

1 **GENERAL EDUCATION TASK FORCE PRELIMINARY REPORT - SPRING 2018**

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15 **INTRODUCTION**

16

17 The General Education Task Force was appointed by the Academic Senate of CSU Fullerton (CSUF) in the

18 Fall of 2017 in response to the Chancellor’s revisions to Executive Order 1100 regarding the structure of

19 General Education. The charge of the Task Force was to consider the meaning of General Education (GE),

20 evaluate mandates and suggestions from the Chancellor’s Office, examine and suggest “big picture”

21 reforms and questions related to GE at CSUF, consider how to market GE in a way that affirms its value

22 to a CSUF degree, and to identify needs for institutional support. This report is intended as the beginning

23 of a conversation that must include all campus stakeholders. While the Task Force has developed some

24 recommendations, we recognize that more work must be done. Membership of the Task Force was

25 drawn from faculty from each college. The Task Force members included: Merri Lynn Casem (NSM;

26 Chair), K. Jeanine Congalton (COMM), Janna Kim (HHD), Sergio Lizarraga (ARTS), Eliza Noh (HUM),

27 Rosario Ordonez-Jasis (EDUC), Daniel Soper/Teeanna Rizkallah (MCBE), Jessica Stern (SOC SCI), and

28 Kevin Wortman (ECS). *Ex officio* members included: Brenda Bowser (HSS, current chair GE Committee),

29 Greg Childers (NSM, former chair GE committee), and Brent Foster (Interim Director Undergraduate

30 Studies & GE).

31

32

33 **ACADEMIC AFFAIRS/ACADEMIC SENATE RETREAT OUTCOMES**

34 To establish a foundation for our work, the Task Force reviewed and evaluated feedback from the Fall
35 2017 Academic Affairs/Academic Senate retreat on General Education. Five major points of consensus
36 emerged as a product of that review. The descriptions of terms provided in footnotes below reflect their
37 use by the Task Force and are not intended to represent standardized definitions.

- 38 • **Breadth¹ of the GE experience is important and must be retained** – The breadth of our
39 GE curriculum has the benefit of introducing students to academic disciplines, forms of
40 artistic expression, and areas of inquiry outside their previous educational experience;
41 thereby expanding and enriching their intellectual life.
- 42 • **Students should become global citizens²** - The University goal of cultivating engaged
43 global citizens relies on providing our students with course offerings that introduce
44 students to a range of ideas and knowledge that reflect regional and global
45 perspectives, as well as familiarize students with major historical events and movements
46 that have shaped those perspectives.
- 47 • **The quality of the GE curriculum is important and must be maintained** – GE is the
48 foundation of a comprehensive liberal arts education. The benefit and value³ of General
49 Education, as described above, can only be achieved through the efforts of all campus
50 stakeholders. A coherent message highlighting the value of GE needs to be made explicit

¹ Having to do with the range of academic disciplines and perspectives experienced by a student as a consequence of attaining a baccalaureate degree.

² One who identifies as being part of an emerging world community with all the associated rights and responsibilities

³ An ongoing commitment to the ideal of a liberal arts education

51 to students, staff, and faculty, alike. A commitment to the quality of GE requires support
52 from all levels of administration.

53 • **Commitment to supporting academic diversity across all colleges and departments –**

54 Academic diversity⁴, as manifest in the various scholarly and creative expertise of our
55 faculty, is key to providing students with the breadth of educational experiences and
56 depth of learning required to meet the University goal of cultivating global citizens. The
57 potential for interdisciplinary collaboration, both instructional and scholarly, is an
58 additional benefit of the strength of our diversity. In order to sustain the richness of our
59 scholarship, consideration must be given to funding models that allow for the support of
60 all departments, independent of size.

61 • **General Education is a form of social justice⁵ –** Student engagement in the GE

62 curriculum promotes social justice from two perspectives. GE coursework can educate
63 all students about issues related to power, oppression, privilege, equity and
64 empowerment. Arguably more important, GE courses can be transformative. The
65 experiences provided within the GE curriculum give our students the opportunity to
66 discover and explore interests and abilities undeveloped by their K-12 educational
67 experiences. This is especially important for our under-resourced, under-served, and/or
68 first-generation students. This also implicitly recognizes the regional demographics of
69 the communities we serve.

⁴ A reflection of the unique combination of expertise, perspectives, and life experiences of our students, faculty, staff, and administration.

⁵ Dealing with coursework addressing themes of privilege, power and oppression or referring to the expansion intellectual opportunities afforded under-resourced or under-served students

- 70 • **Institutional support will be critical as we address revisions to GE** – Ongoing
71 discussions, in a variety of venues, will be required for the successful transition and
72 maintenance of a quality GE curriculum. Institutional support in the form of novel
73 funding models, assistance with messaging⁶ and academic advising resources, as well as
74 development of incentives for interdisciplinary collaboration will be critical.

75

76 **PROGRAMMATIC IMPLICATIONS OF EXECUTIVE ORDER 1100 REVISED**

77 General Education at CSUF must fit within the following mandated changes to the system-wide
78 structure of GE:

- 79 • Required GE coursework cannot exceed 48-49 units, and unit caps are mandated for
80 each area.
- 81 • Upper division GE coursework can only be completed in Areas B, C & D (3 units per Area
82 for a maximum of 9 units)
- 83 • Students enrolling in upper division must have completed the lower division coursework
84 in GE Area A and B.4.
- 85 • Residency requirement of 9 units of upper division GE applies to coursework from any
86 CSU; it is no longer CSUF-specific
- 87 • GE coursework can be counted as meeting *both* GE requirements *and* major
88 requirements (double-counting)

⁶ Articulation and promotion of the value of GE as an integral and transformative part of a college education to students, faculty, staff and community members.

89 The immediate effect of these changes to CSUF have been addressed by the University's
90 General Education Committee through revisions to UPS 411.201 *General Education: Breadth*
91 *Objectives and Course Development*. The following is a summary of those changes:

- 92 • General Education may be taught in all modalities from in-person to hybrid and fully
93 online.
- 94 • Learning Objectives for GE Area A.1 have been modified to include effective listening
- 95 • GE Area C has been re-organized with C.3 covering Origins of World Civilization and C.4
96 addressing Explorations in the Arts or Humanities
- 97 • The topic of finance has been moved from Area E to Area B.4
- 98 • Courses in Area E may include topics related to student success strategies and
99 information literacy.
- 100 • Credit for upper division GE courses work is limited to Areas B.5, C.4 and D.4
- 101 • Area D has been reduced from 15 to 12 units. There is no longer a requirement for a
102 course in Modern World History.
- 103 • Upper division courses in Area E can only meet the Lifelong Learning & Self-
104 Development requirement, not the upper division coursework requirement.
- 105 • Overlay⁷ Z *Cultural Diversity* replaces Area Z. Courses in any of the GE Areas, excluding
106 Areas A.1, A.2, A.3, and B.4, can apply to be considered for inclusion as a cultural
107 diversity course.

108

⁷ A GE requirement that can be met by coursework in more than one GE Area

109

110 WHAT MAKES THE GE CURRICULUM/STUDENT EXPERIENCE UNIQUE TO CSUF?

111 The structure imposed by Executive Order 1100 functions to standardize the GE curriculum
112 across the CSU, thereby facilitating “transferability” of GE credits between campuses. CSUF can
113 place our own unique “stamp” on GE within the mandated structure. Two questions deserve a
114 broader, campus-wide, discussion: (1) “what unique features of GE do we want to retain at
115 CSUF?” and (2) “what do we envision GE could be at CSUF?” At this initial stage, the Task Force
116 has identified the following four key ideas:

- 117 • Students should be able to explore diverse disciplines and discover new interests,
118 talents, and perspectives through their GE coursework.
- 119 • To meet students’ needs, GE coursework should promote interdisciplinary perspectives
120 and provide integrative and transformative educational experiences.
- 121 • GE should introduce students to their rights, responsibilities, and identities as informed
122 and engaged citizens from local, regional, national, and global perspectives.
- 123 • As a result of their GE coursework, students will have the knowledge, skills and attitudes
124 required to fully engage in their post-graduate lives as informed and literate local,
125 regional, national, and global citizens.

126

127 IDENTIFICATION OF THE CHALLENGES

128 The following is a list of the three top challenges facing the GE curriculum at CSUF as identified
129 by the Task Force. While other challenges will likely manifest as the revisions to GE are

130 implemented in the Fall 2018 semester, we believe these concerns deserve immediate
131 consideration.

132 **Challenge 1.0 – Maintaining the *CSUF stamp* on the GE experience**

133 **1.1 – Preserving breadth in the face of double-counting.** One of the major concerns
134 expressed in the feedback from the Academic Senate retreat was that the removal
135 of the restriction on double counting would result in a reduction of the breadth of
136 GE coursework completed by students. It is probable that students will be motivated
137 to take those GE courses that provide more practical value by meeting graduation
138 requirements for GE and their majors. Potentially, students could complete the
139 majority of their CSUF coursework within a single college, thereby diminishing the
140 breadth of their GE experience.

141 **1.2 – Encouraging students to explore and discover.** GE has the power to be a
142 transformative educational experience for our students, but only if they are
143 encouraged to be open to that potential. When students view the GE curriculum as a
144 series of boxes to be checked, or are unaware of the range of disciplines offered at
145 CSUF, it is unlikely that they will recognize the opportunity afforded by GE to explore
146 and learn.

147 **1.3 - Support a meaningful and intentional GE experience for the student.** As
148 mentioned above, we cannot assume our students recognize the value of the GE
149 curriculum as part of their overall college education. We need to strive to ensure
150 that students make intentional decisions about how GE courses contribute to their
151 academic, intellectual, and personal development. The GE Task Force asserts that

152 “meaningful and intentional” can take different forms. Some students may benefit
153 from the inherent educational value of taking seemingly unrelated courses across
154 disciplines, which gives them room to explore or develop multiple interests. Other
155 students (as well as faculty, staff, and advisors) may look at a GE program that
156 provides an expansive list of course options as incoherent (e.g., “just pick something
157 from here and something from there”). This perception obscures the fact that the
158 GE curriculum was developed in an intentional way to promote broad student
159 learning. In the absence of “buy-in” of a clearly articulated explanation of the role of
160 the GE curriculum, a student’s experience of GE may be driven by pragmatic
161 considerations (e.g., work schedule, when is the class offered, is the class online or
162 in-person, what is the reputation of the instructor).

163 **1.4 – Ensuring that our GE curriculum is reflective of the strengths and needs of our**
164 **local demographics.** Our campus serves a specific community in southern California,
165 and as such we should be a reflection of that community. The value of GE to a
166 student’s educational experience at CSUF may become more apparent if the
167 associated coursework makes connections to the student’s community, socio-
168 economic, ethnic and diverse backgrounds. “Seeing themselves” reflected in both
169 the structure and content of the GE program contributes to students’ learning and
170 sense of belonging to the campus. Additionally, the GE curriculum provides a
171 relevant transformative pedagogy that will empower students to affect their own
172 lives and the conditions of their respective communities. Consideration of our local
173 demographics can also facilitate articulation with local community colleges.

174 **1.5 – Continuing to train students to be engaged global citizens.** The campus remains
175 committed to providing our students with the experiences and instruction that will
176 prepare them to be fully engaged citizens. However, the loss of GE Area D.2 World
177 Civilizations and Culture, specifically the requirement for HIST 110B, means that
178 students may graduate from CSUF without a basic understanding of modern world
179 history. Without this historical knowledge, students will be less prepared to
180 understand and to engage as responsible citizens with the global diffusion of goods,
181 ideas, institutions, and values; evolving patterns in economic and social history; and
182 the large-scale environmental, ecological and biological processes brought about by
183 human migrations.

184 **Challenge 2.0 – “Steering a Big Ship”**

185 **2.1 – Managing the impact of GE changes on students.** The effect of the revisions to
186 EO1100 will be felt by our students beginning in the fall semester of 2018. While the
187 incoming first-year class will be most immediately affected by the revisions,
188 continuing and transfer students will be impacted as GE Areas disappear, courses
189 are re-classified within GE, and messaging and advising about GE requirements
190 becomes more complex. Faculty teaching GE courses that have changed Area will
191 need to be mindful of this “duality” including messaging in their syllabi that is
192 appropriate for both populations of students. The accuracy of the Titan Degree Audit
193 (TDA) will be challenged. There may be a push by students to adopt the Fall 2018
194 catalog year under the misconception that fulfilling GE requirements will be “easier.”

195 The existence of dual GE requirements will be an ongoing issue for the next several
196 years.

197 Another potential effect of EO1100 on students relates to the requirement for
198 double-counting. While double counting provides an efficiency to a student's
199 coursework and may benefit students who explore their options for a major through
200 GE, it also has the potential of limiting a student's experiences if they become
201 "anchored" by completing a majority of their GE courses within a single department
202 or college.

203 **2.2 – Addressing the current size of the GE course offerings.** Some Areas within our
204 current GE curriculum contain a large number of courses. This diversity of course
205 offerings likely reflects responses to perceived needs within the curriculum over
206 time and the evolution of faculty expertise. The size of our current GE curriculum
207 has the potential to work against a sense of coherence. Some students may face
208 "paralysis by choice" becoming overwhelmed as they consider which classes to take.

209 **2.3 – Managing the impact of GE changes on departments and programs.** Staffing the
210 GE curriculum represents a significant commitment of faculty resources by
211 departments and programs across the campus. Any change to the status quo will
212 necessarily have an effect on planning and hiring. The impact of the loss of GE Area
213 D.2, the change in classification of GE Areas C.3 and C.4, and the restriction of upper
214 division GE to Areas B, C, and D are changes that can be predicted and accounted for
215 in a strategic fashion. The potential impact of double counting and changing
216 enrollment patterns are more difficult to anticipate. Departments and programs that

217 rely on GE courses as prerequisites for their majors or that use the FTES⁸ generated
218 by GE to support their majors' course offerings will be negatively impacted in their
219 ability to contribute to the breadth of GE, to offer a robust curriculum for their
220 majors, and to hire and retain faculty.

221 **Challenge 3.0 – Fiscal Realities**

222 **3.1 – Addressing the current funding model.** While we all value GE for its place in the
223 educational mission of a comprehensive university, we must also acknowledge the
224 role GE plays in the financial life of the University. Enrollment numbers in GE courses
225 have a practical economic impact on departments and programs. The current
226 funding model based on FTES enrollment promotes a sense of territoriality between
227 academic units as they compete for limited dollars. Consequently, any change that
228 threatens established funding streams may increase anxiety and heighten divisions
229 between academic units.

230 **3.2 – Develop funding mechanisms to support and promote collaboration within and**
231 **between academic units.** One of the premises stated in EO1100 is that “faculty are
232 encouraged to assist students in making connections among disciplines to achieve
233 coherence in the undergraduate educational experience” (EO1100 pg. 5). Coherence
234 in the GE curriculum implies, at a minimum, communication between departments
235 and programs. Currently, there is no obvious funding mechanism to facilitate
236 collaboration, let alone communication, between academic units.

237

⁸ Full Time Equivalent Student

238

239

240 **IDENTIFICATION OF POTENTIAL SOLUTIONS**

241 While the Task Force recognizes that significant challenges exist as we implement the revisions
242 to our GE curriculum, we share the belief expressed by many of our colleagues that these
243 changes create new opportunities. The following are ideas developed by the Task Force in
244 response to the challenges outlined above. This is not intended to be an exhaustive list, and it is
245 certain that continued discussions amongst all stakeholders on campus will yield more ideas.

246

247 **Potential Solutions to 1.0 – Maintaining the *CSUF stamp* on the GE experience**

248 **Overlay Z** – Overlay Z remains a unique part of our current GE curriculum. Because it is
249 an “overlay” and not a separate GE category, it does not add to the total number of
250 units required for GE. Currently, Overlay Z encompasses the theme of Cultural Diversity
251 and in order to be certified a course must meet all of its learning objectives. The current
252 learning objectives for Overlay Z⁹ address issues related to social justice, power,
253 oppression, privilege, and community empowerment are handled in our GE curriculum
254 (Challenge 1.1). In order to maintain the rigor and value of Overlay Z, a revised category
255 the title (e.g., “Power, Privilege, Oppression, Equity, and Empowerment” instead of
256 “Cultural Diversity”) and revised learning objectives for the category, could more
257 explicitly address historical and contemporary relations of power, privilege, and

⁹ UPS 411.201

258 oppression based on *race, ethnicity, culture, gender, sexual orientation, class, and/or*
259 *ability* (Challenges 1.1, 1.4, and 1.5).

260 **Overlay X** – We could also consider creating a new overlay organized around the themes
261 of global awareness and citizenship. As an overlay, this requirement would not add to
262 the GE unit cap and would instead draw on existing or new courses within the GE
263 curriculum. While this approach is not a direct replacement of HIST 110B, it creates the
264 opportunity for re-imagining how we can ensure that our graduates understand the
265 critically major themes of politics, economics, environment, and culture that recur
266 throughout the historic and contemporary world. The Task Force suggests that this
267 overlay could fall specifically within the GE Areas B.5, C.4 and D.4, associated with upper
268 division course offerings, thereby ensuring that all CSUF graduates, even transfer
269 students, have completed at least one course that explicitly addresses the theme of
270 regional and global citizenship (Challenges 1.4 and 1.5). Alternatively, the overlay could
271 be attached to a University requirement similar to the upper-division writing
272 requirement.

273 Modification of the existing overlay and the addition of a new overlay will have practical
274 impacts that must be considered. Changes to the learning objectives for Overlay Z would
275 have an immediate and dramatic impact on existing certified courses and would require
276 a significant effort by the General Education Committee to re-certify courses. The
277 addition of a new overlay, while not increasing the overall number of courses required
278 for GE, could affect high unit majors that are limited in their selection of courses as
279 mandated by the associated accrediting bodies. With all of this, the modification of the

280 existing overlay and the addition of a new overlay does not address the concern that
281 students could become “anchored” to a single college.

282 **Built-in Breadth** - One of the most common concerns expressed at the Academic Senate
283 Fall 2017 retreat dealt with the potential loss of breadth from our undergraduates’
284 educational experience, as a potential consequence of the revisions to EO1100 which
285 permit double counting of all GE courses. Given the apparent consensus about the value
286 of breadth within the GE curriculum, a possible response to the perceived threat could
287 be to take direct action to ensure that students complete coursework from across the
288 campus. The details of such a mandate would need to be determined through
289 consultation with all campus stakeholders, however, it might include one of the
290 following possible requirements: 1) completion of at least three lower division GE
291 courses in a college other than that of a student’s major (including prior institutions in
292 the case of transfer students), 2) completion of at least one upper division GE course
293 outside the student’s home college, 3) completion of at least one course in each of
294 three different colleges outside the student’s home college, or 4) completion of at least
295 one interdisciplinary course. A requirement for breadth could be established as
296 University requirement that could be met either within GE or separately. The impact of
297 such a requirement on transfer students and students in high unit majors would need to
298 be carefully considered.

299 **Quality Academic Advising** – Students deserve to receive culturally competent,
300 equitable and inclusive advising that considers local demographics while challenging
301 students to excel. Advising is especially critical for our undeclared students, 62 percent

302 of whom are first generation students.¹⁰ Integrated and coherent academic advising
 303 promotes the Programmatic Goals of General Education (UPS 411.203). Advising can be
 304 used to encourage the exploration and discovery that we believe best serves the
 305 intellectual and personal growth of our students (Challenges 1.2 and 1.3). Advising that
 306 addresses the unique needs of individual students would be preferred over the
 307 development of pathways or other structured/prescribed curricula that might limit
 308 student choice.

309 Student “buy-in” for the role of GE curriculum as a “value-added” component of their
 310 degree could be promoted by consistent messaging across multiple platforms, not just
 311 in advising appointments (Challenge 1.3). This includes the Titan Degree Audit that may,
 312 inadvertently, lead students to select courses based on alphabetical listing rather than
 313 content (choose the first thing you see).

314 **Themes and Recommendations** - One suggestion to facilitate student decision-making is
 315 to create subcategories within the larger GE Areas (e.g., B.5, C.2, C.4, D.4, and E) that
 316 organize existing (or future) courses by theme to help students in the selection of
 317 courses and to provide a sense of coherence (Challenge 1.3), guide decision making, and
 318 promote exploration and discovery within the GE curriculum (Challenges 1.1 and 1.2).

319 The following is a sample of what this might look like:

320 **B.5 Implications and Explorations in the Natural Sciences and**
 321 **Mathematics/Quantitative Reasoning**

322 **B.5.1 Humans in the Natural World**

323 ANTH322 - Human Behavior

324 ANTH 344- Evolutionary Anthro

325 BIOL 305 - Human Heredity and Devo

¹⁰ from GE Advising Distribution Report – February 2018

326	BIOL 310 - Human Physiol
327	COMD 303- Biol of Human Communication
328	B.5.2 The Environment
329	BIOL 300 - Environmental Biol
330	BIOL 319 - Marine Biol
331	CHEM 313A - Pollution: Air
332	CHEM 313B - Pollution: Water
333	GEOG 328 - Global Change & Environ
334	B.5.3 Science as a Human Endeavour
335	HIST 330 - History of Science
336	LBST 333 - Evolution & Creation
337	PHIL 303 - Intro to Philosophy of Science
338	

339 Another approach to encouraging students to explore the diverse course offerings
 340 available on campus could be to provide students with recommendations for future
 341 coursework. Similar to Amazon or Netflix, near the end of the semester, students would
 342 receive a message along the lines of “If you liked POLSCI 100 you might enjoy taking
 343 AMST 345 or Phil 340 (GE Area C.4).” These recommendations, developed in
 344 consultation with faculty as content experts, would reflect an academic advising
 345 perspective that could result in recruitment of students to a major (secondary major or
 346 minor). Recommendations could be disseminated through the student portal, increasing
 347 access to quality GE advising, in a forum that would be easily available as students as
 348 they make plans for the next semester.

349 **Re-examine the Existing GE Curriculum to Identify and Focus on the CSUF *stamp***– The
 350 necessity for a revision of the GE curriculum can be leveraged as an opportunity for a
 351 “fresh start” to consider the question of “what does GE mean at CSUF?” With university
 352 funding and other support, each academic unit could use this moment to reflect on that
 353 question and participate in a larger, campus-wide discussion (Challenge 3.2) as they
 354 evaluate their contributions to GE (Challenge 2.2) and make plans to align their courses

355 with the new GE structure while still retaining the CSUF *stamp*. As part of this process,
356 departments and programs should consider how they might engage in collaboration and
357 coordination with other departments and programs, both inside and outside their
358 respective colleges (Challenge 3.2).

359 **Development of an *Explore Core* to encourage Exploration and Discovery** – A series of
360 lower-division, cross-disciplinary courses organized around a theme could be developed
361 to introduce students to different perspectives related to that theme through the
362 involvement of faculty from diverse departments and programs (Challenge 1.1). This
363 novel curriculum would directly support the transformative potential of GE (Challenge
364 1.2) while also modeling its interdisciplinary nature (Challenge 1.3). The development of
365 these new courses could minimize the concerns related to faculty hiring and retention
366 (Challenge 2.3). Details of the Explore Core curriculum are provided in the appendix.

367 **Build on our Communities** – Our student body is a showcase of the diversity of our local
368 communities (Challenge 1.4). A comprehensive GE offering should capitalize on that
369 diversity through a curriculum that reflects the history, challenges, hopes and
370 aspirations of our diverse, local communities. Courses could be developed that would
371 include a service-learning or community-based learning component. Courses could
372 address issues of social justice, including the socio-cultural, political, historical and
373 institutional contexts of restricted opportunities for historically marginalized groups
374 within the United States. One way to achieve this goal would be to open up the
375 American Institutions curriculum (GE Areas D.2 and D.3 - Title V) to any department.

376 By enhancing our GE curriculum with the community's diverse experiences, we will add
377 relevance to the curricular contents, while providing students with the necessary skills
378 to succeed in real world contexts. Additionally, this approach would also invite students
379 to invest back in their local communities (Challenge 1.5). The Task Force suggests
380 consideration of modification of the GE Programmatic Student Learning Goals and
381 Learning Outcomes (UPS 411.203) to specifically address community engagement.

382

383 Potential Solutions to 2.0 – “Steering the Big Ship”

384 **Send a Unified Message about the Value of GE** – GE needs to be recognized as a valued,
385 integral, and transformative part of a college education. GE broadens students'
386 awareness of the world and themselves. It provides the knowledge and skills that allow
387 them to participate effectively in society. It provides a foundation that they will build
388 upon their entire lives. This perspective needs to be adopted not only by students, but
389 first and foremost, by faculty, staff, and administration. Meaningful change to GE can
390 only occur through a “grassroots” effort involving all campus stakeholders; “top down”
391 directives are less effective. Discussions about the role of GE and the structure of the
392 GE curriculum should take place in a range of venues on campus and include students,
393 faculty, staff, and administration (Challenges 2.1 and 2.3).

394 **Effective Communication of the Value of GE** – Students need to understand that GE is a
395 purposeful activity that enhances the quality of their degree, contributes to well-
396 rounded personal development, prepares them for the jobs that do not yet exist, and
397 empowers them to engage in an informed civil manner. Communication includes both

398 messaging about the value of GE (see above), the coherence of the GE curriculum,
399 dissemination of specific information regarding changes to GE, and promotion of
400 advising or other resources. Practically, at a minimum, the campus needs effective
401 communication to supplement GE advising and enhance student understanding of how
402 the revisions to GE will impact them as individuals (Challenge 2.1).

403 A GE communication campaign could take many forms. One approach, described above,
404 would be to cluster existing courses within a GE Area into subcategories organized
405 around common themes to give students a better sense, both of what these courses are
406 about and how they fit together into a coherent educational experience (Challenge 2.2).

407 Communicating the new rule regarding double counting could promote the idea that
408 double counting should be coupled with exploration (Challenges 1.1 and 1.2). Students
409 will be able to “test the waters” of different majors by taking introductory majors’
410 coursework that also meets GE requirements. The connection between the GE Learning
411 Objectives and life skills, preparation for future careers, and engagement as a local,
412 regional and global citizen could be made more explicit (Challenge 1.4 and 1.5). As part
413 of that effort, a novel communication campaign “*What is GE to Me?*” could be
414 developed that features insights gathered from students, staff, faculty, and alumni.
415 Additionally, an alumni survey could be developed and administered to gather empirical
416 (albeit, historical) evidence of the impact of our GE program on our graduates.

417 **Dedicated Director of General Education** – It is suggested that a dedicated Director of
418 General Education be appointed to oversee and facilitate the GE curriculum. While the
419 Task Force recognizes and appreciates the efforts of our colleagues who have served

420 under that title, we also recognize that this position cannot be a dual appointment. The
421 enormity and complexity of the GE program requires full attention.

422 The Director of General Education would serve as liaison between faculty and
423 administration. They would provide leadership through campus-wide discussion related
424 to GE (Challenge 1.3). They would be the point person for issues of compliance and
425 communication with the Chancellor's office. The Director would be key to the
426 development and implementation of a transition plan and any marketing efforts related
427 to GE (Challenge 2.1). This person would also play a key role in facilitating interactions
428 within and between colleges as we strive to foster more cross-disciplinary collaborations
429 (Challenges 1.1 and 1.2). Finally, this person would serve in an advisory role on the
430 University GE Committee.

431 **Work towards a More Coherent GE Curriculum** – The transition to the new, mandated,
432 GE curriculum can be viewed as an *opportunity* to update and improve our course
433 offerings (Challenges 1.3 and 2.3). This is an opportune time to consider whether the
434 current GE Learning Objectives should be modified or updated to address concerns
435 related to the changes in the structure of GE or to promote greater coherence within
436 the GE curriculum. EO 1100 references (pg. 5) the use of the Liberal Education and
437 America's Promise (LEAP) Essential Learning Outcomes as a model for GE learning
438 outcomes. LEAP Essential Learning Outcomes are the product of the Association of
439 American Colleges and Universities.¹¹ They include knowledge of human cultures and
440 the physical and natural world, intellectual and practical skills including, inquiry, critical

¹¹ <https://aacu.org/leap/essential-learning-outcomes>

441 thinking, written and oral communication, quantitative literacy, information literacy and
442 teamwork/problem solving, personal and social responsibility including civic
443 engagement, intercultural knowledge and competence, ethical reasoning and skills for
444 lifelong learning and finally, integrative and applied learning that includes synthesis and
445 advanced accomplishment across general and specialized studies. While many of these
446 themes already exist within our current GE Learning Objectives, there may be value in
447 reviewing the extent to which these essential themes can be articulated throughout the
448 GE curriculum of a model comprehensive public university the size of CSUF.
449 Another way that progress could be made towards a more coherent and integrated GE
450 curriculum would be through a Departmental/Programmatic review of existing GE
451 course offerings (Challenge 2.2). Courses that require prerequisite coursework from
452 within the same GE subarea (e.g. C.1, C.2, D.1) should be removed. Departments and
453 programs should consider re-evaluating any upper division courses currently assigned to
454 GE Area E with the goal of revising and re-certifying those courses for inclusion in GE
455 Areas B, C or D. The removal of upper division courses from Area E will help prevent
456 confusion on the part of students (Challenge 2.1).

457 **Potential Solutions to 3.0 – Fiscal Realities**

458 **Alternate funding models** – Do funding models exist that avoid creating competition between
459 academic units for limited dollars (Challenge 3.1)? Could a “profit sharing” model work on our
460 campus? Departments and programs need a reliable source of funding to allow for planning
461 and hiring. A move away from a GE/FTES-based model could provide stability through the
462 “boom and bust” cycles that accompany changes in the State’s economy. Smaller units,

463 particularly those departments and programs that enrich our curriculum through instruction
464 related to cultural competency and diversity learning, are especially vulnerable. For example,
465 the 5-year course rotation policy under EO 1100 either should be implemented on a case-by-
466 case review basis or should be mitigated through a funding model that is not tied only to FTES
467 targets. This would allow smaller units to maintain stability and to continue offering the
468 breadth of its GE and major courses (Challenges 1.1 and 3.1).

469
470 **Supporting Curricular and Professional Development** – An investment in faculty and
471 staff is required to implement the revisions to the GE curriculum mandated by the
472 Chancellor’s Office (Challenge 3.2). The need for integrated and coherent GE advising
473 has been described elsewhere in this document. Implicit in that recommendation is
474 training for the individuals who will serve as advisors. Similarly, efforts to promote
475 collaboration within and between colleges will require administrative support. Activities
476 centered on curriculum development, especially through cross-disciplinary
477 collaboration, will require both financial support and recognition within the
478 Retention/Tenure/Promotion process. Funding for initiatives specific to GE curriculum
479 development or revision need to be budgeted separately from existing funding for the
480 Faculty Development Center.

481 **Promoting Double Majors and Minors** – Current data suggests that very few students
482 elect to pursue a second major (<2.5%) or a minor (<5%)¹². Increased student
483 engagement with minors or second majors that augment, complement, and add depth

¹² Information from Brent Foster, Interim Director of Undergraduate Studies and GE

484 to their primary majors could serve as mechanisms to support smaller departments and
485 programs, promote collaboration without diluting academic rigor, and encourage
486 breadth (Challenges 3.1 and 3.2). There is room within the 120-unit requirement for
487 graduation for most, although not all, CSUF majors to pursue coursework resulting in a
488 second major or minor. Minors could be designed and marketed around themes related
489 to career enhancement, cultural engagement, or current trends taking advantage of
490 interdisciplinary expertise across campus and promoted through academic advising.
491 Double majors are necessarily more challenging, but could likewise be advocated for
492 through academic advising.

493

494 **RECOMMENDATIONS**

495 Revision and “re-envisioning” of the General Education curriculum at CSUF will require
496 sustained effort and attention. As a start, the 2017/2018 GE Task Force has the following
497 recommendations:

- 498 **1.** Promote ongoing campus-wide discussions of “what GE means at CSUF”.
 - 499 a. Include students (ASI, other?) in a discussion of the role of GE in a college
500 education
 - 501 b. Encourage departmental review of existing GE course offerings and discussion of
502 the creation of subcategories or themes within some GE Areas.
 - 503 c. Request that the GE Committee consider revising UPS 411.201 to forbid courses
504 that require prerequisite coursework from within the *same* GE subarea.

- 505 d. Develop messaging campaigns to inform the campus of changes to GE and
506 promote the value of GE.
- 507 e. Revisit/Review GE Learning Objectives (UPS 411.201) and consider how they
508 might align with the LEAP Essential Learning Outcomes.
- 509 f. Discuss the inclusion of community engagement in the GE Programmatic Student
510 Learning Goals and Learning Outcomes outlined in UPS 411.203.
- 511 g. Decide, in consultation with the campus community, whether or not to update
512 the GE Learning Objectives associated with *Overlay Z Cultural Diversity* in
513 advance of scheduled recertification of courses in the overlay.
- 514 h. **Overlay X: Global Awareness and Citizenship** – Begin a campus-wide discussion
515 of the possibility of creating a new Overlay to address the loss of HIST 110B
516 Modern World History from the GE curriculum. The training of students to be
517 informed and engaged global citizens requires that engage with course material
518 specific to modern world history. Alternatively, such coursework could become a
519 University requirement outside of GE.
- 520 i. Discuss the idea of promoting double majors and/or minors as a mechanism to
521 encourage exploration and discovery while supporting breadth. Create a forum
522 for the discussion of how our existing minors articulate with majors, especially
523 majors from other colleges. Encourage cross-campus collaboration to develop
524 new minors to address areas of perceived need or in response to national trends.
- 525 **2. Administrative support for curricular and professional development**

- 526 a. Provide funding to support initiatives that directly address the revised GE
527 curriculum, including, but not limited to the development and piloting of a series
528 of interdisciplinary *Explore Core* courses.
- 529 b. Provide resources and support to update and enhance the training of GE
530 advisors.
- 531 **3.** Development of a transition plan for Fall 2018 onward.
- 532 a. Consider the appointment of a Director of GE to initiate campus-wide
533 conversations, facilitate collaboration, and coordinate implementation of future
534 changes to GE.
- 535 **4.** Explore alternative funding models that reduce the competition for dollars between
536 academic units.

537

538

539 **FUTURE ISSUES & ACTIONS**

540 This document represents a preliminary report, and as such does not attempt to address all
541 aspects of the GE curriculum. The following are topics that will require more careful
542 consideration in future:

- 543 1. First Year Experience – The FYE program at CSUF is intended to function to enhance
544 student retention through 1) developing a student’s sense of ‘belonging’ both to CSUF
545 and as a scholar, 2) making students aware of campus resources, and 3) providing
546 students with a sense of community and cultural awareness. EO1100 includes reference
547 to student success strategies in the learning objectives for GE Area E. The Task Force did

548 not have the time or resource to fully consider FYE and its impact on GE Area E. The
 549 campus needs to address the question of whether FYE belongs in GE Area E, whether it
 550 should it be a University requirement outside of GE, or whether the goal of improving
 551 student retention could be met in another way such as college-specific initiatives.

552 2. Begin a campus-wide discussion about establishing a requirement for breadth either
 553 within GE or as a University requirement.

554 3. Discuss the role of a Director of GE heading a collaborative effort to develop,
 555 implement, and promote GE through shared a process governance.

556 4. Develop, administer and analyze an alumni survey specific to GE.

557

558

559 **GLOSSARY**

560 (The following reflect how these terms were used by the Task Force and are not intended to
 561 represent formal definitions).

- 562 • **Breadth** – Having to do with the range of academic disciplines and perspectives
 563 experienced by a student as a consequence of attaining a baccalaureate degree. Breadth
 564 implies that students have completed coursework in multiple colleges. From the
 565 perspective of the traditional liberal arts education, at a minimum these would include;
 566 College of the Arts, College of Humanities and Social Sciences, and College of Natural
 567 Sciences and Mathematics.
- 568 • **Diversity** – Considering the range of both academic disciplines and human experience.
 569 Students should have the opportunity to engage with the spectrum of intellectual

570 pursuits represented by the colleges, departments and teacher/scholars that make up
571 the University. In doing so, students should also become aware of differences in
572 language, socio-economic experience, culture and history, identity and ability that are
573 inherently part of campus life.

574 • **Global Citizenship** – Having a comprehensive understanding of the major political,
575 economic, intellectual, environmental, and cultural themes recurring throughout the
576 history of the world and having an appreciation for the interconnected and complex
577 challenges and opportunities that exist for peoples and countries across the globe. A
578 global citizen identifies as being part of an emerging world community with all of the
579 associated rights and responsibilities.

580 • **Overlay** – A GE requirement that can be met by coursework in more than one GE Area.
581 For example, the current Overlay Z (formerly Area Z) can be met by completion of any
582 course that has been certified as meeting the learning outcomes related to cultural
583 diversity.

584 • **Student-centered** – To give consideration and value to the needs, experiences, and
585 perspectives of our students. Decisions related to GE should be made in the best
586 interest of our students, in a way that views students as whole, human beings, not as
587 consumers or workers.

588 • **Regional Citizenship** - Having a comprehensive understanding of the political, economic,
589 intellectual, environmental, and culture of our regional and local communities. A
590 regional citizen identifies as being part of a country, state, and local community with all
591 the associated rights and responsibilities.

- 592 • **Social Justice** – Referring to coursework that addresses themes related to power,
593 privilege, oppression, and the impact of these on communities and populations.
594 Alternatively, social justice may be used to describe the impact of the educational
595 opportunities afforded by a college education to under-resourced or under-served
596 students. These impacts can be viewed as both short-term (raising awareness of
597 academic disciplines and fields of study missing from the student’s prior education) and
598 long-term (enriching and empowering the student’s cultural life and future well-being).
- 599 • **Value** – In the context of General Education, value refers to an ongoing commitment to
600 the ideal of a liberal arts education, whether in the traditional sense of coursework in
601 the areas of the arts, literature, philosophy, mathematics, social and physical sciences or
602 something more progressive such as the actualization of human potential.

603

604 **APPENDIX – EXPLORE CORE**

605

606 **Introduction**

607 The implementation of the revised EO 1100 and EO 1110 present challenges for the universities
608 within the CSU system. These challenges can “create new opportunities” for students and
609 faculty. One such opportunity focuses on a creative model for developing new General
610 Education courses. That model, hereafter referred to as *Explore Core*, provides one means for
611 managing the challenges of implementing the Executive Orders.

612

613 **Justification**

614 A program such as Explore Core provides California State University, Fullerton with another
615 means for it to claim uniqueness in its General Education program. As noted in the GE Task
616 Force Preliminary report, Explore Core could consist of a series of lower division, cross-
617 disciplinary courses organized around a theme that introduces students to different
618 perspectives and adds depth to topics related to that theme through the involvement of faculty
619 from diverse departments and programs.

620 Explore Core responds to the issues addressed at the Academic Affairs/Academic Senate
621 Retreat on General Education. For example, courses in this program guarantee that students
622 would be exposed to a breadth of issues, faculty members from various disciplines, and in turn,
623 various departments and degree programs. This innovative program would involve various
624 campus stakeholders. Faculty and administration buy-in to this program would ensure its
625 sustainability. With the necessary support, faculty from various colleges would be able to
626 collaborate on curricula. And, promoting new ideas would spur innovation in the General
627 Education curriculum. In addition, as the student population changes and/or the needs of our
628 students change, the development of Explore Core courses around new, emerging themes,
629 would provide a means for responding to those changes. Explore Core is designed to provide
630 students “with the opportunity to discover and explore interests,” interests that many of our
631 students, especially first generation or under-resourced students, are not made aware of
632 before coming to campus. By exposing them to new areas of study, Explore Core provides the
633 opportunity for first year students to learn about a number of disciplines in a single course.
634 Participation in such a course could be especially impactful for undeclared students. To move
635 these ideas from a concept to practice, the GE Task Force understands the need for “ongoing

636 discussion” so that campus stakeholders have the opportunity to discuss topics related to
637 interdisciplinary collaboration.

638 Explore Core also promotes the uniqueness of the California State University, Fullerton stamp
639 on our students’ General Education experiences. Overlay Z, for example, is one means for
640 maintaining the unique features of our general education program. As noted in the report,
641 Explore Core is responsive to the three ideas identified by the Task Force. With its emphasis on
642 interdisciplinary and cross-college collaboration, Explore Core would allow students “to explore
643 diverse disciplines” and perhaps, ‘discover new interests, talents and perspectives.” Explore
644 Core would “promote interdisciplinary perspectives and provide integrative learning
645 experiences.” And, the Task Force believes that the opportunity to experience multiple
646 perspectives focused on a single topic would help students to become “more informed and
647 literate global citizens.”

648 Explore Core is responsive to some of the challenges cited by the Task Force. As
649 aforementioned, Explore Core would promote the uniqueness of the CSUF GE experience.
650 Although, for example, double counting can decrease the breadth of experiences for students,
651 using the Explore Core model, course design guarantees a breadth of discussion of a
652 topic/issue. In addition, Explore Core provides opportunities for students to learn about a
653 variety of areas of study. And, with necessary funding, this model provides the opportunity for
654 “collaboration within and between academic units.”

655

656 **Generic Template for Course organization**

657 Although not the only means for organizing course materials, the following semester template
 658 provides one example of the basic structure of an Explore Core course. Multiple sections of any
 659 one Explore Core would be offered, with the number of sections equalling the number of
 660 faculty collaborating and contributing to the course. Each faculty member could be from a
 661 distinct department and/or college. Individual faculty members would be assigned to a specific
 662 section of the course, but would eventually rotate through all sections of the course. For the
 663 purposes of RTP, instructor evaluation could be conducted throughout the semester; at the end
 664 of each two-week module from weeks 4 to 13 in this example.

Week of Instruction	Section 1 Faculty A	Section 2 Faculty B	Section 3 Faculty C	Section 4 Faculty D	Section 5 Faculty E
Weeks 1 - 3	<i>Faculty work with their assigned sections Introduction and Common Experience for all Students</i>				
Weeks 4 & 5	Faculty A Perspective A	Faculty B Perspective B	Faculty C Perspective C	Faculty D Perspective D	Faculty E Perspective E
Weeks 6 & 7	Faculty B Perspective B	Faculty C Perspective C	Faculty D Perspective D	Faculty E Perspective E	Faculty A Perspective A
Weeks 8 & 9	Faculty C Perspective C	Faculty D Perspective D	Faculty E Perspective E	Faculty A Perspective A	Faculty B Perspective B
Weeks 10 & 11	Faculty D Perspective D	Faculty E Perspective E	Faculty A Perspective A	Faculty B Perspective B	Faculty C Perspective C
Weeks 12 & 13	Faculty E Perspective E	Faculty A Perspective A	Faculty B Perspective B	Faculty C Perspective C	Faculty D Perspective D
Weeks 14 & 15	<i>Faculty return to their original sections Students engage in a culminating experience, written assignment, or project</i>				

665

666 **Sample Courses/Themes**

667 The following are some samples of potential *Explore Core* courses based on input from the GE
 668 Task Force members. This is not an exhaustive list. We are only limited by our imaginations.

669

670 **Proposed Title: Health Disparities and the Human Condition**

671 The class would use The Immortal Life of Henrietta Lacks as a common reading. Students would
672 consider the history of the development of the first human tissue culture cell line (HeLa) and
673 this ethical and social implications in that story. Issues related to global health disparities would
674 be addressed, including, but not limited to, the connection between the role of HeLa cells and
675 the prevention of polio.

676 **Co-Instruction:** African American Studies, Chicano Studies, Philosophy, Women and Gender
677 Studies, Health Science and Biology.

678

679 **Proposed Title: How Orange County Came to Be**

680 The course would focus on topics ranging from geography, native peoples, Spanish colonialism,
681 modernist automobile culture, white flight, creation of Disneyland, the rise and fall of
682 aerospace and Howard Hughes, surf culture, Vietnamese diaspora, California Chicano/a culture

683 **Co-Instruction:** Geology, Spanish language, History, American studies, Economics, Mechanical
684 Engineering, Vietnamese language, and/or Ethnic Studies.

685

686 **Proposed Title: Literature through the Lens**

687 A broader, general idea would be to establish a course that focuses on “great” novels, film
688 representations of those novels, and discussions of the historical and sociological context of the
689 settings of the novels/films. An example would be to have the students read *The Grapes of*
690 *Wrath*, watch the film, and discuss the historical context and the sociological context of the
691 artifacts. Contemporary novels/films would be included.

692 **Co-instruction:** Department of Cinema and Television Arts, the Department of History, the
693 Department of English, Comparative Literature, and Linguistics, and the Department of
694 Sociology.

695 **Proposed Title: Development in a Digital Playground: Media Use in Childhood and**
696 **Adolescence**

697 This course would introduce students to topics like the history of children’s programming or
698 advertising in the U.S., portrayals of children or childhood in the media, children’s cognitive and
699 socio-emotional development, media effects on children, federal policies regulating media or
700 technology relevant to children, etc. It could promote student interest in existing upper-division
701 courses that are already offered on these topics at the University in different colleges.

702 **Co-Instruction:** American Studies, History, Child and Adolescent Studies, Communications,
703 Cinema and Television Arts, Women and Gender Studies, Advertising, American Studies.

704 **Propose Title: Voting**

705 Philosophy of group decisions, adoption of democracy, political campaigns, social movements GOTV,
706 how ballot machines work and can be hacked, contemporary efforts to reform voting processes.

707 **Co-Instruction:** Philosophy, Political Science, History, American Studies, Sociology, Computer Science

708
709 **Proposed Title: Drugs**

710
711 This course allows students to trace global interconnections and domestic stratifications using
712 drugs. Possible units include consideration of physiological and psychological mechanisms of
713 addiction, historical perspectives on drug trade, the role of marketing in the development of
714 the opioid crisis, the representation of addiction and intoxication in the arts, and issues related
715 to drug laws and convictions.

716 **Co-Instruction:** Biology or Psychology, History, Sociology, Criminal Justice, African American
717 Studies, Marketing, English, Art or Theatre.

718
719 **Proposed Title: Urbanization**
720
721 According to the WHO and UNESCO, 60 percent of the World’s population will be living in cities
722 by 2030. This course will prepare students to understand and inhabit this new environment.
723 Topics will include: urban planning, waste management, public transit, population growth,
724 history of urban growth and development and its impact on the arts.

725 **Co-Instruction:** Geography, Political Science, Civil and Environmental Engineering, Computer
726 Science, Math, History, Anthropology, Sociology or Ethnic Studies, Art or English.

727
728 **Proposed Title: “Bad Kids”: Helping Teenagers in Trouble**
729 This course could revolve around a documentary called “Bad Kids,” which focuses on a group of
730 teens that are struggling to graduate from a continuation high school in San Bernardino County.

731 **Co-Instruction:** Criminal Justice, Child and Adolescent Studies, Secondary Education, Sociology,
732 Psychology, Human Services or Counseling or Social Work.

733 **Proposed Title: Social Movements and Advocacy**
734 The course would focus on the persuasive strategies used by various social
735 movements. Discussion of the strategies would be embedded in a deeper understanding of the
736 culture, the communities, and the context of the movements. Depending on the
737 semester/academic year, the focus could be on specific social movements.

- 738 **Co-Instruction:** Human Communication Studies, African American Studies, Asian American
739 Studies, Chicana and Chicano Studies, Religious Studies, and/or Women and Gender Studies.