unless the course is part of a specific course sequence approved by the GE Subcommittee. Examples of such sequences might include high school pattern requirements and introductory language courses. In addition, a lower-division GE course may require completion of one or more of the Golden 4 GE distribution areas (A1, A2, A3, and B4).

D. Be open to students in all programs. Departments or units shall not reserve seats in LD GE courses. Exceptions must be approved by EPC and Academic Programs. Departments or units should consult with Academic Programs to request exceptions to this provision and determine how best to communicate any approved exceptions clearly.

E. Require every instructor teaching a LD GE area distribution course to participate in a designated GE professional development workshop or faculty learning community prior to or during their first semester teaching a GE course in the new program as the revised areas are implemented.

F. Every faculty member teaching in lower-division GE must participate in a designated GE professional development workshop or faculty learning community prior to the beginning of the first semester teaching a GE course in the new program.

III. In addition to the general requirements, all UDGE area distribution courses must

A. Be numbered 300-499.

B. Be open to students in all programs, except as specified in "Met-in-Major" GE below. Other than met-in-major courses, upper-division GE courses may not be restricted to specific programs.

C. Have prerequisites of the Golden 4; the Lower-Division GE course in the same GE area as the course being taken; and at least 45 completed units. Departments shall not impose additional prerequisites unless approved by the GE Subcommittee, EPC, and Academic Programs or unless the course is "Met-in-Major."

D. Include the "Integration" outcome among the GE Learning Outcomes addressed by the course.

E. Have an explicitly integrative component. For example, this component may integrate multiple disciplinary perspectives; connect classroom and community/real-world learning; integrate theory and practice, etc.

F. Include a reflection assignment that asks students to integrate knowledge gained in lower-division GE courses and reflect on the learning they have done across those GE courses. This assignment may be the same as or different from the reflection included in signature assignment, and must be made available for GE assessment along with student artifacts.

G. Require every instructor teaching a UD GE area distribution course to participate in a designated GE professional development workshop or faculty learning community prior or during their first semester teaching a GE course in the new program as the revised areas are implemented.

IV. Students may use GE area distribution courses to satisfy multiple requirements both in and outside of GE.

V. Programs may designate specific courses in the major that satisfy UDGE for majors only.

A. These "Met-in-Major" UDGE courses

1. Must meet all of the requirements for UDGE courses in terms of learning outcomes, integration, assignments, assessment, and professional development.

2. May be restricted to majors/minors or hold a significant number of seats for majors/minors.

3. May be of any unit value, but no more than 3 units will apply to the relevant GE area.

4. Must enforce, at a minimum, the prerequisites required of other upper-division GE courses. May have additional prerequisites beyond this minimum.

5. Will not be listed in the GE pattern visible to all students.

6. May count for the major/minor and GE, and may be used to meet overlays if approved to do so.

B. Programs must choose at most one UD GE Area (B, C, or D) in which to offer “Met-in-Major” courses to students in a given major. This does not preclude departments from offering UD GE courses in any UD GE Area (B, C, or D) that are open to all students.

C. Programs may designate multiple courses as “Met in Major” in order to ensure that every student in the program has the opportunity to take such a course. Students will be allowed to take up to 3 units of UD GE as “Met in Major” per major.

D. The “Met-in-Major” UDGE course program will be subject to review at the next GE Program Review (in 2022-23). At that time, the GE subcommittee and EPC will make a determination about whether to continue this part of the UDGE program, or to have all UDGE open to all students regardless of major. This decision will be based on assessment data from this program, including a study of how the GE experience and outcomes are affected by the mix of disciplines represented among the students.

GE Area Distribution Pattern + Overlay Requirements

GE Area Distribution Pattern:

Area: English Language Communication and Critical Thinking Oral Communication (A1)	3 units
Written Communication (A2)	3 units
Critical Thinking (A3)	3 units
Area: Scientific Inquiry and Quantitative Reasoning	
Physical Science (B1)	3 units
Life Science (B2)	3 units
Lab Activity (B3)	1 unit (associated with B1 or B2)
Mathematics/Quantitative Reasoning (B4)	3 units
Upper Division Physical and Life Science (B)	3 units
Area: Arts and Humanities	
Arts: Arts, Cinema, Dance, Music, Theatre (C1)	3 units Humanities: Literature,
Philosophy, Languages (C2)	3 units 3 more units in either Arts
or Humanities (C)	3 units
Upper Division Arts and Humanities (C)	3 units
Area: Social Sciences	
Lower Division Social Sciences (D)	9 units (in at least 2 different disciplines)
Upper Division Social Sciences (D)	3 units
Area: Lifelong Learning and Self-Development	
Lower Division Lifelong Learning/Self-Development (E)	3 units

Overlay Requirements: (units may be in GE area, major, or elective)

1. GWAR (two choices- pick one):
   - Writing Intensive Course (WIC) — 3 or 4 units (upper division)
   - WEPT — 0 units

2. American Institutions (two courses- take both):
   - U.S. History — 3 or 4 units
   - Constitution and American Ideals — 3 or 4 units

3. Critical Race Studies — 3 or 4 units

4. Two choices- pick one:
   - Sustainability and Environmental Resilience — 3 or 4 units
   - Global Awareness — 3 or 4 units

Seawolf Studies (Overlay) Graduation Requirements

The Seawolf Experience cuts across the entire college career, encouraging students to explore different disciplines and interests and to integrate ideas and knowledge from many parts of their education. As part of that curriculum, these overlay courses ensure that students complete courses (or a relevant educational experiences) in areas that reflect state-wide and campus-wide core values as an essential part of our students' education. There are currently four areas with requirements that students must meet:

- GWAR (1 course or exam)
- American Institutions (2 courses)
- Critical Race Studies (1 course)
- Sustainability and Environmental Resilience OR Global Awareness (1 course)

Courses certified as meeting the Seawolf Studies (overlay) requirements must meet the "must-have" GE learning outcome, may be upper or lower division, may also be in the GE Area Distribution and/or in a major or minor, and/or may be electives. Individual courses may meet multiple requirements. Overlay courses must meet the Course Approval Criteria for the relevant overlay area (and GE Distribution Area when applicable).

Seawolf Studies Graduation Requirement Areas

1. GWAR (1 course or exam)

   The GWAR is the Graduation Writing Assessment Requirement for the CSU. This requirement may be met by 1) successful completion of an approved upper division Writing Intensive Course (WIC) which may also fill GE area distribution or major requirements OR 2) passing the Written English Proficiency Exam (WEPT).

2. American Institutions (2 courses)

   As preparation for engagement in American civic life, Sonoma State University and the State of California require students to study the historical development of American institutions and ideals, the Constitution of the United States and the operation of democratic government under that Constitution, and the processes of California state and local government. Courses certified in this area may be from upper or lower division, may be in GE, a major or minor, or may be an elective, as long as they fit the parameters outlined in the CSU guiding note: http://www.calstate.edu/app/documents/GeneralEducation/Guiding_Notes_GE_AI.pdf.

   At SSU, this requirement has historically been met through two LDGE courses, one History course in American History and one Political Science course on

American, state, and local government. Under this plan, *as an overlay courses*, other approved courses—including 4-unit major or elective courses, as well as 3-unit GE courses—could be used to satisfy the requirement. Credit by exam, including approved Advanced Placement or CLEP exams, may also be used to satisfy the requirement.

3. Critical Race Studies (1 course)

Critical Race Studies is an interdisciplinary field of study that seeks to understand the ways society is culturally and institutionally constituted by race and racism in relation to ethnicity, gender, sexuality, class, and nation. The Critical Race Studies overlay at Sonoma State University asks students to study the histories, lives, and experiences of marginalization/disempowerment by people of color and non-dominant identity within the U.S. and transnationally, specifically defined as African American, Latinx, Asian American/Pacific islander, Native American (the majority of course content must cover one or more of these populations). The curriculum of Critical Race Studies courses should demonstrate a teaching perspective that emphasizes a critical approach to analyses of race and racism.

4. Option A OR Option B (minimum 1 course):

<u>Option A: Sustainability and Environmental Resilience</u>

The need to cultivate more sustainable relationships with our environments is ever more pressing. Courses in this area provide an opportunity to teach and to learn about a wide range of topics related to past, present, and potential future modes of living as citizens of our living planet. Courses may apply a range of perspectives to questions concerning sustainability; science and technology, humanities, and social sciences all offer potential insightful modes of exploration. Classes can focus upon a range of questions focused upon sustainability and environmental resilience exemplified by but not limited to:

a) Where do ideas about the environment come from? How have scholars and philosophers in Western traditions and beyond interpreted ethical human-environment relations?
b) How might we measure environmental change, both in moving away from and towards greater resilience?
c) How do various schools of thought interpret and shape more and less resilient human-environment relations?
d) How have past and present social groups worked to develop more sustainable ways of living, and how might we apply those lessons to

improve our relationships with our environments?

e) How do expressive, textual, artistic, and cultural projects move us towards insights into our relationships with our environments?
f) How could new technologies address mitigation and or adaptation to climate change?
g) How have social movements worked to address environmental injustices?
h) What insights do less human-centered philosophies offer?
i) How do human-environment interactions both help determine and are also determined by geographic, historical, and cultural contexts?
j) What might a sustainable, ethical relationship with nonhuman environments look like?

Option B: Global Awareness

Our students leave our institution with a clear sense of the value of cultural difference and inter-cultural competence, preparing them to be agents of change and to engage socially, economically, and culturally with rapidly changing globalized communities.

Students will be offered several options to fulfill this one 3-4 unit course requirement in various disciplines. Courses in this category help students to function in an increasingly interdependent and globalizing environment and to develop an appreciation of other cultural perspectives, past or present.

a) Language Proficiency Option:
    i) Successful completion of, or credit by examination for, an intermediate level (200-499) 3-4 unit language course.
    ii) Demonstrated native or near-native proficiency in a language other than English. We recommend that appropriate departments create a shell course for this requirement, analogous to the POLS 151 credit-by-exam state and local government requirement.
b) Course Option: Successful completion of an approved 3-4 unit Global Awareness course (see definition above).
c) Study Abroad Option: Spend one academic term outside of the United States, with successful completion of at least one 3-4 unit course.
d) Academic Certificate Option: Successful completion of relevant certificate offered on campus, such as the French Competency for Wine Business Certificate or the Foreign-Language Research Certificate in History.
e) Internship or Service-Learning Option: Successful completion of an internship or service-learning experience conducted in a location

outside of the United States or with an international or transnational population. Internships must meet policies related to the number of service hours per unit (3 units = 135 hours of work)

f) An option for international students not covered by any of the above options to certify their global awareness experience.

A Thematic Approach through General Education: Sea Lanes

Introduction

A thematic approach to General Education helps to tell a meaningful story about a student's exploration of learning beyond their chosen major. Sonoma State's thematic approach to General Education (Sea Lanes) offers participating students greater coherence in their General Education studies. Students may elect to join a Sea Lane, enjoying exposure to the approaches of multiple disciplines related to a common theme or topic. Faculty and staff will work to provide advising and co-curricular support that enriches the meaningfulness of General Education. Further, within thematic areas, some sequences may be developed and offered by associated departments and faculty, providing even greater coherence and community for students wishing a "cohort" model through their studies. Although thematic approaches to upper-division courses many be designed, they will not offer enough units to count as an official theme. Sea Lanes are primarily designed for those entering Sonoma State as first-year students.

The Basics. In completing a theme, students will complete approved courses in

- A minimum of 15 units.
- Courses in at least three different letter areas (A, B, C, D, E) of the General Education program.
- Courses chosen to help students meet multiple overlay requirements in their General Education program.
- No more than three courses in any one program or department.
- At least one Upper-Division GE course, taken as the last course in the thematic cluster, which includes coursework dedicated to reflection upon both the theme and the overall General Education experience. Ideally, this and other courses in the thematic cluster would address a "wicked problem" from several disciplinary and interdisciplinary perspectives

Advising and Planning

- The office of Academic Programs will assist faculty in planning curriculum for Sea Lanes. Sea Lanes are meant to provide coherence, but are not meant to be blocks to graduation.
- Ideally, each Sea Lane will offer multiple courses in each GE area it covers.
- Advisors and/or peer advisors associated with the Sea Lane will need to work closely with students so they can plan the rest of their GE program in the areas not covered by the particular Sea Lane (these will vary).
- Students may leave a Sea Lane at any time and complete their GE program without ill effect. Provided they are able to complete the requirements, students may also jump into a Sea Lane even if they did not start with it as a first-year student.

- All courses approved in themes are also approved for and will count towards the 48-units required in General Education.
- Generally, larger classes will be developed early in the Sea Lane (such as First-Year Learning Communities and/or large lecture courses). As the student advances, smaller sections of related courses will be offered.
- The Office of Academic Programs will work with schools to address the best way to ensure available seats for students continuing in a Sea Lane. Not all students in a particular General Education course will be taking it as part of a Sea Lane, but seats will be reserved for those who are.
- Departments & Programs offering a course for a theme will agree to offer it at least once annually for four years

Certificates/Recognition of Completion of Sea Lane

GERS strongly considered detailing specific requirements for a certificate to be awarded to students and identified on their transcripts. We feel planning should begin without limiting creativity with prescribed ideas about certificates.

1. The primary importance of Sea Lanes is to provide integrated educational experiences. We want faculty to develop thematic approaches that will be interesting to them and to students, allowing the intellectual practices of multiple disciplines to be explored around a common theme or problem. We want that multi-disciplinary inquiry, rather than certificate requirements, to drive planning for Sea Lanes.
2. We do not want to create additional roadblocks to graduation until we see how a thematic approach works in practice. For instance: How many students will persist in a Sea Lane after the initial course(s)?
3. Some in the GERS Committee were not sure that an area of Emphasis through General Education quite rises to the level of certificate. It may be that a more apt term could be used to recognize completion.
4. As Sea Lanes are developed, the GE Sub-Committee can examine the proposals and work with Academic Programs to determine the viability of awarding certificates. Perhaps noting on transcripts that “An area of Emphasis through GE in_____‘) would suffice.
5. If a decision is made in to recognize Sea Lane completion on transcripts, it could still be awarded to students who began in previous years.

Community Engagement & Co-Curricular

Ideally, Community-based learning of some sort would be featured in a well-developed Sea Lane. This is something that should be addressed when certificate requirements are determined. This could be accomplished with:

- a common service experience for students across a range of courses,

- a specifically designed service-learning course as part of the thematic approaches,
- an internship experience that addresses community needs.

As each Sea Lane will be devised to have students focus on a wicked program from multiple angles, it would be valuable if the Community Engagement experiences would be aligned with the "wicked problem."

Additionally, for some Sea Lanes it might work to include semester(s) studying abroad as part of an ideal program.

For all Sea Lanes, it would be appropriate to develop events in order to foster intellectual community. Some ideas include:

- Faculty panels discussing topics across courses
- Field trips
- Student presentations of their work

Proposals

The office of Academic Programs will develop protocols for soliciting proposals. Organization meetings will be planned to match faculty from across disciplines around possible topics. Once topics have been determined, calls will go out to the faculty at large to offer (new or ongoing) courses that might fit with a theme.

One Possible Model: Cohort Approach

A cohort would be a sequenced path through a particular theme. It would be an advising path and would not confer additional recognition on transcript. It would, however, provide opportunities for students to connect and re-connect over their years of study. Even more could be done to enhance education with co-curricular events and/or residential life experiences.

- Cohort models will allow for intense curricular planning amongst groups of interested faculty should they wish to do so.
- Cohort models should be constructed so as to complete the definition of a thematic cluster (Sea Lane).
- All courses in a cohort track should be sequenced with larger classes in the beginning, and fewer or smaller classes as the students progress.
- Departments and programs must commit to offering courses in the year promised to the cohort's students.
- Students may leave a cohort and still complete a thematic cluster on their transcript.
- Seats will be held in cohort classes for cohort students, but will be made available to other students to capacity.
- Courses in a cohort model must also be approved for inclusion in the area of thematic emphasis.

- Upon proposal, cohort models will be approved by the General Education sub-committee, with support and coordination from Academic Programs. Not all areas of emphasis may include or lend themselves to cohort models. Some possible examples include:
- “The future of food” in Environmental/Sustainability”
- “Science-fiction crossings” in Identity, Diversity, and Inclusion (sample provided)
- “Labor movements past and present” in Social Justice
- “Service-learning as inquiry” in Community/Civic Engagement

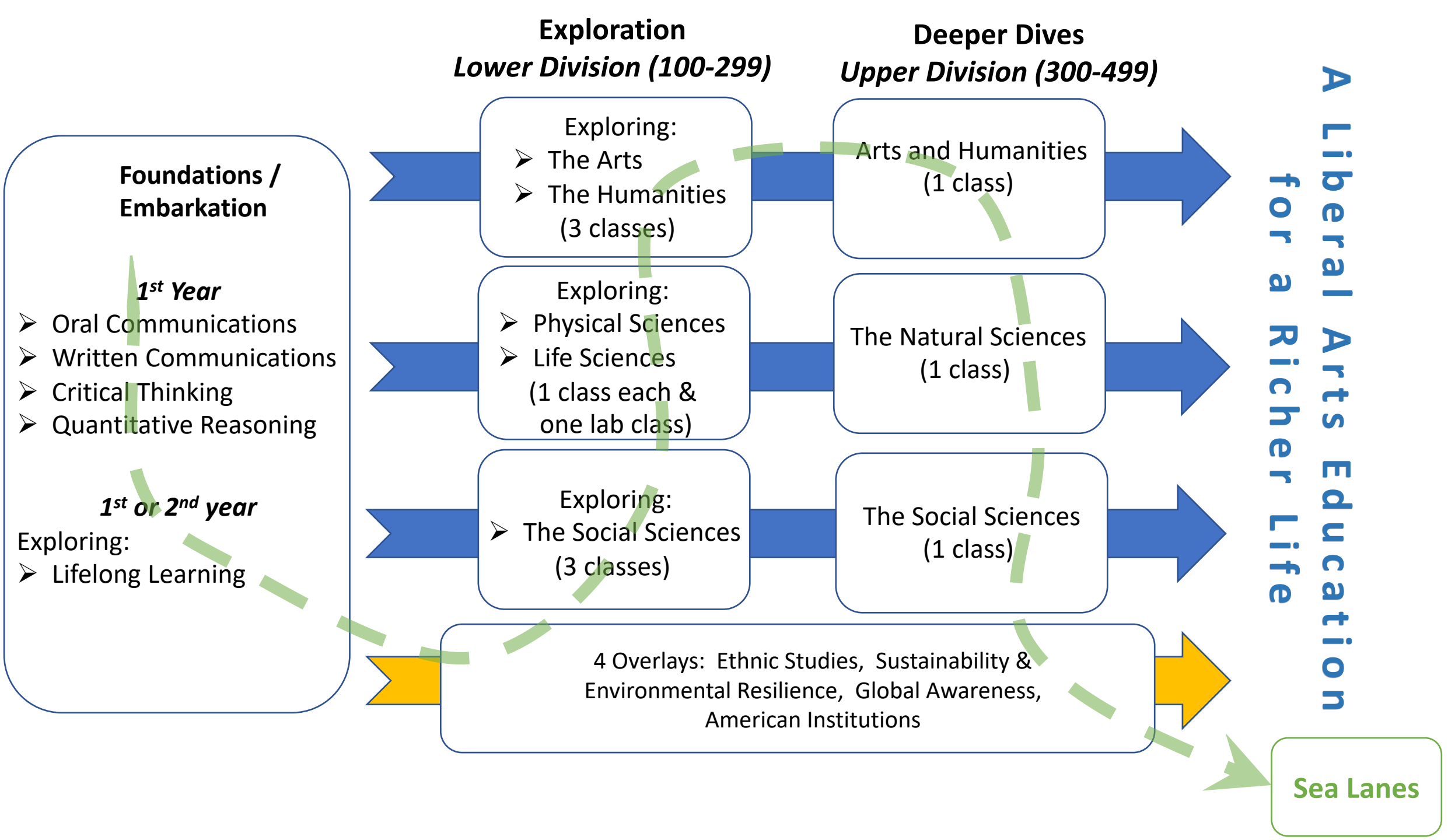
First-Year Programming (Freshman Learning Communities)

First-year programming at Sonoma State University requires a common framework and clear articulation of the importance of transitional learning to each program. Current first-year courses/programs have no unifying framework, making them difficult to understand; some programs do not provide students with opportunities to complete General Education requirements; and some options do not comply with EO1100. All first-year programming at SSU have the following characteristics.

1. **Be available to all entering first-year students** (first-year programs shall not be required since some students will not be able to fit one into their schedules).
2. **Meet at least two GE Areas**.
3. **GE content is identifiable on transcripts as meeting 3 units of GE credit for each area addressed by the course.** GE instruction may be blended across the year and among courses offered in a semester, as long as each area is listed on the transcript separately.
4. **Be a year-long program.** Year-long courses should typically be taught by the same faculty with the same cohort of students.
5. **Deliver transitional content.**
    a. In each semester, students co-enroll in a 1-unit transition course.
    b. The same faculty member should ideally teach the 3-unit GE area distribution course and 1-unit transition components.
    c. FLC Faculty earn this WTU by teaching transitional curriculum in the 1-unit transition course that meets the following Learning Outcomes:

1. *Demonstrate skills necessary to be successful and actively engaged in college.*
    - *1.1 Explore different academic paths and disciplines*
    - *1.2 Identify academic passion(s)*
    - *1.3 Explore ways to pursue academic passion(s)*
    - *1.4 Practice active & self-responsible learning*
    - *1.5 Articulate the difference between high school and college*
    - *1.6 Recognize the role that resiliency and grit play in a successful college career*
2. *Demonstrate skills and dispositions to develop meaningful and healthy relationships.*
    - *2.1 Develop a respect and appreciation for different social identities*
    - *2.2 Engage intentionally and ethically in their community*
3. *Develop a sense of belonging within the campus community.*
    - *3.1 Become familiar with campus resources designed to support student success*
    - *3.2 Utilize faculty as a resource in and outside of the classroom*

    d. Include and support roles for trained Peer Mentors.


Exploration
Lower Division (100-299)
Deeper Dives
Upper Division (300-499)
Foundations / Embarkation
1st Year
Oral Communications
Written Communications
Critical Thinking
Quantitative Reasoning
1st or 2nd year
Exploring:
Lifelong Learning
Exploring:
The Arts
The Humanities
(3 classes)
Arts and Humanities
(1 class)
Exploring:
Physical Sciences
Life Sciences
(1 class each & one lab class)
The Natural Sciences
(1 class)
Exploring:
The Social Sciences
(3 classes)
The Social Sciences
(1 class)
4 Overlays: Ethnic Studies, Sustainability & Environmental Resilience, Global Awareness, American Institutions
A Liberal Arts Education for a Richer Life
Sea Lanes

Catalog Copy – Side-by-Side

Current 2018-19 Catalog	Proposed 2019-20 Catalog
~~**Mission**~~ ~~General Education (GE) at Sonoma State University investigates the complexity of human experience in a diverse natural and social world, and promotes informed and ethical participation as citizens of the world.~~ ~~**Teaching Goals**~~ ~~To achieve this mission, in concert with the specific needs of various GE Areas of Study, the GE program asserts the following fundamental goals for all GE-approved classes:~~ ~~I. Teach students to think independently, ethically, critically, and creatively;~~ ~~II. Teach students to communicate clearly to many audiences;~~ ~~III. Teach students to gain an understanding of connections between the past and the present, and to look to the future;~~ ~~IV. Teach students to appreciate intellectual, scientfic, and artistic accomplishment; and~~ ~~V. Teach and/or build upon reading, writing, research, and critical thinking skills.~~ ~~**Learning Objectives**~~ ~~**1. Acquire a foundation of intellectual skills and capacities**~~ ~~a. Develop intellectual curiosity (Supports Goals I, II, III, IV, and V);~~ ~~b. Develop research skills (I, III, IV, V);~~ ~~c. Write and speak effectively to various audiences (I, II, V);~~ ~~d. Evaluate everyday experiences critically (I, III, IV, V);~~ ~~e. Develop capacity to reason quantitatively (I, IV, V);~~ ~~f. Work collaboratively to achieve defined goals and objectives (I, II, V);~~ ~~g. Develop skill in the use of information technology (I, II, V);~~ ~~h. Imagine, design, and execute scholarly and creative projects (I, II, IV, V); and~~ ~~i. Translate problems into common language (I, II, V).~~ ~~**2. Develop social and global knowledge**~~ ~~a. Understand and appreciate human diversity and multicultural perspectives (I, II, III, IV, V);~~ ~~b. Prepare for active engagement in the community (I, II, III, V);~~ ~~c. Understand and be sensitive to the global environment (I, II, III, IV, V);~~ ~~d. Understand social justice issues (I, III, IV, V); and~~ ~~e. Engage with challenging moral and ethical human dilemmas~~ ~~(I, II, III, IV, V).~~ ~~**3. Understand and use multiple methods of inquiry and approaches to knowledge**~~ ~~a. Understand and appreciate mathematics and science (I, II, III, IV, V);~~ ~~b. Understand and appreciate fine and performing arts (I, II, III, IV, V);~~ ~~c. Understand and appreciate historical and social phenomena~~	**Seawolf Experience** Whether you come to Sonoma State as a first-year or transfer student, the Seawolf Experience makes you part of the SSU community—people who are passionate about academic excellence, community and civic engagement, diversity, sustainability, and lifelong learning. <u>Foundation and Exploration</u> During your first two years of college, you will lay the foundation for college success and begin to explore areas of interest: • Participate in a first-year learning community (FLC) • Complete the Golden Four (Foundations courses: critical thinking, quantitative reasoning, written and oral communication) • Develop a sound understanding of American history and political institutions • Explore SSU values of sustainability, ethnic studies, and global awareness • Learn how to be successful in college, including learning about campus resources, skills, and dispositions you need to succeed • Explore the natural sciences, arts, humanities, and human societies, through a Sea Lane or independent courses • Lay a foundation for major through introductory courses • Choose and/or affirm your choice of major • Set goals and identify academic and co-curricular activities that can help you move toward your professional life goals (including language study, study abroad, internships, student research, service learning, certificate programs, clubs, student leadership, and more) <u>Integration and Reflection</u> During your last two years of college, you will build on your lower-division foundation, reflect on what you have learned and where you are going, and integrate your knowledge and experiences as you begin to move toward professional and civic engagement: • Explore connections, communities, and guidance for transfers to SSU through Transfer Transitions • Take Deeper Dives into natural sciences, arts, humanities, and human societies through upper-division GE, developing your foundational skills • Continue to follow a Sea Lane, if you choose—a program in which your GE

(I, II, III, IV, V); and
d. Recognize and use perspectives of diverse disciplines (I, II, III, IV, V).
4. Develop capacities for integration and lifelong learning
a. Evaluate alternative career choices (I, III, IV, V);
b. Recognize the importance of lifelong learning(I,II,III,IV,V);
c. Integrate general education experiences (I, II, III, IV, V);
d. Cultivate ways to empower the learning of others(I,II,III,IV,V); and
e. Engage in responsible citizenship (I, II, III, IV, V).

Learning Goals and Objectives for each of the GE areas can be found at http://www.sonoma.edu/senate/committees/ge/LGOs_new.html

There are two options for completing general education at Sonoma State University: the University-Wide Option and the Hutchins School Interdisciplinary Option.

The University-Wide Option

Each baccalaureate candidate will complete a University-approved general education program, with courses distributed among the following categories:
Communication and Critical Thinking
Natural Sciences and Mathematics
Arts and Humanities
Social Sciences
Integrated Person

Within these categories, one course in Ethnic Studies is required. At least 9 units of general education must be in upper-division (300 and 400) courses and shall be taken no sooner than the term in which upper-division standing (completion of 60 semester units) is attained. The 9 upper-division units must be completed by enrollment in upper-division courses in two of the four areas (B-E).

Ethnic Studies Requirement
One course in Ethnic Studies is required. Courses that fulfill this requirement are marked with an asterisk (*).

Foundation Courses
These courses are designed to provide students with the level of writing, analytical, and speaking proficiency appropriate for a university education. Freshmen are expected to complete these courses as soon as possible after enrolling at SSU, certainly during their first two years. All students follow Sonoma State University's 50 unit GE pattern. Students will need to obtain a grade of C- or better to complete the GE requirement for these courses. In year-long GE blended courses, only the second semester grade is used to meet this requirement.

Each recipient of the bachelor's degree completing the California State University's General Education breadth requirements shall have completed a program which includes a minimum of 48 semester units, of which 9 semester units shall be upper-division level and shall be taken no sooner than the term in which the candidate achieves upper-division status. At

courses are integrated around a particular theme
- Complete your Seawolf Studies explorations of ethnic studies, sustainability and environmental resilience, global awareness, and American institutions
- Complete a Writing Intensive Course (WIC) to strengthen your ability to write for audiences both inside and outside your field of study.
- Integrate your classroom learning with life experience by participating in high impact practices such as study abroad, an internship, student leadership, service learning, student research, language study, etc.
- Study a particular field in depth through your major.
- Complete a major capstone course with a culminating project and/or guidance in transitioning from your major to professional opportunities.
- Reflect on how your GE, high-impact practices, and work in your major intersect and how they have helped you move toward your personal and professional goals.

Statement of Purpose
The Sonoma State General Education (GE) Program provides students an intentional, coherent, inclusive undergraduate experience across multiple disciplinary perspectives, fostering broad transferable skills and integrated, engaged learning that position students to create and participate meaningfully and ethically in our interconnected and interdependent world.

Goals
Broad Transferable Skills
A. Teaches academic skills, including
1. Written communication
2. Oral communication
3. Critical thinking and questioning
4. Quantitative reasoning
5. Information literacy
6. Cultural competency
B. Teaches life skills, including
1. Practicing collaboration
2. Engaging in problem-solving
3. Reading critically and digesting materials
4. Planning, organizing, and carrying through complex projects in a timely fashion
5. Cultivating an understanding and appreciation of social power and difference
C. Cultivates lifelong learning dispositions, including
1. Creativity
2. Curiosity
3. Flexibility
4. Reflection

~~last 9 of the 48 total semester units shall be earned at the campus granting the degree. (40405.1) The 48 units shall be distributed as follows:~~

1. ~~A minimum of 9 semester units in communication in English Language to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.~~
2. ~~A minimum of 12 semester units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reason and their applications.~~
3. ~~A minimum of 12 semester units among the arts, literature, philosophy, and foreign language.~~
4. ~~A minimum of 12 semester units dealing with human social, political and economic institutions and behavior and their historical background.~~
5. ~~A minimum of 3 semester units in study designed to equip human being for lifelong understanding and development of themselves as integrated physiological, social, and psychological entities.~~

~~A. Communication and Critical Thinking (Minimum 8 units)~~

~~1. Oral Communication~~
~~2. Written Communication~~
~~3. Critical Thinking~~

~~B. Natural Sciences and Mathematics (Minimum 12 units)~~

~~In natural sciences, humans use their perceptions and quantitative reasoning to discover the principles and rules that govern how the universe works. Courses in this area of general education examine important theories of the natural sciences, and methods and models by which scientific investigation proceeds. They also seek to increase scientific understanding and to imbue students with the sense of curiosity and wonder about the natural world that inspires scientists and mathematicians in their work.~~
~~Complete one course each (minimum 3 units per course) from groups 1, 2, and 4, plus a laboratory activity (# indicates a laboratory course).~~

~~1. Physical Sciences~~

~~Physical science courses seek to awaken in students an appreciation of the power of the intellectual approach of science through the study of some of the fundamental questions pursued by astronomers, chemists, geologists, and physicists.~~

~~To complete 12 units, select additional courses from group 1, 2, or 3 below.~~

~~2. Biological Sciences~~

~~Life science courses develop students' understanding and appreciation of the fundamental principles that govern all living things and the nature of their interdependence.~~

5. Challenge-seeking
6. Persistence
7. Inclusiveness

II. Disciplinary and Interdisciplinary Perspectives
- A. Introduces students to disciplinary and interdisciplinary ways of knowing
  1. Supporting students in exploring, choosing, and affirming majors and areas of focus
  2. Developing breadth of knowledge
- B. Affords students the opportunity to practice knowledge-making
- C. Expects understanding and appreciation of human diversity and multicultural perspectives

III. Integrated Learning
- A. Builds bridges between disciplines and schools
  1. Synthesizing between general and specialized studies
  2. Bringing multiple disciplinary perspectives to the students' programs of study
- B. Teaches students to apply knowledge, skills, and multiple perspectives to new situations and problem-solving.
- C. Encourages students to embrace ambiguity and appreciate/value difference

IV. Engaged and real-world learning
- A. Provides opportunities and encourages students to engage in hands-on learning and applications in and beyond the classroom
- B. Fosters social responsibility of individuals within diverse communities.

Learning Outcomes
- **Critical Reading:** Actively analyze texts in a variety of forms, genres, and disciplines.
- **Information Literacy**: Iteratively formulate questions for research by gathering diverse types of information, identifying gaps, correlations and contradictions, and using sources ethically toward a creative, informed synthesis of ideas.
- **Argument**: Advance cogent and ethical arguments in a variety of genres with rigor and critical inquiry.
- **Communication**: Communicate clearly and eloquently in written, oral, and/or performative forms in a variety of genres and disciplines.
- **Quantitative Reasoning**: Interpret, evaluate, and employ quantitative analysis and arguments.
- **Disciplinary and Interdisciplinary Knowledge**: Identify, interpret, and apply methods, intellectual approaches, and fundamental concepts from disciplines within the social

~~***3. Specific Emphasis***~~

~~Specific emphasis courses provide students an opportunity to explore a particular area of interest in the natural sciences.~~

~~***4. Mathematical Concepts and Quantitative Reasoning***~~

~~Mathematics courses develop students' appreciation of one of the chief tools of the natural and social sciences, a philosophy of the abstract concepts of pure form and numbers, and an approach to reasoning and logical argument.~~

~~**C. The Arts and Humanities (Minimum 12 units)**~~

~~In Area C, students will cultivate intellect, imagination, sensibility, sensitivity, and interpretive skills by studying significant works of the human imagination. In addition, they will develop a greater understanding of the interrelationships among the creative arts, the humanities and the self across a variety of cultural contexts.~~

~~***1. Fine Arts, Theatre, Dance, Music, and Film***~~

~~Courses in the fine arts, theatre, dance, music, and film study human cultural endeavors and may develop skills through hands-on experience in the fine and performing arts. An understanding of, and appreciation for, the arts help a student form an appreciation for manifestations of human awareness and values.~~

~~***2. Literature, Philosophies, and Values***~~
~~***3. Comparative Perspectives and/or Foreign Languages***~~

~~Comparative perspectives and the study of a foreign language introduce students to cultural traditions other than those derived from Anglo-American society. These studies provide opportunities for a deeper understanding of diverse cultures and corresponding value systems.~~

~~Note: A first year language course may only be selected if the student has met the high school subject requirement (two years) in another second language or if the student has completed one year of another second language at the college level.~~

~~Courses, taken as part of a Humanities Learning Community are for first time freshmen only. Completion of these courses over a two semester sequence, will give students credit for Area A3 (Philosophy 101) and Area C3 (Humanities Learning Community 160A/B).~~

~~**D. Social Sciences (Minimum 15 units)**~~

~~The social sciences concentrate on the description and explana- tion of organization, variation, and change in social practices and institutions. Courses in this area examine the diversity, variety, and complexity of human life at every scale from the individual to the global. Courses instill an appreciation of the multiple perspectives and methodologies that social~~ sciences, natural and physical sciences, arts, and humanities.

- **Integration**: Synthesize and apply theoretical and practical perspectives from multiple disciplines to develop an understanding of complex issues.
- **Diverse Cultural Competencies:** Attain and apply knowledge of social power and difference in relations between self, other people, and social structures locally and nationally while honoring contributions of people of different identities.
- **Civic Responsibility**: Drawing on the past and present, develop knowledge and skills that promote active citizenship, with the capacity to deliberate, act, and lead in a democratic society.
- **Sustainable Development**: Explore past and present relationships among humans and between societies and environments and create new ways to cultivate a more secure and resilient future for all of our planet.
- **Global Awareness**: Develop knowledge of past and present political, economic, and cultural relations operating at international to global scale.
- **Creative Problem Solving**: Apply knowledge, skills, and multiple perspectives in new situations to analyze and formulate solutions to complex problems with confidence and creativity.

Assessment of General Education

All undergraduates will participate in assessment of SSU's general education program. Assessment helps the university community understand how well students are learning and helps us change the curriculum to better meet student needs. All general education courses will include a *signature assignment*, a key assignment that is mapped to one or more of the learning outcomes listed above. Student work products for those *signature assignments* will be submitted (without identifying names or other information) to faculty groups who will evaluate student learning and make recommendations for curricular change. Student participation in these processes is as simple as turning in your course work—it is automatic and confidential.

Lower Division General Education

Lower division general education consists of 39 units of introductory course work that promotes foundational learning and exploration. These courses are generally numbered 100-299 and are taken in the first two years of the college degree. These courses have minimal prerequisites and offer students an understanding of disciplinary ways of

~~science disciplines offer for understanding the human experience.~~

~~***1. Individual and Society***~~

~~Individual and Society focuses on the personal and social development of the individual and on the person's relation to social institutions. It includes theoretical explanations of the individual's social relationships in groups, in societies, and across nations.~~

~~***2. Nature and Development of Complex Societies***~~

~~This subject area examines the emergence of complex societies and their diversity across time and space. Courses examine the ways in which societies and aspects of them function and interact, and the theoretical constructs that have been developed to explain these interactions and their social and environmental consequences.~~

~~***3. United States History***~~

~~United States history seeks to provide a basic understanding of the continuity of the American experience and its derivation from other cultures, including political and economic dimensions, social movements, and human-environment relationships. Satisfies state code requirement in this subject area.~~

~~***4. U.S. Constitution and California State and Local Government***~~

~~U. S. Constitution and California State and Local Government acquaints students with the political philosophies upon which the U.S. Constitution is based and the rights and obligations of citizens under that Constitution. It also addresses the evolution of federal-state relations and the political processes in contemporary California state and local governments. Satisfies state code requirement in this subject area.~~

~~***5. Contemporary International Perspectives***~~

~~Contemporary International Perspectives studies major economic and political dimensions of human activity, including consideration of differential access to natural resources, wealth, and power within and among the world's nations.~~

~~**E. The Integrated Person (Minimum 3 units)**~~

~~Integrated person courses are designed to study both processes affecting the individual, such as psychological, social, or physiological changes throughout the human life cycle, and the interactions between the individual and society. Focus is on the integration of disciplinary knowledge and personal experience with an appreciation of the duties and rights of a citizen with a rich public and personal life.~~

The Hutchins School Interdisciplinary Option

knowing. Transfer students are likely to meet these requirements prior to enrolling at Sonoma State. Students may double count lower division general education courses as requirements or electives in the major, as the academic department allows.

Upper Division General Education

Upper division general education consists of 9 units of course work in Life and Physical Sciences, Arts and Humanities, and the Social Sciences. These courses are generally numbered 300-499 and are generally taken in the last two years of the college degree. These courses have minimal prerequisites and offer students an integrative and deep understanding of a broad field of study. To take an upper division general education course, students must have taken the Golden Four (critical thinking, quantitative reasoning, written and oral communication), 45 units of college-level course work, and lower-division general education in the same GE area as the course being taken. Transfer students are required to take upper-division general education as part of their degree. Students may double count upper division general education courses as requirements or electives in the major, as the academic department allows.

Met-in-Major

Met-in-major courses are major courses that satisfy upper division general education requirements. These courses are for majors only and do not appear in the list of approved general education courses. These courses may have prerequisites, and students must take all prerequisites to sign up for the courses. Students may only take *three* units of GE course work in one GE area as met-in-major. Met-in-major courses must be mapped to the GE learning outcomes and will be assessed using *signature assignments* with other GE courses.

General Education Curriculum

Lower Division General Education

Oral Communication (A1)	3 units
Written Communication A2)	3 units
Critical Thinking (A3)	3 units
Physical Sciences (B1)	3 units
Life Sciences (B2)	3 units
Lab (B3)	1 unit
(may be integrated in Life or Physical Sciences)	
Quantitative Reasoning (B4)	3 units
Arts (C1)	3 units
Humanities (C2)	3 units
One additional Arts or Humanities	3 units
Social Sciences (D)	9 units

The lower-division general education requirements can be met by taking the four Hutchins School interdisciplinary seminars of 12 units each and 3 units of mathematics. The seminars are: LIBS 101 The Human Enigma; LIBS 102 In Search of Self; LIBS 201 Exploring the Unknown; and LIBS 202 Challenge and Response in the Modern World. These 48 units are taken Cr/NC. Any additional Cr/NC courses will not count toward the 120 units required for the degree. In addition, 9 units of upper-division general education courses must be completed. The subject matter preparation options (Tracks II and III) in the Hutchins major lead to automatic completion of these 9 units. For students in the interdisciplinary studies option (Track I) in the Hutchins major, 3 of the 9 units will be met with a course from the Core D category. The remaining 6 units must be selected from upper-division courses in areas B-E of the University-wide general education program.	(in at least two disciplines) Life-Long Learning and Self-Development 3 units Upper Division General Education Scientific Inquiry and Quantitative Reasoning (Area B) 3 units Arts and Humanities (Area C) 3 units Social Sciences (Area D) 3 units Golden Four Requirements The Golden Four include Oral Communication (A1), Written Communication (A2), Critical Thinking (A3), and Quantitative Reasoning (B4). Students must take the Golden Four requirements in the first 60 units of the baccalaureate degree. Written Communication (C2) and Quantitative Reasoning (B4) must be completed in the first 30 units. Critical Thinking (A3) and Oral Communication (A1) must be completed within the first 60 units. **First-Year Learning Communities (FLCs)** FLCs are year-long integrative experiences for first-year students that support student success. They are available to all entering first-year students but are not required. Each FLC must meet at least two areas/subareas of general education and must offer transitional content that provides the academic skills, such as note-taking and time management, and college-level dispositions, such as healthy relationship-building and financial literacy, that students need to be successful in college. The transitional content is supported by peer mentors who assist faculty in and out of the classroom. FLCs will earn 6 units of general education credit and up to 2 units of elective credit. **Seawolf Studies Degree Requirements** Graduation Writing Assessment Requirement (GWAR) (0-3 units minimum) The GWAR is a requirement of all undergraduate students in the California State University system. Students may meet this degree requirement in one of two ways: the Written English Proficiency Test (WEPT) or a Writing Intensive Course (WIC). WICs are upper-division courses and may be met in general education, the major, or an elective. American Institutions Requirement (minimum 6 units) Six units of American Institutions requirements are mandated by Title V of the California Code, covering three areas: American History, the Constitution, and State and Local Government. At Sonoma State, these requirements may be met through two three-unit courses in general education, the major, or an

	elective. Transfer students may use course work taken at other institutions to meet these requirements. Ethnic Studies (minimum 3 units) Ethnic Studies is an important part of the educational environment in the State of California and is a key requirement to gaining an understanding of American multicultural perspectives. At Sonoma State, this three-unit requirement may be met in general education, the major, or an elective. Transfer students may use course work taken at other institutions to meet this requirement. [These pieces will not be included in the 2019-20 Catalog] Sustainability and Environmental Resilience (minimum 3 units) Sustainability and Environmental Resilience is key to future of Sonoma County and the State of California. At Sonoma State, this three-unit requirement may be met in general education, the major, or an elective. Transfer students may use course work taken at other institutions to meet this requirement. Global Awareness (minimum 3 units) Global citizenship is key for today's college graduates. At Sonoma State, this three-unit requirement may be met in general education, the major, or an elective. Transfer students may use course work taken at other institutions to meet this requirement. **Sea Lanes** Sea Lanes offer a thematic approach to general education and affords students greater coherence in the general education program. Students elect to join a Sea Lane, which combines several GE categories into a theme or topic. Sea Lanes consist of a minimum of 15 units in at least three different general education areas. Sea Lanes may help students meet Seawolf Studies Degree Requirements listed above.

GE Assessment Plan (Version: 04.02.19)

Overview

Sonoma State faculty identified the General Education learning outcomes as the heart of the undergraduate Seawolf education. We believe all students should demonstrate competency in these outcomes through their General Education curricular and co-curricular experiences. We are committed to improving student learning where achievement levels demonstrate a need. Assessing student learning, analyzing the results of assessment, and using this information to improve or innovate within the program, its pedagogies, and student learning experiences are therefore integral components of the SSU General Education program, for which the faculty have authority and responsibility.

_____AY 2018-19_____

Spring 19

(1) Hold signature assignment workshops to inform faculty (also required Fac Dev for GE)
(2) Finalize assessment plan and timeline
(3) Start determining who is in charge of what

Summer 19

(1) Design the design workshops for rubric introduction and development- including content, timeframe, participant stipends, etc.
(2) Design plan for faculty assessment (application of rubrics, calibration, report structure/template) (also including faculty incentives for rubric design workshop participation and leading/applying rubrics/analyzing data, working group composition and recruitment)
(3) Determine process for collecting, storing, and sampling signature assignments
(4) Finish determining who is in charge of what

_____AY 2019-20_____

Fall 19

(1) Pilot: Present multiple design workshops for one rubric (Communication)
(2) Recruit and convene faculty assessment team for Communication
(3) Faculty governance begins evaluation of GE Subcommittee/APARC/other committees' charge related to role in assessment and overall report out process for assessment results outside of program review
(4) Collect signature assignments from A1, A2, UD B, E

Spring 20

(1) Pilot: Faculty assessment team checks collected sig assignments from A1 and A2 against rubric for Communication, submits report
(2) Present multiple design workshops for two rubrics (Information Literacy, Quantitative Reasoning)
(3) Recruit and convene faculty assessment teams for Info Lit and Quant Reasoning
(4) Develop reporting out structures for yearly assessment
(5) Collect signature assignments from all newly approved/recertified GE courses (ongoing)

Summer 20

(1) Develop faculty survey for assessment of GE implementation (including impact on processes like course scheduling, faculty workloads, etc) (AP and faculty)

(2) Collect and evaluate GE program stats: seats offered, waitlists, grade reports, #'s sig assignments collect, etc
(3) Debrief and refine design workshops; plan for development/recruitment of future workshop leaders
(4) Debrief and refine process for application of rubric (Communication)
(5) Figure out how to close the loop using assessment results before full program review, in light of whatever faculty governance decides is the right structure and relevant practices for use of assessment results in improving student learning. Add to timeline based on determination.

_____AY 2020-21_____

Fall 20

(1) Faculty assessment teams check collected sig assignments from appropriate courses against rubrics for Info Lit and Quant Reasoning, submit reports
(2) Present multiple design workshops for three rubrics (Critical Reading, Argument, Disciplinary / Interdisciplinary Knowledge)
(3) Recruit and convene faculty assessment teams for Critical Reading, Argument, Disciplinary / Interdisciplinary Knowledge
(4) Collect signature assignments from all newly approved/recertified GE courses (ongoing)
(5) Faculty survey for assessment of GE implementation

Spring 21 (WSCUC visit)

(1) Faculty assessment teams check collected sig assignments from appropriate courses against rubrics for Critical Reading, Argument, Disciplinary / Interdisciplinary Knowledge; submit reports
(2) Present multiple design workshops for four rubrics (Creative Problem Solving, Creative Expression, Integration, Civic Responsibility)
(3) Recruit and convene faculty assessment teams for Creative Problem Solving, Creative Expression, Integration, Civic Responsibility
(4) Collect signature assignments from all newly approved/recertified GE courses (ongoing)

Summer 21

(1) Analyze faculty survey of assessment of GE implementation, make improvements, communicate
(2) Collect and evaluate GE program stats: seats offered, waitlists, grade reports, # sig assignments collected, etc

_____AY 2021-22_____

Fall 21

(1) Faculty assessment teams check collected sig assignments from appropriate courses against rubrics for Creative Problem Solving, Creative Expression, Integration, Civic Responsibility; submit reports
(2) Present multiple design workshops for three rubrics (Diverse Cultural Competencies, Sustainable Development, Global Awareness)
(3) Recruit and convene faculty assessment teams for Diverse Cultural Competencies, Sustainable Development, Global Awareness
(4) Collect signature assignments from all newly approved/recertified GE courses (ongoing)
(5) Faculty survey for assessment of GE implementation

Spring 22

(1) Faculty assessment teams check collected sig assignments from appropriate courses against rubrics for Diverse Cultural Competencies, Sustainable Development, Global Awareness; submit reports
(2) Compare number of overlay courses that also meet A-E distribution with those that are not to check to see if we are getting an appropriate sampling
(3) Analyze faculty survey of assessment of GE implementation, make improvements, communicate
(4) Collect and evaluate GE program stats: seats offered, waitlists, grade reports, # sig assignments collected, etc

Summer 22

(1) Determine whether specific GELOs need further review

_____AY 2022-23_____

Fall 22

(1) Focus on closing the loop
(2) Continue sig assignment collection
(3) Develop timeline for new GELO assessment cycle
(4) Faculty survey for assessment of GE implementation

Spring 23

(1) Analyze faculty survey of assessment of GE implementation, make improvements, communicate
(2) Collect and evaluate GE program stats: seats offered, waitlists, grade reports, # sig assignments collected, etc
(3) Identify GE program review team and start self-study; include discussion of relationship between GELOs, ILOs, and WASC core competencies. Address: Can GELOs be met only with Distribution A-E courses or are the overlays necessary? Are GELOs necessary? Do any GELOs need revision?
(4) Solicit input and feedback from campus constituents: faculty, students, staff, advisors

_____AY 2023-24_____

Fall 23

(1) GE program review team designates self-study areas for development
(2) Complete GE Self-Study
(3) Identify external reviewer

Spring 24

(1) Finalize the self-study
(2) Host external reviewer
(3) Complete review; develop plan of action
(4) Complete process with UPRS, sign MOU

_____AY 2024-25_____

Fall 24

(1) Based on results of program review, implement plan of action
(2) Enter first round of second assessment cycle

Version: 4.8.19

This document maps the proposed GE Learning Outcomes to the EO1100 area distribution requirements, graduation overlay requirements, and learning communities. These are considered "must-have" matches in that an area distribution course, overlay course, or learning community must address the GELOs listed under it. These are where the GE assessment of the outcome will be measured. If fewer than three GELOs are "must-have" then any others required (by definition of GE course) are at the faculty member's discretion. More than 3 GELOs may also be addressed if desired.

All upper-division area distribution requirements (B, C, D) share integration as a GELO, which requires perspectives from multiple disciplines.

The expected level at which each GELO should be achieved is listed in parentheses after each distribution area or overlay. There are two levels: Foundational and Developed. While the Developed level is not required of every GELO in this mapping, it is expected that students will often achieve this level through their other course work or co-curricular activities. At the very least, we can expect our graduates to be familiar with the central values of a Sonoma State education, including cultural competency, global awareness, and sustainable development.

The mapping of the GELOs to the area distribution and overlay requirements will be assessed and subsequently modified as needed.

A1 Oral Communication

- Communication (foundational)
- Informational literacy (foundational)

A2 Written Communication

- Critical Reading (foundational)
- Information Literacy (foundational)
- Communication (foundational)

A3 Critical Thinking

- Information Literacy (foundational)
- Argument (foundational)

B1 Physical Science

- Critical Reading (foundational)
- Quantitative Reasoning (foundational)
- Disciplinary and Interdisciplinary Knowledge (foundational)

B2 Life Science

- Critical Reading (foundational)
- Disciplinary and Interdisciplinary Knowledge (foundational)

B3 Lab
- Quantitative Reasoning (foundational)

B4 Mathematics/Quantitative Reasoning
- Quantitative Reasoning (developed)
- Disciplinary and Interdisciplinary Knowledge (foundational)

B Scientific Inquiry & Quant. Reasoning Upper Division
- Quantitative Reasoning (developed)
- Integration (developed)
- Creative Problem-Solving (developed)

C1 Arts
- Critical Reading (foundational)
- Disciplinary and Interdisciplinary Knowledge (foundational)
- Creative Expression (foundational)

C2 Humanities
- Critical Reading (foundational)
- Disciplinary and Interdisciplinary Knowledge (foundational)

C Arts & Humanities Upper Division
- Information Literacy (foundational)
- Argument (developed) OR Creative Expression (developed)
- Integration (developed)

D Social Sciences
- Critical Reading (developed)
- Disciplinary and Interdisciplinary Knowledge (foundational)

D Social Sciences Upper Division
- Information Literacy (developed)
- Integration (developed)
- Creative Problem-Solving (developed)

E Lifelong Learning & Self Development

- Disciplinary and Interdisciplinary Knowledge (foundational)

First-Year Learning Communities and Sophomore Year Experience

- Integration (foundational)

<u>Seawolf Studies (Overlay) degree requirements</u>

Critical Race Studies

- Diverse Cultural Competencies (foundational)

American Institutions

- Civic Responsibility (foundational)

Global Awareness

- Diverse Cultural Competencies (foundational)
- Global Awareness (foundational)

Sustainable Development

- Sustainable Development (foundational)
- Creative Problem-Solving (foundational)

GWAR/WIC

- Communication (developed)

Version: 4.8.19

This document maps EO 1100 Area Distributions (A-E), graduation overlays, and learning communities to each of the proposed GE Learning Outcomes (GELOs). These are considered "must-have" matches in that an area distribution or overlay course listed under each GELO must address that particular learning outcome. We expect faculty will find these to be valuable outcomes in other courses as well. These are where GE assessment of that outcome can occur. As described in the Seawolf Studies curriculum documents, overlay requirements may be met by approved courses that also may meet A-E area distribution requirements, major/minor requirements, or elective units.

The expected level at which each GELO should be achieved is listed in parentheses after each distribution area or overlay. There are two levels: Foundational and Developed. While the Developed level is not required of every GELO in this mapping, it is expected that students will often achieve this level through their other course work or co-curricular activities. At the very least, we can expect our graduates to be familiar with the central values of a Sonoma State education, including cultural competency, global awareness, and sustainable development.

The mapping of learning outcomes and their achievement level will be assessed and then subsequently modified as needed.

Critical Reading

A2 Written Communication (foundational)
B1 Physical Science (foundational)
B2 Life Science (foundational)
C1 Arts (foundational)
C2 Humanities (foundational)
D Social Sciences (foundational)

Information Literacy

A1 Communication (foundational)
A2 Written Communication (foundational)
A3 Critical Thinking (foundational)
UD: C Arts & Humanities, D Social Sciences (developed)

Argument

A3 Critical Thinking (foundational)
*UD: C Arts & Humanities (developed)

Communication

A1 Oral Communication (foundational)
A2 Written Communication (foundational)
GWAR/WIC (developed)

Quantitative Reasoning

B1 Physical Science (foundational)
B3 Lab (foundational)
B4 Mathematics/Quant. Reasoning (developed)
UD: B Sci. Inquiry & Quant. Reasoning (developed)

Disciplinary and Interdisciplinary Knowledge

B1 Physical Science (foundational)
B2 Life Science (foundational)
B4 Mathematics/Quant. Reasoning (foundational)
C1 Arts (foundational)
C2 Humanities (foundational)
D Social Sciences (foundational)
E Lifelong Learning & Self Development (foundational)

Integration

UD: B Sci Inquiry & Quantitative Reasoning, C Arts & Humanities, D Social Sciences (developed)
Learning Communities (foundational)

Diverse Cultural Competencies

Critical Race Studies overlay (foundational)
Global Awareness overlay (foundational)

Civic Responsibility

American Institutions overlay (foundational)

Sustainable Development

Sustainable Development overlay (foundational)

Global Awareness

Global Awareness overlay (foundational)

Creative Problem-Solving

UD: B Sci Inquiry & Quantitative Reasoning, D Social Sciences (developed)
Sustainable Development overlay (foundational)

Creative Expression

C1 Arts (foundational)
*UD: C Arts and Humanities (developed)

*UD C courses must include either Argument OR Creative Expression as a required GELO.

	Critical Reading	Information Literacy	Argument	Communication	Quantitative Reasoning	Disciplinary & Interdisciplinary Knowledge	Integration	Creative Problem Solving	Creative Expression	Diverse Cultural Competencies	Civic Responsibility	Sustainable Development	Global Awareness
A1 Oral Communication													
A2 Written Communication													
A3 Critical Thinking													
B1 Physical Science													
B2 Life Science													
B3 Lab													
B4 Math / Quant Reasoning													
B Upper Div. Scientifc Inquiry & Quant Reason													
C1 Arts													
C2 Humanities													
C Upper Div.* Arts Humanities													
D Social Sciences													
D Upper Div. Social Sciences													
E Lifelong Learning & Self Development													
Critical Race Studies													
American Institutions													
GWAR / WIC													
Global Awareness													
Sustainable Development													
Learning Communities													
Highest level of achievement specified													
Notes:													
All area A-E are lower division unless specified as upper division													
Color associated with expected learning outcome level				Foundational	Developed								
* Upper Division C must include either Argument or Creative Expression as a required GELO.													

Prepared by Academic Programs and Institutional Effectiveness
04.06.2019

Resource Allocation Model for General Education

This Resource Allocation Plan has been prepared as a collaborative effort between Academic Programs and Institutional Effectiveness.

The document delineates how Sonoma State will support the transition to the new GE program. It contains the following sections:

A. GE Resource Allocation in the Past
B. Mapping of Old GE Pattern to the New GE Pattern
C. Course Offering Patterns, Spring 2016-Fall 2018
D. Mapping of Old GE Pattern to the New GE Pattern
E. New GE Resource Allocation Plan

A. GE Resource Allocation in the Past

There has been no model for GE resource allocation at Sonoma State, so there is little to work with in terms of procedure for the new GE curriculum. The funding model has traditionally consisted of the following: FTES targets come from the Chancellor's Office and are apportioned by the Provost's Office to the Schools. Those dollars are then apportioned by the deans to the academic departments, using various models. One school divides target FTES between GE and major courses. In another school, GE funding priorities traditionally served first-year students but not sophomores in some GE subareas. In a third school, funding has been allocated to departments, and departments determine how GE sections are mounted. To further confuse GE resource allocation, lecture pool funds have, until recently, been distributed at the end of the fiscal year rather than at the beginning, therefore funds were distributed on the basis of the GE sections that had already been taught over the academic year. Resource allocation has not been managed according to student need in a model that would ensure timely graduation for all undergraduates.

Factors affecting GE resource allocation have included the following:

1) **Reliance on lecturers**: A significant factor in GE resource allocation is the campus' reliance on lecturers in the teaching of GE. Over a three-year period, for example, from Spring 2016 – Spring 2019 (7 semesters), 66.3% of GE courses were taught by non-tenure track faculty.

Lower Division General Education
Spring 2016 – Spring 2019

66.3% of GE courses were taught by non-tenure track faculty

2) **Waitlists:** Waitlists could be exceptionally high in some areas, particularly in areas like Ethnic Studies, where until recently more than 100 students could be on the waitlist for a single section of a single course.[1] The impact is that students stayed longer and took more units to graduate. Since July 2017, the Provost and the Deans have moved to add sections in areas where there is greater demand, and waitlists have been cut substantially.
3) **Relationship between GE and Majors/Double-counting:** Adding to the problems of resource allocation were the efforts by departments to limit enrollment in GE courses to majors only, and these restrictions were not always visible to students in Seawolf Scheduler. Moreover, academic departments have traditionally sought to use GE courses to increase enrollment in major courses, and faculty have sought to limit the teaching of specific GE areas to particular departments, in part to ensure enrollment for their majors. Since major enrollments have traditionally been privileged over service enrollments in requests for faculty positions, "double-counting" of GE and the major has been widespread, to the degree that some majors have almost no courses that are truly "core" to the major. Double-counting may have helped some students complete graduation requirements more efficiently, but other factors sometimes erased the gains of double-counting for students, if not for departments.
4) **GE Pattern:** Sonoma State's GE pattern has been different from the CSU pattern in several respects. The GE pattern for first-year students was 50-51 units for a number of years, 2-3 units higher than the CSU requirement of 48. The budgetary implication is that there were resource allocations for those additional units that benefitted some academic departments more than others. Students were required to take more GE units than their peers at other institutions. A1 Oral Communication was spread across other subcategories of GE (A2, A3, and C3). This distribution of A1 might have offered a cost savings for the institution were the pattern as a whole not at 50-51 units. Area D was increased to 15 units, in part to account for the teaching of American Institutions in Area D. Area B3 became more than just a way of tracking the lab unit required by the CSU pattern and was filled with 3- and 4-unit courses. Area E was offered primarily at the upper division level, and upper division courses are often 4-unit courses. Academic departments became accustomed to resource allocations that funded these pattern requirements and sought to hold on to enrollments that would make the case for new faculty, a rational approach at a time when state budgets were cut drastically and tenure system faculty lines were reduced.
5) **3 units vs. 4 units:** Sonoma State struggles with a mix of 3-unit courses and 4-unit courses. Some majors offer coursework in primarily 3-unit courses, while others are almost exclusively taught in 4-unit courses. GE has the same variability with resource implications. The School of Arts and Humanities was encouraged to shift wholesale to 4-unit courses, which had the positive benefit of stabilizing faculty workload and providing additional time in courses for teaching writing or transition skills. Lecturers were teaching fewer sections of courses to receive benefits and entitlements than their peers at other institutions. The negative impact is that FTF students were frequently

[1] Students could place themselves on more than one waitlist for a single course or GE category, so waitlists could be inflated.

taking substantially more than even the 50-51 units already required to complete the GE pattern and more than 120 units to graduate. Transfer students were often short required units in some GE areas, since the courses they brought from community colleges were 3 units instead of 4.

In summary, GE resource allocation did not match resources consistently to student need or to a clear academic plan. The primary resource allocation related to GE was for the lecture pool, with some additional costs for special programs, such as FLCs, HLCs, FYE, SYE, etc.

C. Course Offering Patterns, Spring 2016-Fall 2018

The attached report from Reporting and Analytics offers an overview of the course offering patterns from Spring 2016-Spring 2019. Organized by GE Area and Subarea, the report indicates units for courses, the range of the sections offered in fall and spring each year, data on course caps vs. enrollments during the three-year period, and the percentage of sections taught by non-tenure system faculty. This is the kind of historical report that will help us do projections.

D. Mapping of Old GE Pattern to the New GE Pattern

Current GE Area and Subareas	Old Pattern	New Pattern
A1 Oral Communication	Distributed units; no separate courses	3 unit stand-alone LD courses; must be taken in first 60 units
A2 Written Communication	4 unit ENGL 101; 6 unit ENGL100 A/B	3 unit ENGL 101; 6 unit ENGL 100 A/B; must be taken in first 30 units
A3 Critical Thinking	4 unit courses; some separate courses, some imbedded in FLC year-long courses	3 unit LD courses; some still imbedded in FLC year-long courses; must be taken in first 60 units
B1 Physical Science	Mix of 1, 2, 3, 4, and 5 unit courses, some with lab imbedded, some as separate lab courses	Primarily 3 and 4 unit LD courses with imbedded lab
B2 Life Science	Mix of 3 and 4 unit courses, some with lab imbedded	Mix of 3 and 4 unit courses, some with lab imbedded
B3 Specific Emphasis	Mix of 3 and 4 unit courses	Standalone 1-unit lab courses
B4 Mathematical Concepts and Quantitative Reasoning	Mix of 3 and 4 unit courses	Mix of 3 and 4 unit courses; must be taken in first 30 units

C1 Arts	Mix of mostly 3 and 4 unit courses	3 unit courses
C2 Humanities	Mostly 4 unit courses	3 unit courses; language courses may be 4 units
C3 Comparative Perspectives and/or Foreign Languages	Mostly 4 unit courses	No longer a separate subarea; courses will be distributed in C1 and C2
D1 Individual and Society	Mix of 3 and 4 unit courses	No longer separate subareas; AI (former D3 and D4) may be included in this area, but may also be taken in other GE areas and in major
D2 World History and Civilization	Mostly 3 unit courses	
D3 US History	3 unit courses	
D4 US Constitution and CA State and Local Government	3 and 4 unit courses	
D5 Contemporary International Perspectives	Mix of 3 and 4 unit courses	
E Integrated Person	Mix of 3 and 4 unit courses	3 unit LD courses
Upper Division	Mostly 4 unit courses, with some 3 unit courses (9 units in 2 areas)	Mix of 3 and 4 unit UD courses in areas B, C, and D
Ethnic Studies	Mix of 3 and 4 unit courses, as an overlay on GE	Mix of 3 and 4 unit courses, as an overlay on GE and in the major
Sustainability		Students will choose one of these two overlays; mix of 3 and 4 unit courses, as an overlay on GE and in the major
Global Awareness		
Writing Intensive Courses	Mix of 3 and 4 unit courses, as an overlay on UDGE or the major	Mix of 3 and 4 unit courses, as an overlay on UDGE and in the major
American Institutions	Areas D3 and D4; mostly 3-unit courses	Mix of 3 and 4 unit courses, as an overlay on GE and in the major

E. New GE Resource Allocation Model

The new GE curriculum, created by faculty and designed to reflect our identity and values as an institution, needs a GE allocation model that is fully aligned with the campus strategic plan and strategic budget. GE allocations will need to be adaptable and responsive to changes in the campus budget model, in campus curricula, in changes to GE staffing, and in the implementation of the new GE curriculum. GE allocations will also be informed by assessment of student learning outcomes and evaluation of student success metrics. The initial allocation model will be developed by Academic Programs and Institutional Effectiveness using the following strategy:

1. Historic three-year rolling data on GE enrollments will inform projected need by GE area and subarea and by school and department. In the next three years, projections will be more variable, given that the past three years of data are based on the old pattern of GE coursework and that the roll-out of the new curriculum will take 2-3 years.
2. As we transition to and implement the new GE pattern, the Associate Dean of Undergraduate Studies will work with staff in Institutional Effectiveness to develop projections for FTES by GE area and by department. The goal is to facilitate resource allocations at least one year in advance and to share projections in support of collaboration with deans and academic departments to improve the accuracy of the projections over time. Projections will be based on curriculum requirements and on enrollment data for FTF and transfer students, as well as on data about student majors.

The following principles will govern GE seat projections and resource allocations:

1. **3 Unit Course Model:** GE allocations will be based on mostly 3 unit courses, with 4 units possible in UDGE and in a limited number of LDGE courses where a case is made for 4 units as the standard in the discipline and in the CSU. Also considered for exception are FLCs for which transition content is included. FLCs must follow guidelines established for transition content and peer mentoring to be funded for more than 3 units per semester.
2. **Timing Requirements:** GE allocations will factor in when the course needs to be taken in the student's academic career; Golden 4 courses must be taken by 30 units (A2, B4) or by 60 units (A1, A3); UDGE must be taken after 45 units and completion of lower division coursework in the Area.
3. **Room Capacity, Scheduling Modules, and SFR**: GE allocations will factor in room capacity, scheduling modules, and appropriate student-faculty ratios. SSU needs to maximize efficiencies in room scheduling and course scheduling modules. We also need to increase SFR over time. In developing GE course projections, Academic Programs and Institutional Effectiveness will work with schools and departments to take account of these necessary efficiencies.
4. **Double-Counting**: Double counting of courses is still possible in the new GE plan, so GE allocations will be based on information related to which courses count for the majors; this is especially true at the upper division level.
5. **LDGE Open to Non-Majors:** GE allocations will be made on the premise that all lower division GE courses are open to non-majors.
6. **Met-in-Major Courses**: GE allocations will be made with the knowledge of which courses departments are using as **Met-in-Major** courses; students in majors using **Met-in-Major** courses will be excluded from seat count projections in appropriate UDGE areas.
7. **Open Course Approval:** GE allocations will take into account that departments do not own particular GE areas or subareas, since the course approval process is one in which faculty can send forward course proposals without being in a

department(s) where the course has been traditionally taught. The course content criteria, developed by faculty with expertise in the course content, will be used by shared governance to determine approval of courses.

8. **Transfer-Friendly:** GE allocations will be made using data on transfer students, with evaluation of the needs of lower division transfer students, ADT students, and California Promise participants; every effort will be made to articulate courses from the community colleges and particular attention will be paid to articulating degree requirements like the overlays, which will impact seat projections for SSU courses; GE allocations will take into account the needs of transfer students for UDGE coursework.
9. **Student Need/AUL/120 units/Major Requirements:** GE allocations will be made according to student need, based on the premises that full-time undergraduates will take 15 units per semester, will graduate in 120 units (except for BM, BFA, Hutchins Blended Track, and ITEP programs), and will take courses in sequence to meet major requirements.
10. **Roadmaps**: GE seat projections will be made according to specific roadmaps created by every undergraduate major on campus, which include first-year and 4-year roadmaps for students who come to SSU as first-year students and 2-year roadmaps for transfer students, as those are developed. Roadmaps for each major will need to identify in which semester students will take GE area and subarea requirements and degree requirements (overlays).
11. **Departmental Course-Offering Plans**: GE allocations will be made based on 2-year course offering plans from departments, as those are developed.

Addressing Transition Issues at the School and Department Levels

Using historical data and comparing it to projections at the school and department levels will allow administrators to recognize where schools or departments are losing FTES from changes to the GE curriculum, especially those that are related to E.O. 1100 (e.g., units shifting away from a department or school). The Provost's Office will work with deans and department chairs to anticipate and address impacts.

Other Funding for GE

The Provost's Office and Academic Programs will provide funding for the following activities related to the GE curriculum:

1. Assessment of GE courses: faculty will receive summer funding to assess GE learning outcomes in faculty learning circles. GE learning outcomes will be assessed on a rolling schedule. The assessment plan is subject to change.
2. Professional development: faculty who teach GE may receive professional development funds to encourage best practices (such as HIPs, active learning pedagogies, community engagement pedagogies, etc.), revision of FLCs, new

courses in high need areas, courses in new GE areas (such as UDGE Area B, the overlays, or Sea Lanes), and other areas that emerge and are related to the SSU Strategic Plan priorities and core values. Funding is not limited to the examples mentioned above, but it may be limited by available resources. Professional development will generally be limited to the period covered by the GE Implementation plan.

3. Continued funding for special programs: FLCs, HLCs, FYE, SYE. Strong first and second-year programs with robust assessment and built-in improvement over time are high impact practices that will continue to be prioritized. SSU also will continue to find ways to support the development of new FLCs and SYE courses in departments that have not yet developed them.

Rqmnt Designtn	Subject	Catalog Nbr	Units Acad Prog	er of Sections Offered Per Fa	Sections Offered P	Sections Offered Per	Sections Offered Per S	Avg. EnrlCapFall	Avg. EnrlTotFall	Avg. EnrlCapSpring	Avg. EnrlTotSpring	% Taught by Non-TT
GEA1	AMCS	125	3.0	1.0	1.0	1.0	1.0	25.0	25.0	25.0	25.0	100.0%
	COMS	125	3.0	1.0	1.0	1.0	1.0	25.0	24.0	25.0	25.0	50.0%
	ES	104	3.0	1.0	1.0	2.0	2.0	25.0	24.0	24.0	24.0	100.0%
	THAR	125	3.0	1.0	1.0	2.0	2.0	25.0	20.0	25.5	25.5	100.0%
GEA2	ENGL	100B	3.0			27.0	43.0			23.2	19.3	100.0%
GEA3	CHEM	120A	2.0	1.0	1.0			45.3	39.7			0.0%
		120B	2.0			1.0	1.0			45.0	28.8	0.0%
	EDEC	160B	4.0			1.0	3.0			25.0	21.3	100.0%
	ES	210	4.0			2.0	4.0			24.2	22.6	90.0%
	MATH	220	4.0	1.0	1.0	1.0	1.0	28.7	21.3	28.8	26.5	14.3%
	MLL	161A	2.0	1.0	1.0			80.3	50.0			0.0%
		161B	2.0			1.0	1.0			59.0	49.0	0.0%
	PHIL	101A	2.0	4.0	4.0			24.8	23.0			100.0%
		101B	2.0			2.0	4.0			25.0	19.3	100.0%
		102	4.0	1.0	2.0	1.0	2.0	34.5	34.3	31.3	31.3	60.0%
GEB1	ASTR	100	3.0	3.0	3.0	3.0	3.0	143.8	142.1	142.9	127.8	100.0%
		150	3.0	1.0	1.0			40.0	13.0			100.0%
		231	2.0	4.0	4.0	2.0	2.0	23.2	22.7	23.5	23.0	100.0%
	CHEM	102	3.0	6.0	6.0	6.0	6.0	24.0	22.7	24.0	22.3	100.0%
		105	5.0	6.0	8.0			24.0	23.5			45.5%
		110	3.0	1.0	1.0	1.0	1.0	37.7	37.7	40.0	40.0	75.0%
		115A	5.0	15.0	15.0	12.0	15.0	24.0	24.0	24.0	23.8	63.6%
		115B	5.0	12.0	12.0	12.0	15.0	23.9	22.3	24.0	21.8	53.8%
		125A	5.0	6.0	6.0			22.7	19.8			0.0%
		125B	5.0			6.0	6.0			18.0	14.5	8.3%
	GEOG	201	4.0	10.0	10.0	11.0	12.0	20.0	19.3	20.0	9.8	63.6%
	GEOL	102	3.0	8.0	8.0	8.0	8.0	23.6	23.3	23.8	23.0	96.4%
		105	3.0	2.0	2.0	2.0	2.0	124.7	102.5	123.8	116.1	100.0%
	GEP	201	4.0	11.0	11.0	6.0	7.0	20.0	16.7	18.4	12.3	37.1%
	PHYS	100	3.0	1.0	1.0	1.0	1.0	43.0	37.3	34.0	25.0	100.0%
		102	1.0	1.0	2.0	1.0	2.0	26.3	24.0	26.2	22.4	55.6%
		114	4.0	1.0	1.0	1.0	1.0	39.7	38.0	45.5	42.0	57.1%
		116	1.0	1.0	1.0	1.0	1.0	24.0	22.7	23.3	22.8	100.0%
		209A	1.0	3.0	3.0	3.0	4.0	24.0	23.9	24.0	23.9	100.0%
		209B	1.0	2.0	3.0	2.0	3.0	19.7	18.6	19.2	17.2	100.0%
		210A	3.0	1.0	1.0	1.0	1.0	120.0	88.7	118.8	108.0	100.0%
		210B	3.0	1.0	1.0	1.0	1.0	100.0	81.7	73.0	61.0	100.0%
GEB2	ANTH	201	3.0	1.0	2.0	1.0	2.0	80.2	79.4	76.0	73.8	80.0%
	BIOL	110	4.0	34.0	36.0	28.0	36.0	23.1	21.5	23.6	22.4	100.0%
		115	3.0	3.0	3.0	2.0	2.0	143.6	128.9	125.0	105.6	100.0%
		130	4.0	16.0	18.0			23.8	23.3			100.0%
		131	4.0			14.0	18.0			20.0	19.0	89.1%
GEB3	ASTR	303	3.0	1.0	1.0			43.0	42.3			100.0%
		305	3.0	1.0	1.0	1.0	1.0	30.7	30.3	25.0	25.0	100.0%
		350	3.0			1.0	1.0			50.5	42.3	100.0%
	BIOL	220	4.0	8.0	10.0	8.0	10.0	24.0	23.7	24.0	23.4	100.0%
		224	4.0	6.0	8.0	4.0	6.0	24.0	23.6	24.0	24.0	57.5%
		309	3.0	1.0	1.0			30.0	30.0			0.0%
		311	3.0			1.0	1.0			30.0	21.0	0.0%
		314	4.0	2.0	2.0	2.0	2.0	25.0	19.0	20.0	19.0	100.0%
	CS	115	4.0	8.0	10.0	8.0	8.0	24.2	23.9	23.5	21.8	100.0%
	ES	101A	3.0	1.0	1.0	1.0	1.0	75.0	44.5	45.3	21.7	100.0%
		101B	1.0	2.0	2.0	2.0	2.0	24.0	16.3	24.0	17.8	90.0%
		102	1.0	1.0	1.0	1.0	1.0	16.0	13.0	24.0	15.0	100.0%
	GEOL	110	3.0	3.0	3.0	2.0	3.0	101.6	81.4	119.4	62.7	94.4%
		301	3.0			1.0	1.0			76.7	77.0	0.0%
		302	3.0	1.0	1.0			48.0	43.0			100.0%
		303	4.0	2.0	2.0	2.0	2.0	23.7	18.3	24.0	14.8	100.0%
	PHYS	300	3.0			1.0	1.0			39.0	24.3	100.0%
		342	3.0	1.0	1.0			39.3	33.7			100.0%
GEB4	BUS	211	4.0	2.0	3.0	2.0	2.0	37.0	36.0	35.1	32.1	6.7%
	ECON	217	4.0	1.0	1.0	1.0	1.0	30.3	28.7	25.3	21.7	100.0%
	MATH	103	3.0	1.0	1.0	1.0	1.0	30.7	29.0	31.0	31.0	100.0%
		104	3.0	1.0	2.0	1.0	2.0	30.0	27.5	30.0	24.0	11.1%
		105	3.0			1.0	1.0			30.0	22.8	100.0%
		111	3.0			1.0	1.0			30.0	12.0	100.0%
		131	3.0	7.0	7.0	6.0	8.0	31.2	30.4	30.3	28.3	83.7%
		131B	3.0			1.0	2.0			30.0	23.0	0.0%
		141	3.0			1.0	1.0			30.0	17.0	100.0%
		150	3.0	5.0	5.0	2.0	4.0	30.1	28.5	27.8	21.3	92.3%
		150B	3.0			1.0	2.0			30.0	22.7	66.7%
		160	4.0	2.0	3.0	2.0	2.0	29.4	28.9	27.5	18.8	93.3%
		161	4.0	8.0	10.0	5.0	6.0	30.1	27.6	29.0	25.9	78.0%
		161B	4.0			1.0	2.0			30.0	24.3	100.0%
		161X	6.0	1.0	1.0			24.0	17.0			100.0%
		165	4.0	17.0	18.0	16.0	18.0	32.0	31.9	30.5	29.7	92.5%
		165B	4.0			1.0	4.0			30.2	24.2	20.0%
GEC1	AMCS	260	4.0	1.0	1.0	1.0	2.0	41.7	41.7	39.3	39.0	85.7%
		390	1.5	2.0	2.0	2.0	2.0	15.3	14.5	12.5	11.8	0.0%
		392	4.0	1.0	3.0	2.0	4.0	38.4	38.4	45.6	45.4	40.0%
	ARTH	210	4.0	1.0	2.0	1.0	2.0	60.5	59.8	76.6	70.0	44.4%
		211	4.0	1.0	1.0	1.0	1.0	92.0	91.3	130.0	127.8	100.0%
		270A	4.0	1.0	1.0			40.0	40.0			0.0%
		270B	3.7			1.0	1.0			38.3	22.7	0.0%
		454	4.0	1.0	1.0	1.0	1.0	30.0	27.3	41.0	41.0	100.0%
		464	4.0	1.0	1.0	1.0	1.0	26.0	26.0	39.5	38.8	100.0%
		465	3.0	1.0	1.0			49.7	49.3			0.0%
	ARTS	491	1.0	1.0	1.0	1.0	1.0	101.7	100.7	111.0	110.5	42.9%
	CALS	368	4.0	1.0	1.0			26.0	26.0			100.0%
		393	4.0	1.0	3.0	2.0	3.0	40.5	39.3	44.6	44.4	61.5%
	COMS	275	4.0	1.0	1.0	1.0	1.0	57.7	57.7	58.8	58.0	100.0%
	ENGL	207	4.0	1.0	2.0	1.0	2.0	26.0	26.0	22.6	21.8	11.1%
	LIBS	204	4.0	1.0	1.0			180.0	179.0			100.0%
		208	4.0			1.0	1.0			135.0	134.0	0.0%
		209	4.0			1.0	1.0			162.5	111.5	100.0%
		390	1.4	1.0	2.0	1.0	2.0	101.0	25.4	87.9	40.1	100.0%
	MUS	105	4.0	1.0	1.0	1.0	1.0	35.0	33.0	42.5	40.0	66.7%
		149	1.0			1.0	1.0			60.0	20.0	0.0%
		150	3.0	1.0	1.0	1.0	1.0	55.0	55.0	59.0	59.0	100.0%
		250	3.0	1.0	1.0			50.0	48.0			100.0%
		343	3.2	1.0	2.0	1.0	1.0	81.0	65.8	60.0	60.0	88.9%
	NAMS	205	4.0	1.0	2.0	1.0	1.0	42.8	42.8	45.0	45.0	100.0%
		338	4.0	1.0	2.0	1.0	2.0	38.3	38.0	34.8	34.5	100.0%
	THAR	116	1.0	1.0	1.0			21.0	20.0			0.0%
		202	4.0	1.0	1.0			40.0	39.0			100.0%
		203	4.0			1.0	2.0			34.8	32.6	60.0%
		300	3.0	2.0	2.0	2.0	2.0	33.3	21.7	33.3	29.5	100.0%
	WGS	300	3.0	1.0	1.0	1.0	1.0	48.0	47.0	48.0	48.0	100.0%
		385	4.0	1.0	1.0			35.0	14.0			100.0%
GEC2	AMCS	225	4.0	2.0	4.0	1.0	4.0	40.2	40.2	40.4	40.4	46.2%
		273	4.0	2.0	4.0	2.0	4.0	24.0	24.0	23.7	23.7	40.0%
		350	4.0	1.0	3.0	1.0	2.0	37.3	36.4	41.2	40.8	91.7%
		360	4.0			1.0	1.0			39.0	35.0	100.0%
	ARTH	273	4.0	2.0	2.0	2.0	2.0	24.0	23.7	24.0	19.3	100.0%
	CALS	273	4.0	2.0	2.0	2.0	2.0	23.8	23.7	24.0	23.5	85.7%
		352	4.0	1.0	1.0	1.0	1.0	32.0	32.0	31.0	31.0	100.0%
		374	4.0	1.0	1.0	1.0	1.0	24.7	24.7	24.8	23.8	100.0%
	COMS	273	4.0	2.0	2.0	2.0	2.0	24.3	24.3	24.3	23.8	28.6%
	ENGL	214	4.0	1.0	1.0	1.0	1.0	25.3	24.7	27.0	27.0	25.0%
		273	4.0	2.0	2.0	2.0	2.0	24.0	24.0	24.0	19.0	100.0%
		304	4.0	6.0	8.0			25.1	24.0			36.4%

		314	4.0	1.0	1.0	1.0	2.0	35.0	30.0	36.6	33.6	57.1%
		315	4.0	1.0	1.0	1.0	1.0	91.3	90.0	120.8	117.5	100.0%
		345	4.0	1.0	1.0	1.0	1.0	40.0	40.0	40.0	38.0	100.0%
	FR	314	4.0	1.0	1.0	1.0	1.0	25.0	15.0	24.5	23.0	0.0%
	GER	314	4.0	1.0	1.0			40.0	25.7			33.3%
	JWST	200	4.0	1.0	2.0	1.0	2.0	45.0	38.3	39.3	29.3	100.0%
	LIBS	205	4.0	1.0	1.0			131.0	118.5			0.0%
	MLL	273	4.0	2.0	2.0	2.0	2.0	24.0	20.3	24.0	19.7	50.0%
	MUS	273	4.0	2.0	2.0	2.0	2.0	24.0	24.0	24.0	23.0	100.0%
	NAMS	165	4.0			8.0	10.0			39.8	38.9	100.0%
		273	4.0	2.0	2.0	2.0	2.0	24.0	24.0	24.0	23.0	100.0%
		346	4.0	1.0	1.0	1.0	1.0	40.0	40.0	38.3	37.0	100.0%
		354	4.0	1.0	1.0	1.0	1.0	40.0	40.0	25.0	18.0	100.0%
	NURS	490	4.0	1.0	2.0	1.0	2.0	35.4	35.2	31.4	31.3	91.7%
	PHIL	120	4.0	2.0	2.0	1.0	2.0	35.2	35.2	35.7	35.0	0.0%
		203	4.0			1.0	1.0			25.0	25.0	0.0%
		205	1.0	1.0	1.0	1.0	1.0	80.0	78.5	80.0	80.0	0.0%
		273	4.0	2.0	2.0	2.0	2.0	24.0	23.0	24.0	22.7	50.0%
		302	4.0	1.0	2.0	1.0	3.0	31.0	31.0	29.4	28.3	25.0%
	SOCI	431	4.0	1.0	1.0	1.0	2.0	61.7	60.3	64.6	62.8	100.0%
	THAR	273	4.0	2.0	2.0	2.0	2.0	24.0	22.7	24.0	18.0	20.0%
	WGS	302	1.0			1.0	1.0			212.0	210.0	100.0%
GEC3	CALS	220	4.0			1.0	1.0			39.5	39.5	100.0%
		426	4.0			1.0	1.0			33.0	33.0	0.0%
		451	4.0	1.0	1.0	1.0	1.0	40.0	40.0	40.0	39.0	50.0%
	FR	102	4.0			1.0	1.0			26.8	15.0	100.0%
		201	4.0	1.0	1.0			25.7	17.3			33.3%
		202	4.0			1.0	1.0			22.5	12.8	0.0%
		300	4.0	1.0	1.0			20.0	13.3			66.7%
		320	4.0	1.0	1.0			28.0	28.0			0.0%
		321	4.0	1.0	1.0			20.0	12.0			100.0%
		410	4.0			1.0	1.0			23.5	18.0	0.0%
		411	4.0			1.0	1.0			18.0	12.0	50.0%
		415	4.0			1.0	1.0			18.0	14.0	0.0%
		475	4.0			1.0	1.0			22.5	17.0	100.0%
	GER	102	4.0			1.0	1.0			21.8	14.5	0.0%
		200	4.0	1.0	1.0			25.0	11.3			33.3%
		210	4.0			1.0	1.0			13.0	7.3	0.0%
		300	4.0			1.0	1.0			19.0	11.3	0.0%
	JWST	255	4.0	1.0	1.0			58.0	51.0			100.0%
	MUS	201	4.0	1.0	1.0	1.0	1.0	43.7	42.3	52.5	51.3	100.0%
		350	4.0	1.0	1.0	1.0	1.0	49.0	49.0	57.0	55.5	100.0%
	PHIL	212	4.0	1.0	1.0	1.0	1.0	31.0	31.0	24.5	28.5	0.0%
		275	4.0			1.0	1.0			25.0	25.0	0.0%
	PORT	210	4.0			1.0	1.0			25.5	22.0	0.0%
	SPAN	201	4.0	2.0	2.0	1.0	1.0	25.3	19.5	25.8	24.0	100.0%
		202	4.0	1.0	1.0	1.0	2.0	26.0	22.7	25.0	20.0	100.0%
		300	4.0	1.0	1.0	1.0	1.0	25.7	24.7	25.5	21.3	85.7%
		300H	4.0	1.0	1.0	1.0	1.0	28.3	28.0	26.8	26.8	100.0%
		301	4.0	1.0	2.0	1.0	2.0	28.3	27.5	29.2	28.8	70.0%
		305	4.0	1.0	2.0	1.0	2.0	26.0	25.5	28.0	27.0	77.8%
		306	4.0	1.0	1.0			41.7	41.7			0.0%
		307	4.0			1.0	1.0			41.3	41.5	25.0%
		400	4.0			1.0	1.0			22.5	21.0	100.0%
		401	4.0	1.0	1.0			20.0	15.0			33.3%
		402	4.0			1.0	1.0			20.3	17.3	100.0%
		410	4.0			1.0	1.0			24.5	24.5	0.0%
		490	4.0	1.0	1.0			23.3	22.7			33.3%
		491	4.0			1.0	1.0			20.3	17.0	25.0%
	THAR	373	4.0			1.0	1.0			40.0	40.0	100.0%
		374	4.0	1.0	2.0			33.5	33.5			0.0%
	UNIV	150B	5.0			16.0	16.0			23.8	20.7	29.7%
GED1	AMCS	210	4.0	1.0	2.0	1.0	2.0	42.5	42.5	43.6	42.0	66.7%
		301	1.0	1.0	1.0	1.0	1.0	77.0	51.0	50.0	48.0	50.0%
	ANTH	203	3.0	2.0	2.0	1.0	2.0	67.7	64.3	82.6	60.7	30.8%
	CALS	219	3.1	1.0	4.0	1.0	2.0	40.0	36.8	42.2	39.6	100.0%
		339	4.0	1.0	1.0			40.0	40.0			100.0%
	CCJS	201	4.0	3.0	3.0	3.0	4.0	47.3	46.2	44.3	41.0	91.7%
	ECON	205	4.0	4.0	4.0	3.0	4.0	76.2	73.4	81.6	68.9	46.2%
	EDUC	417	3.0	6.0	8.0	7.0	8.0	33.5	29.1	29.2	28.0	67.3%
	GERN	319	4.0	1.0	2.0	1.0	1.0	7.0	7.0	6.0	6.0	83.3%
	GLBL	300	3.0	1.0	1.0			38.0	35.0			100.0%
	NURS	370	3.0			2.0	2.0			35.0	28.5	50.0%
	PSY	250	3.0	4.0	4.0	3.0	4.0	123.0	122.3	116.9	96.9	100.0%
		303	3.0			1.0	1.0			68.0	65.0	100.0%
		325	4.0	3.0	3.0	2.0	3.0	86.0	63.9	80.1	74.8	64.7%
	SOCI	201	3.0	1.0	2.0	1.0	1.0	174.0	167.8	212.0	151.3	50.0%
		263	4.0	1.0	1.0	1.0	2.0	59.3	57.7	58.6	55.6	90.0%
		319	4.0	1.0	2.0	1.0	1.0	56.3	55.8	58.5	57.5	87.5%
		326	4.0	1.0	2.0	2.0	2.0	61.8	60.8	62.9	61.6	84.6%
		375	4.0	3.0	3.0	3.0	4.0	33.2	32.2	31.5	30.3	100.0%
	WGS	255	4.0	1.0	1.0	1.0	1.0	48.0	47.0	48.0	12.0	75.0%
		375	3.0	2.0	3.0	2.0	2.0	48.0	47.3	48.0	47.5	86.7%
GED2	ANTH	341	3.0	1.0	1.0	1.0	1.0	59.3	59.3	53.3	51.8	14.3%
	GEOG	203	3.0	1.0	1.0	3.0	3.0	128.0	125.0	127.5	125.5	85.7%
		206	3.0			1.0	1.0			128.0	120.0	0.0%
	GEP	203	3.0	2.0	2.0	2.0	2.0	128.0	127.3	128.0	99.3	100.0%
		206	3.0	1.0	2.0	2.0	2.0	127.0	126.3	125.3	105.8	71.4%
	HIST	201	3.0	1.0	2.0	1.0	2.0	68.8	68.5	68.4	68.4	100.0%
		202	3.0	2.0	4.0	1.0	3.0	66.9	66.7	68.3	66.9	78.9%
		380	3.0	2.0	2.0	1.0	2.0	68.3	67.5	68.2	68.0	16.7%
	JWST	355	3.0			1.0	1.0			40.0	30.0	100.0%
GED3	HIST	242	3.0	1.0	2.0	1.0	1.0	68.7	68.3	68.0	53.5	0.0%
		251	3.0	3.0	5.0	3.0	5.0	67.3	66.8	68.0	67.1	78.6%
		252	3.0	6.0	6.0	5.0	6.0	68.7	67.4	66.3	62.7	90.2%
	WGS	305	3.0	1.0	1.0			48.0	48.0			100.0%
GED4	POLS	200	3.0	10.0	12.0	11.0	12.0	72.6	71.2	66.9	61.0	56.3%
		202	4.0	1.0	2.0	1.0	2.0	43.0	41.0	40.2	37.6	66.7%
GED5	ANTH	200	3.0	1.0	2.0	1.0	2.0	82.0	80.3	66.2	64.4	33.3%
	ECON	204	4.0	4.0	7.0	3.0	5.0	75.3	71.4	77.3	62.9	70.6%
		426	4.0	1.0	1.0			25.0	25.0			0.0%
	ENSP	200	3.0	2.0	2.0	2.0	2.0	116.5	116.0	126.0	113.8	100.0%
	GEOG	202	3.0	1.0	1.0	1.0	1.0	128.0	126.0	128.0	119.5	66.7%
		302	4.0	2.0	2.0	1.0	2.0	60.0	52.0	60.0	51.7	0.0%
	GEP	200	3.0	1.0	2.0	1.0	2.0	108.3	107.7	137.7	115.0	16.7%
		205	3.0	1.0	1.0			63.5	56.5			100.0%
		305	4.0	1.0	1.0			60.0	48.5			50.0%
	POLS	201	4.0	2.0	2.0	2.0	2.0	44.7	43.7	44.9	43.8	100.0%
		307	4.0			6.0	8.0			32.9	30.5	3.8%
		315	4.0	1.0	2.0	1.0	2.0	40.0	39.7	41.0	36.8	100.0%
GEE	ANTH	318	3.0	1.0	1.0	1.0	1.0	52.3	50.7	53.3	52.0	28.6%
		340	3.0	2.0	2.0	2.0	2.0	48.3	45.0	49.0	43.5	14.3%
	BIOL	318	3.0	1.0	2.0	1.0	1.0	63.8	62.5	76.5	75.3	87.5%
	CALS	403	4.0	1.0	1.0	1.0	1.0	33.0	33.0	29.5	29.0	100.0%
	EDEC	420	3.0	5.0	7.0	6.0	8.0	31.1	30.6	29.8	26.0	88.6%
	EDSS	418	3.0	4.0	4.0	3.0	4.0	29.1	27.8	27.8	27.9	100.0%
	GEOG	338	3.0			2.0	2.0			50.0	50.0	100.0%
	GEP	371	3.0	1.0	2.0	2.0	2.0	43.3	43.0	45.0	35.0	85.7%
	GERN	300	3.0	3.0	3.0	2.0	2.0	88.3	87.9	86.8	86.4	100.0%
		317	4.0	1.0	1.0	1.0	1.0	5.0	5.0	5.0	5.0	80.0%
	HD	318	3.0	1.0	1.0			18.0	18.0			0.0%
	KIN	217	3.0	1.0	2.0	2.0	3.0	59.6	59.6	54.4	53.4	50.0%

	LIBS	320D	3.0	3.0	4.0	3.0	4.0	14.5	14.4	14.5	14.1	33.3%
	NURS	480	3.0	2.0	3.0	2.0	3.0	68.7	68.0	57.2	55.7	81.3%
	PSY	302	3.0	4.0	5.0	5.0	5.0	80.6	77.1	83.2	78.7	90.9%
	SCI	220	3.0	4.0	4.0	4.0	4.0	24.5	23.0	24.0	19.8	62.5%
	SOCI	317	4.0	1.0	2.0	1.0	1.0	58.8	58.8	59.5	58.3	87.5%
	SSCI	299	3.0	2.0	2.0	1.0	2.0	25.0	23.3	25.0	19.1	30.8%
	UNIV	238	3.0	1.0	2.0	6.0	16.0	26.7	24.7	30.0	26.8	97.9%
	WGS	200	3.0	4.0	4.0	4.0	4.0	48.0	46.0	48.0	37.3	75.0%
		280	4.0	1.0	2.0	2.0	3.0	48.0	47.7	48.0	43.7	100.0%
		285	4.0	1.0	1.0			48.0	42.0			100.0%
		350	4.0	2.0	2.0	2.0	2.0	48.0	47.8	48.0	46.5	100.0%
UD	AMCS	301	1.0	1.0	1.0	1.0	1.0	77.0	51.0	50.0	48.0	50.0%
		350	4.0	1.0	3.0	1.0	2.0	37.3	36.4	41.2	40.8	91.7%
		360	4.0			1.0	1.0			39.0	35.0	100.0%
		390	1.5	2.0	2.0	2.0	2.0	15.3	14.5	12.5	11.8	0.0%
		392	4.0	1.0	3.0	2.0	4.0	38.4	38.4	45.6	45.4	40.0%
	ANTH	318	3.0	1.0	1.0	1.0	1.0	52.3	50.7	53.3	52.0	28.6%
		340	3.0	2.0	2.0	2.0	2.0	48.3	45.0	49.0	43.5	14.3%
		341	3.0	1.0	1.0	1.0	1.0	59.3	59.3	53.3	51.8	14.3%
	ARTH	454	4.0	1.0	1.0	1.0	1.0	30.0	27.3	41.0	41.0	100.0%
		464	4.0	1.0	1.0	1.0	1.0	26.0	26.0	39.5	38.8	100.0%
		465	3.0	1.0	1.0			49.7	49.3			0.0%
	ARTS	491	1.0	1.0	1.0	1.0	1.0	101.7	100.7	111.0	110.5	42.9%
	ASTR	303	3.0	1.0	1.0			43.0	42.3			100.0%
		305	3.0	1.0	1.0	1.0	1.0	30.7	30.3	25.0	25.0	100.0%
		350	3.0			1.0	1.0			50.5	42.3	100.0%
	BIOL	309	3.0	1.0	1.0			30.0	30.0			0.0%
		311	3.0			1.0	1.0			30.0	21.0	0.0%
		314	4.0	2.0	2.0	2.0	2.0	25.0	19.0	20.0	19.0	100.0%
		318	3.0	1.0	2.0	1.0	1.0	63.8	62.5	76.5	75.3	87.5%
	CALS	339	4.0	1.0	1.0			40.0	40.0			100.0%
		352	4.0	1.0	1.0	1.0	1.0	32.0	32.0	31.0	31.0	100.0%
		368	4.0	1.0	1.0			26.0	26.0			100.0%
		374	4.0	1.0	1.0	1.0	1.0	24.7	24.7	24.8	23.8	100.0%
		393	4.0	1.0	3.0	2.0	3.0	40.5	39.3	44.6	44.4	61.5%
		403	4.0	1.0	1.0	1.0	1.0	33.0	33.0	29.5	29.0	100.0%
		426	4.0			1.0	1.0			33.0	33.0	0.0%
		451	4.0	1.0	1.0	1.0	1.0	40.0	40.0	40.0	39.0	50.0%
	ECON	426	4.0	1.0	1.0			25.0	25.0			0.0%
	EDEC	420	3.0	5.0	7.0	6.0	8.0	31.1	30.6	29.8	26.0	88.6%
	EDSS	418	3.0	4.0	4.0	3.0	4.0	29.1	27.8	27.8	27.9	100.0%
	EDUC	417	3.0	6.0	8.0	7.0	8.0	33.5	29.1	29.2	28.0	67.3%
	ENGL	304	4.0	6.0	8.0			25.1	24.0			36.4%
		314	4.0	1.0	1.0	1.0	2.0	35.0	30.0	36.6	33.6	57.1%
		315	4.0	1.0	1.0	1.0	1.0	91.3	90.0	120.8	117.5	100.0%
		345	4.0	1.0	1.0	1.0	1.0	40.0	40.0	40.0	38.0	100.0%
	FR	300	4.0	1.0	1.0			20.0	13.3			66.7%
		314	4.0	1.0	1.0	1.0	1.0	25.0	15.0	24.5	23.0	0.0%
		320	4.0	1.0	1.0			28.0	28.0			0.0%
		321	4.0	1.0	1.0			20.0	12.0			100.0%
		410	4.0			1.0	1.0			23.5	18.0	0.0%
		411	4.0			1.0	1.0			18.0	12.0	50.0%
		415	4.0			1.0	1.0			18.0	14.0	0.0%
		475	4.0			1.0	1.0			22.5	17.0	100.0%
	GEOG	302	4.0	2.0	2.0	1.0	2.0	60.0	52.0	60.0	51.7	0.0%
		338	3.0			2.0	2.0			50.0	50.0	100.0%
	GEOL	301	3.0			1.0	1.0			76.7	77.0	0.0%
		302	3.0	1.0	1.0			48.0	43.0			100.0%
		303	4.0	2.0	2.0	2.0	2.0	23.7	18.3	24.0	14.8	100.0%
	GEP	305	4.0	1.0	1.0			60.0	48.5			50.0%
		371	3.0	1.0	2.0	2.0	2.0	43.3	43.0	45.0	35.0	85.7%
	GER	300	4.0			1.0	1.0			19.0	11.3	0.0%
		314	4.0	1.0	1.0			40.0	25.7			33.3%
	GERN	300	3.0	3.0	3.0	2.0	2.0	88.3	87.9	86.8	86.4	100.0%
		317	4.0	1.0	1.0	1.0	1.0	5.0	5.0	5.0	5.0	80.0%
		319	4.0	1.0	2.0	1.0	1.0	7.0	7.0	6.0	6.0	83.3%
	GLBL	300	3.0	1.0	1.0			38.0	35.0			100.0%
	HD	318	3.0	1.0	1.0			18.0	18.0			0.0%
	HIST	380	3.0	2.0	2.0	1.0	2.0	68.3	67.5	68.2	68.0	16.7%
	JWST	355	3.0			1.0	1.0			40.0	30.0	100.0%
	LIBS	320D	3.0	3.0	4.0	3.0	4.0	14.5	14.4	14.5	14.1	33.3%
		390	1.4	1.0	2.0	1.0	2.0	101.0	25.4	87.9	40.1	100.0%
	MUS	343	3.2	1.0	2.0	1.0	1.0	81.0	65.8	60.0	60.0	88.9%
		350	4.0	1.0	1.0	1.0	1.0	49.0	49.0	57.0	55.5	100.0%
	NAMS	338	4.0	1.0	2.0	1.0	2.0	38.3	38.0	34.8	34.5	100.0%
		346	4.0	1.0	1.0	1.0	1.0	40.0	40.0	38.3	37.0	100.0%
		354	4.0	1.0	1.0	1.0	1.0	40.0	40.0	25.0	18.0	100.0%
	NURS	370	3.0			2.0	2.0			35.0	28.5	50.0%
		480	3.0	2.0	3.0	2.0	3.0	68.7	68.0	57.2	55.7	81.3%
		490	4.0	1.0	2.0	1.0	2.0	35.4	35.2	31.4	31.3	91.7%
	PHIL	302	4.0	1.0	2.0	1.0	3.0	31.0	31.0	29.4	28.3	25.0%
	PHYS	300	3.0			1.0	1.0			39.0	24.3	100.0%
		342	3.0	1.0	1.0			39.3	33.7			100.0%
	POLS	307	4.0			6.0	8.0			32.9	30.5	3.8%
		315	4.0	1.0	2.0	1.0	2.0	40.0	39.7	41.0	36.8	100.0%
	PSY	302	3.0	4.0	5.0	5.0	5.0	80.6	77.1	83.2	78.7	90.9%
		303	3.0			1.0	1.0			68.0	65.0	100.0%
		325	4.0	3.0	3.0	2.0	3.0	86.0	63.9	80.1	74.8	64.7%
	SOCI	317	4.0	1.0	2.0	1.0	1.0	58.8	58.8	59.5	58.3	87.5%
		319	4.0	1.0	2.0	1.0	1.0	56.3	55.8	58.5	57.5	87.5%
		326	4.0	1.0	2.0	2.0	2.0	61.8	60.8	62.9	61.6	84.6%
		375	4.0	3.0	3.0	3.0	4.0	33.2	32.2	31.5	30.3	100.0%
		431	4.0	1.0	1.0	1.0	2.0	61.7	60.3	64.6	62.8	100.0%
	SPAN	300	4.0	1.0	1.0	1.0	1.0	25.7	24.7	25.5	21.3	85.7%
		300H	4.0	1.0	1.0	1.0	1.0	28.3	28.0	26.8	26.8	100.0%
		301	4.0	1.0	2.0	1.0	2.0	28.3	27.5	29.2	28.8	70.0%
		305	4.0	1.0	2.0	1.0	2.0	26.0	25.5	28.0	27.0	77.8%
		306	4.0	1.0	1.0			41.7	41.7			0.0%
		307	4.0			1.0	1.0			41.3	41.5	25.0%
		400	4.0			1.0	1.0			22.5	21.0	100.0%
		401	4.0	1.0	1.0			20.0	15.0			33.3%
		402	4.0			1.0	1.0			20.3	17.3	100.0%
		410	4.0			1.0	1.0			24.5	24.5	0.0%
		490	4.0	1.0	1.0			23.3	22.7			33.3%
		491	4.0			1.0	1.0			20.3	17.0	25.0%
	THAR	300	3.0	2.0	2.0	2.0	2.0	33.3	21.7	33.3	29.5	100.0%
		373	4.0			1.0	1.0			40.0	40.0	100.0%
		374	4.0	1.0	2.0			33.5	33.5			0.0%
	WGS	300	3.0	1.0	1.0	1.0	1.0	48.0	47.0	48.0	48.0	100.0%
		302	1.0			1.0	1.0			212.0	210.0	100.0%
		305	3.0	1.0	1.0			48.0	48.0			100.0%
		350	4.0	2.0	2.0	2.0	2.0	48.0	47.8	48.0	46.5	100.0%
		375	3.0	2.0	3.0	2.0	2.0	48.0	47.3	48.0	47.5	86.7%
		385	4.0	1.0	1.0			35.0	14.0			100.0%

General Education Implementation:
GE Course Recertification and Governance Approval Process

Brief Description of General Education at SSU

The GE program at SSU comprises area distribution courses (A-E), state mandated course work (American Institutions and GWAR/WIC overlays), and SSU specific requirements (ethnic studies, sustainability, and global awareness overlays). All courses in the GE program address at least three GE Learning Outcomes (GELOs). Learning communities (FLCs, SYEs) are also required to address specific GELOs although they are not required courses. SeaLanes are thematic groupings of GE coursework.

General Implementation and Faculty Governance Process

The implementation of the new General Education (GE) program is planned to take place over a three-year period, from spring 2019 to spring 2022.

Please refer to the Implementation Schedule Table for GE course approvals timeline**.**

Please refer to the Program Plan Revision Schedule for changes to department curricula (majors, concentrations, and minors) in response to changes in GE.

Current courses and learning communities may continued to be offered for GE distribution area credit until they are due for revision. Current courses that count for the GE distribution pattern A-E that are greater than 3 units will be counted in the ARR as only 3 units towards GE to comply with EO 1100. Additional units will count as electives or as unit substitutions within majors and minors at the discretion of the department.

This implementation plan allows faculty time to engage in required professional development, make changes to current courses, and develop new curriculum related to the new GE program.

Notes about Timeline:

- Faculty may continue to propose or recertify courses in any semester following the first round.
- If a course currently counts as two areas (e.g., Area C and Ethnic Studies) it will recertify separately for each area. The second area will maintain GE status under the current plan until recertification.
- Faculty teaching in the GE program must have completed the required professional development prior to or during the semester they first teach new or recertified courses.

Faculty Governance Approval Process:

To oversee the GE course approval process in these areas, we recommend that the Academic Senate evaluate the course evaluation and approval structure for GE. This involves the following considerations:

1. Learning outcome mapping reveals that some proposed GELOs are only required by overlay courses.
2. As proposed, the A-E distribution and the SeaWolf Studies “overlay” requirements are taken by all students.

3. Therefore, the Academic Senate should evaluate the charge and workload of the GE Subcommittee to determine if that committee can approve A-E distribution courses and overlay courses in an effective and timely manner. The GE Subcommittee should make its final determination regarding its role in determination and application of overlay content criteria workload by the end of Spring 2019.
4. If the GE Subcommittee deems the workload too great, then Structure and Functions should be tasked with determining the composition of any additional workgroups necessary to handle the workload including determining (1) course content criteria development and (2) whether subsequent application of the course content criteria to proposed courses should be done by the workgroup or revert to the GE Subcommittee. Factors to take into account for workgroup composition should include but are not limited to representation from across the faculty community and ability to evaluate course content criteria. Course content criteria, as an aspect of curriculum, will be approved via standard curricular processes culminating with EPC approval. The final determination of the process of developing course content criteria for overlays and how those criteria will be applied should be completed by Spring 2020.
5. The GE Subcommittee, and any other affiliates deemed necessary (see 4 above), will establish procedures to assure all approved courses are adhering to the GE program curricula and assessment plan as a requirement for continued participation in the GE program.

GE Course Proposal Process and Teach-Out Plan.

I. Requirements for all GE courses (distribution area and overlays), new and recertified

a. All GE courses must meet the newly developed Course Content Approval Criteria.
b. Adhere to the approved definitions of lower division, upper division, or met-in-major GE courses.
c. Provide rationale for 4-unit courses.
d. Map to at least 3 of the new GELOs that must include those identified on the learning outcome map and listed specifically for distribution areas A-E and overlays below (see III.).
e. Develop at least one *Signature Assignment* mapped to GELOs and identify student artifacts (work) to be submitted for assessment.
f. A course may include other learning outcomes in addition to GELOs.
g. Faculty teaching GE courses must attend a professional development workshop. Departments and schools are responsible for ensuring that all faculty teaching GE courses have participated. Lecturers will be compensated for their time at a rate to be determined by Academic Programs and Faculty Affairs.

II. Course Approval and Removal Processes

A. Proposing GE Courses

1. All GE courses must meet Requirements I.a through I.g above.
2. Courses will be approved or recertified on the schedule outlined below, by GE Area or Type. The GE Subcommittee will develop Course Content Approval Criteria with faculty experts in the GE Area or Type and these Criteria will be used in decision-making.
3. The GE Subcommittee will put out calls for courses to meet GE Areas or Types on the schedule outlined below. Deadlines will be posted in the calls for courses. Please note that Stretch Math

and Written Communication courses must be recertified in spring 2019 to be delivered in fall 2019.

4. Each semester, deans will receive a list of current courses needing approval according to the schedule below.
5. GE courses for approval route directly to the GE Subcommittee after approval at the department level. After approval at the GE Subcommittee, courses will return to the School/Dean, and then go to EPC for final approval. Departments submitting course proposals will submit materials directly to GE Subcommittee through curriculum@sonoma.edu.
   - Forms can be found on the Sonoma State Curriculum Guide: http://web.sonoma.edu/aa/curriculumguide/formsrouting.html

B. Removing Current Courses from GE

Removal of courses from GE is not the same thing as deletion of courses. Deletion of course requires a standard MCCCF and removes the course from PeopleSoft and the SSU Catalog. Removing a course from GE only removes the GE attribute. The course remains active in PeopleSoft and the catalog and may be used as a major course, an elective, or a service course to another department. The following types of courses must be removed from GE:

- Upper division Area E courses (may be changed to lower division)
- Courses faculty decide they do not wish to change to meet new GE learning outcomes
- Courses faculty and their department decide should be limited to enrollment for majors only

Academic Programs and the GE Subcommittee will send lists of GE courses offered by the department by category and type to the department chair. Faculty wanting to ***remove*** courses from GE may do so without filling out an MCCCF. Signatures will be required from the department, the dean, Academic Programs, GE, and EPC.

III. Schedule of course approvals/recertifications and required GELOs

Spring 2019: GE Areas and Types of Courses to be Addressed

A. Stretch Math courses for EO 1110 compliance (high priority)
B. Written Communication (Area A2) course changes for EO 1110 (high priority)
C. Lifelong Learning and Self-Development (Area E) courses
D. Upper Division Scientific Inquiry and Quantitative Reasoning (Area B) courses/UD B Met-In-Major

A. Stretch Math courses for EO 1110 compliance (request to make experimental courses permanent)
1. Required GELOs: **Quantitative Reasoning** and **Disciplinary & Interdisciplinary Knowledge**

B. Written Communication (Area A2) course(s) for EO 1110 and course approval criteria
1. Required GELOs: **Critical Reading**, **Information Literacy,** and **Communication**

C. Lifelong Learning and Self-Development (Area E) courses
1. Required GELOs: **Information Literacy** and **Integration**

D. Upper Division Scientific Inquiry and Quantitative Reasoning (Area B) courses

1. Required GELOs: **Quantitative Reasoning**, **Integration**, and **Creative Problem-Solving**

   Reminder: Departments may elect to designate multiple courses as Met in Major, but students may only take up to 3 units of UDGE as Met in Major, hence enrollment in those courses will need to be managed accordingly. These courses will not be visible in the GE Pattern and so will not be available for non-majors to find by GE Area in Seawolf Scheduler. Departments should not expect to get substantial enrollments from non-majors/minors.

Fall 2019*: *GE Areas and Types of Courses to be Addressed

A. Lower Division Scientific Inquiry and Quantitative Reasoning (Areas B1, B2, and B4) courses (including B3 labs)
B. Arts and Humanities (Area C) courses/ UD C Met-In-Major
C. Critical Thinking (Area A3) courses
D. Lower Division Oral Communication (Area A1) courses
E. First-year Learning Communities (*current and new)*

A. Lower Division Scientific Inquiry and Quantitative Reasoning (Areas B1, B2 and B4) courses B3 labs

1. Required GELOs:
   i. Physical Science (B1): **Critical Reading, Quantitative Reasoning** and **Disciplinary & Interdisciplinary Knowledge**
   ii. Life Science (B2): **Critical Reading** and **Disciplinary & Interdisciplinary Knowledge**
   iii. Mathematics/Quantitative Reasoning (B4): **Quantitative Reasoning** and **Disciplinary & Interdisciplinary Knowledge**
   iv. B3 labs (stand-alone or contained within another course): **Quantitative Reasoning**
2. If the course contains a GE lab unit (B3) with the appropriate CS code, the course may remain 4 units.

B. Arts and Humanities (Area C) courses

1. Required GELOs:
   i. Arts (C1): **Critical Reading**, **Disciplinary & Interdisciplinary Knowledge**, and **Creative Expression**.
   ii. Humanities (C2): **Critical Reading** and **Disciplinary & Interdisciplinary Knowledge**
   iii. UD C: **Information Literacy**, **Integration**, and either **Argument** OR **Creative Expression**

   Reminder: Departments may elect to designate multiple courses as Met in Major, but students may only take up to 3 units of UDGE as Met in Major, hence enrollment in those courses will need to be managed accordingly. These courses will not be visible in the GE Pattern and so will not be available for non-majors to find by GE Area in Seawolf Scheduler. Departments should not expect to get substantial enrollments from non-majors/minors.

C. Critical Thinking (Area A3) courses

1. Required GELOs: **Information Literacy** and **Argument**.

D. Oral Communication (Area A1) courses

1. Required GELOs: **Communication** and **Information Literacy**.

E. First-year Learning Communities (including FYE; *current and new)*

1. Required GELOs: **Integration**; other GELOs will depend on the distribution area or overlay being covered
2. In addition to meeting appropriate GE course requirements, FLCs must also meet specific FLC requirements described in the new GE curriculum

Spring 2020: GE Areas and Types of Courses to be Addressed

A. Social Sciences (Area D) courses/ UD D Met-In-Major

A. Social Sciences (Area D) courses

1. Required GELOs:
   i. Lower Division: **Critical Reading** and **Disciplinary & Interdisciplinary Knowledge**
   ii. Upper Division: **Information Literacy, Integration,** and **Creative Problem-Solving**

   Reminder: Departments may elect to designate multiple courses as Met in Major, but students may only take up to 3 units of UDGE as Met in Major, hence enrollment in those courses will need to be managed accordingly. These courses will not be visible in the GE Pattern and so will not be available for non-majors to find by GE Area in Seawolf Scheduler. Departments should not expect to get substantial enrollments from non-majors/minors.

Fall 2020: GE Areas and Types of Courses to be Addressed

A. American Institutions Degree Requirement courses (overlay)
B. GWAR Requirement courses (Writing Intensive Courses)
C. Critical Race Studies Degree Requirement courses (overlay)
D. Sophomore Year Experience courses

A-C. Overlays: American Institutions, GWAR (WICs), Critical Race Studies,

1. Required GELOs:
   i. American Institutions: **Civic Responsibility**
   ii. Critical Race Studies: **Diverse Cultural Competencies**
   iii. GWAR/WICs: **Communication**
2. If the overlay will also meet an area distribution requirement, required GELOs for that area must also be met.

D. Sophomore Year Experience

1. Required GELOs: **Integration**; other GELOs will depend on the distribution area or overlay being covered
2. In addition to meeting appropriate GE course requirements, SYEs must also meet specific SYE requirements described in the new GE curriculum

Spring 2021: GE Areas and Types of Courses to be Addressed

A. Sustainable Development Degree Requirement courses (overlay)
B. Global Awareness Degree Requirement courses (overlay)
C. Sea Lanes

A-B. Overlays: Sustainability and Global Awareness

1. Required GELOs:
   a. Sustainable Development: **Sustainable Development** and **Creative Problem-Solving**

b. Global Awareness: **Diverse Cultural Competencies** and **Global Awareness**

2. If the overlay will also meet an area distribution requirement, required GELOs for that area must also be met.

C. SeaLanes

1. No additional GELOs outside of those required for individual courses within the SeaLane.

IV. Teach-Out Plan

a. Current GE courses that will no longer be offered as GE after final implementation of the new GE program may continue to be offered as part of the GE teach-out through Summer 2020 at the discretion of the departments and schools based on student need.

b. Students following previous GE requirements that are unable to find appropriate course offerings within the new curriculum to meet their needs will be handled on a case-by-case basis through course substitutions or petitions. If significant issues arise, re-assessment of course offerings will be done in a collaborative effort between Academic Programs, the GE Subcommittee, and EPC.

Implementation Schedule for General Education and Degree Requirements (Version: 04.02.19)

GE Area or Type *Note: Hutchins courses will adjust their units beginning Spring 2019 but will adjust their courses as a group during program response*	**Sub Area**	**Approval/Removal of Courses or Sequences (e.g., FLCs or Sealanes)**
English Language Communication and Critical Thinking (Area A)	Oral Communication	On-going from Fall 2018
	Written Communication	Begins Spring 2019
	Critical Thinking	Begins Fall 2019
Scientific Inquiry and Quantitative Reasoning (Area B)	Physical and Life Sciences, Labs, and Quantitative Reasoning (Math)	Begins Fall 2019
	Stretch Math Courses	Spring 2019
	Upper Division	Begins Spring 2019
Arts and Humanities (Area C)	Arts: Arts, Cinema, Dance, Music, Theater	Begins Fall 2019
	Humanities: Literatu re, Philosophy, Languages Other than English	Begins Fall 2019
	Upper Division	Begins Fall 2019
Social Sciences (Area D)	Lower Division	Begins Spring 2020
	Upper Division	Begins Spring 2020
Life-Long Learning and Self-Development (Area E)		Begins Spring 2019
First-year Learning Communities	Various Lower Division Areas	Begins Fall 2019
Sophomore Year Experiences		Begins Fall 2020

Seawolf Studies Degree Requirements (Overlays)	American Institutions	Begins Fall 2020
	GWAR (Writing Intensive Courses)	Begins Fall 2020
	Critical Race Studies	Begins Fall 2020
	Global Awareness	Begins Spring 2021
	Sustainability and Resilience Studies	Begins Spring 2021
Met in Major	Upper Division B, C, or D	Begins: UD B: Spring19 UD C: Fall 19 UD D: Spring 2020
Sealanes		Begins Spring 2021

GE Fast Track Program Revision Schedule (Version: 01.25.19)
***only for nonsubstantive unit changes and rearrangements resulting directly from GE program revision**

1. Spring 2019/Summer 2019
    a. Development of Fast-Track Program Revision Template, Process, and Requirements
    b. Survey of Departments to declare:
        i. courses to be deleted from the GE program
        ii. plans to put forth new or discontinue current programs during 2019-2020
        iii. need to fast-track revision due solely to changes in GE
        iv. plans to revise curricula due to GE revision and other needs
    c. Call for departments to pilot fast-track process during **Fall 2019**.
2. Departments undergoing fast-track changes will bring all affected programs through faculty governance (dept-->school curriculum committee/dean) to arrive at EPC on the dates below.
    a. Departments eligible for fast-track program changes that have GE course(s) requiring recertification that also impact the major should not undergo the fast-track process until **after** the semester in which the GE course(s) have been recertified. If this conflicts with the schedule below, please contact the EPC chair for rescheduling.
3. Programs undergoing substantive revisions in addition to GE response will be removed from the timeline below and follow the normal curriculum revision process, declaring revision plans at the beginning of the fall semester for changes during that academic year. EPC scheduling will follow normal procedures. These revisions should be completed by **Spring 2022** but should not take place until **after** the relevant distribution area courses and/or overlays have been implemented.
4. The Fast-Track Program Revision Schedule is organized based on GE implementation schedule and anticipated number of program impacts (majors, concentrations, etc). Note: EPC dates are included for first and second readings.
5. Until time for recertification, programs may continue to be offered as is. Program requirements of more than four units that count units towards the major/minor and GE will be counted as three units towards GE in the ARR. Remaining units will count as electives or as unit substitutions within the majors and minors at the discretion of the department.

1st and 2nd EPC Readings for Fast-Track Program Revisions Organized by Department

School	Departments	Spring 2020	Fall 2020	Spring 2021	Fall 2021/Spring 2022 Catch-Up
SST	Biology, Chemistry, Computer Science	2/13, 2/27			
	Engineering, Geology, Nursing, Phys&Astr	3/12, 4/2			
	Kinesiology, Math&Stats	4/16, 4/30			
Arts and Humanities Education	AMCS, ArtHist, ArtStudio, CALS, Communications		9/10, 9/24		
	English, French, Music, Philosophy, TheaterDance		10/8, 10/22		
	Spanish, LIBS/Hutchins, Education		11/5, 11/19		
Social Sciences Business&Economics	Anthropology, CCJS, GEP, GlobalStudies, History			2/4, 2/18	
	HumanDevelop, LIBS (Ukiah/Napa/Solano), PolySci, Psychology, Sociology, WGS			3/4, 3/25	
	Business, Economics			4/8, 4/22	