



A New Model for Our General Education Program



Presented by
members of the GE Design Team*
for the Academic Senate meeting
California State University, Chico
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Origins



M E M O R A N D U M

TO: Sandra Flake, Provost
FROM: GEAC
SUBJECT: GEAC "Meta-Analysis" of Assessment Reports and Faculty Perceptions
DATE: Wednesday, April 02, 2008

THE CALIFORNIA
Office of t
401 Go
Long Beach, Ca

At the beginning of AY 2007-08, you asked GEAC to conduct a broad-based review of Chico State's GE program. The intent of this report is to summarize our efforts to date and to make recommendations about the future. We kept in mind your stated goals to use this report in part to start a campus-wide conversation about what faculty, students, and staff feel are the "hallmarks" of GE in such areas as program structure, the review process, student learning, and teaching. The

Executive Order: 1033
Effective Date: June 18, 2008
Supersedes: Executive Order No. 595
Title: CSU General Education Breadth Requirements

This executive order is issued pursuant to Title 5, California Code of Regulations, Sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.4, and 40508, and Sections 1 and 2 of Chapter III of the Standi

This executive order is in requirements for CSU G coursework completed by among the CSU campus Education Breadth Requ



Association of American Colleges and Universities

SEARCH WEB SITE

LEAP ★

Liberal Education and America's Promise (LEAP)

Liberal Education and America's Promise (LEAP) is an initiative that champions the value of a liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. The initiative focuses campus practice on fostering essential learning outcomes for all

RESOURCES ON:

LIBERAL EDUCATION
GENERAL EDUCATION

LEAP LINKS

Overview:
[About LEAP](#)



- ALPHA
- CL
- RESOURCES
- LIBERAL EDUCATION
- GENERAL EDUCATION
- CURRICULUM
- INSTITUTIONAL
- ASSESSMENT
- DIVERSITY
- CIVIC ENGAGEMENT
- SCIENCE & HEALTH
- GLOBAL LEARNING
- LEARNING
- RSS
- WHAT'S NEW
- LEARNING
- ALPHA
- AAC&U PODCASTS
- AAC&U UPDATES
- SUPPORT AAC&U
- ONLINE GIVING FORM

- Home
- Students
- Faculty

GE Design Team

- Open Forum
- Summary of Forum
- Draft Models
- Draft Models Version 2
- Revised Mission and Values
- GE Design Features Checklist
- Introduction to Alumni and Current Student GE Survey
- Summary of Current Student Survey Responses
- Summary of Alumni Survey Responses
- Provost Report June 2009
- Campus Responses and

General Education Design Team

In November 2008, Provost Sandra Flake formed a General Education Design Team and charged that group with a "deep, deliberative examination of the current General Education program and the policies that guide it, and through consultation revise General Education to improve student learning of the essential knowledge, skills and attributes for an educated participant in civic and intellectual life in the 21st century." The membership of the GE Design Team and the full text of the charge, along with other documents, are available on this webpage.

The GE Design Team has been organizing a series of meetings and public events to get ideas and guidance from faculty, staff, students, alumni and others regarding the design of GE for the 21st century at CSU, Chico. The Design Team is using a set of four broad questions to orient this discussion available [here](#). The group is also consulting the growing contemporary scholarly literature on General Education and we have posted some of those documents on this website to enrich the discussion.



You are here:
[Home](#) | [General Education](#) | [General Education Design Team](#)

What's New

CSU, Chico
 Each semester
 Each semester
 business

RESOURCES ON:

- LIBERAL EDUCATION
- GENERAL EDUCATION
- CURRICULUM

Liberal Education and America's Promise (LEAP)

Liberal Education and America's Promise (LEAP) is an initiative that champions the value of a liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. The initiative focuses campus practice on fostering essential learning outcomes for all students, whatever their chosen field of study.

LEAP LINKS

- Overview:
- [About LEAP](#)
- [Goals & Vision](#)

who will model new approaches to general education designed to increase achievement of important learning outcomes. These pilot activities are part of the Give Students a Compass project. The following institutions will receive funding to serve as pilot sites over 3 years of project work:

- California State University, Chico
- Sacramento State University

Resources

Consultations



The Next Leg Begins



General Education Program

Mission

The GE program at Chico State prepares students for continual learning and application of knowledge to career as well as personal life. It provides the education necessary for success as a lifelong learner and civically engaged individual in the twenty-first century.

Strategy

Chico State students acquire a strong foundation in critical thinking, written and oral communication and the arts and sciences through inquiry about and engagement with the social and natural worlds we inhabit. This is achieved through study, reflection, synthesis and action related to knowledge from varied historical, cultural, scientific and political perspectives. In combination with the major field of study, GE completes the breadth of university education.

GE Program Values

The GE Program incorporates and seeks to foster the values of:

Active Inquiry— a spirit of curiosity to ask questions, seek answers, contemplate, and pursue investigations with intellectual rigor, while making connections between cognitive and personal development, both inside and outside traditional instructional settings.

Social Responsibility— having the knowledge to take responsibility for one's own life and actions, to recognize responsibilities to our various local, regional, national and global communities and to work for positive change.

Sustainability— an understanding of the environmental dynamics associated with human activities and of the value of balancing social justice and human economic demands with the Earth's ability to sustain biological and cultural diversity.

Diversity— an understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes.

Creativity— the generation of new ideas and original expressions in light of past innovations, traditions, and the history of ideas, accompanied by a willingness to take intellectual risks and consider novel approaches.

Global Engagement— the cultural, linguistic, and analytic skills necessary to understand and engage with diverse cultures, people, and the global marketplace, and to contribute as responsible global citizens.

GE Program

Student Learning Outcomes

The Student Learning Outcomes for our General Education program flow from the recognition that certain essential intellectual and practical skills rest at the foundation of a high-quality General Education program. These include effective written and oral communication, critical thinking, and mathematical reasoning skills. Additional Student Learning Outcomes arise from the values that the program seeks to foster.

Our Current General Education Program



General Education Programs: 48 Units

See the 2009-2011 University Catalog for course descriptions.

See the GE section of the *Class Schedule* or the *University Catalog* for course titles.

Units Completed	Units in Progress	Units Needed

CORE

Area A: Skills—12 units required. Select one course from each group.

1. Oral Communication: **CMST 131, 131H, 132**
2. Written Communication: **ENGL 130, 130E, 130H**
3. Critical Thinking: **CMST 255; PHIL 102, 102E, 102H**
4. Mathematics: **MATH 101, 105, 105H, 107, 109, 118, 119, 120**

BREADTH

Area B: Science—6 units required. Select one course from each group. Both B1 and B2 include labs. Lab requirement met

1. Physical Universe: **CHEM 100, 107, 111; GEOG 101; GEOS 101, 102, 105, 130, 130H; NSCI 101, 101H; PHYS 100, 202A, 204A**
2. Life Forms: **ANSC 101; ANTH 111; BIOL 103, 104; NSCI 102; PSSC 101**

Area C: Humanities and Fine Arts—9 units required. Select one course from each of the three groups below, but no more than two courses from any one academic department.

1. The Arts: **AFAM/MUSC 296^{USD}; APCG 110; ARTH 101, 102, 103^{GC}, 104^{GC}; ARTS 100; HNRS 110H; KINE 352; MUSC 190^{GC}, 291; THEA 110, 112**
2. Languages and Literature: **AAST/ENGL 253^{USD}; AFAM/ENGL 251^{USD}; AIST/ENGL 252^{USD}; AMST/ENGL 264^{USD}; EFLN 170; ENGL 203, 220, 240, 251H^{USD}, 252H^{USD}, 254^{USD}, 258^{GC}, 260, 354, 371; FREN 101, 102, 201, 202; GERM 101, 102, 201, 202; HBRW 101, 101A, 102, 102A; HNRS 110H; ITAL 101, 102, 201, 202; JAPN 101, 102, 201, 202; LATN 101; SPAN 101, 102, 201, 202, 202N**
3. Philosophy, Religion, and Humanities: **ANTH 222; HIST 112; HIST/MEST 261^{GC}/RELS 202^{GC}; HNRS 110H; ITAL 360; MJIS/RELS 204^{USD}; PHIL 101, 101H, 104, 107, 201, 202^{GC}, 204, 307, 383; RELS 100, 107, 110^{GC}, 180, 207, 212^{GC}, 213^{GC}**

Area D: Behavioral and Social Sciences—9 units required. Select one course from each of the three groups below, but no more than two courses from any one academic department.

1. Individual and Society: **ABUS 101; AIST/HIST 230^{USD}; ANTH 113^{GC}, 113H^{GC}; ECON 103; HNRS 110H; MCGS/PSYC 341^{GC}; MJIS/SOCI 253; PSYC 151; SOCI 100, 230/WMST 230, 380; SWRK 170; WMST 170**
2. Political and Economic Institutions: **AAST/SOCI 152^{USD}; AFAM/HIST 206^{USD}; ANTH 116^{GC}; BLAW 190; CHST/HIST 135^{USD}, CHST/HIST 234^{USD}; ECON 101, 102; GEOG 106; HIST 103, 381^{GC}; HNRS 110H; POLS 101/301, 102/302^{GC}, 112**
3. Culture and Social Institutions: **AFAM/AFRI 100^{GC}; AFAM 170^{USD}, 231^{USD}/HIST 231^{USD}; AIST 170^{USD}; AIST/ANTH 261^{USD}; AMST 150; ANTH 112^{GC}, 140^{GC}, 200^{GC}/ASST 200^{GC}; CHST/SOCI 157^{USD}; GEOG 102^{GC}, 102H^{GC}, 105^{USD}; HIST 110, 370^{GC}, 371^{GC}, 373^{GC}, 374^{GC}, 380^{GC}; HNRS 110H; KINE 347^{GC}; LAST 110^{GC}; MCGS 155^{USD}, 155H^{USD}, 350^{USD}/SOCI 350^{USD}; PSYC 391^{USD}, 391H^{USD}; SOCI 227; SOSOC 302^{USD}**

Area E: Lifelong Learning—3 units required. Select one course from the following:

- CHLD 252, 255; CSCI 102; ENVL 105; HCSV 160, 265; HNRS 110H; KINE 110; NFSC 100, 100H; PSYC 101; RECR 180; RELS 264; SOCI 133, 235; SWRK 302; UNIV 101, 101B**

Honors program students may apply three units of HNRS 110H to one of the following GE areas: C-1, C-2, C-3, D-1, D-2, D-3, or E. After completing the course(s), contact the Academic Evaluations Office to have your choice added to your *Degree Progress Report*.

THEME

Upper-Division Theme: 9 Units Required

(Complete 45 semester units before you begin your upper-division theme.)

Theme: _____ **Course 1** _____ **Course 2** _____ **Course 3** _____

UPPER-DIVISION THEMES

THEME	Three courses—one from each group within the theme you select	THEME	Three courses—one from each group within the theme you select
A. American Identities and Cultures	Select one course from: GEOS 350 or GEOS 351	J. Minds, Brains, and Machines	Foundation—to be taken first: PSYC 321
	Select one course from: AMST 345 , MCGS/RELS 324^{USD} , or PHIL 306		Required: CSCI 380/PHIL 364
	Select one course from: GEOG 352 , HIST/MCGS 332^{USD} , or JOUR 310		Capstone—to be taken last: CSCI 381 , or PHIL/PSYC 363
B. Contemporary Health Issues	Foundation—to be taken first: PHIL 327	M. Science, Technology, and Society	Select two courses from: BIOL 303 , BIOL/PHIL 322 , or PHIL 370
	Select one course from: BIOL 345 or NFSC 303		Capstone—to be taken last: CSCI 301 , or MCGS 380
C. Cross Cultural Exploration	Select one course from: HCSV 325 , HCSV 370 , or SOCI 363	N. War and Peace	Select one course from: MATH 302 , or PHYS 376
	Required: PSSC 390^{GC}		Select one course from: PHIL 342 , or PHIL 344
D. Environmental Issues	Select one course from: CHST/SPAN 354^{USD} , ENGL 353^{USD} , or ENGL 374^{USD}	O. Women's Issues	Select one course from: CMST/MJIS/SOCI 356^{GC} , HIST 350 , or POLS 344
	Select one course from: AAST/ASST 300^{GC} , AFRI 300^{GC} , ANTH 368^{GC} , HIST/MEST 362^{GC} , SOCI 354^{GC} , or INST 327		Required: HCSV/NURS/WMST 368
	Select one course from: BIOL 334 , GEOS 330 , or GEOS 340		Select one course from: ENGL/WMST 360 , or RELS/WMST 375
E. Ethics and Social Policy	Select one course from: ENGL 338 , PHIL 329 , or RELS 347	Q. International Studies Abroad	Select one course from: POLS/WMST 324 , PSYC 345 , SOCI 335 , or WMST 333^{GC}
	Select one course from: GEOG 304 , HIST 341^{USD} , or RECR 310		Students who participate in the London Semester or in the CSU International Program in France (Aix-en-Provence or Paris), Spain (Madrid or Granada), or Italy (Florence) are eligible to complete two out of the three required courses for this upper-division theme during their study abroad. The third upper-division course, BIOL 302 , must be taken at Chico State. Early and frequent consultation with the theme coordinator is indispensable.
F. Gender Perspectives	Select one course from: PHIL 321 , 326 , or RELS 346	R. Global Music, Culture, and Technology	Required: AMST 335
	Required: GEOS 354		Required: PHYS 360
G. Global Issues	Required: ECON 352/HCSV 333	S. Wealth, Power, and Inequality	Capstone—to be taken last: MUSC 395^{GC}
	Required: MCGS/NURS 326		Foundation—to be taken first: MATH 304
	Select one course from: MCGS 310^{USD} , or MCGS/THEA 315		Select one course from: PHIL 341 , or RELS 343
H. Honors	Select one course from: CMST 334 , HIST/WMST 335 , or JOUR/WMST 311	T. The Child	Select one course from: ECON 340 , or SOCI 340
	Foundation—to be taken first: PHIL 336^{USD} , or RELS 332		Foundation—to be taken first: CHLD 362 , or PSYC 352
I. Mexico and Central America	Select one course from: GEOS 370 , or PSSC 392^{GC}	U. Catastrophe and Humanity	Select one course from: BIOL 318 , or HCSV 363
	Capstone—to be taken last: ABUS 390^{GC} , GEOG 303^{GC} , or POLS 341		Select one course from: ENGL 342 , or PHIL 323
	Select one course from: BIOL/PHIL 322H , CSCI 313H/PSYC 332H , or PHIL/PSYC/RELS 318H		Required: GEOS 355
J. Minds, Brains, and Machines	Select one course from: ENGL/GEOG 316H^{USD} , MJIS/SOCI 356H^{GC} , or PHIL/PSYC/RELS 318H	V. Consuming Interests: Food and Society	Select one course from: HIST 305 , or RELS 357
	Capstone—to be taken last: HNRS 398H , or HNRS 399H		Select one course from: ANTH 312 , or GEOG 306
	Required: LAST 351^{GC}/351M^{GC}		Required: ANTH 340^{GC}
K. Science, Technology, and Society	Required: LAST 352^{GC}/352M^{GC}	W. Environmental Health and Safety	Select one course from: NFSC 310^{GC} , or PSSC 390^{GC}
	Select one course from: GEOG/LAST 354^{GC} , GEOG/LAST 355^{GC} , HIST 382^{GC}/LAST 350^{GC}/LAST 350M^{GC} , or LAST/POLS 321^{GC}		Select one course from: ENGL 365^{USD} , or HUMN 380

General Education Program

Coherence

Today, a coherent general education program can be defined as one where students are able to make connections and integrate their Knowledge..., rather than one that merely provides them with isolated pieces of information... These connections should occur within disciplines, among disciplines, to real life and the world, and to majors and careers...

Boning (2007) "Coherence in General Education: A Historical Look"

Our Proposed Model for the General Education Program

A *Pathway* structurally connects courses that are:

- intellectually cohesive
- explore an issue/area from a multidisciplinary perspective.



Our Proposed Model - Pathways

- 27 units per Pathway
(including 3 foundation units and 9 upper division units)
- 5- 7 Pathways, to be determined by faculty
- 18 units (including 9 upper division) taken in a single Pathway



Interdisciplinary Minor



Our Proposed Model - Pathways

•18 units Lower Division:

- ✓ One Foundation course
- ✓ Arts, Humanities, 2 Social Sciences, Lifelong Learning
- ✓ No more than 3 courses per disciplinary area in that Pathway
- ✓ No more than 2 per department per Pathway

•9 units Upper Division GE:

- ✓ Arts/Humanities, Social Sciences, Natural Sciences
- ✓ 2 courses per disciplinary area from different departments
- ✓ upper division GE Capstone course (Writing Intensive) –
required for those who do not have a Major Capstone

•At least 4 Writing Intensive courses:

- ✓ Native students required to take at least 4 WI courses
- ✓ Transfers, 1 WI course (Capstone or other WI in upper division GE)

Proposed structure provides flexibility while also offering the potential for a cohesive GE experience.

Students must complete one course in each row.

Students may switch Pathways at will, with the following exception:
 students must complete three UD courses in one Pathway.

Disciplinary Area	Foundation and American Institution Courses				Notes
Oral Communication	CMST 1, CMST 2 (P3)				P# denotes associated Pathway (red = existing Sustainability pathway) Students may select a Foundation course associated with a Pathway; such a course will count toward the 18 units required for a Pathway minor
Written Communication (W)	ENGL 1 (P1, P2)				
Critical Thinking	CMST 1, PHIL 1 (P2)				
Mathematics	MATH 1 (P1), MATH 2				
Physical Sciences	GEOG 101, GEOS 130, NSCI 101, CHEM 1				
Life Sciences	NSCI 102, BIOL 102, ANSC 1, ANTH 1 (P2), PSSC 1				
American Institutions – History	HIST 1				3 units taught by HIST
American Institutions – Constitution and Ideals	POLS 1				3 units taught by POLS
Five to seven pathways determined by the faculty	Sustainability (existing, example)	Pathway 2	Pathway 3	Pathways 4 – 7 ...	≈ 147 Pathway Courses in addition to Foundation and AI
Arts	ART 1 ART 2 THEA 3	THEA 1 ART 2 MUSC 3	ART 1 MUSC 2 THEA 3 (D)	Total of 105 lower division courses in Pathways No more than 21 courses per disciplinary area across Pathways D - Satisfies US diversity requirement G - Satisfies global cultures requirement W – Writing intensive course; you must complete four writing intensive courses C – Capstone	
Humanities	ENGL 252 (D) PHIL 104 (W) PHIL 107	FL 1 RELS 2 PHIL 3	FL 1 RELS 2 (W) ENGL 2 (G)		
Individual & Society	ANTH 116 (G) GEOG 116 SOCI 1	SOC 1 ANTH 2 GEOG 3 (W)	HCSV 1(D) LAST 2 PSYC 3		
Societal Institutions	SOCI 1 (G) GEOG 105 (D) POLS 3	ANTH 1 (W) GEOG 2 PSYC 3	HIST 1 (W) SOCI 2 (W) ABUS (D)		
Learning for Life	ENVL 105 (W) PHIL 2 (W) RELS 3	CHLD 1 (W) KINE 2 RECR 3	NFSC 1 HCSV 2 SWK 3 (W)		
UD – Humanities	PHIL 329 (W) RELS 347 (C) (W)	ENGL 1 (C) (W) ART 2	PHIL 1 (W) REL 2 (G)		
UD – Social Sciences	GEOG 304 HIST 341 (D)	SOCI 1 (W) (D) ANTH 2 (D)	GEOG 1 (D) ECON 2		
UD - Sciences	BIOL 334 GEOS 330	PSSC 1 (W) BIO 2 (G)	BIO 1 (C) (W) GEOS 2		

About Substitutions

Capstones Major disciplines with a required capstone course may substitute their capstone for the GE capstone requirement.

Major Fulfillment of GE Requirements Major disciplines may apply to designate up to three GE requirements (in addition to the capstone requirement) fulfilled upon completion of that major.

Advanced Course Substitution for GE Requirements

With approval of faculty, a student may substitute a more advanced course for a Foundation Course.

Additional Waivers are strongly discouraged.

Program Intention: Allow Additional Electives

Major Programs with over 60 units in the major or fewer than 6 units of free electives who wish to increase the required number of units in the major must have approval of Academic Senate.

Assessing the GE Program – Principles

- **Programmatic** – Based on Program-level SLOs ... not individual course-based assessment
- **Pathway-based** – All SLOs must be demonstrated/achieved in each Pathway ... *not* in each course!
Pathways must demonstrate intellectual coherence
- **Direct** – Based on authentic products of student work produced in context;
Capstones as (potential) sites for assessment



The GE Design Team thanks the campus for its support, the many hours of consultation and communication, and appreciates the seriousness of the task before us.

We stand ready to clarify our proposal and we are open to your suggestions for improvement.

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Questions?