PROGRAM SELF-REVIEW

FOR GENERAL EDUCATION DELIVERED BY THE PROGRAM OF

for the period _______ to _______

Date submitted _______

Prepared by:

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<th>Title</th>
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Home Department of the major:


Introduction and General Instructions

Our General Education requirements ask the students to show mastery in eight different Course Literacies:

- American Culture, Governance, and History
- Scientific Literacy
- Domestic Diversity
- Visual Literacy
- Oral Literacy
- World Cultures
- Quantitative Literacy
- Writing Experience

A more detailed discussion of the GE requirements and more expansive discussions of these GE Core Literacies can be found at: ge.ucdavis.edu. Your responses to the questions below should be made in consideration of the specific criteria listed for each of the core literacies on the GE website.

Each program, of course, contributes to the General Education requirement in the course of teaching the students its own Program Learning Outcomes. Not all programs are expected to offer courses that meet all eight literacies. If literacy is not met by courses in your department, it is appropriate to respond with NA.
GENERAL EDUCATION IN YOUR PROGRAM

How many courses does your program offer that fulfill each particular Core Literacy (e.g., how many courses satisfy the Scientific Literacy Core Literacy, Domestic Diversity Core Literacy)?

Enter text here.

In the last year, what was the largest-enrollment course your program offered that satisfied each particular Core Literacy (e.g., the largest course that satisfied the Writing Experience Core Literacy, the largest satisfying the Quantitative Literacy Core Literacy)? How many students enrolled in each such course?

Enter text here.

Looking at syllabi, assignments, and exams from the courses identified in 2(above), how do instructors address each Core Literacy? (For instance, in your program’s largest course satisfying the World Cultures Core Literacy, how does the instructor address World Cultures?)

Enter text here.

Looking at assignments and exams, how do instructors in these courses assess student learning of a given Core Literacy? (For instance, in your program’s largest class satisfying the American Culture, Governance, and History Core Literacy, how does the instructor assess student competency on this Core Literacy?)

Enter text here.

Please provide syllabi, assignments, exams, and a representative sample of student work for each class listed in the answer to Question 2 (above), to provide evidence regarding instruction and assessment of core literacies. (In practice, programs should interpret “representative sample” to mean the inclusion of work by 5-6 students. This work should represent a normal grade distribution for the class. For instance, if 16% of the students recent an A-range grade on a paper, while 32% receive a B-range grade, then one out of the six papers an instructor might submit should be an A paper, while two should be a B paper.)
What strategies does your program use to ensure that instruction in courses that satisfy particular General Education Core Literacies continues to meet the requirements for satisfying that particular General Education requirement? (For instance, how do you ensure that instructors for courses listed in the catalog as satisfying the Domestic Diversity requirement are presenting material covering the Domestic Diversity requirement and assessing the students’ learning of this General Education Core Literacy?)

Enter text here.