TO: Academic Senate

FROM: Committee on Instruction and Curriculum

SUBJECT: 5-Year Review of General Education

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: That the Academic Senate Approve the Revision of the General Education Program, 96-97 CIC 24; Effective Fall 2004

BACKGROUND INFORMATION: In the year 2001-2, CIC was charged with the 5-year review of the General Education Program that had been adopted in 1998. To begin the formal review process, an outside reviewer was secured, and CIC read all the documents of the Program. In addition, CIC held university-wide forums to obtain information from several constituencies: faculty, students, staff, college deans, and the Office of Assessment and Testing. Each of these constituencies responded in writing to a questionnaire, and also verbally in the discussion forums held on campus. These varied sources of information were then compiled for the members of CIC, along with the External Reviewer’s Report, submitted by Jackie Donath of CSU Sacramento. In addition, Sally Murphy, the Director of General Education, submitted an Executive Report on the status of the General Education Program over the past five years.

The responses of these constituencies varied widely. The members of CIC worked long and hard to discern themes and consistencies, with some success. They interviewed the Director of General Education and the General Education Subcommittee. They reviewed the various documents several times, and brainstormed extensively about ways to improve the Program. Eventually they decided on several alternative approaches to revising the Program and put them up on a Blackboard site for further discussion, inviting the members of the Executive Committee for their feedback. Then, on January 31st, 2003, the members of CIC attended a full-day retreat to take advantage of an extended session for further discussion and drafting of a revision, a revision that seemed called for in light of the feedback the committee had received.

The committee reached agreement on several recommendations, which they distributed electronically to the university community, requesting feedback. On April 7th, 2003, CIC conducted an open forum on the Action Items. They then revisited them in light of feedback from the forum and from further discussion on a Blackboard site dedicated to the G.E. Program Review. CIC reached final agreement on the attached recommendations, unanimously on five of the eight items. The proposal retains the Freshman Clusters (with additional support and a strong emphasis on integration; see Attachment 2); drops the third-quarter GS1013 unit with certain exceptions; adds one unit to the Library course; discontinues the Sophomore Clusters but
substitutes possible linked courses; recommends that the lower-division G.E. courses applying for G.E. status be reviewed by the G.E. Subcommittee (instead of the college curriculum committees in Science and ALSS); changes the upper-division G.E. requirements to add 4 units of Science; changes the capstone requirement to a Life-long Learning requirement that will become an overlay of selected upper-division G.E. courses; recommends that the new upper-division G.E. science courses include numeracy and quantitative analysis, information literacy, and critical thinking; recommends that all upper-division G.E. courses requiring advanced writing be capped at 35; and proposes that English 1002 and Critical Thinking be prerequisites for all upper-division G.E. courses.

As part of their review, CIC passed two additional Action Items to formulate two new ad hoc subcommittees of CIC—one to draft a Mission Statement and one to draft Learning Outcomes for the General Education Program. The External Reviewer for the General Education Program recommended a new mission statement and learning outcomes in the strongest of terms. These ad hoc committees, subject to approval by the Executive Committee, will be staffed by the end of Spring term, 2003.

ATTACHMENTS: Attached to this document are three additional documents:

1. **Summary of CIC Action Items** regarding revisions of the G.E. Program, taken from CIC minutes. The Action Items were passed by CIC in February and revised in May, 2003, after consultation with university faculty.

2. **Proposed Revisions to 96-97 CIC 24, General Education for the 21st Century CSUH: A Framework, II. G.E. Structure.** This document outlines the structure of the new G.E. program that was adopted in 1996. We thought the Academic Senate would like to see graphically the changes being proposed, so deletions are indicated by lines through the words, and changes and additions are indicated in highlighting. If your copy prints in black-and-white, the highlighting will show as slightly gray.

3. **Proposed Changes in the CSUH G.E. Pattern and CSU G.E. Objectives (E.O. 595).** This document incorporates the recommended changes into the existing document that shows how the G.E. program complies with EO595. Reflected here is that the G.E. Subcommittee will review courses applying for G.E. (but the courses themselves will be reviewed by the appropriate curriculum subcommittee in each college).

Non-substantive changes by ExComm at their May 13, 2003 meeting are included. These changes were proposed to clarify the document and its intent.
Summary of CIC Action Items Regarding Revisions of the G.E. Program

At its meetings in February, 2003, after 18 months of deliberations, CIC adopted a series of motions regarding the Lower-division and Upper-division G.E. program in response to its charge of a five-year review. After feedback from the university community, CIC revisited the motions and on May 5, 2003, issued this final draft of recommendations.

1. Action Items
   a. M/S/P (Seitz/E. Stoper) 7-0-1 to recommend that the freshman clusters continue and be linked to skills courses. Each cluster would include courses from one, two, or three of the broad areas of the Sciences, Social Sciences, or Humanities. During the sophomore year, students will be permitted to choose from a list of lower division courses that may or may not be linked.
   b. M/S/P (E. Stoper/Claus ) 9-0-0 to recommend that all clusters must have a strong plan to integrate the three courses.
   c. M/S/P (Ramsdell/E. Stoper) 8-0-0 to recommend the removal of GS1013, General Education Activities III, and add one unit (for a total of two) to LIBY 1010, Fundamentals of Information Literacy. Special sections of GS1013 may be offered for students who are on academic probation, in the Honors program, in health/biosciences, or interested in service learning.
   d. M/S/P (E. Stoper/A. Stoper) 8-0-0 to recommend that all clusters show high collaboration and be supported by such things as: workshops for instructional faculty with stipend, administrative and clerical support, enhanced teaching units, and promotion-tenure-retention credit.

2. M/S/P (Seitz/Stronck) 8-0-0 to request that the General Education application of all areas (B, C, D, F, and G) be reviewed by the G.E. Subcommittee, the CIC, and the Academic Senate.

3. M/S/P (Seitz/Stronck) 8-0-0 to recommend that upper division G.E. requirements in areas C, D & E (Humanities, Social Sciences, & Capstone) be replaced with upper division area B, C, and D (Sciences, Humanities, and Social Sciences) courses.

4. M/S/P (Seitz/E. Stoper) 8-0-0 to recommend that the requirement of life-long learning, as described in EO 595, be a possible overlay for upper-division G.E. courses.

5. M/S/P (Seitz/A. Stoper) 8-0-1 to recommend that upper division G.E. science courses include numeracy and quantitative analysis, information literacy, and critical thinking

6. M/S/P (Ramsdell/Pan) 6-0-2 to recommend that all upper-division G.E. courses requiring advanced writing be capped at 35.

7. M/S/P (Green/Seitz) 10-0-0 to recommend that A2 (ENG 1002 Expository Writing II) be made a prerequisite for all the upper-division G.E. courses.

8. M/S/P (Claus/Green) 10-0-0 to recommend that A3 (Critical Thinking) be made a prerequisite for upper-division G.E. courses.
Proposed Revisions for 
General Education for the 21st Century CSUH
A Framework
II. G.E. Structure

Introduction

The proposed General Education structure is designed to meet the needs of those students that enter CSUH as the first time freshman students. The specific needs of the transfer students and how they will fit into the proposed structure will be addressed later.

Central features of the proposed G.E. structure are:

Cohorts for first year students. Entering freshmen will take a minimum of 27 units of course work with the same group of students. Students will participate in cohorts in their freshman year. Cohorts are intended to increase both learning and students’ sense of connection to the University.

Regular assessment of learning and enforcement of knowledge and skills requirements. Assessments at the end of the first year in the knowledge areas and basic subjects will be given.

Possible linked courses in the Sophomore year. Students may be able to take linked courses that will satisfy their requirements for lower-division General Education by the end of their Sophomore year.

Flexible upper division program. The proposed G.E. encourages departments to identify and recommend a list of specific courses for their majors to demonstrate linkages between upper division G.E. and the major.

Freshman Level

Minimum of 32 units for the freshman level distributed as follows:

A. 14 units Basic Skills which includes 8 units Basic Subjects¹: (4 unit course in English composition, and 4 unit course in Oral Communication, linked to the thematic sequence/cluster), and 4 unit course in Quantitative Reasoning; and a minimum of 2 unit course in Information Literacy². The prohibition on counting courses taken in the major department for General Education does not apply to these Basic Skills courses.

Note: Students are strongly encouraged to take Quantitative Reasoning and Critical Thinking in the Freshman year.

¹ To the extent possible, linked sections of the Basic Subjects will use topics, texts and assignments from the sequences/cluster. Faculty teaching both the thematic sequences/cluster and the linked Basic Subjects will consult to ensure substantive linkages in content between the sequences/cluster and the linked courses.

² Information Literacy course may be linked to the thematic sequences/cluster or taken as a separate course offered by the colleges.
B. 14 units in one knowledge area (Sciences, or Social Sciences, or Humanities or one course each in these three areas) which includes 12 unit, 3-term thematic sequence/cluster\(^3\) coursework and 2 unit activity module\(^4\) (1 unit, for two terms). Freshman clusters must have a strong plan to integrate the three courses.

C. All Freshman Clusters will show high collaboration and be supported by such things as: workshops for instructional faculty with stipend, administrative and clerical support, enhanced teaching units, and promotion-tenure-retention credit.

**Sophomore Level**

32 units in Sophomore level which is distributed as follows:

A. 24 units in the two knowledge areas (among science, social sciences, and humanities) that have not been taken in the freshman year. Students will choose from a lower-division General Education list of courses. Courses may be linked within knowledge areas (two or three science or two or three humanities or two or three social sciences, across knowledge areas (two or three courses from different knowledge areas) or skills courses linked with knowledge area courses (English 1001 or 1002 or Critical Thinking or Speech or Math/Statistics).

B. 4 units Performing Arts and Activities.

*The Lower Division G.E. total number of units: 60 units minimum.*

\(^3\) The following applies to all Thematic Sequences/Clusters:

- 12 units is a minimum requirement for the thematic sequences or course clusters. For example, a sequence/cluster in the Sciences (or in Languages) with lab units offered during one or more terms may be offered for 12 or more units.
- Thematic sequences/clusters may be created from three courses already offered. In that case, faculty would be expected to develop thematic linkages through topics, texts, assignments, lectures or lab experiences to model for students the integration of knowledge presented in the sequences/cluster. *Courses, however, must be Freshman level classes. Upper division courses, adapted for thematic sequences/clusters, must be revised to be appropriate for first-year college students.*
- Thematic sequences/clusters may be newly developed course sequences/clusters designed specifically for Freshman General Education.
- We encourage team-teaching where appropriate and feasible. It is not required.
- First and second year students who complete a cluster of linked courses in the Humanities, Social Sciences, or Sciences will be allowed to count one course from one cluster for both their General Education Program and their major.
- All such clusters of linked courses in lower division General Education will include one course in each of three different departments. **97-98 CIC 9**

\(^4\) In Activity Module students will be assigned specific activities connected to course content/assignments which concentrate on developing or honing particular skills. Both general and honors activities will be offered.
Junior-Senior Level
12 units of coursework in upper division Humanities and Social Sciences, and Sciences\(^5\):
Because the latter situation leads to a more integrated baccalaureate degree program, Cal State Hayward invites each major to prepare lists of suggested courses from those approved by the University for G.E. areas C4, D4, and E. These lists are sent to the G.E. Subcommittee of CIC which assembles all of them as part of an advising guide for upper division students. Students are free to select any courses approved by the University for Upper Division G.E., but the guide is very useful for students looking for UDGE courses that relate to and support study in the major field and lead to a more integrated baccalaureate experience. (99-00 CIC 18) The distribution of units is as follows:

A. 4 unit upper-division course in history, literature or philosophy that includes a significant writing component and emphasizes advanced communication and critical thinking skills; and

B. 4 unit upper-division course applying the methodologies or research findings of the social sciences to significant contemporary problems and emphasizing advanced writing and information literacy skills; and

C. 4 unit upper-division course in the sciences that includes numeracy, quantitative analysis, information literacy, and critical thinking skills.

The Upper Division GE total number of units: 12

Additional Requirements
4-unit upper division course with a focus on Lifelong Understanding and development of humans as integrated physiological and psychological entities. May also satisfy one of the Area Requirements (B6, C4, D4) in upper-division General Education.

4 units of Cultural Groups and Women remains as now. The courses in this requirement may be taken simultaneously with other G.E. requirements or as a separate course. Completion of U.S. history, U.S. Constitution and California government Requirement will continue to be met in addition to G.E.

Summary
Minimum 60 units Lower Division G.E. including:
- 32 units Freshman Level
- 28 units Sophomore Level

12 units Upper Division G.E. including:
- 12 units Junior and Senior Level

Total GE: 72 units minimum

\(^5\) Students must have upper-divison status (completed 90 units) and have satisfied the University Writing Skills Requirement or passed a second-tier writing skills course before enrolling in Junior level G.E.. Students must also have passed English 1002 and Critical Thinking before enrolling in Junior level G.E..

All upper-division General Education courses must be selected from outside the students’ major department but may be used to complete requirements for the major. Departments may take the lead in soliciting and assisting the development of course sequences or clusters which would support students’ learning in the major.
PROPOSED CHANGES IN THE CSUH G.E. PATTERN
AND CSU G.E. OBJECTIVES (E.O. 595)

This document shows how the proposed G.E. program complies with Executive Order 595 and additional current CSUH G.E. requirements. All G.E. courses are subject to review by the Committee on Instruction and Curriculum and the Academic Senate. All applications for G.E. courses will be reviewed by the G.E. Subcommittee.

LOWER DIVISION – 60 UNITS
(All courses must be lower division)

Area A Communication in the English Language (12 units)
  A1 Oral communication (4 units)
    4-unit oral communication course linked to the thematic sequence/clusters
  A2 Written Communication (4 units)
    4-unit English composition course linked to the thematic sequence/cluster
  A3 Critical Thinking (4 units)
    4-unit critical thinking course
    • All area A3 courses subject to review by Area A3 Subcommittee of CIC

Area B Natural Sciences and Mathematics (16 units)
12-unit freshman cluster or sophomore courses on physical and life sciences which must include a minimum of one unit of lab.
4-unit quantitative reasoning course

Area C Humanities: Fine Arts and Letters (12 units)
12-unit freshman cluster or sophomore courses on arts and letters.

Area D Social Sciences (12 units)
12-unit freshman cluster or sophomore courses on at least two social sciences

Area F Performing Arts and Activities (4 units)
4 units of performing arts and activities courses with major activity component (see 98-99 CIC 28)

Area G Electives (4 units)
2-unit activity adjunct to freshman cluster
2-unit information literacy course
UPPER DIVISION – 12 UNITS

(All courses must be upper division as must the student)

Area B6  Sciences  (4 units)
4-unit upper division science course including numeracy, quantitative analysis, 
information literacy, and critical thinking skills.

Area C4  Humanities  (4 units)
4-unit upper division humanities course emphasizing writing and advanced 
communication/critical thinking skills.

Area D4  Social Sciences  (4 units)
4-unit upper division social sciences course emphasizing significant contemporary 
problems and advanced writing/information literacy skills.

TOTAL UNITS REQUIRED – 72

General Requirements

One course (minimum 3 units) with focus on the contributions to American 
civilization and knowledge that members of various cultural groups and women 
have made. Must also satisfy one of the Area Requirements to count in General 
Education.

- All courses subject to review by Cultural Groups/Women G.E. 
  Subcommittee of CIC.

4-unit upper division course with a focus on Lifelong Understanding and 
development of humans as integrated physiological and psychological entities. 
May also satisfy one of the Area Requirements (B6, C4, D4) in upper-division 
General Education.

All courses applying for Lifelong Understanding overlay subject to review 
by subcommittee of CIC

A2, Written Communication, and A3, Critical Thinking, will be prerequisites 
to upper-division G.E. courses requiring advanced writing.

Courses satisfying code requirements in U.S. history, U.S. Constitution, and 
California state and local government do not apply to G.E.