DATE: May 16, 2018
TO: University Program Review Subcommittee, Academic Planning, Assessment and Resources Committee, Educational Policies Committee
FROM: General Education Subcommittee
SUBJECT: Program Review Subcommittee Findings and Recommendations

We thank the Program Review Subcommittee for their careful review, and we appreciate their support for program improvement. Your summary captures the most important conclusions from our own review, and your recommendations affirm our hopes for the program. In particular, we would like to echo your observation that if the university community wants to support a coherent, meaningful and multi-disciplinary GE program, it must invest the necessary resources. In particular, it must support the Academic Senate GE Subcommittee in the way that it would support any academic program – with an administrator, staff support and the authority to assess the program.

We ask the University Academic Leadership to consider four important (and related) requests:

1. The GE subcommittee charge must match campus expectations. If, as the charge states, the GE subcommittee should develop curriculum, then the GE subcommittee should be empowered to solicit and evaluate new courses (as is being tried for new AREA A1 courses), in addition to offering guidelines to instructors who submit course proposals. The GE subcommittee also should be empowered to implement a continuous cycle of assessment in order to document and improve student learning.
2. The GE subcommittee must have the resources required to accomplish its goals. For example, no individual is responsible for collecting and analyzing institutional data relevant for the GE program. The GE subcommittee wrote a draft description for a faculty administrator position that we encourage the university to fill.
3. Academic Affairs, School Deans and Academic Senate Leaders must figure out better ways to connect GE curricular requirements with necessary academic resources. For example, the Academic Senate charged that the GE subcommittee ensure sufficient three-unit courses be offered in categories D and E each semester to ensure that students could complete their GE requirements efficiently (http://www.sonoma.edu/policies/general-education-courses-three-unit-standard). However, the GE Subcommittee had no authority to ensure such a seat distribution because section seat numbers are determined by School Deans.
4. As the university moves to a new GE curriculum in the next two years, specific additional resources should be identified for developing and implementing a transition to the new curriculum.

# General Education Program Review: Findings and Recommendations

## Findings

The University Program Review Subcommittee met with Heather Smith on February 28, 2018 to discuss the General Education Program Review conducted in 2016-17. This is only the second program review that the GE program has undergone since its inception. The 2009 review resulted in a set of recommendations, many of which were never implemented due to lack of resources.

Current circumstances require that SSU make significant revisions to our GE program to eliminate barriers for transfer students and meet expectations established by recent revisions to EO 1100. But beyond required changes, the members of the GE Subcommittee agree that the GE program should provide a more coherent and meaningful path for all students. At the January 2018 SSU Faculty Retreat, many faculty concurred with the opinion that our GE program should be revised to provide a more meaningful experience for students, as well as to eliminate barriers to graduation and make it easier for students to navigate. UPRS agrees with the GE Subcommittee chair that this is an ideal time for GE revision, and commends the Academic Senate and Academic Programs for taking steps to begin this process with the formation of the temporary GE Revision Subcommittee.

### Curriculum

The program review documents indicate that the GE curriculum has many areas of distinctiveness and has been designed to give students a broad-based liberal arts and sciences foundation for their continued studies in the major.

- SSU faculty have adopted many high-impact practices in the curriculum, such as first-year experience courses, sophomore year experience courses, and learning communities.
- Since 2009, goals and objectives for the categories and subcategories were developed and assessment exercises were conducted periodically; information literacy assessment was particularly well done.

However, the self-study acknowledges that, as it is now, the GE program is not meeting our evolving expectations.

- The GE pattern is not coherent and was never consciously designed as an academic program. Courses are added to GE without reference to an overall plan or set of GE objectives to keep the program focused and meaningful. While the first- and second-year experience courses are valuable, there are so many that their impact is diluted, and students have no clarity about what one course might offer them over another.
- Students don't see the connections of GE courses or outcomes to their majors. Because courses are developed in isolation and not in reference to an overall GE program, students struggle to see the interdisciplinary connections we want them to

see and are often not aware of the value of GE. The Sonoma State themes of social justice, sustainability, civic engagement, and global citizenship are reflected in GE courses in whole or in part, but these interconnections need to be drawn out systematically so that faculty and students can see a clear connection between each GE course and these key values, as well as the connection between GE and the majors.
- Students experience difficulty navigating GE requirements and choosing a logical and consistent path. Our GE patterns are overly complex, with courses of varying units that often add up to more than the 50 units currently required. This is especially problematic for transfer students.
- The external reviewer also indicates that little attention is given to upper-division GE and how it fits into the overall goals of the GE program.

At the 2018 faculty retreat, faculty from across campus gathered to talk about General Education, what it means at SSU, and how we can make it more meaningful for students. Attendees agreed that GE should provide students with a broad perspective, and that the curriculum should be interdisciplinary and provide opportunities for exploration and connection. GE should enable students to gain a better understanding of the construction of knowledge across disciplines, as well as learning core skills (critical thinking, written and oral communication, quantitative reasoning, and information literacy), cultural competencies, and civic responsibility. Although individual classes in the GE program may contribute to these goals, the lack of coherence and program intentionality dilutes the power of GE to open up these dispositions and ways of thinking to students.

## Assessment

The GE program has both program-level and area/sub-area level learning objectives, and some efforts have been made to assess student learning by

- reviewing syllabi in area B1,
- conducting direct assessment of student work related to information literacy and oral communication competencies,
- looking at retention data related to Science 120, and
- reviewing outcomes for SSCI 299.
- Additionally, Hutchins faculty regularly review lower- and upper-division work portfolios for students in the Hutchins GE track to assess their program as a whole.

But consistent, on-going assessment has been a challenge because of the previously mentioned lack of program coherence and the campus's endemic lack of assessment resources. A revised GE program should be created with assessment built in from the beginning.

## Staffing and Resources

Our current funding model and scheduling structures make it challenging to create a coherent and simplified GE program. The GE program revision proposed in 2009 stalled because of a lack of resources. Individual departments were tasked with meeting both major and GE targets, and funding structures put departments in competition to "own" GE areas and subareas. The fear of losing resources and control over courses has made GE

reform especially difficult. Vertical majors feel pressure to be efficient with GE units, which leads to double counting in ways that 1) limit the breadth of the GE experience for these majors and 2) can limit access to GE for non-majors.

In some departments and GE areas, GE courses are taught primarily by lecturers, while in others tenure-track faculty are required to teach large GE courses. In both situations, the staffing model is driven by resource needs rather than curricular and pedagogical concerns.

Unlike many other CSUs, SSU has not staffed a position to oversee and direct the GE program. The GE Subcommittee recommends that such a position be created. Maintaining coherence in the GE program and ensuring that our high-impact practices are sustainable requires coordination beyond what the GE Subcommittee can do. Additionally, the GE Subcommittee recommends that the subcommittee chair receive a course release to make the work this subcommittee currently requires more manageable.

## Students and Learning Outcomes

The external reviewer met with several students to discuss their perceptions of GE. In her review she notes that students have difficulty meeting GE requirements, for a number of reasons.

- The combination of 3-unit and 4-unit classes means that students often find themselves short units or taking more than are necessary.
- Some GE courses are not regularly offered, are restricted to majors, or aren't offered in the volume needed. This is especially the case for upper division GE courses that satisfy the Ethnic Studies requirement.
- The upper-division GE requirements are unclear to students.
- Some GE courses are designed for the major, and students are assumed to have disciplinary knowledge that those coming from outside the major don't have.

The faculty heard similar things from students at the 2018 faculty retreat, during a panel discussion with four SSU students.

Additionally, while the areas and subareas of the GE program have established learning outcomes, very few GE courses list the relevant program, area, and subarea goals and objectives. There also has been very little systematic and sustained assessment of program, area, and subarea objectives across courses within GE areas or subareas. Therefore, we have no idea whether students are achieving the program outcomes that we claim.

## Program Review Process

The UPRS commends GE on their program review process. The external reviewer provided feedback that was considered by the subcommittee with an open mind and incorporated into their Action Items report. Their self-study was thorough and focused attention on the key areas of GE program oversight and program and course assessment.

## Recommendations

This program review makes clear that significant changes are required to develop a GE program that fulfills the promise of our university. The UPRS urges the GE Revision Subcommittee to approach their project as a redesign of GE and not just a process of making tweaks and adjustments to the program. We hope that this subcommittee will set aside assumptions about resource constraints and department or school "ownership" of GE areas in order to develop a holistic GE program that provides students the preparation they need for living and working in a connected, dynamic, and complex world.

As a member of the Council of Public Liberal Arts Colleges (COPLAC), Sonoma State and our faculty must provide a GE program that embodies our liberal arts identity. A high-quality liberal arts education gives students a sense of the interconnectedness of humanity, of the breadth and richness of human history, and of the fundamental scientific principles that describe the universe. The promise of a liberal arts education is to develop students who are civically engaged, globally aware critical thinkers who bring a broad base of knowledge to innovating and solving problems. A well-designed GE program will be interdisciplinary and founded on the most recent pedagogical research about what constitutes a high-quality education. It will also enable us to maintain the elements of a Sonoma State education that our alumni, students, and faculty praise: small class sizes, the ability of students to connect with faculty, undergraduate research opportunities, and an emphasis on real-world problems and opportunities

The UPRS also recommends the university consider providing more resources in order to sustain a meaningful GE program.

- A GE Director would provide long-term oversight of the program, ensuring that the program remains consistent and that adopted pedagogical practices are sustainable.
- A course release for the GE Subcommittee Chair would better enable the chair to perform the duties of the position. This subcommittee involves a large volume of work every semester to approve and review GE courses.

Finally, the UPRS recommends that assessment be built into the revised GE program from its inception. In addition to assessing Sonoma State's GE student learning outcomes consistently across the GE program, the WASC core competencies should be incorporated in the GE program and its assessment plan. Core competencies could be measured through upper-division general education and could be represented in the GE program goals.

A successful revision of the GE program will require buy-in at all levels of the university. Both the GE Subcommittee and its parent, the Educational Policies Committee, must support the work of the temporary GE revision subcommittee and work across campus to ensure that stakeholders are informed and committed to program revision, that their voices and ideas are heard, and that their needs are addressed. While we recognize that it is not possible to please every constituent, efforts should be made to involve the campus as widely as possible in this important renewal of our academic identity.

Spring 2017


# PROGRAM REVIEW FOR GENERAL EDUCATION

SONOMA STATE UNIVERSITY

GENERAL EDUCATION SUBCOMMITTEE

**IMPORTANT: THIS REVIEW AND THE EXTERNAL VISIT WERE COMPLETED BEFORE THE AUGUST 24, 2017 CSU EXECUTIVE ORDER 1100 WAS ISSUED.**

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**GE Program Review Self-Assessment**
**DRAFT September 1, 2017**

## Chapter 1 - Administration of GE Curriculum[1]

# A. Introduction to GE Curriculum

## 1. History of the program

The GE program at SSU is an integral part of the university's mission to provide a high-quality undergraduate education. As stated on the SSU website, the General Education (GE) program offers an investigation of the complexity of human experience in a diverse natural and social world, and promotes students' informed and ethical participation as world citizens. The GE program integrates students' academic experiences across schools and gives students opportunities to acquire skills that will enhance their cognitive, social, political, ethical, and personal growth.

The current GE program evolved out of the Pathways proposal adopted by the Academic Senate in 2003 and the GE area goals and objectives adopted by the Academic Senate in 2009. At this time, there are three paths through the GE program: The University-Wide plan, the Transfer Student Pattern, and the Hutchins School Interdisciplinary Option.

**Native Student 50 Unit Plan**. The University-Wide 50-unit plan is used by the majority of our students (65%) and meets all the CSU requirements. It includes ethnic studies, U.S. History, U.S. Constitution, California State and Local Government, a laboratory course, and nine units of upper division courses (see Appendix 1). There is also an older 51-unit pattern that was phased out but is still used by a few students who came as first year students before 2011 (see Appendix 2). The main difference between the 50 and 51 unit patterns is that after 2009, the School of Arts and Humanities (A&H) proposed and then passed a resolution approved by the Academic Senate to distribute the 3 units in the A1 area across A2, A3, and C3. They also moved their GE courses from three to four units, which resulted in a savings of one unit as shown in Table 1. This change enabled A&H to support the integrative learning objectives of year long first year experience courses and allowed more faculty who regularly taught four unit courses to participate in the GE program.

[1] Document prepared by John P. Sullins, Philosophy with input from the Chair of the GE Subcommittee, Heather Smith, Psychology and the GE Subcommittee members. The GE Subcommittee would like to thank Sean Johnson, Alvin Nguyen, Chelsea Kilat, Ariana Díaz De León and Giovanni Mejia for their gracious and prompt help.

*Table 1*. Initiative #1: Reform of GE Areas A and C

| BEFORE 2009: | | AFTER 2009 | |
|---|---|---|---|
| A1: Oral and Written Analysis | 3 units | | |
| A2: Fundamentals of Communication | 3 units | A2: Fundamentals of Comm. | 4 units |
| A3: Critical Thinking | 3 units | A3: Critical Thinking | 4 units |
| C1: Fine Arts | 3 units | C1: Fine Arts | 4 units |
| C2: World Literature, | 3 units | C2: Lit., Philos. & Values | 4 units |
| C3: Philosophy and Values | 3 units | C3: Comp. Persp. & F.L. | 4 units |
| C4: Comparative Persp./Foreign Lang. | 3 units | | |
| | 21 units | | 20 units |

**Transfer Student 48 unit pattern**. The Transfer Student Pattern is an option for students transferring to SSU with at least 30 units from another institution. These students have a 48-unit pattern that is similar in all respects to the University-Wide Plan, with the exception of one less Social Science class. This plan meets all CSU requirements (Appendix 3), and around 32% of our students follow this pattern.

**Hutchins Interdisciplinary Option**. The Hutchins School Interdisciplinary Option is a 60-unit program where students enroll in four interdisciplinary lower-division 12-unit seminars for a total of 48 units. The additional units include 9 units of upper division work and 3 units of math. This option meets all CSU requirements (Appendix 4), and about 3% of our students take this option.

## 2. Distinctive aspects of the SSU GE Experience

SSU fully adheres to the CSU mandated minimum GE Breadth Requirements. SSU faculty also endeavor to create distinct GE experiences that set SSU apart from other CSU campuses but allow students to transfer freely within the CSU system. The SSU GE experience differs from other CSU GE programs in four ways; 1) the Hutchins Interdisciplinary option, 2) first and second year interdisciplinary courses that include transitional programming that support students' development, 3) an additional science laboratory course designed to foster experiential learning and 4) an ethnic studies requirement that emphasizes an interdisciplinary understanding of the experience of race and ethnicity of people who live in the United States.

**Hutchins Interdisciplinary Option**. Students who follow the Hutchins Interdisciplinary Option experience a very distinct pathway through the GE program. This option integrates several GE Subject Areas within each 12-unit seminar. These integrative seminars, first introduced in 1969, are designed to facilitate students' intellectual development by encouraging students to reflect actively on their own academic skills. Seminars combine large weekly symposiums with small discussion groups of 12 to14 students that are organized around themes or questions, as opposed to different disciplines. Students receive a CR/NC grade in addition to a lengthy written evaluation that assesses their cognitive skills, participation, understanding of course content, writing skills, and course assignments. Hutchin's faculty emphasize seminar skills, collaborative learning and writing. All students complete both a lower and upper division portfolio that faculty regularly review as part of their yearly assessment of the Hutchins program.

**First and Second Year Interdisciplinary Courses**. In 2006, the university built on its earlier success in linking GE Area A courses to a course called University 102, which was designed to help first year

students transition to college and build stronger connections to the university community. University 150 (Identity and Global Challenges) also known as the First Year Experience program (FYE) was established as a course that would combine GE areas A3 (Critical Thinking) and C3 (Comparative Perpectives) with the University 102 into a 10 unit course taken over the entire first academic year. Similar to the Hutchins model, students attend weekly lectures delivered by SSU faculty or visiting scholars, and they meet twice weekly in small groups of 17. In addition, undergraduate peer mentors work with the groups both in and out of the classroom to help establish a sense of community. This program was highly praised in our last WASC review for its innovative focus on interdisciplinary GE content and inclusion of student transition material. It has received strong evaluations from students and faculty who have participated in the course. This course is available to about 180 students, or 11% of students within the University-wide Option. Beginning in Fall 2017, University 150 (FYE) will be an 8-unit course.

Building on the success of FYE and previous incarnations of freshman seminars dating back to the early 2000s, A&H launched the Humanities learning Communities (HLC) in Fall 2012. Faculty designed these courses to be fully integrated into their majors while still being accessible to students from outside the major. These courses also deliver A3 and C3 content instruction along with transition-to-college curriculum, and they aim to facilitate a pathway to the major hosting the FLC, without excluding non-major students. Many of these HLCs also meet the ethnic studies requirement. With the exception of the Hutchins program, all A&H departments offer at least one HLC around wide topics befitting the scope of GE such as *Race and Social Justice* (CALS 165A/B), *Cave painting to Picasso* (ARTH 160A/B), *Behind the Scenes: Global Perspectives Through Film* (MLL 161A/B), *The Art of Wisdom: Compassion and the Good Life* (PHIL 160.1), *Theatre, Dance, the Artistic Process and You* (THAR 160A/B). The HLCs are typically team taught by two to three faculty members and are comprised of a combination of two linked courses for an 8-unit year long academic experience. Faculty participants participate in professional development workshops (about using peer mentors in the classroom, for example, or the treatment of transitional topics) and the creation by Dr. Sullins and Dr. Glasgow of a *Digital Guide for Multi-Disciplinary Critical Thinking* made available on Moodle for all faculty involved. The hybrid instruction model also introduces students to both lecture and small seminar teaching modalities, thus preparing them well for the rest of their college career.

In 2011, the School of Science and Technology introduced Science 120. This course, initially sponsored by a National Science Foundation grant, is designed to increase long-term retention and graduation rates for SSU science students by creating a yearlong science based course containing innovative first year curriculum that includes fieldwork, labs and field trips and applies what the students are learning to real world problems. The current course focuses on the local watershed and exploits SSU's unique connection to the Fairfield Osborne Preserve (http://web.sonoma.edu/cei/osborn/). The completion of the full year course satisfies four GE requirements: B2 (Life Sciences: biological principles), B4 (Quantitative Reasoning: precalculus), A3 (Critical Thinking), and the required Science Laboratory. This course is a popular option for science students but its one weakness is that declared Biochemistry/Chemistry, Biology, Engineering Science, Mathematics, and pre-Nursing majors cannot take it without adversely increasing their time to graduation. To help with this problem, the Philosophy department collaborated with these five majors to create Philosophy 101 A&B. This course covers the A3 GE learning objectives and the transition to college curriculum. It is taught over one academic year for 4 units so that students have access the full first year transitional curriculum. Science 120 is available to 70 students and Phil 101 A&B is available to 100 native or transfer students.

In addition to the approximately 1200 students served by the integrated GE courses described above, Table 2 lists other first year experience programs housed in the student residential communities that incorporate “stand alone” lower division GE courses. Of the 1700 students who begin SSU each fall, approximately 700 students participate in some form of living and learning community. An additional 900 students participate in other transitional courses. The few students who do not take an interdisciplinary first year courses must take single courses from the A2, A3 and C3 categories to fulfill the GE breadth requirements.

*Table 2*. Freshman Learning Communities, 2016 – 2017

| Freshman Learning Community | Program Description | Fall Courses | Spring Courses | Learning Outcomes | # of students |
|---|---|---|---|---|---|
| **Integrative GE Courses** | | | | | |
| FYE (Freshman Year Experience) | Living/learning community; integrated curriculum with one lecture and two seminars per week | UNIV 150A (4 units) | UNIV 150B (4 units) | A3 + C3 + transition-to-college goals | 200 |
| FIRST-GEN | Thematic living/learning community focusing on first generation students | UNIV 102 + CALS 165A (6 units) | CALS 165B (4 units) | A3 and C3 + transition | 50 |
| Hutchins | Integrated liberal arts and sciences program | LIBS 101 (12 units) | LIBS 102 (12 units) | All GE except math + transition | 75 |
| Humanities Learning Communities | 10-12 different courses, each in a different A&H department; one lecture and one seminar per week | COMS 160A, ENGL 160A, AMCS 165A, etc. (4 units) | COMS 160B, ENGL 160B, AMCS 165B, etc. (4 units) | A3 + C3 + transition-to-college goals | 775-825 |
| A Watershed Year: Freshman Learning Community | Integrated science/math/critical thinking | SCI 120A (6 units) | SCI 120B (6 units) | A3 + B2 + B4 + lab + transition | 72 |
| Critical Thinking for Science | Philosophy course designed for science majors | PHIL 101A (2 units) | PHIL 101B (2 units) | A3 + transition | 100 |
| Chem/BiochemFYE | Students, in cohorts, take several courses together | CHEM 120A + major courses (2 units + major units) | CHEM 120B + major courses (2 units + major units) | A3 + transition<br>+ major requirements | 48 |
| **"Stand Alone" GE Courses** | | | | | |
| ACE (Academic and Career Exploration) | Thematic living/learning communities; students, in cohorts, take several courses together | UNIV 102 + "interest course" (3-7 units) | UNIV 237 + "interest course" (3-7 units) | Combination of GE, major introductory, or pre-req major courses + transition and major/career exploration | 350 |
| EOP Academy | EOP students, in cohort groups, take several courses together. | UNIV 102 + ENGL 100A or ENGL 101 + interest course (number of units varies) | ENGL 100B (if necessary) + another interest course | A2 + another GE, plus transition | 140 |

In Fall 2013, SSU implemented a Sophomore Year Experience Program (http://www.sonoma.edu/aa/us/sye/), supported by a CSU Student Success grant, that was designed to provide developmentally appropriate academic, social, and institutional support for second-year students. This grant supported the creation and regular assessment of a Sophomore Year Experience core course called "How to Think Like a Social Scientist" (now housed in GE Area E). Since the original course, faculty in Science and Technology developed Science 220, "Dream, Make, and Innovate," (also housed in GE Area E). The administrator of this course, Dr. Jeremy Quails, recently received an NSF grant to support further curriculum development and assessment.

In Fall 2014, A&H faculty developed the "Sophomore Year Research and Creative Experience" (SYRCE). Dr. Christine Renaudin spearheaded the effort and coordinates this A&H initiative. SYRCE is a constellation of 10 different A&H courses (AMCS 273, ART 273, CALS 273, COMS 273, ENGL 273, MLL 273, MUS 273, NAMS 273, PHIL 273, THAR 273) designed for second year students to fulfill the requirements of GE Area C2. These one-semester courses offer students a multi-disciplinary approach to a common topic based on the idea of a Time Machine set to a different past decade for each academic year. Throughout the semester, all 240 students attend a series of lectures in Schroeder Hall. These lectures are delivered by the ten faculty members involved in teaching the various sections of 24 students, who meet in weekly seminars to debrief said lectures, explore discipline specific material, and workshop research and creative projects focused on some aspect of the general topic. The SYRCE Time Machine seeks to foster collaboration, creativity, research, modeling, and mentoring among students and faculty in an effort to engage the whole student in all of us. The experience culminates at the end of the semester in a symposium held in the Green Music Center, where students showcase their accomplishments as part of a common final (http://www.sonoma.edu/ah/syrce/). Both students and faculty have shown remarkable enthusiasm for a model that is truly multi-disciplinary and actively walks the talk of collaboration across disciplines as well as across the student-instructor line, with all ten instructors sitting on Schroeder stage every Tuesday morning, listening to each other and supporting each other, modeling focus, listening, respect and responsiveness.

A new campus-wide SYE office works with faculty involved in all three courses to hire and train undergraduate peer facilitators, coordinate faculty professional development, and create sophomore-specific events and newsletters. In addition, Library faculty participate in the curricular design and delivery for all of these courses. These new opportunities are summarized in the Table 3. They serve about 650 of SSU's second year students.

*Table 3*. Sophomore Year Seminars, Spring 2017

| Course Name | GE Area | Faculty Contact | # of students | Notes |
|---|---|---|---|---|
| SSCI 299<br>How to Think Like a Social Scientist | E | Michelle Jolly, email: Michelle.Jolly@sonoma.edu | 75 | 2 to 3 sections offered every term |
| SYRCE<br>Second Year Research and Creative experience | C2 | Christine Renaudin, email: renaudin@sonoma.edu | 240 | 10 sections of 24 offered every term |
| SCI 220<br>Dream, Make, and Innovate | E | Jeremy Qualls, email: quallsj@sonoma.edu | 25 | 1 section offered every term |

**Additional Science Lab**. The structure of SSU's Area B departs significantly from the CSU norm. SSU offers courses in four areas: B1 (Physical Science), B2 (Life Science), B3 (Specific Emphasis) and B4 (Math). Unlike other CSU campuses, laboratory activities are integrated into courses in areas B1 through B3 (see Appendix 1). This approach to laboratory courses provides an opportunity for all SSU students to actively engage in laboratory science practices as part of their content courses. Unlike other CSU GE programs, B3 Area courses are not defined as "laboratory" courses but as content courses that include computer science and engineering options.

**Ethnic Studies Requirement**. Ethnic Studies courses explicitly incorporate the voices of the groups being studied from a first-person perspective – an approach that research shows increases empathy and perspective taking. SSU pioneered the ethnic studies requirement within the CSU and was one of the first CSU universities to require an ethnic studies course as part of the GE pattern[2], an approach recently recommended by the CSU Task Force on the Advancement of Ethnic Studies.

## 3. Course Formats and Scheduling

**Course Formats.** SSU offers GE courses in formats that range from large lectures that meet once or twice a week to small discussion sections that meet three times a week. The various first year experience courses typically mix these formats. Students meet in a large lecture once a week, and break into small sections for additional weekly meetings. Most courses are 3 or 4 units, but over the past few years, more departments offer an increasing number of 1 unit GE courses. This variety allows departments to choose the unit load that meet their curricular needs, under the proviso that students should not take significantly more units than required by the GE curriculum.

As shown in Table 4, the distribution of CS Codes for courses in the SSU GE curriculum indicate that participation and discussion-based courses dominate the curriculum. In the sciences, (Area B) large lecture courses are much more common and closer student faculty contact occurs in the laboratory (CS Code 16) component of the courses, where enrollment per section is usually capped at 24 students. However, a closer examination of enrollments for different classes reveal that many of these courses exceed the number of students associated with their CS code.

[2] For a full report of ethnic studies in the CSU see: Report of the California State University Task Force on the Advancement of Ethnic Studies, January 2016 (https://www.calstate.edu/AcadAff/ethnicstudiesreport.pdf)

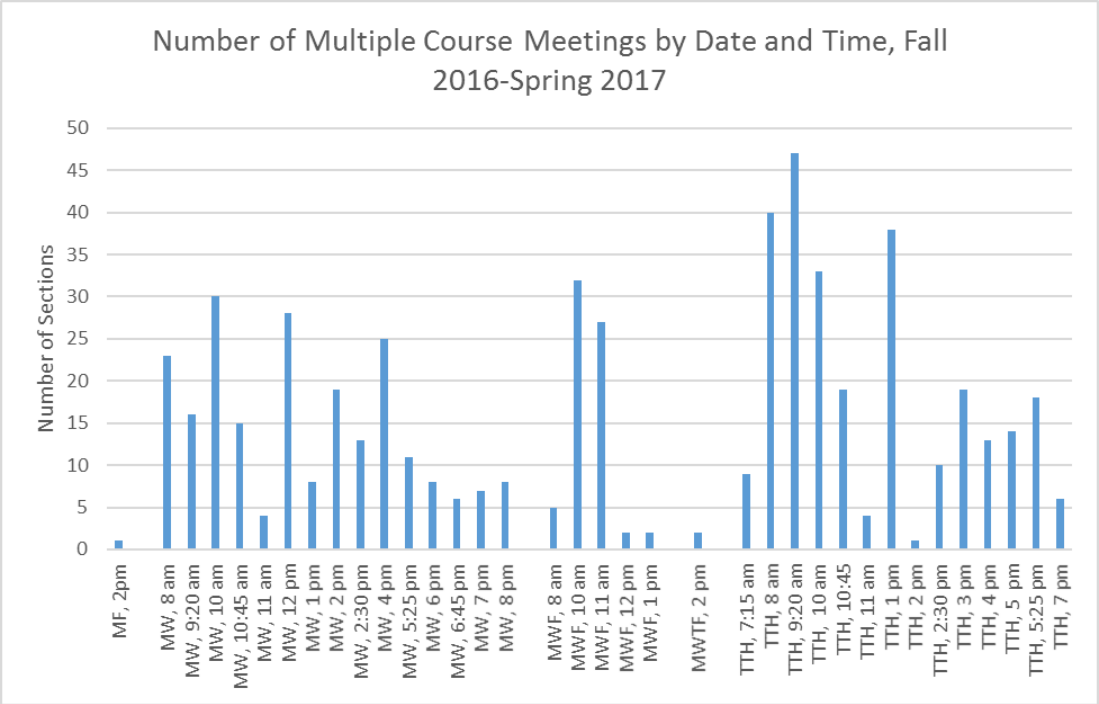
For example, many of the class sections offered in the C3 Area are more than 50 students. If a class size is more than 50 students, faculty will have a difficult time addressing their new oral communication learning objectives.

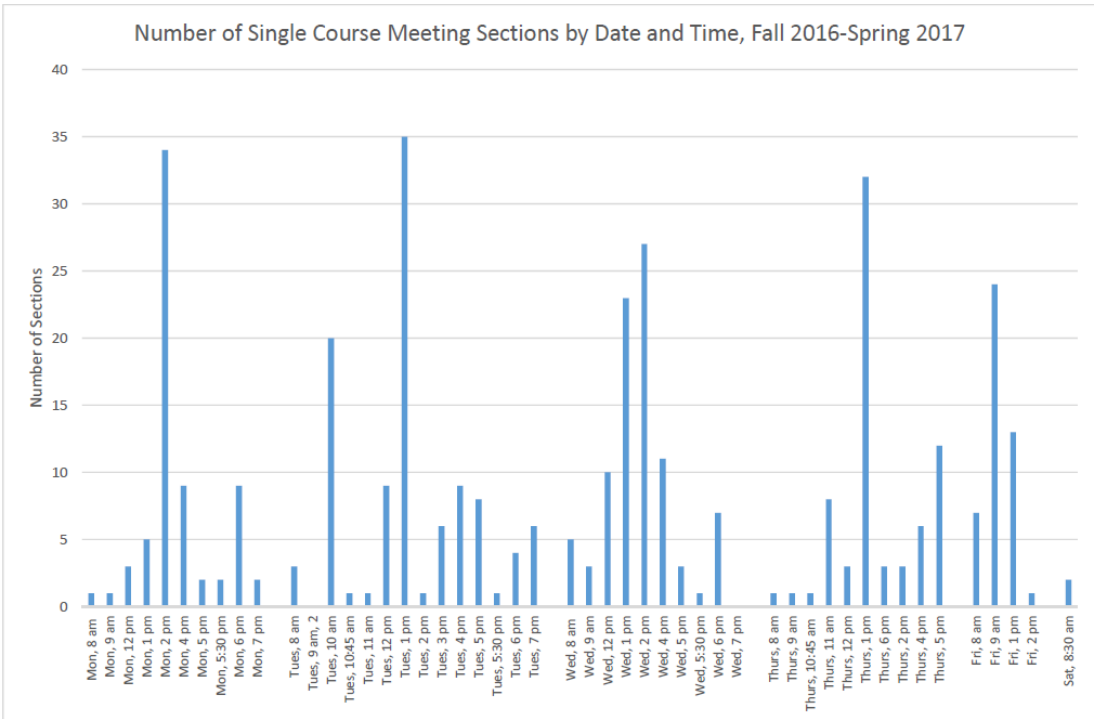
*Table 4*. Average number of sections with CS Code Distribution of SSU General Education courses, Fall 2014-Fall 2017

| | | | Area | | | | |
|---|---|---|---|---|---|---|---|
| CS Code | CS description | Examples | A | B | C | D | E |
| 1 | Large lecture | Lecture courses with > 50 enrollment | 18.9 | 20.8 | 8.7 | 3.8 | 8.5 |
| 2 | Lecture discussion | Lecture courses in which class participation is a planned portion of the instructional method | 1.6 | 5.4 | 10.2 | 12.6 | 21.8 |
| 3 | Lecture-composition, counseling, or case study | Business, education, English and psychology courses in which students write, are counseled, or study law cases | 0 | 0 | 0 | 0 | 0 |
| 4 | Discussion | Courses in which student participation is the primary instructional method | 25.5 | 23.1 | 6.8 | 4.7 | 4 |
| 5 | Seminar | Courses using seminar methods of instruction | 0 | 0 | 4.7 | 0 | 6.5 |
| 7 | Fine arts & science activities | Art, anthropology and science activities | 0 | 0 | 0 | 0 | 0 |
| 12 | Speech, drama & journalism activities | Classwork in debate, acting, and publication; no public performance involved | 0 | 0 | 0 | 0 | 0 |
| 13 | Technical activities & laboratories | Courses involving business and other machines; accounting, geography, foreign languages, home economics, psychology, library science, photography, engineering, industrial arts, agriculture, mathematics and statistics | 0 | 0 | 0 | 0 | 0 |
| 16 | Science laboratories | Laboratories in natural science, life science, psychology, natural resources, agriculture, engineering , meteorology, photography | 0 | 5.2 | 0 | 0 | 0 |
| 36 | Independent study, field work, studio instruction, supervised activities | Requires instructor work, studio instruction, to spend an average of 1 hr per week with each student. | 0 | 0 | 2.2 | 0 | 0 |

Figures 1 and 2 show a weekly schedule of GE courses for the past academic year. Course start time was used as the basis for categorization. GE courses were taught throughout the day Monday through

Thursday, and relatively few courses were taught in the afternoon on Friday. The greatest 'clumping' of courses occurs at late morning on Monday-Wednesday and in mid-afternoon on Tuesday-Thursday. When students register for courses in the online registration system, they are blocked from registering for any new courses that conflict with their previously scheduled choices.



The average time per class session depends partly on course format and partly on number of units (see Table 5). Discussion sections for GE courses typically last 50 minutes, whereas laboratories last 170 minutes. Lecture times also vary. Some three-unit lecture courses are taught three times a week at 50 minutes each, but more are taught twice per week at 75 minutes per session, and several are taught once a week at 150 minutes. Four-unit lecture courses are also taught 1-4 times per week, but the average duration per session is longer than for three unit courses.

*Table 5.* Duration and Frequency of Class meetings by Unit Numbers, Fall 2016 – Spring 2017

| **Units** | **No_Meetings** | **Duration** | **Frequency** |
|---|---|---|---|
| 1 | By Arrangement | NA | 3 |
| 1 | 1 | 1 hr 20 minutes to 2 hrs. 40 minutes | 23 |
| | | **TOTAL** | **23** |
| 2 | By Arrangement | NA | 2 |
| 2 | 1 | 1 hr, 50 minutes | 17 |
| | | **TOTAL** | **19** |
| 3 | By Arrangement | NA | 4 |
| 3 | 1 | 2 hrs, 40 minutes | 131 |
| 3 | 2 | 1 hr, 15 minutes | 205 |
| 3 | 3 | 50 minutes | 6 |
| | | **TOTAL** | **346** |
| 4 | By Arrangement | NA | 4 |
| 4 | 1 | 3 hrs, 40 minutes | 187 |
| 4 | 2 | 1 hr, 50 minutes | 332 |
| 4 | 3 | 50 minutes | 40 |
| 4 | 4 | 50 minutes | 2 |
| | | **TOTAL** | **565** |
| 5 | 1 | 50 mins to 1 hr, 50 mins | 12 |
| 5 | 2 | 50 mins to 1 hrs 50 | 24 |
| 5 | 3 | 50 minutes to 1 hr, 50 mins | 10 |
| | | **TOTAL** | **48** |

These data indicate that a large number of GE courses are taught as a single two hour 50 minute or three hour forty minute class meetings. In some cases, this may be pedagogically necessary. Extended time allows instructors to experiment with innovative practices like flipped classrooms, hybrid online-in person lectures, and classroom activities. However, this choice also might occur because instructors, departments and programs are maximizing their scheduling flexibility. This trend should be considered when discussing the costs and benefits of changing the default unit number from three to four units. More units means more time in class and that demands classroom innovations to make the extra time useful.

It also is important to recognize that the number of undergraduates continues to grow (and the number of full time faculty has decreased), but SSU still has very few large classrooms. Therefore, there has been growing interest in offering online versions of GE courses (or encouraging students to find equivalent

courses offered online by other universities). One recent SSU transfer curriculum proposal included a plan for all 9 units of upper division GE units to be online. In general, online courses can offer the same academic rigor as in person courses[3], but the university should consider how many and what type of online courses best comprise an SSU student's GE experience.

**Scheduling.** SSU has a decentralized process for scheduling GE classes. Schools are given an overall FTES (full time equivalent student) allocation, and the School Deans decide how to meet the demand for GE within their Schools based on their target number. The Dean of the School of Social Sciences, for example, distributes "major FTES" and "GE FTES" targets among Departments. Departments decide what classes to offer at what size, as long as they meet their "GE target" within their FTES allocation. Because departments are essentially competing for GE resources, they are motivated to offer classes in timeslots popular with students. There has been some attempt to address this issue by asking departments to spread some of their offerings outside of these peak times and limiting access to popular modules.

SSU is in the process of rolling out a Degree Planner program that will enable students to enter their preferred path through GE and their major from their first semester to graduation. This will give departments more data to use in planning their GE offerings as they will be able to see projected needs for these courses many semesters in advance. We hope that this new software will allow for a much more strategic and streamlined use of university resources for mounting GE courses.

One perennial question is whether the GE program creates "bottlenecks" that prevent timely graduation. In an effort to determine the extent of this problem, the GE subcommittee examined 1) the reasons that students who filed for graduation did not complete their degree, 2) the type of GE courses that graduating seniors took during their final semester, 3) the number of students "waitlisted" for GE courses over the past ten years and 4) the percent of lower division GE course seats that were occupied by declared majors.

First, the subcommittee examined why students who filed a graduate application (starting from Spring 2012) did not "clear" the requirement as of Spring 2017. 127 students did not graduate because they did not complete the WEPT requirement. 524 students did not graduate because of other reasons (not enough units, major requirements, etc.). 22 students did not complete the GE ethnic studies requirement. Finally, as shown in the table below, 46 students did not complete GE courses in specific categories. It is important to keep in mind that these data do not capture the number of students who could not complete specific requirements within four years, only those students who as of Spring 2017, still have not graduated. Given the large number of students who did not complete the WEPT exam, the Writing Center has begun a pilot program to encourage faculty, in consultation with the writing center, to offer writing intensive courses that combine an upper division GE course with the appropriate criteria for meeting WEPT requirements.

[3] Online Courses - What is Lost, What is Gained and What about Something Called Rigor? Tomorrow's Professor Postings, https://tomprof.stanford.edu/posting/1385

*Table 6.* Number of students who did not graduate who still had the following courses to complete (Spring 2012 – Spring 2017).

| Requirement | Total |
|---|---|
| A2. Fundamentals of Communication | 2 |
| A3. Critical Thinking | 4 |
| B1. Physical Sciences | 2 |
| B2. Biological Sciences | 5 |
| B4. Mathematical Concepts & Qu | 3 |
| C1. History of the Fine Arts, | 3 |
| C2. Literature, Philosophies, | 3 |
| C3. Comparative Perspectives | 7 |
| D1. Individual & Society | 1 |
| D2. World History & Civilization | 4 |
| D3. United States History | 4 |
| D4. U.S. Constitution & California | 2 |
| D5. Contemporary International | 4 |
| Science Lab Courses | 2 |
| Grand Total | 46 |

Second, the subcommittee looked at the types of GE courses that graduating seniors took during their final semester. In general, there was no evidence that students took an unexpectedly high number of lower division GE courses (which would suggest that they might have been unable to take these courses earlier in their college careers). Still, these data do not allow us to distinguish between students who took a course to meet a specific GE requirement *outside the major* or for other reasons. Future extractions of these data should include this nuance.

Third, the subcommittee looked at the waitlist numbers that remained after final course registration during the past ten years. Again, there is no evidence for particularly large waitlists in any single GE area (including ethnic studies courses). In fact, many GE courses include additional students that exceed the original class capacity. In other words, many instructors appear to add students to their courses even though they are uncompensated for this additional work. Of course, this waitlist data could be misleading – students might simply opt to complete particular requirements on line or at a community college. For example, the number of students who register to complete an upper division ethnic studies GE courses through extended education continues to increase; even though our examination of waitlist data does not indicate this demand. Most important, these data represent the final registration data. It does not capture the number of sections opened after first registration in response to student demand for particular GE courses.

Fourth, the subcommittee examined the number of seats occupied by department majors in lower division and ethnic studies courses. On average, the percent of department majors in these courses is 14.8%. These data suggest that the absence of desired seats is not due to sections (at least for these courses) being limited to declared majors.

Subcommittee members regularly hear from students and faculty about the difficulty of finding courses that meet particular categories and unit numbers, but it is important to separate the passionate anecdote from general quantitative data. For example, one student complained that if an open upper division GE course meets at 8 am Friday morning, then it is as "if there are no open upper division GE seats available". However, these anecdotes also reflect the complexity of students' lives – their schedules might reflect the degree to which they have responsibilities and commitments outside of the university. In recent student survey data, we find that students who work more hours also report less access to courses they need or want (2014 Track the Pack). We also recognize that certain courses, like upper division ethnic studies courses, are especially impacted because these courses meet more than one GE requirement and cannot be taken elsewhere. But before we make any recommendations, the possible source of these anecdotes requires further study.

**Structural Problems.** A close analysis of the GE program reveals several structural issues. SSU is now unique within the CSU and Community College Systems in how it handles GE Area A1 learning objectives. This difference affects both native students who transfer from SSU to other CSUs, SSU students who decide to take GE courses at another college, and transfer students. If students transfer to another CSU, they are short one GE A area unit. This may become a point of confusion and frustration for the approximately 70 lower division students who transfer to other CSUs after their first year if they are not properly informed and advised. If students transfer to SSU, they often bring A2, A3 and C3 courses that are 1) short 1 unit for the category and 2) miss the full oral and written analysis component that SSU includes in the C3 category courses.

Because some community college GE equivalent courses, in particular, are three units, there is a structural mismatch between 3 unit courses and the numerous four unit courses included in the GE program. For example, transfer students can meet the Area C GE breadth requirements but with 11 units and not the required 12 units. To address this problem, A & H has created 1-unit Area C courses. This semester, the Art Department has obtained GE status for its 1-unit Art Lecture Series. The Music Department has expressed interest in developing a 1-unit course to accompany its 3-unit course that will encourage students to participate in instrumental or choral ensembles, or attend a concert series. A & H is also discussing collaborative opportunities with Associated Student Productions that would allow a student to attend a series of performances, submit reviews or response papers to the performances, and earn a unit of credit.

As a second effort to address the three unit structural mismatch, in 2012, the university adopted a GE seat ratio principle that requires that a minimum of 83.3% of the seats offered in GE categories D and E be three unit courses. Theoretically, students should take 30 units from within the 10 subcategories of Areas B, D and E (based on 3-unit courses). In addition, they should take 20 units within the 5 subcategories of Areas A and C (based on 4-unit courses). These units should equal 50. But if students take 4-unit courses in Areas B, D and E, they will necessarily take more than 50 units of GE, sometimes termed "unit creep." GE Subcommittee members designed this policy so that students could complete their requirements efficiently. However, the implementation of this policy has been difficult without regular data, administrative support and a way to manage a "cap and trade" policy among different departments and schools. Unfortunately, the curricular oversight of the GE program is separate from the allocation of sections and seats.

As shown in Table 7, 64% of the GE courses offered by the School of Social Sciences faculty who teach primarily in Areas D and E are three units. In contrast, 58.2% of the courses offered by the School of

A&H faculty who teach primarily in Areas A and C are four units. Note that all the School of Business and Economics GE courses are 4 units – even those that are offered in Area D. Although the unit target ratio of 83.3% is based on student seats, not sections, and does not factor in 1-unit course availability, the data in Table 7 raises concerns about whether students can complete the GE program as efficiently as intended.

*Table 7.* Number of GE courses by unit and School, Spring 2017.

| School | Unit | GE section frequency | General section frequency* | % of courses in School |
|---|---|---|---|---|
| Social Sciences | 1 | 1 | 47 | 2.13 |
| | 2 | 0 | 64 | 0.00 |
| | 3 | 61 | 95 | 64.21 |
| | 4 | 38 | 224 | 16.96 |
| | 5 | 0 | 2 | 0.00 |
| Business/Economics | 2 | 0 | 4 | 0.00 |
| | 3 | 0 | 12 | 0.00 |
| | 4 | 12 | 105 | 11.43 |
| Arts/Humanities | 1 | 5 | 133 | 3.76 |
| | 2 | 7 | 74 | 9.46 |
| | 3 | 37 | 115 | 32.17 |
| | 4 | 135 | 232 | 58.19 |
| | 5 | 0 | 16 | 0.00 |
| | 6 | 0 | 1 | 0.00 |
| | 10 | 0 | 10 | 0.00 |
| Education | 1 | 0 | 9 | 0.00 |
| | 2 | 0 | 32 | 0.00 |
| | 3 | 18 | 90 | 20.00 |
| | 4 | 0 | 56 | 0.00 |
| | 10 | 0 | 20 | 0.00 |
| Science/Technology | 1 | 11 | 140 | 7.86 |
| | 2 | 3 | 71 | 4.23 |
| | 3 | 50 | 163 | 30.67 |
| | 4 | 76 | 201 | 37.81 |
| | 5 | 14 | 17 | 82.35 |
| | 6 | 2 | 31 | 6.45 |
| University Studies | 1 | 0 | 31 | 0.00 |
| | 2 | 0 | 11 | 0.00 |
| | 3 | 8 | 8 | 100.00 |
| | 5 | 8 | 8 | 100.00 |

* General section frequency includes independent studies, research assistantships, thesis research, student teaching, nursing practicum, Hutchins interdisciplinary seminars and peer facillator/mentor credit. Percents represents the proportion of courses offered by the respective school as a particular unit that also are offered as GE courses.

## 4. GE Advising

Students at Sonoma State University obtain information about GE courses in several ways:

1. First year students receive initial GE advising at summer orientation through the Educational Mentoring Team Program (EMT). Students who choose to take University 102 (First Year Experience), a 3-unit freshman seminar, receive advising through the EMT program during their first year at the university. First year students who live off campus and do not sign up for any other FLCs are automatically enrolled in University 102.
2. Students who are in the various FLCs and HLCs are advised by peer mentors in the class during their first year on all aspects of planning their progress through GE.
3. Undeclared students are advised by the Advising, Career and EOP Center (ACE).
4. Declared students may receive GE advising through their department. They may be assigned to a particular faculty member, or they simply drop in and consult with an available faculty member.
5. In the School of Business and Economics, a departmental staff member advises Pre-business majors. Once they have completed pre-major courses, they are assigned to a faculty member for major and GE advising.
6. Experienced students informally advise newer students about GE courses and the program.
7. Students use the on-line degree audit and the GE Pattern checklists.
8. The Schools of Social Science and Arts and Humanities have a lower division school-based advisor to advise on GE.

None of these information are sufficient. ACE has professional advising staff but staff members are too few to effectively advise the many undeclared students on this campus. Expertise in GE advising at the department level is not distributed evenly across the campus. Training in GE advising is inadequate and many faculty resist what training there is because they do not see GE advising as a good use of their time given that it is not likely to be part of their disciplinary training. Some faculty are expert at advising GE given their experience in EMT or faculty governance and often serve as the informal GE advisor for their own departments and, in some cases, even for departments they are not part of. Conversely, there are faculty that do not do well at advising and often give out of date advice, especially given all the changes and innovations to GE that have occurred in the last few years.

Some schools, such as A&H have worked to solve this problem by creating a school wide academic advising center, which combines GE advising with career consulting and internship coordination all in one location[4]. The School of Business and Economics also has a pre-business staff advisor that provides business students with professional GE advising. In 2015, the School of Social Sciences received a 50% staff advisor for GE advising. The School of Science and Technology also had a split staff advisor until Spring 2017.

In 2010, SSU replaced its Degree Audit Report in Peoplesoft with the Academic Requirements Report (ARR), which is integrated into the student administration component of the university's common management system (CMS). All the GE patterns described above are reflected accurately in the ARR. In addition to this, course substitutions and waivers, which may have been granted to individual students, are reflected in the ARR. This system allows students to see their progress towards a degree with written and visual cues on the screen and allows them to make better decisions in choosing classes for

[4] Career Service Center, http://www.sonoma.edu/career/

their path through GE. Faculty Center Staff train new full time faculty in the use of the ARR in advising students as part of the New Faculty orientation and it has become an essential tool for student advising.

## B. GE Curriculum Oversight Process

### 1. Executive order Framework

SSU is responsible for meeting all provisions from the Chancellor's Office regarding GE. In 2015, the CSU issued Executive Order 1100, which contains the current General Education Breadth Requirements (Appendix 2). The GE subcommittee is particularly attentive to two broad provisions. First, EO 1100 specifies subject areas (A-E), subareas, minimum units within each area and sometimes sub areas, and broad learning goals for each area (Appendix 2, Article 4). Second, EO 1100 mandates that students should be able to transfer to SSU from other regionally accredited non-CSU institutions without unreasonable loss of credit or time (Appendix 2, Article 5).

### 2. Coordination between SSU and the CSU regarding GE

Two formal communication channels exist between the CSU and SSU. First, a representative from the Provost's Office is SSU's administrative liaison with the Academic Affairs Division of the Chancellor's Office. SSU's representative on the Academic Senate CSU is a second conduit of information to the GE subcommittee.

**The role of the GE Sub-committee within the SSU Faculty Governance Structure.** The GE subcommittee is a subcommittee of the Educational Policies Committee (https://www.sonoma.edu/aa/ap/currdev/ge.html). Its charge from EPC encompasses all issues pertaining to the GE curriculum (http://www.sonoma.edu/senate/committees/ge/index.html). The GE Subcommittee addresses proposals for curricular reform as they emerge from the schools. Because faculty members in schools are best qualified to address pedagogical issues, the GE subcommittee focuses on the coherence of the curriculum as a whole and the goal of improving student learning through specification of learning outcomes and assessment of student performance towards those outcomes, regardless of course structure.

Voting members of the GE subcommittee include elected representatives from each of the seven Schools in the University and the student representative (selected by the ASB). Non-voting members include the Provost's administrative liaison, an EPC liaison, a Student Services Professional from Student Affairs & Enrollment Management, and a representative from Admissions and Records. These representatives are the primary conduit for communicating actions of the GE subcommittee throughout the Schools and University, and this often occurs through attendance at meetings of the School Council of Department Chairs.

### 4. Routing process and information distribution for GE issues

The GE subcommittee spends much of its time attending to three main duties: articulations with other campuses, GE Petitions, and monitoring minor changes to the GE curriculum. It follows procedures set

out in the Curriculum Guide[5]. The committee works to continuously improve and formalize the processes by which it handles its duties. For example, the GE subcommittee has modified or created new forms that stipulate routing procedures and requisite information for articulation approvals, petitions and curriculum changes. These procedures reveal how information concerning GE issues is communicated throughout the University.

i. Articulations**.** The GE subcommittee considers articulations for courses from other campuses to count towards SSU's GE program. The form elicits the following information and approvals (Appendix 6):

| Information | Routing |
|---|---|
| a. Course Syllabus (content and texts) | 1. SSU Articulations Officer |
| b. Learning Objectives | 2. GE Subcommittee |

ii. GE Petitions. GE Petitions allow students to request that non-GE courses they have already taken count towards their GE curriculum. These are particularly common for transfer students and for students who have studied abroad. The GE Petitions require the following (Appendix 7):

| Information | Routing |
|---|---|
| a. Description of SSU course to be substituted | 1. Student advisor |
| b. Syllabus of new course | 2. Evaluator in Admissions and Records |
| | 3. Chair, GE Subcommittee<br>*Optional consultation with Department chair in which original course is housed*<br>*Optional consultation with GE subcommittee* |
| | 4. Associate Vice Provost, Academic Programs |

iii. Minor Changes to GE Courses. Minor changes include changes to a title, and temporary changes to units or content. Faculty initiating minor changes in their GE courses fill out a Master Catalog Course Change Form, and check the box indicating that the change will impact GE. The form then takes the following route:

| Information | Routing |
|---|---|
| a. Description of the change | 1. Department Chair |
| | 2. School Dean |
| | 3. GE subcommittee Chair<br>*Optional consultation with GE subcommittee* |
| | 4. Chair of Educational Policies Committee (EPC)<br>*Optional consultation with EPC* |
| | 5. Associate Vice Provost, Academic Programs |

iv. New GE Courses and Major Changes to existing GE courses. Major changes entail alterations to course content and a permanent change in units. Faculty fill out a GE Course proposal (Appendix 8):

| Information | Routing |
|---|---|
| a. Master Catalog Course Change Form | 1. Department Chiar |
| b. Proposed catalog copy | 2. School Curriculum Committee |
| c. Course Syllabus (content and texts) | associated with any course offered in the |

[5] Quick Guide to Sonoma State Curriculum Change Processes
https://www.sonoma.edu/aa/ap/currdev/curric_change.html

| | |
|---|---|
| d. GE related learning objectives<br>d. Description of how the course will be structured and staffed, and projected enrollment | relevant GE area<br>3. School Dean<br><br>4. GE Subcommitee<br>5. EPC<br>6. Associate Vice Provost, Academic Programs |

The current course proposal form emphasizes the importance of widespread consultation to facilitate curricular change. The Subcommittee decided in 2007 to refrain from constructing the routing in such a manner as to give schools veto power over proposals originating in other schools.

The GE subcommittee in consultation with the course proposer can recommend that the course be taught as experimental or become a permanent part of the GE curriculum. After instructors have taught an experimental course once or twice, the subcommittee encourages them to return to the committee to discuss what worked and what did not. At that point, experimental courses can become a permanent course or not.

Between Fall 2011 and Spring 2017, the GE subcommittee approved 60 new courses. Twenty four of these courses were part of the 2012 restructuring of A & H A2, A3 and C3 courses from three to four units described in Table 1. These changes necessitated much work from faculty who submitted course modification proposals that outlined how the new learning objectives would be met. All of these proposals had to be routed through the Arts and Humanities Curriculum Committee and then to the GE subcommittee. Every course in area A and C was reviewed because many of these courses were moving from 3 to 4 units and most faculty had not taught these courses with the new learning objectives before. The GE subcommittee wanted to make sure the content was being added and not ignored. This process was quite intensive and a number of proposals needed to be sent back for revision until they were all acceptable. In general, subcommittee members frequently ask course proposers for more information and modest changes. Since 2009, the committee has rejected just one Engineering course.

# Chapter 2 - ASSESSMENT OF GE COURSES

## A. Assessment Efforts in the GE program

In 2003, the Academic Senate adopted four general GE program objectives; 1) acquire a foundation of intellectual skills and capacities, 2) develop social and global knowledge, 3) understand and use multiple methods of inquiry and approaches to knowledge and 4) develop capacities for lifelong learning (see Appendix 9). In addition, during the spring and fall of 2008, SSU faculty developed learning objectives for each of GE areas (Area A, B, C, D, E) and all of the sub-areas (A2, A3, B1, B2, etc). These were approved by the GE Subcommittee, the Educational Policy Committee (EPC), and the Academic Senate (see Appendix 1).

The GE subcommittee hoped that adding the GE learning objectives to the syllabi would help students make sense of how GE fit into their undergraduate education. However, as shown in Table 1, a preliminary review of syllabi from Fall 2015 and Spring 2016 suggest that the presentation of these learning objectives is not as consistent as we would like. One problem is that the overall program goals and objectives are located on one webpage (http://web.sonoma.edu/aa/ap/currdev/ge.html#newge) and the area goals and objectives are located on another webpage (http://web.sonoma.edu/senate/committees/ge/LGOs_new.html). We suspect that it is unclear to many instructors what goals and objectives are relevant to their course and which are not.

*Table 1*. Percent of submitted syllabi that included relevant goals and objectives.

| | Listed sub-area objectives | Listed overall GE objectives | Listed other learning objectives | Listed no objectives |
|---|---|---|---|---|
| Percent | 15.2% *(42) | 4.7% (13) | 41.3% (114) | 38.8% (107) |

*Note*. This is based on the 276 syllabi shared with the committee in Summer 2016. (https://drive.google.com/open?id=0B8WaGwzaw9puTGlSZ0o0MWJ3a2c), and includes multiple sections taught be the same instructor.

GE subcommittee members also hoped that clear learning objectives would guide departments in the assessment of their GE offerings as part of their own department program reviews. The few individual course assessments of direct student learning included in program reviews suggest that students do learn what the faculty intend. For example, faculty in the Geography and Psychology departments have assessed the extent to which students in their classes can apply course material to their own lives (a GE D area learning objective). The instructors of Psychology 325, Social Psychology, employ a course embedded final assessment that invites students to apply and explain course concepts to a story of two SSU undergraduates. A recent comparison showed that students who took the course scored an average of 18 out of 20 points (90%) in comparison to an average score of 4 out of 20 points (20%) for a set of students who had not taken the course. The instructor of Geography 206, Society, Environment and Sustainable Development used a food related carbon emissions tracker to evaluate the extent to which undergraduate students' choices changed over the semester. And a close examination of a cumulative final exam from Geography 201, Global Environmental Systems, indicated that most students met the overall GE course objectives but found a full understanding of the lithosphere challenging.

The Hutchins and Early Childhood Development majors include GE reflections as part of students' senior portfolios, and these GE reflections suggest the degree to which some GE courses and faculty impact students' engagement, growth, and learning. The Early Childhood Development reflections also reveal two intriguing patterns. First, almost every student could describe a GE course that they found meaningful and relevant. Second, many students mislabeled courses that they took as an elective outside their department as a GE course.

But again, GE assessment as part of department program reviews has not been as consistent as the GE subcommittee hoped (see https://www.sonoma.edu/aa/ap/pra/program_review_sched.html for access to recent program reviews).

## B. Cross Department Assessment of GE Learning Objectives

Faculty across departments have attempted to assess GE student learning objectives in four different ways. First, faculty who taught GE B1 courses assessed the degree to which GE area B1 course syllabi captured the B1 course objectives. Second, faculty who participated in the first year composition course (which earn GE credit for the A2 area) reviewed first year students' annotated bibliographies to determine students' degree of information literacy. Third, faculty who taught in the first year experience University 150 program (which earns A2, A3 and C3 GE credit) used a common rubric to evaluate a discussion map and students' final oral presentation as an indication of whether students achieved proficient levels of oral communication competency. Fourth, faculty involved in Science 220 and SSCI 299 (which earn GE area E credit) tracked students' persistence and commitment to their respective majors as one indication of their general academic engagement. SSCI 299 faculty also evaluated students' ability to evaluate social science research and propose new questions as evidence for both general critical thinking skills and the social science reasoning skills associated with GE area D and E courses.

### 1. Review of GE B1 course syllabi

As a first step of a five year assessment plan first proposed and approved by relevant curriculum committees in 2009, a group of senior faculty who regularly teach in the GE B1 subarea were recruited to assess syllabi. Workshops were held for these faculty who then built a rubric that would be used in the assessment. To facilitate the assessment, the GE Subcommittee developed a web-based interface for all the faculty teaching in the B1 Area so that they could report the results for their individual classes. This system for reporting results was then taught to all the faculty teaching in the B1 subarea through a workshop. These faculty taught their courses and then reported the assessment results for their Fall 2010 courses.

This data was then summarized and reviewed by the GE subcommittee and reported to the B1 subarea faculty. This data was reviewed by the faculty and they used the results to facilitate discussions amongst themselves on how to improve their results in teaching this GE subarea. This pilot also allowed the faculty to provide input to the GE subcommittee on how to improve the assessment process.

However, after this initial project, GE subcommittee members opted to discontinue the focus on area and subarea assessment in favor of a focus on the fundamental competencies viewed by CSU colleagues and WASC accreditation teams as more directly relevant students' learning. These core competencies in

oral and written communication, critical thinking, quantitative reasoning, and information literacy are reflected in both the general GE program objectives and objectives for individual categories.

## 2. Information Literacy and Oral Communication assessment efforts

SSU faculty and staff drew upon CSU and national conference participation to identify "communities of practice" and design an assessment of the learning objectives that these communities teach. Faculty first focused on Oral Communication and Information Literacy. Faculty who were identified as belonging to the communities of practice that taught oral communication and information literacy met and shared ideas for the best practices in teaching tand assessing relevant learning objectives. Because there are already courses that are taught by teams of teachers such as FYE or the Humanities Learning Communities, these were thought of as the natural place to start these efforts.

**Assessment of Information Literacy**. SSU's Freshman Year Composition (FYC) courses, stand alone courses that meet GE Area A2, include the Information Literacy student learning objective. In the Spring of 2011, the SSU Library and the English Department's Composition Coordinator conducted a holistic assessment of first year students' research papers. The results of this review concluded that freshmen were not engaging with research sources but instead just tried to finish the paper without paying much attention to where they were getting their research material from. Many students have problems understanding how, or when, to cite sources and in determining the veracity or value of the sources cited.

This assessment lead to some changes in the way Information Literacy was taught to these students. The major changes in the curriculum included a much more active role for the Library in helping to teach this learning objective. Students now meet with librarians who lead them through some exercises where they are tasked with assessing the credibility of the author(s) of the material they cite. Additionally, they are given tools to help them learn how to assess the quality of the sources they want to use. For example, students would compare the results of Google searches to those conducted using peer reviewed journals. Students also create a large annotated bibliography instead of learning to use different information search tools. These methods are now a permanent addition to the way that the Library assists in Freshman composition.

Two librarians assessed this program again in the Spring of 2012. They collected completed annotated bibliographies form various sections of English 100B. The assessment was supposed to cover 17 sections or 47% of all of ENG 100B students, but by the end of the semester, only 8 sections or 22% of all English100B students completed the assessment. Unfortunately, differences in the way that faculty approached the assignment made the use of a common rubric for assessment difficult and perhaps too ambitious.

Library faculty made further changes to the 2012 and 2013 assessments. These changes focused on providing the faculty with much more guidance in how the assignment would be assessed and gave them a role in collaborating on the assessment process. Unfortunately, the librarians involved in these efforts have left SSU. Faculty also discussed whether this course was the best place to assess this learning objective.

## 3. Assessment of the Oral Communication Student Learning Objective in the SSU FYE Program

The Faculty in the FYE program are committed to assessing oral communication through two common assignments given in all nine sections of FYE: 1. Performance in weekly seminar discussions during the Fall and Spring semesters and 2. A comprehensive individual oral presentation in the spring semester.

A tool called the "discussion map" is used by each instructor to track each student's performance in the weekly seminars. These maps offer fine-grained information on the student's contributions, frequency of comments, and to whom the comments are being directed. At the end of the year, each instructor takes this data and compares it to a rubric based on the Oral Communication VALUE rubric from the AAC&U, which is used to determine the competency level attained by each student.

A similar rubric is used to assess each student's performance in the final oral presentation that each student gives in the Spring semester.

## 4. Assessment of the Science 120

SSU Science and Technology Faculty used seed money from the National Science Foundation to create a year long, inquiry based, 12 unit academic learning community for students interested in science, technology and engineering (STEM) majors. Students earn general education credit for a set of multi-disciplinary courses that focus on water and sustainability. They work with community partners that included the Sonoma County Water Agency, Resource Conversation Districts and the SSU Preserves on joint investigations and experiments. Recent analyses show that Science 120 students were three and half times more likely to enter a STEM major one year after the class in comparison to a set of students with similar academic records who did not participate in this program. Eighty percent of the students in this program who entered SSU as a declared STEM major in Fall 2015 continued the major in their sophomore year (in comparison to 70% of other first year declared STEM majors). Faculty also assess student learning in this program with a rubric based measure of students' final public poster presentations.

## 5. Assessment of SSCI 299

A CSU success grant enabled the School of Social Sciences faculty to assess student learning in the School of Social Sciences sophomore seminar course in several ways. First, during the pilot year, faculty randomly assigned any student who expressed an interest in the course either to the seminar or a waitlist for the next term's seminar. By randomly assigning interested students to take the course or wait until the following semester, faculty could determine the extent to which any changes reflected the class and not other variables (like student motivation to participate).

Faculty designed the course to improve students' research skills (GE program objective 1b,) write and speak effectively to various audiences (GE program objective 1c), work collaboratively (GE program objective 1f), translate problems into common language (GE program objective 1g)., and understand and appreciate historical and social phenomena (GE program objective 3c). As one test of course effectiveness, at the end of the semester, all participants read a short opinion piece about possible generational differences between older and younger Americans from the New York Times (Leonhardt,

June 22, 2012)[6]. Faculty asked participants to 1) identify the author's main point or thesis and any supporting evidence, 2) note the advantages or disadvantages of presented evidence, missing evidence and the background of any experts mentioned, and 3) suggest questions that they would ask if they were a social science expert. Seminar participants' responses (as coded by two faculty members blind to the experimental condition) wrote better essays in comparison to the waitlist control participants. However, their performance on a short methods quiz was not any better than the performance of waitlisted students. Faculty suspected that these results reflected the limitations of a one unit course. Therefore, SSCI 299 is now a three unit GE area E seminar course.

Faculty no longer use an experimental design to assess student learning, but they continue to collect pre and post test data. Data from the three unit seminar course show that students' performance on the methods quiz improved significantly over the course of the semester. In addition, as an initial test of whether the seminar meets the GE E area objectives, faculty and students are coding students' reflection papers for evidence of focused academic and career exploration.

Faculty also compared the percentage of SSCI seminar students who returned to the university for their third year with the percentage of university students who typically return to the university for a third year. Of the students who completed the seminar, 85.6% returned to the university in comparison to an average of 71.8% of students who returned to the university during the past five years when no seminar opportunity was offered (2009-2013, Institutional Research Reporting and Analytics Webpage).

[6] Leonhardt, David. Old vs. Young, New York Times Sunday Review. June 22, 2012. http://www.nytimes.com/2012/06/24/opinion/sunday/the-generation-gap-is-back.html

# Chapter 3 - ACTION ITEMS for General Education

Faculty, staff, and administrators agree that the SSU GE program should be coherent, relatively simple and clearly communicate why a broad liberal arts and sciences curriculum is important. They also agree that the current GE program is not fully serving students.[7] The categories and subcategories in the GE pattern and the way courses fit into the pattern can be confusing to students and advisors. Anecdotal reports indicate that many students advise themselves and therefore do not follow the most efficient or academically relevant paths. Students often report that they choose courses that fit their schedule rather than what interests them. Therefore, it is not surprising that some students resist "GE" classes because they do not want to be there and they believe that their time and money is wasted on courses outside their major.

Some campus working groups are studying the possibility of adding directed pathways through GE so that students will see how GE learning objectives are connected to their academic interests. For example, a special minor in Science, Technology and Society would allow science majors to explore how other schools and departments on campus interact with science in a meaningful way. Students who competed these special minors through GE would have it noted on their transcripts. Students would work toward a tangible goal, and they would see GE as allied to their studies as opposed to a series of arbitrary graduation obstacles.

However, GE change is difficult. Despite ambitious plans proposed in 2003 (the GE pathways model, see Appendix 10) and 2009 (a five year plan for assessment of GE student learning), progress has been slow for two reasons. First, staffing and curricular decisions are distributed across programs and departments. Given their limited resources, departments prioritize their major curriculum, often at the expense of GE courses. Many departments depend upon large(r) GE courses to subsidize their major curriculum (and therefore, are reluctant to entertain any changes to the GE curriculum that might reduce their number of seats). Other departments with high unit requirements are motivated to make the GE program as efficient as possible (and therefore, prefer some major or school courses that can serve as both major pre-requisites and meet various GE requirements). Second, there is no faculty or staff person for whom the GE program is their primary responsibility. Curriculum assessment and development is left to individual departments and programs, and there are no mechanisms to insure that regular institutional research data about courses and assessment are shared with the GE subcommittee. Adequate personnel and data are needed before the campus can embark on substantial changes to the GE program. It also is critical to recognize the extent to which GE courses are intertwined with majors and programs. Therefore, any changes to the current GE program requires planning, support and inclusion of all affected faculty, staff and students.

Based on this review, the GE subcommittee recommends the following:

1. Provide adequate faculty and staff support for the GE subcommittee (a recommendation made by the 2009 external reviewer). Currently, the committee chair (and members) are expected to review all GE course substitution requests, all GE relevant new and modified courses, assess the program's effectiveness, request and analyze relevant institutional data, update catalog copy, website and other materials, propose and vet GE relevant policies, and monitor the ratio of three to four unit seats in categories D and E. Given the lack of time and resources given to this

[7] Based on numerous curriculum meetings, the 2016 and 2017 faculty retreats, meetings with various constituencies during the May 2017 external review and responses to an online questionnaire.

committee, it is no surprise that so little progress has been made. We recommend that the university consider an appointment of a respected faculty member to serve as a General Education director, release time for the chair, and targeted staff support.

2. Enact all necessary policy changes to bring the SSU GE program in compliance with the 39 unit lower division transfer program. Students who complete the appropriate lower division GE program at California community colleges or other CSUs should only need to complete 9 units of upper division GE when they arrive at SSU.
3. Protect and support ethnic studies as an "overlapping" requirement of the SSU GE program.
4. Protect and support the year long blended courses such as A & H's HLCs and the FYE program that are designed for first year students. These courses are an innovative and effective way for students to meet GE requirements, develop important interpersonal skills during the first year transition and find their passion.
5. Protect and support new second year seminars that are designed to serve second year students. These courses are creative and effective opportunities for second year students to focus their academic and personal development.
6. Develop an assessment protocol that provides direct measures of student learning across courses in a way that respects faculty time and goals. Reconsider whether the current approach to house GE course assessment as part individual department program reviews works. Include a request for an assessment plan as part of the modification and new course protocols.
7. Adequately fund course sections that are regular bottlenecks for graduation (e.g., upper division ethnic studies courses). We should find ways to hire more faculty to add more sections of the quality courses we already have. Many staff members also recommended that SSU offer internet-based versions of such courses.
8. Support and reward "prototype" curricular possibilities for small numbers of students that could be scaled up **after** proper assessment. One possibility might be the Science, Technology and Society minor described earlier. Alternatively, the 9 unit upper division GE requirement offers a unique opportunity to offer a distinctive GE education. For example, faculty could design interdisciplinary prototypes that blend GE requirements across categories and include a capstone assessment.
9. Empower a small task force to review and revamp how students find courses on PeopleSoft and other web presentations of GE courses. We also recommend that the GE materials be redesigned to emphasize the philosophy, goals and objectives of the program (as opposed to completing specific unit distributions). This redesign is an opportunity to highlight unique co-curricular and curricular opportunities associated with the program.

## A. Summary

Sonoma State University has the seeds for an innovative and interdisciplinary GE program that can change and grow with our students. SSU has met the challenge of GE through its stated Mission, Goals, and Objectives statements and its process of evaluating new GE course proposals. SSU also has made substantial changes in its assessment practices. In 2009, there were no goals, objectives or methods for assessment. Now, increasing numbers of faculty are trying various ways to assess the effectiveness of GE courses.

As the only CSU member of COPLAC (Council of Public Liberal Arts Colleges, https://coplac.org/), we are committed to providing undergraduates with a true liberal arts and sciences education. The Hutchins liberal arts portfolio program, the ethnic studies requirement, the integrated science laboratory and the

year long first year blended courses illustrate the innovative and creative ways that we can educate students. We look forward to continuing this tradition.

# List of Appendices

APPENDIX ONE

Sonoma State University

50 Unit GE Pattern Worksheet

## A. COMMUNICATION AND CRITICAL THINKING (Minimum 8 units) *Complete one course from A2 and A3*

1. Area A1 is satisfied by completing Areas A2, A3 and C3

☐ **2. Fundamentals of Communication (4 units)**
- ENGL 101 (4)
- ENGL 100 A/B (3/3)

☐ **3. Critical Thinking (4 units)**
- AMCS 165 A/B (4/4)*
- ARTH 160 A/B (4/4)
- CALS 165 A/B (4/4)*
- CHEM 120 A/B (2/2)
- COMS 160 A/B (4/4)
- COMS 162 A/B (4/4)
- ENGL 160 A/B (4/4)
- ES 210(4)
- LIBS 160 A/B (4/4)
- MATH 220 (4)
- MLL 160 A/B (4/4)
- MLL 161 A/B (2/2)
- MUS 160 A/B (4/4)
- NAMS 160 A/B (4/4)
- PHIL 101(4)
- PHIL 101 A/B (2/2)
- PHIL 102 (4)
- PHIL 160 A/B (4/4)
- PHIL 165 A/B (4/4)*
- SCI 120 A/B (6/6)#
- THAR 160 A/B (4/4)
- UNIV150 A/B (4/4)

NOTES:
Refer to the online catalog for course descriptions.

Refer to MySSU for course availability and review of your Academic Requirement Report.

## B. NATURAL SCIENCES AND MATHEMATICS (Minimum 12 units)

*Complete a course from group 1, 2, & 4; Including lab activity (#indicates lab course)*

☐ **1. Physical Sciences** (Minimum 3 units)

| | | |
|---|---|---|
| ASTR 100 (3) | CHEM 115AB (5)# | PHYS 102 (1)# |
| ASTR 150 (3) | CHEM 125AB (5)# | PHYS 114 (4) |
| ASTR 231 (2)# | GEOG 201 (4) | PHYS 116 (1)# |
| CHEM 102 (3)# | GEOL 102 (3)# | PHYS 209AB (1)# |
| CHEM 105 (5)# | GEOL 105 (3) | PHYS 210AB (3) |
| CHEM 110 (3) | PHYS 100 (3) | |

☐ **2. Biological Sciences** (Minimum 3 units)

| | | |
|---|---|---|
| ANTH 201 (3) | BIOL 130 (4)# | |
| BIOL 110 (4)# | BIOL 131 (4)# | |
| BIOL 115 (3) | SCI 120 A/B (6/6)# | |

*To complete a minimum of 8 units in Science, select additional units from groups B1, B2 OR B3*

☐ **3. Specific Emphasis**

| | | |
|---|---|---|
| ASTR 303 (3) | BIOL 315 (3) | PHYS 300 (3) |
| ASTR 305 (3 | BIOL 385 (3) | PHYS 342 (3) |
| ASTR 350 (3) | CS 101 (3) | |
| BIOL 220 (4)# | CS 115 (4) | |
| BIOL 224 (4)# | ES 101A (3) | |
| BIOL 308 (3) | ES 101B (1)# | |
| BIOL 309 (3) | GEOL 110 (3) | |
| BIOL 311 (3) | GEOL 120 (3)# | |
| BIOL 312 (3) | GEOL 301 (3) | |
| BIOL 314 (4)# | GEOL 303 (4)# | |

☐ **4. Mathematical Concepts and Quantitative Reasoning** *Only 4 units may be applied towards 12 unit requirement for area B.*

| | | |
|---|---|---|
| BUS 211 (4) | MATH 111 (3) | MATH 161 (4) |
| ECON 217 (4) | MATH 131 (3) | MATH 161X (6) |
| MATH 103 (3) | MATH 141 (3) | MATH 165 (4) |
| MATH 104 (3) | MATH 150 (3) | MATH 165X (6) |
| MATH 105 (3) | MATH 160 (4) | SCI 120 A/B (6/6)# |

KEY

***# Indicates lab course***

**** Meets Ethnic Studies requirement.***

CHECKLIST

☐ ***Lab*** ☐ ***WEPT or WIC (GWAR)*** ☐ ***Ethnic Studies***

☐ ***Minimum 9 Units UD GE (in at least 2 different areas)***

*Students may begin their Upper Division GE course-work during or after the semester in which they achieve upper division junior standing (i.e., 60 semester units) but NOT before.*

☐ **1. Fine Arts, Theatre, Dance, Music, and Film** *Minimum 3 units*

| | | |
|---|---|---|
| AMCS 260 (4)* | CALS 368 (4)* | MUS 150 (3) |
| AMCS 390 (1-2) | CALS 393 (4)* | MUS 250 (3) |
| AMCS 392 (4)* | CALS 479 (4)* | MUS 343 (3) |
| ARTH 210 (3-4) | COMS 275 (4) | MUS 344 (3) |
| ARTH 211 (3-4) | ENGL 207 (4) | NAMS 205 (4)* |
| ARTH 270AB (3-4) | LIBS 204 (4)* | NAMS 338 (4)* |
| ARTH 454 (3-4) | LIBS 208 (4) | THAR 101 (3) |
| ARTH 460 (3-4) | LIBS 209 (4) | THAR 202 (4) |
| ARTH 464 (3-4) | LIBS 390 (1-2) | THAR 203 (4) |
| ARTH 465 (3-4) | MUS 105 (4) | THAR 300 (3) |
| ARTS 491 (1) | MUS 149 (1) | |

☐ **2. Literature, Philosophies, Values** *Minimum 3 units*

| | | |
|---|---|---|
| AMCS 225 (4)* | ENGL 215 (3) | MUS 273 (4) |
| AMCS 245 (4)* | ENGL 273 (4) | NAMS 165 (4)* |
| AMCS 273 (4) | ENGL 304 (4) | NAMS 273(4) |
| AMCS 350 (4)* | ENGL 314 (4) | NAMS 346 (4)* |
| AMCS 360 (4)* | ENGL 315 (4)* | NAMS 354 (4)* |
| ARTH 273 (4) | ENGL 345 (4) | NURS 490 (4) |
| ARTS 273 (4) | FR 314 (4) | PHIL 120 (4) |
| CALS 273 (4) | GER 314 (4) | PHIL 203 (4) |
| CALS 314 (4)* | JWST 200 (4) | PHIL 205 (1) |
| CALS 352 (4)* | LIBS 205 (4) | PHIL 273 (4) |
| CALS 374 (4)* | MLL 214 (4) | PHIL 302 (4) |
| COMS 273 (4) | MLL 273 (4) | SOCI 431 (4) |
| ENGL 214 (4) | MLL 314 (4) | THAR 273 (4) |
| | | WGS 302 (1) |

☐ **3. Comparative Perspectives and/or Foreign Languages** *Minimum 3 units*

| | | |
|---|---|---|
| AMCS 165 A/B(4/4)* | FR 415 (4) | PORT 210 (4) |
| AMCS 355 (4)* | FR 475 (4) | SPAN 101 (4)+ |
| ARTH 160 A/B (4,4) | GER 101 (4)+ | SPAN 102 (4)+ |
| CALS 165 A/B(4/4)* | GER 102 (4)+ | SPAN 201 (4) |
| CALS 220 (4)* | GER 200 (4) | SPAN 202 (4) |
| CALS 225 (4) | GER 210 (4) | SPAN 300 (4) |
| CALS 425 (4)* | GER 300 (4) | SPAN 300H(4) |
| CALS 451 (4)* | JWST 255 (4) | SPAN 301 (4) |
| COMS 160 A/B(4/4) | LIBS 160 A/B (4/4) | SPAN 305 (4) |
| COMS 162 A/B(4/4) | MLL 160 A/B (4/4) | SPAN 306 (4) |
| ENGL 160 A/B(4/4) | MLL 161 A/B (2/2) | SPAN 307 (4) |
| ENGL 280 (3) | MUS 101 (3-4) | SPAN 400 (4) |
| FR 101 (4)+ | MUS 160 A/B(4/4) | SPAN 401 (4) |
| FR 102 (4)+ | MUS 201 (4) | SPAN 402 (4) |
| FR 201 (4) | MUS 350 (4) | SPAN 410 (4) |
| FR 202 (4) | NAMS 160 A/B(4/4) | SPAN 490 (4) |
| FR 300 (4) | PHIL 160A/B(4/4) | SPAN 491 (4) |
| FR 320 (4) | PHIL 165A/B(4/4)* | THAR 160 A/B(4/4) |
| FR 321 (4) | PHIL 201 (4) | THAR 373 (4) |
| FR 410 (4) | PHIL 212 (4) | THAR 374 (4) |
| FR 411 (4) | PHIL 275 (4)* | UNIV 150 A/B (4/4) |

+Note: A first-year language course may count if the student has met the high school subject requirement (2 years) in a different language or if the student has completed one year of a different foreign language at the college level.

## D. SOCIAL SCIENCES (Minimum 15 units) *Complete one course in each of the following five groups:*

☐ **1. Individual and Society**

| | | |
|---|---|---|
| AMCS 210 (4)* | GERN 319 (4) | SOCI 326 (4) |
| AMCS 339 (3)* | GLBL 300 (3) | SOCI 375 (4) |
| ANTH 203 (3) | NAMS 200 (3)* | WGS 255 (3-4) |
| CALS 219 (3)* | PSY 250 (3) | WGS 375 (3)* |
| CALS 339 (3-4)* | PSY 303 (3) | |
| CCJS 201 (4) | PSY 325 (4) | |
| ECON 205 (4) | SOCI 201 (3) | |
| EDUC 417 (3) | SOCI 263 (4)* | |
| ENGL 203 (4) | SOCI 319 (4) | |

☐ **2. World History and Civilization**

| | | |
|---|---|---|
| ANTH 341 (3) | GEOG 203 (3) | HIST 202 (3) |
| GEP 206 (3) | HIST 201 (3) | HIST 380 (3) |

☐ **3. United States History**

| | |
|---|---|
| HIST 241 (3) | HIST 251 (3) |
| HIST 242 (3) | HIST 252 (3) |

☐ **4. U.S. Constitution & California State & Local Government**

| | |
|---|---|
| POLS 200 (3) | POLS 202 (4) |

☐ **5. Contemporary International Perspectives**

| | | |
|---|---|---|
| ANTH 200 (3) | ENSP 200 (3) | POLS 307 (4) |
| CALS 432 (4)* | GEOG 202 (3) | POLS 315 (3-4) |
| ECON 204 (4) | GEOG 302 (4) | |
| ECON 426 (4) | POLS 201 (4) | |

## E. THE INTEGRATED PERSON (Minimum 3 units)

☐

| | |
|---|---|
| ANTH 318 (3) | LIBS 320D (3) |
| ANTH 340 (3) | NURS 480 (3) |
| BIOL 318 (3) | PSY 302 (3) |
| CALS 403 (3-4)* | SCI 220 (3) |
| EDEC 420 (3) | SOCI 317 (4) |
| EDSS 418 (3) | SSCI 299 (3) |
| GEP 371 (3) | UNIV 238 (3) |
| GERN 300 (3) | WGS 280 (4) |
| GERN 317 (4) | WGS 285 (4) |
| KIN 217 (3) | WGS 350 (3-4) |
| KIN 316 (3) | |

*March 2017*

*Total semester units in General Education . . . 50*

*Including:*

a. Minimum 9 upper division units, taken no sooner than the term in which upper division standing (60 units) is attained;
b. an approved science laboratory; and
c. one course in ethnic studies.

*ACADEMIC ADVISING INFORMATION*

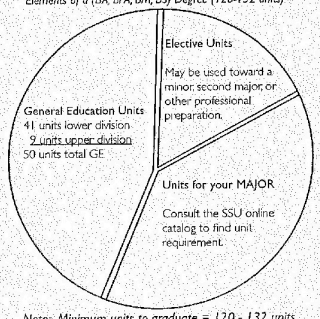
- ☆ If you have a major, contact your major department office for referral to your advisor in your major.
- ☆ If you are an undeclared major, contact Advising Services, Salazar 1070, (707) 664-2730.
- ☆ Consult your academic advisor regularly.
- ☆ For GE and Registration Assistance, see a Student Peer Advisor, Salazar 1070.

*GRADUATION*

- ☆ Graduation is not automatic. We recommend filing your application one year in advance of graduation. This allows earlier communication with you so there is ample time to meet with an advisor and resolve any concerns before your final semester. The deadline to apply for graduation each semester is posted on the Graduation website and Academic Calendar.
- ☆ If you are denied graduation, you must file a "Change of Graduation Information" Form to move your graduation date. This is not done automatically.
- ☆ For additional information go to http://www.sonoma.edu/registration/graduation/

Various examination options (AP, CLEP, course challenge examinations, Credit by Examination) are available to meet some of the GE requirements. Contact the appropriate department or the Testing Office, Salazar 1060, (707) 664-2947. Go to http://www.sonoma.edu/testing/ for more information on testing.

*Elements of a (BA, BFA, BM, BS) Degree (120-132 units)*




*Note: Minimum units to graduate = 120 - 132 units*

**12 units X 8 semesters = 96 units**
**14 units X 8 semesters = 112 units**
**15 units X 8 semesters = 120 units**
**16 units X 8 semesters = 128 units**

## GRADUATION CHECKLIST

**Units**
- ❑ 120-132 Total Units
- ❑ 40 Upper Division Units
- ❑ 50 GE
- ❑ 9 Units Upper division GE

**Units in Residence**
- ❑ Minimum Total of 30
- ❑ Min. 24 Upper Division
- ❑ Min. 12 in major

**Unit maximums**
- ❑ Max. 70 Comm.Coll. units
- ❑ Max. 24 Extension/ Correspondence units
- ❑ Max. 30 ALL test credits, CLEP, AP, etc. units
- ❑ Max. 24 CR/NC units
- ❑ Max. 12 Spec.Instr. units
- ❑ Max. 12 Spec.Stud. units
- ❑ Max. 6 CIP units
- ❑ Max. 30 FEPLP units

- ❑ **Lab Science** *(In Natural Science)*
- ❑ **One Ethnic Studies Course** from GE area C, D or E.
- ❑ Pass **WEPT** or **WIC (GWAR)**

**Statutory Requirements**
- ❑ U.S. History
- ❑ U.S. Constitution
- ❑ State and Local Gov.

**❑ Minimum GPA of 2.0**
- ❑ overall
- ❑ at SSU
- ❑ in major

## GRADUATION WRITING ASSESSMENT REQUIREMENT (GWAR)

The Graduation Writing Assessment Requirement (GWAR) is intended to ensure that all students graduating from a California State University have acquired the writing skills necessary for competent written communication. At Sonoma State University, there are two ways students may complete the GWAR: either by passing the Written English Proficiency Test (WEPT) or by acheiving a grade of "C" or better in a course designated as WIC (Writing Intensive Curriculum).
Note: The Writing Intensive Curriculum course list is subject to change term-by-term. Check periodically for updates.

For more information about the WEPT or WIC go to:

Writing Center
Schulz 1103
(707) 664-4401
www.sonoma.edu/writingcenter/
www.sonoma.edu/writingcenter/wic/

WEPT Office
Stevenson 1037
(707) 664-2058
www.sonoma.edu/writingcenter/wept/

APPENDIX TWO

Sonoma State University

51 Unit GE Pattern Worksheet

Name_____

**General Education Worksheet for Fall 1992 - Fall 2004 catalog**

☐ WEPT ☐ LAB ☐ ETHNIC STUDIES

UPPER DIVISION (9 UNITS IN 2 AREAS) ☐ ___ ☐ ___

# 51 UNIT GE PATTERN

| | Met | Do | Semester |
|---|---|---|---|

## A. COMMUNICATION & CRITICAL THINKING (9 units)

*Complete one course from each of the following groups:*

1. WRITTEN AND ORAL ANALYSIS (3 units) *(Prerequisites: Area A2 and Area A3)* ☐ ☐ _____

AMCS 200 (3) ENGL 200 (3) ENGL 201 (3) GLBL 200 (3) HUM 200 (3) PHIL 200 (3)

2. FUNDAMENTALS OF COMMUNICATION (3 units) ☐ ☐ _____

ENGL 101 (3)

3. CRITICAL THINKING (3 units) ☐ ☐ _____

PHIL 101 (3) PHIL 102 (3)

## B. NATURAL SCIENCES AND MATHEMATICS (12 units) (9 in science, 3 in math) Include lab activity (# indicates lab course). Complete 3 units from group one AND BIOL 115 from group two.

1. PHYSICAL SCIENCES ☐ ☐ _____

ASTR 100 (3) CHEM 101 (3) CHEM 115AB (4)# GEOL 102 (3)# PHYS 100 (3) PHYS 116 (1)#
ASTR 231 (2)# CHEM 102 (3)# CHEM 116AB (1)** GEOL 105 (3) PHYS 102 (1)# PHYS 209AB (1)#
CHEM 305 (5)# PHYS 114 (4) PHYS 210AB (3)

2. BIOLOGICAL SCIENCES ☐ ☐ _____

BIOL 110 (4) # BIOL 115 (3)

*To complete a minimum of 9 units in science, select additional units from group one above **or** group three below:*

3. SPECIFIC EMPHASIS ☐ ☐ _____

ANTH 201 (3) BIOL 115L (1)# BIOL 123 (4)#+ BIOL 309 (3) BIOL 332 (3) GEOL 110 (3)
ASTR 333 (3) BIOL 121 (4)#+ BIOL 220 (4)# BIOL 309 (3) BIOL 365 (3) GEOL 120 (3)#
ASTR 305 (3) BIOL 122 (4)#+ BIOL 224 (4)# BIOL 311 (3) CS 101 (3) GEOL 331 (3)##
ASTR 350 (3) BIOL 303 (3)* BIOL 312 (3) CS 150/115 (4) GEOL 333 (4)#
BIOL 314 (3)# GEOG 204 (3) PHYS 300 (3)
PHYS 342 (3)

4. MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING ☐ ☐ _____

MATH 103 (3) MATH 111 (3) MATH 131 (3) MATH 141 (3) MATH 150/150 (3) MATH 161 (4)
MATH 104 (3) MATH 165 (4)
MATH 105 (3)
MATH 107 (4)

## C. HUMANITIES (12 units) *Complete one course from each of the following four groups:*

1. THE HISTORY OF FINE ARTS, THEATRE, DANCE, AND MUSIC ☐ ☐ _____

AMCS 332 (3-4)* ArtH 212AB (3) CALS 368 (3)* MUS 101 (3) NAMS 205 (3)* THAR 100 (3)*
ArtH 210 (3-4) ArtH 270AB (3) CALS 393 (3)* MUS 105 (3) NAMS 338 (3)* THAR 101 (3)
ArtH 211 (3-4) ArtH 454 (3-4) CALS 479 (3-4)* MUS 150 (3) THAR 102 (3)
ArtH 460 (3-4) MUS 250 (3) THAR 103 (3)
ArtH 464 (3-4) MUS 301 (3) THAR 300 (3)
ArtH 465 (3-4)

2. WORLD LITERATURE *(Prerequisite: ENG 101)* ☐ ☐ _____

AMCS 360 (3-4)* CALS 374 (3-4)* ENGL 214 (3) ENGL 314 (4) FL 214 (3) NAMS 354 (3)*
ENGL 215 (3) ENGL 315 (3)* FL 314 (4)
ENGL 345 (3)

3. PHILOSOPHY AND VALUES ☐ ☐ _____

AMCS 359 (3)* CALS 352 (3)* NAMS 345 (3)* PHIL 120 (3) SOCI 431 (4) UNIV 301 (3)
PHIL 302 (3)

4. COMPARATIVE PERSPECTIVES AND/OR FOREIGN LANGUAGES ☐ ☐ _____

AMCS 255 (3)* CALS 220 (3)* ENGL 260 (3) MUS 270 (3) MUS 351 (3) THAR 200 (3)
AMCS 355 (3)* CALS 451 (3-4)* MUS 350 (3) MUS 352 (3) THAR 373 (3)
ArtH 353 (3) MUS 370 (3) THAR 374 (3)
OR a foreign language course as described in the university catalog under "General Education Program"

## D. SOCIAL SCIENCES (15 units) *Complete one course in each of the following five groups:*

1. INDIVIDUAL AND SOCIETY ☐ ☐ _____

AMCS 210 (4)* CALS 219 (3)* EDUC 417 (3) PSY 250 (3-4) SOC 201 (3) WGS 575 (3)*
AMCS 339 (3)* CALS 339 (3)* GERN 319 (3-4) PSY 303 (3) SOC 315/326 (3)
ANTH 203 (3) CJA 201 (3) NAMS 200 (3)* SOCI 319 (4)
SOCI 575 (4)

2. WORLD HISTORY AND CIVILIZATION *(History prerequisite: ENGL 101)* ☐ ☐ _____

ANTH 341 (3) GEOG 203 (3) HIST 201 (3) HIST 202 (3) HIST 360 (3)

3. UNITED STATES HISTORY *(Prerequisite: ENGL 101)* ☐ ☐ _____

HIST 241 (3) HIST 242 (3) HIST 251 (3) HIST 252 (3)

4. U.S. CONSTITUTION AND CALIFORNIA STATE AND LOCAL GOVERNMENT ☐ ☐ _____

POLS 200 (3) POLS 202 (3-4)

5. CONTEMPORARY INTERNATIONAL PERSPECTIVES ☐ ☐ _____

ECON 201A (4) ENSP 200 (3) GEOG 302 (3-4) LING 200 (3) POLS 201 (3-4) SOC 301 305 (3)*
ECON 426 (3-4) POLS 315 (3-4) SOCI 305 (3)

## E. THE INTEGRATED PERSON (3 units) ☐ ☐ _____

ANTH 318 (3) BIOL 318 (3) EDMS 420 (3) KIN 217 (3) PSY 302 (3-4) WGS 295 (3)
ANTH 349 (3) CALS 403 (3-4)* GEOG 336 (3) KIN 316 (3) SOC 317 (3) WGS 385 (3)
GERN 300 (3) NURS 460 (3) WGS 350 (3-4)
GERN 317 (3)

# Indicates lab course * Meets Ethnic Studies requirement ** Corequisite for Chem 115AB ##BIOL 304 (Area B3) has been renamed GEOL 301, Natural History of the Hawaiian Islands.
^ Course no longer offered + Meet areas B2 or B3 for Biology majors, minors, or other majors needing courses for upper-division Biology.

Lower division courses are numbered 100-299; Upper division courses are numbered 300-499. Courses numbered 300 and above taken before the semester in which you earn 60 units of credit do not count toward the requirement for 9 units of upper-division GE work. 11/03 OAP

Various examination options (AP, CLEP, course challenge examinations, Credit by Examination) are available to meet some of the GE requirements. Contact the appropriate department or the Testing Office, Salazar Hall 1070, (707) 664-2947

### Foreign Language Course Options

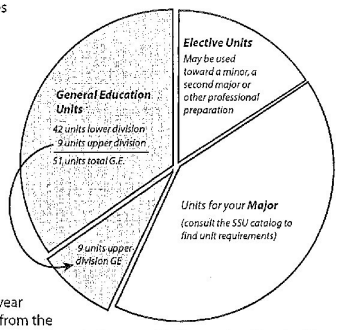
A foreign language course at the intermediate level, 201 or above. A first year course may be selected if the student has met the high school subject requirement (2 years) in a different language. A first year course may also be selected if the student has completed one year of a different foreign language at the college level. Selections include courses in French, German, Italian and Spanish in the Modern Languages and Literatures Department; CALS 225, Spanish for Bilinguals, in the Chicano and Latino Studies Department. Foreign language courses do not meet the Ethnic Studies requirement.

Some upper division language courses are offered at various times which meet upper division GE requirements. Consult the Modern Languages and Literatures Department or the General Education courses listed in the Schedule under C-4.

Total semester units in General education are **51units** including:

- 9 upper division units, taken no sooner than the term in which upper division standing (60 units) is attained
- 9 units in residence at Sonoma State University
- an approved science laboratory
- one course in ethnic studies

**Elements of a BA/BS/BFA Degree (120-128 units)**




### How to Obtain an Academic Advisor

- If you have a major, contact your major department office for referral to an advisor.
- If you are an undeclared major, contact Advising, Career and EOP Services, Salazar Hall 1070, (707) 664-2427.
- Consult your academic advisor regularly.
- First-time Freshmen will receive their academic advising through their Educational Mentoring Teams (EMT). Those students with a declared major will receive academic advising from a faculty member in their major department as well.

### Graduation

- Graduation is not automatic. We recommend filing your application one year in advance of graduation. This allows you to obtain an official evaluation from the Admissions and Records Office and to work with your advisor to resolve any problems before your final semester. The deadline to apply for graduation for each semester is published in the SSU Catalog/Class Schedule.
- If you are denied graduation, you must reapply unless all deficiencies are made up during the same semester.

**Graduation Checklist List**

**Unit Totals**
- ☐ 120-132 total units
- ☐ 40 upper division units

**Units in Residence**
- ☐ min. total of 30
- ☐ min. 24 upper division
- ☐ min. 12 in major
- ☐ min. 9 in G.E.

**Unit Maximums**
- ☐ max. 70 community college units
- ☐ max. 24 extension/ correspondence
- ☐ max. 30 CLEP units
- ☐ max. 24 CR/NC units
- ☐ max. 12 Spec.Instr. units
- ☐ max. 12 Spec.Stud. units
- ☐ max. 6 CIP units
- ☐ max. 30 FEPLP units

- ☐ **Lab Science** *(in Natural Science)*
- ☐ One **Ethnic Studies** Course from GE area C, D or E
- ☐ **Pass the WEPT** or passage of ENG 275 after failure of passing WEPT

**Statutory Requirements**
- ☐ U.S. History
- ☐ U.S. Constitution
- ☐ State and Local Govt.

☐ **Minimum GPA of 2.0**
- ☐ Overall (cummulative)
- ☐ At SSU
- ☐ In major

*Note:*

**The minimum number of units needed to graduate are 124-132 units**

12 units x 8 semesters = 96 units
14 units x 8 semesters = 112 units
15 units x 8 semesters = 120 units
16 units x 8 semesters = 128 units

APPENDIX THREE

Sonoma State University

48 Unit GE Pattern Worksheet

# SONOMA STATE UNIVERSITY 48-UNIT TRANSFER GE PATTERN

FOR STUDENTS ENTERING SSU WITH AT LEAST 30 SEMESTER UNITS OF TRANSFER CREDIT

Year_____ Student_____ Advisor_____ Date_____

## A. COMMUNICATION & CRITICAL THINKING (Minimum 9 units)

☐ _____ **1. Written and Oral Analysis (3 units)**
AMCS 200 (3) ENGL 200(3)

☐ _____ **2. Fundamentals of Communication (3 units)**
ENGL 101 (4)

☐ _____ **3. Critical Thinking (3 units)**
MATH 220 (4) PHIL 101 (4) PHIL 102 (4)

## B. NATURAL SCIENCES AND MATHEMATICS (Minimum 12 units)

☐ _____ **1. Physical Sciences**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ASTR 100 (3) | ASTR 231 (2)# | CHEM 105 (5)# | CHEM 115AB (5)# | GEOG 201 (4) | PHYS 100 (3) | PHYS 116 (1)# | |
| ASTR 150 (3) | CHEM 102 (3)# | CHEM 110 (3) | CHEM 125AB (5)# | GEOL 102 (3)# | PHYS 102 (1)# | PHYS 209AB (1)# | |
| | | | | GEOL 105 (3) | PHYS 114 (4) | PHYS 210AB (3) | |

☐ _____ **2. Biological Sciences**

| | | | | |
|---|---|---|---|---|
| ANTH 201(3) | BIOL 110 (4)# | BIOL 115 (3) | BIOL 130 (4)# | BIOL 131 (4)# |

☐ _____ **Specific Emphasis** *To complete the unit requirements in Area B, select from any 3-5 unit course listed in the Physical Sciences, Biological Sciences or Mathematics categories OR from the Special Emphasis courses listed below:*

| | | | | | | |
|---|---|---|---|---|---|---|
| ASTR 303 (3) | BIOL 220 (4)# | BIOL 309 (3) | BIOL 314 (4)# | CS 101 (3) | ES 101B (1)# | GEOL 303 (4)# |
| ASTR 305 (3) | BIOL 224 (4)# | BIOL 311 (3) | BIOL 315 (3) | CS 115 (4) | GEOL 110 (3) | PHYS 300 (2) |
| ASTR 350 (3) | BIOL 308 (3) | BIOL 312 (3) | BIOL 385 (3) | ES 101A (3) | GEOL 120 (3)# | PHYS 342 (3) |
| | | | | | GEOL 301 (3) | |

☐ _____ **4. Mathematical Concepts and Quantitative Reasoning**

| | | | | | | |
|---|---|---|---|---|---|---|
| BUS 211 (4) | MATH 103 (3) | MATH 105 (3) | MATH 131 (3) | MATH 150 (3) | MATH 161 (4) | MATH 165 (4) |
| ECON 217 (4) | MATH 104 (3) | MATH 111 (3) | MATH 141 (3) | MATH 160 (4) | MATH 161X (6) | MATH 165X (6) |

## C. HUMANITIES (Minimum 12 units) *Choose any of the Area "C" courses listed below with at least one course in the Arts (3 units) and one in the Humanities (3 units) to reach a minimum of 12 units.*

☐ _____ ***Arts***

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| AMCS 260 (4)° | ArtH 211 (3-4) | ArtH 464 (3-4) | CALS 393 (4)* | LIBS 204 (4)* | MUS 105 (4) | MUS 343 (3) | THAR 101 (3) |
| AMCS 390 (1-2) | ArtH 270AB (3-4) | ArtH 465 (3-4) | CALS 479 (4)* | LIBS 208 (4) | MUS 149 (1) | MUS 344 (3) | THAR 202 (4) |
| AMCS 392 (4)° | ArtH 454 (3-4) | ARTS 491 (1) | COMS 275 (4) | LIBS 209 (4) | MUS 150 (3) | NAMS 205 (4)° | THAR 203 (4) |
| ArtH 210 (3-4) | ArtH 460 (3-4) | CALS 368 (4)* | ENGL 207 (4) | LIBS 390 (1-2) | MUS 250 (3) | NAMS 338 (4)° | THAR 300 (3) |

☐ _____ ***Humanities***

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| CALS 225 (4) | ENGL 304 (4) | FR 320 (4) | GER 300 (4) | MUS 350 (4) | PHIL 225 (4)* | SPAN 306 (4) |
| AMCS 225 (4)* | CALS 273 (4) | ENGL 314 (4) | FR 321 (4) | GER 314 (4) | NAMS 165 (4)* | PHIL 302 (4) | SPAN 307 (4) |
| AMCS 245 (4)* | CALS 314 (4)° | ENGL 315 (4)* | FR 410 (4) | JWST 200 (4) | NAMS 273 (4) | PORT 210 (4) | SPAN 400 (4) |
| AMCS 273 (4) | CALS 352 (4)* | ENGL 345 (4) | FR 411 (4) | JWST 255 (4) | NAMS 346 (4)* | SOCI 431 (4) | SPAN 401 (4) |
| AMCS 350 (4)* | CALS 374 (4)* | FR 101 (4)+ | FR 415 (4) | LIBS 205 (4) | NAMS 384 (4)* | SPAN 101 (4)+ | SPAN 402 (4) |
| AMCS 355 (4)* | CALS 426 (4)* | FR 102 (4)+ | FR 475 (4) | MLL 214 (4) | NURS 490 (4) | SPAN 102 (4)+ | SPAN 410 (4) |
| AMCS 360 (4)* | CALS 451 (4)° | FR 201 (4) | GER 101 (4)+ | MLL 273 (4) | PHIL 120 (4) | SPAN 201 (4) | SPAN 490 (4) |
| ARTS 273 (4) | ENGL 214 (4) | FR 202 (4) | GER 102 (4)+ | MLL 314 (4) | PHIL 201(4) | SPAN 202 (4) | SPAN 491 (4) |
| ARTS 491 (1) | ENGL 215 (3) | FR 300 (4) | GER 200 (4) | MUS 101 (3-4) | PHIL 203 (4) | SPAN 300 (4) | THAR 373 (4) |
| CALS 220 (4)° | ENGL 280 (4) | FR 314 (4) | GER 210 (4) | MUS 201 (4) | PHIL 205 (1) | SPAN 300 H (4) | THAR 374 (4) |
| | | | | MUS 273 (4) | PHIL 212 (4) | SPAN 301 (4) | WGS 302 (1) |
| | | | | | PHIL 273 (4) | SPAN 305 (4) | |

☐ ☐ Additional Area C course as needed to reach 12 min. units

☐ _____ **D. SOCIAL SCIENCES (Minimum 12 units)** *Choose any of the area "D" courses listed below to reach at least 12 units.*
*NOTE: If not selected here, requirements in U.S History as well as U.S. Constitution and California State & Local Government must be completed independently for graduation.*

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| AMCS 210 (4)* | CALS 219 (3)* | ECON 205 (4) | GEOG 202 (3) | HIST 201 (3) | HIST 380 (3) | POLS 315 | SOCI 263 (4)° |
| AMCS 339 (3)* | CALS 339 (3)* | ECON 426 (4) | GEOG 203 (3) | HIST 202 (3) | NAMS 200 (3)* | (3-4) | SOCI 319 (4) |
| ANTH 200 (3) | CALS 432 (4)* | EDUC 417 (3) | GEOG 302 (4) | HIST 241 (3) | POLS 200 (3) | PSY 250 (3) | SOCI 326 (4) |
| ANTH 203 (3) | CCJS 201 (4) | ENGL 203 (4) | GEP 206 (3) | HIST 242 (3) | POLS 201 (4) | PSY 303 (3) | SOCI 375 (4) |
| ANTH 341 (3) | ECON 204 (4) | ENSP 200 (3) | GERN 319 (4) | HIST 251 (3) | POLS 202 (4) | PSY 325 (4) | WGS 255 (3) |
| | | | GLBL 300 (3) | HIST 252 (3) | POLS 307 (4) | SOCI 201 (3) | WGS 375 (3)* |

☐ ☐ ☐ Additional Area D course needed to reach 12 units

## E. THE INTEGRATED PERSON (Minimum 3 units)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ANTH 318 (3) | BIOL 318 (3) | EDEC 420 (3) | GEOG 338 (3) | GERN 317 (4) | NURS 480 (3) | SOCI 317 (4) | WGS 280 (4) |
| ANTH 340 (3) | CALS 403 (3-4)* | EDSS 418 (3) | GEP 371 (3) | KIN 217 (3) | PSY 302 (3) | SSCI 299 (3) | WGS 285 (4) |
| | | | GERN 300 (3) | KIN 316 (3) | SCI 220 (3) | UNIV 238 (3) | WGS 350 (3-4) |

## CHECKLIST

☐ **WEPT or WIC (GWAR)**
More info at:
www.sonoma.edu/writingcenter/

☐ **Science Lab**
(# indicates lab course, see Area B).

☐ **CSU Requirements:**
☐ **U.S.History:**
HIST 241, 242, 251or 252
☐ **U.S. Constitution**
☐ **CA State & Local Government**
Either POLS 200 or 202 meets both U.S. Constitution and Calif. State & Local Gov't.

**Minimum 9 Units Upper Division GE in at least 2 different Areas:**
☐____ ☐____ ☐____
(GE courses 300-499 taken no earlier than the semester you reach junior status, i.e., 60 units.)

☐ **Ethnic Studies**
(* indicates Ethnic Studies course; one such course required).

*Total semester units in General Education . . . 48*

*Including:*

a. Minimum 9 upper division units, taken no sooner than the term in which upper division standing (60 units) is attained;

b. an approved science laboratory; and

c. one course in ethnic studies.

*ACADEMIC ADVISING INFORMATION*

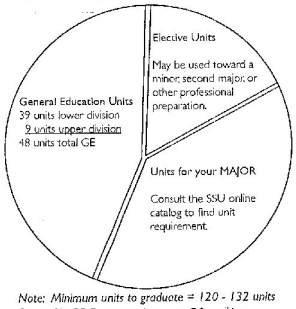
- ☆ If you have a major, contact your major department office for referral to your advisor in your major.
- ☆ If you are an undeclared major, contact Advising Services, Salazar 1070, (707) 664-2730.
- ☆ Consult your academic advisor regularly.
- ☆ For GE and Registration Assistance, see a Student Peer Advisor, Salazar 1070.

*GRADUATION*

- ☆ Graduation is not automatic. We recommend filing your application one year in advance of graduation. This allows earlier communication with you so there is ample time to meet with an advisor and resolve any concerns before your final semester. The deadline to apply for graduation each semester is posted on the Graduation website and Academic Calendar.
- ☆ If you are denied graduation, you must file a "Change of Graduation Information" Form to move your graduation date. This is not done automatically.
- ☆ For additional information go to http://www.sonoma.edu/registration/graduation/

Various examination options (AP, CLEP, course challenge examinations, Credit by Examination) are available to meet some of the GE requirements. Contact the appropriate department or the Testing Office, Salazar 1060, (707) 664-2947. Go to http://www.sonoma.edu/testing/ for more information on testing.

*Elements of a BA/BFA/BM/BS Degree (120-132 units)*




*Note: Minimum units to graduate = 120 - 132 units*

**12 units X 8 semesters = 96 units**
**14 units X 8 semesters = 112 units**
**15 units X 8 semesters = 120 units**
**16 units X 8 semesters = 128 units**

## GRADUATION CHECK LIST

**Units**
- ❑ 120-132 Total Units
- ❑ 40 Upper Division Units
- ❑ 48 GE
- ❑ 9 Units Upper division GE

**Units in Residence**
- ❑ Minimum Total of 30
- ❑ Min. 24 Upper Division
- ❑ Min. 12 in major

**Unit maximums**
- ❑ Max. 70 Comm.Coll. units
- ❑ Max. 24 Extension/ Correspondence units
- ❑ Max. 30 ALL test credits, CLEP, AP, etc. units
- ❑ Max. 24 CR/NC units
- ❑ Max. 12 Spec.Instr. units
- ❑ Max. 12 Spec.Stud. units
- ❑ Max. 6 CIP units
- ❑ Max. 30 FEPLP units

❑ **Lab Science**
*(In Natural Science)*

❑ **One Ethnic Studies Course**
from GE area C, D or E.

❑ Pass **WEPT** or **WIC (GWAR)**

**Statutory Requirements**
- ❑ U.S. History
- ❑ U.S. Constitution
- ❑ State and Local Gov.

❑ **Minimum GPA of 2.0**
- ❑ overall
- ❑ at SSU
- ❑ in major

## Graduation Writing Assessment Requirement (GWAR)

The Graduation Writing Assessment Requirement (GWAR) is intended to ensure that all students graduating from a California State University have acquired the writing skills necessary for competent written communication. At Sonoma State University, there are two ways students may complete the GWAR: either by passing the Written English Proficiency Test (WEPT) or by achieving a grade of "C" or better in a course designated as WIC (Writing Intensive Curriculum).
Note: The Writing Intensive Curriculum courses list is subject to change term-by-term. Check periodically for updates.

For more information about the WEPT or WIC go to:

Writing Center
Schulz 1103
(707) 664-4401
www.sonoma.edu/writingcenter/
www.sonoma.edu/writingcenter/wic/

WEPT Office
Stevenson 1037
(707) 664-2058
www.sonoma.edu/writingcenter/wept/

APPENDIX FOUR

Sonoma State University

48 Unit GE Pattern for Hutchins Undergraduates

**Interdisciplinary General Education Program - Lower Division**[1]

Hutchins' Freshman and Sophomore General Education coursework fulfills all Sonoma State University lower-division General Education requirements, with the exception of mathematics. "Lower-division coursework" is generally defined as classes numbered below the 300-level (such as ENGL 299), and is usually taken by students in their Freshman and Sophomore years.

Upon completion of the Hutchins General Education coursework, students may continue in the Hutchins School to earn a Liberal Studies degree, or they may transfer into another Arts and Humanities or Social Science major (or at any point in the program). Freshman and Sophomore coursework consists of four interdisciplinary seminars of 12 units each, taken successively as follows:

**LIBS 101**: The Human Enigma (Freshman class; offered in Fall semesters)

**LIBS 102**: In Search of Self (Freshman class; offered in Spring semesters)

**LIBS 201**: Exploring the Unknown (Sophomore class; offered in Fall semesters)

**LIBS 202**: Challenge and Response (Sophomore class; offered in Spring semesters)

Each seminar is made up of 14 to 15 students and an instructor. Learning proceeds by a process of reading, writing, and round-table discussion, in which all students must take an active part. There are generally five sections of each seminar offered at simultaneous times, so that each seminar section is part of a larger community that meets once a week for lectures, films, field trips, labs, and other group projects.

Strongly emphasizing excellence in written communication, Hutchins' Freshman and Sophomore coursework includes extensive writing projects and regular tutorials. Students are expected to arrive at conclusions that result from personal reflection and exploration of the ideas of great thinkers in diverse fields. At the end of every semester, the student receives an official grade, which can be either a traditional letter grade (A-F) or credit or no credit, depending on the grading option the student has selected during registration. At this time, LIBS 101 is exclusively credit/no credit, as this eases the pressure on Freshman students transitioning into this unique program.

**Freshman and Sophomore Coursework Descriptions**

**LIBS 101**: The Human Enigma (12 units)

Drawing on material about small-scale societies, ancient Greek culture, and contemporary civilizations, this course concentrates—within a comparative framework—on the development of cultural values, the concept of human nature, the growth of self-awareness, and the emergence of scientific and abstract thought.

[1] From the website http://www.sonoma.edu/hutchins/programs/general-education.html

**LIBS 102**: In Search of Self (12 units)

"In Search of Self" focuses on the individual, exploring how personal history, unconcious processes, and political and historical environments shape the concept of self. This course develops a fuller understanding of these influences through scientific investigation, historical exploration and creative expression, employing materials drawn from biology, psychology, sociology, literature, history, politics and art.

**LIBS 201**: Exploring the Unknown (12 units)

"Exploring the Unknown" is an investigation of the meaning and limits of knowledge with respect to the nature of the mind and physical reality. These issues are pursued through several different but interrelated fields of study, including literature, art, philosophy, comparative religions and science. The course considers Newtonian and quantum mechanical theories of physical reality, the religions of various cultures, and the functions of myth and religious language. The term includes a section focusing on the nature of human creativity.

**LIBS 202**: Challenge of Response in the Modern World (12 units)

This course is an examination of modern accomplishments and prolems that have derived from several sources: the 18th century mechanical models, the Scientific and Industrial Revolutions, and rise of modern economic theories. Asking how it is possible in the 21st century to live a moral life, the course examines the rise of individualism, the tension between personal and social values, the problems of poverty and the distribution of wealth, and the multiple consequences of modern technology.

GE Laboratory Requirements will be fulfilled by the completion of four semesters in Hutchins' Freshman and Sophomore program.

APPENDIX FIVE

Learning Objectives of Specific GE Areas

## Learning Objectives of Specific GE Areas[2]

## GE AREA A

### *Proposed Overall Statement for A:*

Area A studies provide students with foundational concepts and experiences that are vital to human communication and critical thinking. These studies encourage the coherent and sequential development of an intellectual practice through active engagement with and analysis of language.

### *Overall Area A*

- Appreciate and critically analyze coltural works, ideas, and arguments from a variety of communities in a variety of media.
- Confront various philosophical ideas and traditions in order to grow intellectually.
- Learn how to exercise their social responsibilities as communicators of ideas within various discourse communities.
- Practice oral and written expression of clear, eloquent arguments that engage with opposing views.
- Develop an intellectual practice that values language, philosophical rigor, and communication in the widest sense.
- Develop their abilities to find, evaluate, synthesize, and present information ethically.

### *Area A1*

- Demonstrate effective communication with various audiences through oral and written rhetorical skills.
- Practice verbal and non-verbal skills in presenting persuasive oral arguments.
- Develop ethical responsibility as a researcher, public speaker and writer.
- Develop active listening skills in order to interpret and evaluate arguments and to engage critically with new ideas.
- Engage in the collaborative practice and study of discourse in critical and informed ways

### *Area A2*

- Critically read, analyze, and evaluate a variety of non-fiction and academic texts from a variety of disciplines, with a consideration of rhetorical strategies and an understanding of audience, purpose, and context.
- Write well-developed, well-organized texts in multiple genres, taking into account the audience's needs and assumptions, and using a variety of rhetorical effects and effective revision strategies. In particular, write an argumentative essay with a debatable thesis and persuasive support.
- Find, analyze, interpret, and evaluate outside sources, demonstrating the ability to integrate the ideas of others (through paraphrase, summary or quotation) into papers that express the writer's own voice, position, or analysis.
- Understand the ethical uses of sources of all types, and use appropriate documentation format.
- Compose texts that demonstrate a variety of sentence structures and organizational patterns, illustrating clearly the meaning, relationship, and logic of ideas.
- Revise and edit written assignments, demonstrating a command of syntax, appropriate diction, and mechanics of Standard English.

### *Area A3*

- Identify, analyze, and evaluate inductive and deductive reasoning and recognize the difference between argument and opinion
- Find and state crucial unstated assumptions in reasoning
- Independently and collaboratively produce and communicate coherent original arguments that include testable hypotheses and persuasive arguments void of fallacies
- Identify and compare defining characteristics of scientific arguments and arguments in other major genres such as rhetorical, mathematical and statistical reasoning

[2] From the website: http://www.sonoma.edu/senate/committees/ge/learningobspecificge.html

- Evaluate, synthesize and acknowledge credible and relevant sources in oral and written arguments as responsible members of the academic community

## AREA B

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.

- Develop knowledge of scientific theories, concepts, and data about living and non-living systems.
- Understand how the scientific method is used to develop scientific principles and interpret evidence.
- Appreciate the value systems and ethics associated with scientific inquiry, and the potential limits of scientific endeavors.
- Demonstrate understanding of the scientific method through laboratory exercises.
- Read and understand mathematical arguments and data, and use mathematics effectively to analyze and solve problems that arise in ordinary and professional life.

### *Area B1*

- Gain an understanding of the fundamental laws and principles governing the behavior of the physical world.
- Understand the physical world through interpretation of results from experimentation and/or observation.
- Learn that there are interactions between matter and energy and use this knowledge to understand physical, chemical, or geological phenomena.
- Develop a basic understanding of physical matter and the scientific method so that they can apply this understanding to more complex systems.

### *Area B2*

- Explore the biology of humans, including reproduction, growth, development and health.
- Understand the basis of genetic inheritance and its implications for individuals and populations.
- Examine biological evolution and the diverse sources of evidence that support it.
- Exhibit an appreciation of the origin, distribution and maintenance of biological diversity and the impacts of human activities on the natural world.
- Understand the hierarchical organization of life and the relationships between biological structure and function.

### *Area B3*

- Improve their understanding of the concepts and theories of science and technology
- Understand the interconnected and every-changing relationships among the natural, physical, and technological sciences
- Critically assess the social and ethical implications of science and technology in relations to their daily lives.
- Improve problem solving and critical thinking skills through application of scientific knowledge using hands-on activities.

### *Area B4*

- Improve their problem-solving skills and logical and critical thinking.
- Appreciate the beauty and power of mathematics.
- Understand and appreciate the role of mathematics in our society and culture, today and in the past.
- Apply their mathematical skills and understanding in other settings.
- Understand and communicate mathematical ideas orally and in writing and will be able to work with others in a problem-solving setting.

## AREA C

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.

- Develop literacy in and a broad knowledge of the arts (including, but not limited to the fine arts, music, drama, dance and cinema) and an awareness of the social and historical contexts in which they are created.

- Develop an awareness, appreciation and understanding of literary genres and philosophical traditions in their global, historical, and cultural contexts.
- Develop an understanding of multiple ethnic, philosophical, religious and ethical perspectives.
- Engage in cross-cultural analyses of languages, literatures, philosophies and artistic expressions and practices of European and non-European origin.
- Develop critical self-awareness and an understanding of alternative viewpoints by analyzing products of the human imagination.

### *Area C1*

- Develop literacy in artistic fields such as the visual arts, music, drama, dance, and cinema.
- Understand the significance of works of art, and develop a language and appropriate vocabulary to communicate about them.
- Understand the historical, cultural, and social contexts of works of art.
- Assess qualities of inspiration, imagination and creativity in works of art.
- Actively respond to, interpret, and communicate about works of art.

### *Area C2*

- Develop and expand cultural awareness through the exploration of cultural origins in various literary traditions in a global context.
- Develop an understanding of the literatures of various peoples and cultural traditions within their historical contexts.
- Develop analytical skills as they pertain to the study of literary genres, form, concepts, cultural histories and meanings.
- Understand how literature offers insights into the construction of class, race, ethnicities, gender, and sexualities.

### *Area C3*

Philosophy and values provides students with the opportunity to engage in the critical study of important philosophical questions which affect their lives. Some example topics are: Philosophy and religion, the politics of knowledge, morality and value theory, applied ethics, political philosophy, comparative philosophy, philosophy of the self and society, philosophy of science, technology and the perception of reality. (Guidelines for C3 courses)

- Encounter the major traditions of Western philosophy, in conversation with other major philosophies from around the world
- Understand the application of philosophy to ethical problems.
- Gain an understanding of the development of religions, beliefs, ethics, and values in relation to physical, social and cultural contexts.
- Learn to use ethics, religion and philosophy to understand their lives and contemporary social issues.

### *Area C4*

- Demonstrate greater understanding of diverse cultures through their languages, literature, art, or other cultural expressions.
- Demonstrate cultural and/or linguistic competency through the study of diverse cultures and ethnicities, including those of non-European origin.
- Engage in critical cross-cultural analysis in order to better understand their own culture in relation to other cultures.

## AREA D

The social sciences concentrate on the description and explanation 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 science disciplines offer for understanding the human experience.

- Apply the principles, methodologies, value systems and ethics employed in social scientific inquiry to construct evidence-based arguments and to express them in writing.
- Develop knowledge of discipline-based methods of reasoning and research in the social sciences.

- Examine social, political, economic, and environmental issues in temporal and spatial settings and in a variety of cultural contexts.
- Understand how cultural diversity and complexity influence individuals, institutions, and societies.
- Gain an understanding of United States and California history and government.

### *Area D1*

- Demonstrate understanding of how cultural diversity and social factors influence the individual, society, and social institutions.
- Demonstrate understanding of the interchange among individuals and social systems and institutions, and how these develop.
- Apply social science perspectives to social issues and problems as manifested in individuals, groups, societies, and/or internationally.
- Demonstrate understanding of the factors influencing inequality and social justice among individuals, groups, societies, and/or across nations.

### *Area D2*

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.

- Learn a variety of conditions in which complex social systems have emerged and in which they have transformed.
- Acquire an appreciation for a significant range and diversity of societies across a broad temporal and geographic span.
- Attain a basic geographical and historical literacy. Students will be able to identify the locations and the basic chronological framework of the cultures studied.
- Study the ways in which aspects of these societies function and interact. These aspects include belief systems, social stratification, differential access to resources, gender, exchange, and conflict.
- Learn current theoretical constructs that explain these phenomena.
- Study ways in which societies interact with their physical environment. These include adaptations to, and modifications of, the environment as well as reactions to change in the environment.

### *Area D3*

- Gain an understanding of significant historical events and their contexts, including both domestic events and foreign relations, in the history of the entire area now included in the United States of America over a period of at least 100 years.
- Explore the role of major ethnic and social groups in the history of the United States for the period covered by this course.
- Develop an appreciation for both the continuity of the American experience and its connections with other cultures in the areas of economics, society, colture, politics, and geography.
- Gain a greater understanding of, and appreciation for, historical debate and controversy and will learn to analyze and use primary and secondary sources to develop historical arguments.

### *Area D4*

- Gain an understanding of the nature and character of the US constitution and its amendments.
- Develop an appreciation of the role of the major branches of American national government, including congress, the presidency and the federal courts; they will develop an appreciation of the checks and balances system and also of American federalism.
- Understand the organizations that act as intermediaries between government and people, such as interest groups, political parties, and mass media.
- Gain a greater understanding of elections, voting behavior and the nature of mass public thought and behavior.
- Be introduced to the topics of California state and local government structures become familiar with some of the major issues of California politics

### *Area D5*

- Understand various social, political and economic systems across societies and nations, and how those systems are interrelated.

- Understand how social, political and economic systems affect access to wealth, power, and social and natural resources within and among nations.
- Understand how the distribution and access to natural resources, wealth, and power affects the development of social, political, and economic systems.
- Compare and contrast differing moral, ethical and ideological perspectives on the distribution of economic, political, social, and natural resources within and among nations.

## AREA E

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.

- Develop knowledge of themselves as psychological, social and physiological beings as they experience life.
- Understand the dynamic interactions and reciprocal relationships between individuals and social systems.
- Use pertinent disciplinary knowledge to understand how their own actions affect the world.
- Learn the importance of active engagement in their communities for the betterment of personal and public life.

*The above approved by the Senate in Spring of 2009*

### *Ethnic Studies*

1. Demonstrate understanding of the social science research and/or the arts and literature that address the experiences of racial/ethnic groups and individuals in the United States.
2. Analyze the socio-political process of racial formation in relation to one or more of the following: group identities, the conservation and/or evolution of cultural and linguistic practices, gender roles, class issues, tribal sovereignty, attitudes toward diasporic communities and new immigrants.
3. Identify and understand US ethnic groups from the voices and perspectives of the groups and individuals studied, including differing points of view.
4. Demonstrate understanding of the significance of political and social justice movements by and about underrepresented racial/ethnic groups, while incorporating issues of class, gender, sexuality and immigration status.

## GE Lab Requirements

1. Provide hands-on experience with the tools and technologies used in problem solving in the physical or natural world
2. Provide students the ability to combine conceptual or theoretical knowledge in science with practical skills
3. Provide training in data collection, analysis, interpretation, and presentation, and the ability to distinguish data collection from data interpretation
4. Provide students with empirical experiences, which enable them to apply the practical skills and scientific methodologies that have led to the development of scientific theory

APPENDIX SIX

General Education Articulation Form

Date:

To:

**Re: Request for Articulation –**

I need your assistance regarding the comparability of courses to be accepted "in lieu of" one or more SSU courses for articulation. An articulated course is a course taken at one college or university that can be used to satisfy subject matter requirements (major or general education) at another institution. Please review the attached materials and note your decision by typing Yes or No, or indicate a more appropriate course.

| SSU COURSE(S) | Approved | FOOTHILL COLLEGE COURSES(S) |
|---|---|---|
| | YES or NO | |
| | YES or NO | |

Reviewed by: _____

Signature (**Please type name above**) of the Department Chair Date

**Please return these materials to me by _____ (if possible).** Submission by this timeline will ensure that articulated information is available to our continuing and incoming transfer students.

If "No," please briefly state why: _____

_____

Thank you for your assistance.

**When you have completed your review, please send me your determination via email. You may use this form to record your decision and comments (if any) and attach it to the email if you wish. You also may send your decision and comments without using this form to luisa.grossi@sonoma.edu.**

Sincerely,

Luisa Grossi

Articulation Officer
Admissions and Records

APPENDIX SEVEN

Petition for General Education Course Substitution

## PETITION FOR General Education (GE) COURSE

**Courses taken at SSU that have not been approved for GE will not be allowed to count for GE.**

To be completed by the student. Please print (see reverse for instructions).

Student Name _____ SSU ID Number _____ Telephone No. _____

Major _____ Minor _____ SSU Email _____

Is this course part of a SSU study abroad program? ☐ Yes ☐ No

***Please attach a photocopy of the catalog course description and course syllabus.***

**Please consider**

Course Prefix & Number (Ex: ENGL 1A) Course Title (Ex: English Composition) Units

**Taken at**

University/College Term/Year Taken

**To Count for SSU GE Area:** _____

**(Ex: D3, B2)**

**I ask that it also meet the following requirement(s): (check if appropriate)**

☐ **US History** ☐ **US Government** ☐ **CA Government** ☐ **Ethnic Studies** ☐ **Lab** ☐ **Upper Division**

***Note: Students may begin their Upper Division GE course work during or after the semester in which they achieve upper division junior standing (i.e., 60 semester units) but not before.***

*Reason for substitution:* You must give clear and complete reasons for your substitution in order for your petition to be considered. If you need more space, you may attach a page of additional explanation. Make sure that your written justification refers specifically to the pertinent GE area learning outcomes. GE learning outcomes are available here:
http:///www.sonoma.edu/senate/committees/ge/LGOs_new.html

*Student Comments:* _____

_____

Student Signature Date

**Please Do Not Write Below This Line**

**I have consulted with the student about the petition and have reviewed the accompanying material to assess the suitability of the GE area requested.**

_____ ☐ Recommend
Advisor's Signature Date ☐ Do not recommend

_____ _____ Comments: _____
Office of the Registrar (initials) Date

_____ _____ ☐ Recommend
If appropriate, SSU department offering similar course — Signature of department chair offering similar course ☐ Do not recommend

_____ _____ ☐ Recommend
Signature of GE Chair Date ☐ Do not recommend

_____ _____ ☐ Approved
Signature of AVP of Academic Programs Date ☐ Denied

Student Notified: _____ Date: _____ Designator Posted by: _____ Date: _____

4/27/2017

SONOMA STATE UNIVERSITY

**PETITION FOR GENERAL EDUCATION (GE) COURSE INSTRUCTIONS**

This form is to be used by ***currently enrolled SSU students*** to petition for GE credit for a course that was taken at **another** institution. Petitions with all appropriate signatures and support materials, must be submitted at least one semester prior to their intended graduation. Petitions are considered on the basis of merit, not merely to expedite graduation.

- Courses taken at SSU that have not been approved for GE credit will not be allowed to count for GE.
- Lower division GE courses will not be allowed to count for upper division GE.
- Include the course description and syllabus of the course you want to substitute.

**Processing Your Request**

1. In consultation with your major advisor, complete the student portion (above the student signature) and obtain your advisor's signature and recommendation.
2. Make sure that your written reason for your petition refers specifically to the pertinent GE area guidelines and learning outcomes. Guidelines and learning outcomes are available at http:///www.sonoma.edu/senate/committees/ge/LGOs_new.html
3. Once your petition has been reviewed and signed by your advisor, submit the form to the Office of the Registrar (Salazar, room 2030) between 8:00 am and 5:00 pm Monday through Friday. You do not need to do anything further. The Office of the Registrar staff will review your petition and then forward it to the Associate Vice President of Academic Programs.
4. The AVP of Academic Programs will review the petition and forward it to the Chair of the GE Subcommittee for review and recommendation. If necessary, the Petition will be sent to the Chair of the SSU department offering a similar course for their evaluation.
5. The Petition will then be returned to the AVP of Academic Programs for final review and signature.
6. The Office of the Registrar will notify you of the decision regarding your petition via your SSU email.

| General Education Categories | Other Graduation Requirements |
|---|---|
| A2 Fundamentals of Communication | Ethnic Studies |
| A3 Critical Thinking | US History |
| B1 Physical Sciences | US Government |
| B2 Biological Sciences | CA Government |
| B3 Specific Emphasis | |
| B4 Mathematical Concepts and Quantitative Reasoning | |
| C1 Fine Arts, Theatre, Dance and Film | |
| C2 Literature, Philosophies, Values | |
| C3 Comparative Perspectives and/or Foreign Languages | |
| D1 Individual and Society | |
| D2 World History and Civilization | |
| D3 United States History | |
| D4 U.S. Constitution & California State & Local Government | |
| E The Integrated Person | |

**Instructions for Department Chair Review**

This student has requested the course they completed at another Intuition count for the specific SSU GE area listed on the front of this form.

1. Please review the attached course syllabus and use the General Education Learning Objectives found here: http:///www.sonoma.edu/senate/committees/ge/LGOs_new.html to determine if the course meets the stated learning objectives for that GE area.
2. Once you've completed your review please sign and state whether you recommend or do not recommend this Petition for the GE area requested.
3. Please return this form to the Office of Academic Programs in Stevenson 1041.

*4/28/2017*

APPENDIX EIGHT

General Education Course Proposal Form

Proposal Process for

# General Education Courses

Sonoma State University

**OVERVIEW**

Please plan to begin the process two semesters before you intend to offer the GE course (e.g., Fall 2017 courses should be proposed in Fall 2016); this will insure complete and thoughtful review. The GE committee may recommend a course for provisional status, permanent status, or decline to include the course in the GE program.

Reference materials about general education courses are available on-line at:

http://www.sonoma.edu/aa/ap/currdev/ge.html

**PROPOSAL**

Your proposal will include:

1. A proposal document adhering to the template below.

2. Sample syllabus conforming to SSU Course Outline Policy, http://www.sonoma.edu/UAffairs/policies/courseoutline.htm. Your syllabus should be accessible: http://www.sonoma.edu/it/faculty/syllabus.html. If a course is taught by multiple faculty, include a "model syllabus", and one of the following: (1) syllabi from all instructors currently teaching the course, or (2) a course guideline document that applies to all.

3. Support letters from Chair of Department/Department Curriculum Committee, School Curriculum Committee, any additional Curriculum Committees as needed.

**Explicit detail about the review process follows the proposal template. Please follow it.**

**PROPOSAL DOCUMENT TEMPLATE**

1. Proposed Catalog Copy Information

Department, course number, title, number of units, GE area, and course description. The course description should be 50 words or less. You will use this description on the MCCCF at the end of the process.

2. Course Content

List the course learning objectives and specify how you will reach these objectives. Understand that your course should comply with the 2006 course policy and that you may be expected to contribute to collective assessment of your GE category goals and objectives.

Explain how the course meets the specific sub-area learning outcomes of the GE area in question. See: http://www.sonoma.edu/senate/committees/ge/LGOs_new.html

Briefly provide a rationale for why this course is appropriate for the General Education program.

3. Course Structure, Staffing, and Scheduling

Describe how the course will be structured. For example, will it be a lecture or discussion oriented class? Will it include a lecture and multiple discussion sections?

Explain how it will be staffed. For example, will it be taught by a single faculty member, will it be co-taught, or will it include teaching assistants or other support personnel?

Describe projected enrollment, including the length (semester or year-long), frequency (once per year? Once per semester? Once every other year?), and size of course sections (lecture and discussion).

Explain how this course fits into the broader curriculum of the Department by which it is offered. For example, will it satisfy major requirements or electives for a given program?

4. Course Impact

Explain how the course is expected to impact the projected scheduling/structure of and enrollment in other GE courses, especially those in the same GE subarea.

Explain how the course is expected to impact the projected scheduling/structure of and enrollment in other GE courses offered by the School in which it is housed, especially those courses in the same GE subarea. Include discussion of any expected impacts on the curriculum of other departments in the School, as well as the School as a whole.

Explain how the course is expected to impact the projected scheduling/structure of and enrollment in other courses in the Department.

**DETAILS OF REVIEW PROCESS**

**1. Contact School and University Curriculum Committee(s) Impacted by your proposal, if need determined.**

**Proposer:** Route copies of the proposal packet to the Chair(s) of the School Curriculum Committee(s) that offer any course(s) in the subarea for which the course is being proposed. The proposal packet sent to School and University curriculum committees should include the syllabus and course proposal. Consult the most recently posted GE pattern to determine which School Curriculum Committee(s) to contact. ***If no other School is impacted by your proposal, go directly to the department chair where the course will be housed.***

**In an informal email, Curriculum Committee chairs can indicate** 1) they have no comments, 2) how the proposed course might impact the courses that they offer in the target GE category or 3) whether the proposed course meets the learning goals and objectives of the target GE category. Committee members can review the proposal with or without the proposer present, in person or over email.

**Commented [uS1]:** Opted not to include the two week comment period.

After assessment by the relevant School Curriculum Committees, add the following to the proposal packet: **Informal emails from all the relevant curriculum committee chairs.**

**2. Department Review**

**Proposer:** route the proposal packet, now including informal emails from School Curriculum Committees, if needed, to the Chair of the Department in which the course will be offered or, depending on that department's review process, to the Chair of the Department's Curriculum Committee. After the successful completion of the Department's review process, add the following items to the packet**: A letter of support from the chair of the department or the department's curriculum committee. As part of this letter, the chair should indicate their preference for permanent or provisional ("experimental") status.**

**3. School Curriculum Committee Review**

**Proposer:** route the proposal packet to the Chair of the Curriculum Committee for the School in which the course is housed. After successful review by that committee, add the following to the packet**: A detailed letter of recommendation from the Chair of the School Curriculum Committee**

**4. Dean Review**

**Proposer**: route the proposal packet to the appropriate Dean for review. Attach any comments from the Dean to your proposal packet.

**5. General Education Subcommittee Review**

**Proposer**: route the proposal packet to the Chair of the GE Subcommittee (http://www.sonoma.edu/senate/committees/epc.html#GE). Once the proposal packet has been received, the GE Chair will add the proposal to an upcoming agenda. Proposers will be expected to present their proposals to the GE Subcommittee at a first and second reading.

Proposer: After successful review by the GE Subcommittee, add the following to the proposal packet: **A letter of recommendation from the Chair of the GE Subcommittee**. Potential outcomes include approval for permanent GE status, approval for provisional GE status, or no approval for GE credit. The GE Chair will also forward the recommendation directly to the EPC Chair. *For courses given provisional approval, this letter will include a detailed assessment of concerns to be addressed in any future proposals for permanent status.*

**Commented [uS2]:** I have been sending informal emails and routing the material forward – better to send back to proposer?

**6. Educational Policies Committee Review**

For a course recommended by GE for provisional approval, the proposal will be added to the EPC agenda as an information item only. For such a course, EPC will follow the recommendation of GE and will only review issues of process, not content.

For a course recommended by GE for permanent approval, the proposal will typically be added to the EPC agenda as a consent item if the GE recommendation was unanimous. Any EPC member may then ask for the item to be moved off the consent calendar and onto the agenda as a business item. A proposal may also be placed directly on the EPC agenda as a business item at the discretion of the EPC Chair.

EPC has final approval authority on GE courses. If a course is approved, the EPC chair will inform you that you can now submit an MCCCF for the course.

**7. Final Signatures**

**SEND YOUR ENTIRE PACKET including your completed MCCCF to CURRICULUM@SONOMA.EDU.** This will put the course in the final signing process and add it to the catalog.

If you have any questions about GE courses, proposals or the review process, please contact the Chair of the General Education Subcommittee, or the Chair of EPC or the Associate Vice President of Academic Programs.

APPENDIX NINE

Overall GE Program Goals and Objectives

# Mission, Goals and Objectives of GENERAL EDUCATION at Sonoma State University

General Education (GE) at Sonoma State University (SSU) investigates the complexity of human experience in a diverse natural and social world, and promotes informed and ethical participation as citizens of the world.

To achieve our mission, in concert with the specific needs of various GE Areas of Study, the GE program asserts specific fundamental goals for all GE approved classes.

## Teaching Goals and Learning Objectives

*Goals*

*To achieve the 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, scientific, and artistic accomplishment
V. Teach and/or build upon reading, writing, research, and critical thinking skills

**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)

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, 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)

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 (I, II, III, IV, V)

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)

e. Engage in responsible citizenship (I, II, III, IV, V)

*Unanimously approved by Faculty Senate, March 6, 2003*

APPENDIX TEN

2003 GE Pathways Taskforce Summary

**GE Pathways Taskforce Summary**

**Blueprint for Change**

Recognizing that the Faculty Senate unanimously passed new Mission, Goals and Objectives (MG0s) for General Education at Sonoma State, the following six-part blueprint is recommended:

**1) Integrate EMT, Freshman Seminar, and portions of traditional 100-level GE curriculum to form a cohesive, rigorous, and sustainable Freshman Year Experience (FYE); and a means for advising students within the FYE**

**2) Expand student choice among courses at the 200-, 300- and 400-level. Breadth requirements mandated by Title V and Memorandum 595 would be retained, but we recommend removing standing GE designations of most 200-, 300-, and 400-level courses**

**3) Create a capstone GE experience at the 400-level that formally integrates several strands of inquiry and learning skills**

**4) Introduce a Writing Across the Curriculum (WAC) component into GE, grounded in 100-level composition and critical thinking courses, and spreading across all disciplines in 200-, 300-, and 400-level courses**

**5) Provide training and mentoring to enable faculty to teach to the goals delineated in points 1, 2, and 4**

**6) Establish a permanent structure for assessing GE course goals and student learning outcomes**

**Timeline**

Since the most recent WASC report of 1998, in which several important recommendations for GE change were prominently noted, little has changed, though much has been studied and proposed. Only this spring were a set of Mission, Goals, and Objectives (MGOs) for GE approved by the Faculty Senate. At the annual CSU GE Assessment Conference held in Fullerton in March, it was readily understood that GE and GE Assessment at SSU is conservatively 3-4 years behind much of the other CSU campuses. Clearly, the time to move past discussion and into decision is upon us.

Therefore, the Task Force recommends that the current GE system be phased out for the 2006 Catalogue, and that a new one takes its place at that time.

APPENDIX ELEVEN

Number of sections taught be full and part time faculty

Average number of sections taught by tenure track and part time faculty, Fall 2014 to Spring 2015.

| GE Area | Tenure Track | Part Time | % taught by full time faculty |
|---|---|---|---|
| A2 | 1 | 32.3 | 3.0 |
| A3 | 4 | 16.17 | 19.8 |
| B1 | 23.2 | 25 | 48.1 |
| B2 | 16.7 | 19.5 | 46.1 |
| B3 | 7.8 | 27.5 | 22.1 |
| B4 | 5 | 39.0 | 11.4 |
| C1 | 11.7 | 11.2 | 51.7 |
| C2 | 19 | 12 | 61.3 |
| C3 | 14.3 | 14.7 | 49.2 |
| D1 | 9.8 | 26.8 | 26.8 |
| D2 | 4.8 | 4.7 | 50.5 |
| D3 | 3.5 | 8 | 30.4 |
| D4 | 3.2 | 9.7 | 24.8 |
| D5 | 5.3 | 8 | 39.9 |
| E | 9.3 | 31.5 | 22.7 |

Note that the courses for some GE categories are rarely presented by full time faculty (in particular, A2, A3, B4, B3 and E). Given full time faculty's responsibility for curricular design and program assessment, it is worth considering whether these percentages are serving students.

APPENDIX TWELVE

Number of courses “double counted” for GE and Major

**Percent of Undergraduate Major units that can double as General Education units.**

| Department/Program | Average Major Units | Average Major GE units | Percent of Major Units that count as GE |
|---|---|---|---|
| **Bachelor of Arts (B. A.)** | | | |
| American Multicultural Studies | 44 | 13 | 29.5 |
| Anthropology | 40 | 6 | 15.0 |
| Art | 47 | 7 | 14.9 |
| Art History | 43 | 7 | 16.3 |
| Biology | 60.5 | 12 | 19.8 |
| Chemistry | 57 | 13 | 22.8 |
| Chicano and Latino Studies | 39.5 | 11 | 27.8 |
| Communication Studies | 44 | 4 | 9.1 |
| Criminology & Criminal Justice Studies | 48 | 4 | 8.3 |
| Early Childhood Studies | 43 | 3 | 7.0 |
| Earth Science | 63 | 8 | 12.7 |
| Economics | 42.5 | 8 | 18.8 |
| English | 40 | 0 | 0.0 |
| Environmental Studies | 44.5 | 8.5 | 19.1 |
| French | 32 | 4 | 12.5 |
| Geography | 50 | 3 | 6.0 |
| Global Studies | 71.5 | 17.5 | 24.5 |
| History | 40 | 6 | 15.0 |
| Human Development | 40 | 3 | 7.5 |
| Hutchins School of Liberal Studies | 120 | | 0.0 |
| Liberal Studies (Ukiah) | 54 | 9 | 16.7 |
| Mathematics | 50.5 | 8 | 15.8 |
| Music | 79 | 9 | 11.4 |
| Philosophy | 40 | 4 | 10.0 |
| Physics | 60 | 9 | 15.0 |
| Political Science | 40 | 8 | 20.0 |
| Psychology | 44 | 7 | 15.9 |
| Sociology | 43 | 5 | 11.6 |
| Spanish | 56 | 4 | 7.1 |
| Special Major: German Cultural Studies | 83 | 12 | 14.5 |
| Statistics | 50 | 4 | 8.0 |
| Theatre Arts | 51.5 | 6 | 11.7 |
| Women's and Gender Studies | 44 | 7 | 15.9 |
| | | | |
| **Bachelor of Fine Arts (B.F.A.)** | | | |
| Art Studio | 70 | 7 | 10.0 |
| | | | |

| | | | |
|---|---|---|---|
| **Bachelor of Music (B.M.)** | | | |
| Music | 88 | 9 | 10.2 |
| | | | |
| **Bachelor of Science (B.S.)** | | | |
| Biochemistry | 85 | 16 | 18.8 |
| Biology | 78 | 12 | 15.4 |
| Business Administration | 67 | 12 | 17.9 |
| Chemistry | 80 | 13 | 16.3 |
| Computer Science | 72 | 6 | 8.3 |
| Electrical Engineering | 85 | 13 | 15.3 |
| Environmental Studies | 58 | 10.5 | 18.1 |
| Geology | 73 | 9 | 12.3 |
| Kinesiology | 72 | 8 | 11.1 |
| Mathematics, | 54 | 8 | 14.8 |
| Nursing | 77 | 12 | 15.6 |
| Physics | 68.5 | 9 | 13.1 |
| Statistics | 52 | 8 | 15.4 |