

California State University, Chico
General Education Theme Report
Guideline for Materials V1.0

Instructions: This form may be completed electronically, then printed for a GE Theme Report.

Use this guideline to compile and organize materials required in support of a GE Upper Division *Theme Report*. In addition to these materials, a GE *Course Report* is required for each course in the theme. Consequently, a complete theme submittal will consist of the following components, contained in an expandable file folder.

- GE Theme Report, stapled;
- GE Course Report 1, in a one-inch binder;
- GE Course Report 2, in a one-inch binder; etc.

To compile each Course Report, download and print a completed course Cover Form, then follow the companion Course Report Guidelines.

Theme name: _____

Theme coordinator(s): _____

List all courses in the theme, including full course titles and, if applicable, cross-listings. All courses must be at the 100 level. Use the drop-down boxes to select the GE categories addressed by each course. Each course must address two or more GE Breadth categories, comprised of one to three primary categories plus zero to two secondary categories.

	<u>GE Breadth</u>	<u>Ethnic</u>
GE Categories: <u>A4 or B</u>	<u>C</u>	<u>D</u> <u>NW</u>
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Using the course numbers entered above, list the theme structure. The theme structure must provide for an aggregate of 9 units and must provide for significant coverage of content from GE Sub-Area A4 or Area B, plus Areas C and D, for all possible paths through the theme. The theme structure and scheduling must allow students to complete the theme within three semesters.



Mark all preferred theme traits that apply.

- Theme is offered and taught as a six or nine unit block of courses, with students being enrolled in each course in the block (blocks can be scheduled within one semester or span two semesters).
- Theme has structured various and creative ways of teaching, e.g., faculty from two different disciplines or perspectives attend and participate throughout the course or different faculty conduct modules of a course.
- Theme has prerequisites which mandate completion of one or more relevant General Education Areas B, C, or D.
- Theme includes a capstone course, which is taken last and when the student has completed at least 90 semester units prior to enrolling in the course.

Staple to this cover form additional pages providing a narrative in response to the following topics. Please begin each narrative section with a heading as shown in the left margin below.

Thematic Focus Describe how the theme's principal unifying topics will be addressed by all courses in the theme and how students will be systematically acquainted with the educational goals and points of curricular integration within the theme.

Themes will identify clearly a set of basic enduring questions which humans have asked about themselves and their world, across time, place, and cultures. Themes should also explore the alternative answers which different peoples have arrived at for the same questions. (EM 99-05)

Integration Describe how the theme will encourage investigation by a variety of perspectives and will integrate significant content from Area C: Humanities and Fine Arts, Area D: Behavioral and Social Sciences, and Sub-Area A4: Mathematics or Area B: Science.

The principal charge to U. D. Themes is to provide students with learning opportunities which require them to integrate a variety of skills and content areas from three separate courses that are integrated with each other and integrative with a unifying thematic conception. (EM 99-05)

Skills Describe how the theme will incorporate, build upon, and nurture skills from GE Area A (i.e., A1: Oral Communication, A2: Written Communication, A3: Critical Thinking, and A4: Mathematics).

Management Describe the methods and results used to provide effective coordination of the theme courses and participating instructors, including meetings and working together by its faculty, planning and sharing course syllabi and materials with each other, and oversight by the theme's coordinator.

It will be the responsibility of the coordinator of each Upper Division Theme to ensure Theme integration and to sustain an understanding among faculty about the role their courses play in the Theme. This may be accomplished by individual or group consultation with Theme faculty, or by holding Theme faculty meetings to share syllabi and ideas on topics, focus, and other issues beneficial to student learning and integration of the Theme, including course assessment. (GE MOU 05/09/01 Section 2.15)