INTRODUCTION

The General Education Task Force was appointed by the Academic Senate of CSU Fullerton (CSUF) in the Fall of 2017 in response to the Chancellor’s revisions to Executive Order 1100 regarding the structure of General Education. The charge of the Task Force was to consider the meaning of General Education (GE), evaluate mandates and suggestions from the Chancellor’s Office, examine and suggest “big picture” reforms and questions related to GE at CSUF, consider how to market GE in a way that affirms its value to a CSUF degree, and to identify needs for institutional support. This report is intended as the beginning of a conversation that must include all campus stakeholders. While the Task Force has developed some recommendations, we recognize that more work must be done. Membership of the Task Force was drawn from faculty from each college. The Task Force members included: Merri Lynn Casem (NSM; Chair), K. Jeanine Congalton (COMM), Janna Kim (HHD), Sergio Lizarraga (ARTS), Eliza Noh (HUM), Rosario Ordonez-Jasis (EDUC), Daniel Soper/Teeanna Rizkallah (MCBE), Jessica Stern (SOC SCI), and Kevin Wortman (ECS). Ex officio members included: Brenda Bowser (HSS, current chair GE Committee), Greg Childers (NSM, former chair GE committee), and Brent Foster (Interim Director Undergraduate Studies & GE).
ACADEMIC AFFAIRS/ACADEMIC SENATE RETREAT OUTCOMES

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

- **Breadth**\(^1\) of the GE experience is important and must be retained – The breadth of our GE curriculum has the benefit of introducing students to academic disciplines, forms of artistic expression, and areas of inquiry outside their previous educational experience; thereby expanding and enriching their intellectual life.

- **Students should become global citizens**\(^2\) - The University goal of cultivating engaged global citizens relies on providing our students with course offerings that introduce students to a range of ideas and knowledge that reflect regional and global perspectives, as well as familiarize students with major historical events and movements that have shaped those perspectives.

- **The quality of the GE curriculum is important and must be maintained** – GE is the foundation of a comprehensive liberal arts education. The benefit and value\(^3\) of General Education, as described above, can only be achieved through the efforts of all campus stakeholders. A coherent message highlighting the value of GE needs to be made explicit.

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\(^1\) 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
to students, staff, and faculty, alike. A commitment to the quality of GE requires support from all levels of administration.

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

- **General Education is a form of social justice⁵** – Student engagement in the GE curriculum promotes social justice from two perspectives. GE coursework can educate all students about issues related to power, oppression, privilege, equity and empowerment. Arguably more important, GE courses can be transformative. The experiences provided within the GE curriculum give our students the opportunity to discover and explore interests and abilities undeveloped by their K-12 educational experiences. This is especially important for our under-resourced, under-served, and/or first-generation students. This also implicitly recognizes the regional demographics of the communities we serve.

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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
Institutional support will be critical as we address revisions to GE – Ongoing discussions, in a variety of venues, will be required for the successful transition and maintenance of a quality GE curriculum. Institutional support in the form of novel funding models, assistance with messaging\(^6\) and academic advising resources, as well as development of incentives for interdisciplinary collaboration will be critical.

PROGRAMMATIC IMPLICATIONS OF EXECUTIVE ORDER 1100 REVISED

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

- Required GE coursework cannot exceed 48-49 units, and unit caps are mandated for each area.
- Upper division GE coursework can only be completed in Areas B, C & D (3 units per Area for a maximum of 9 units)
- Students enrolling in upper division must have completed the lower division coursework in GE Area A and B.4.
- Residency requirement of 9 units of upper division GE applies to coursework from any CSU; it is no longer CSUF-specific
- GE coursework can be counted as meeting both GE requirements and major 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.
The immediate effect of these changes to CSUF have been addressed by the University’s General Education Committee through revisions to UPS 411.201 General Education: Breadth Objectives and Course Development. The following is a summary of those changes:

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

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7 A GE requirement that can be met by coursework in more than one GE Area
WHAT MAKES THE GE CURRICULUM/STUDENT EXPERIENCE UNIQUE TO CSUF?

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

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

IDENTIFICATION OF THE CHALLENGES

The following is a list of the three top challenges facing the GE curriculum at CSUF as identified by the Task Force. While other challenges will likely manifest as the revisions to GE are
implemented in the Fall 2018 semester, we believe these concerns deserve immediate consideration.

Challenge 1.0 – Maintaining the CSUF stamp on the GE experience

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

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

1.3 - Support a meaningful and intentional GE experience for the student. As mentioned above, we cannot assume our students recognize the value of the GE curriculum as part of their overall college education. We need to strive to ensure that students make intentional decisions about how GE courses contribute to their academic, intellectual, and personal development. The GE Task Force asserts that
“meaningful and intentional” can take different forms. Some students may benefit from the inherent educational value of taking seemingly unrelated courses across disciplines, which gives them room to explore or develop multiple interests. Other students (as well as faculty, staff, and advisors) may look at a GE program that provides an expansive list of course options as incoherent (e.g., “just pick something from here and something from there”). This perception obscures the fact that the GE curriculum was developed in an intentional way to promote broad student learning. In the absence of “buy-in” of a clearly articulated explanation of the role of the GE curriculum, a student’s experience of GE may be driven by pragmatic considerations (e.g., work schedule, when is the class offered, is the class online or in-person, what is the reputation of the instructor).

1.4 – Ensuring that our GE curriculum is reflective of the strengths and needs of our local demographics. Our campus serves a specific community in southern California, and as such we should be a reflection of that community. The value of GE to a student’s educational experience at CSUF may become more apparent if the associated coursework makes connections to the student’s community, socio-economic, ethnic and diverse backgrounds. “Seeing themselves” reflected in both the structure and content of the GE program contributes to students’ learning and sense of belonging to the campus. Additionally, the GE curriculum provides a relevant transformative pedagogy that will empower students to affect their own lives and the conditions of their respective communities. Consideration of our local demographics can also facilitate articulation with local community colleges.
1.5 – **Continuing to train students to be engaged global citizens.** The campus remains committed to providing our students with the experiences and instruction that will prepare them to be fully engaged citizens. However, the loss of GE Area D.2 World Civilizations and Culture, specifically the requirement for HIST 110B, means that students may graduate from CSUF without a basic understanding of modern world history. Without this historical knowledge, students will be less prepared to understand and to engage as responsible citizens with the global diffusion of goods, ideas, institutions, and values; evolving patterns in economic and social history; and the large-scale environmental, ecological and biological processes brought about by human migrations.

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

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

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

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

**2.3 – Managing the impact of GE changes on departments and programs.** Staffing the GE curriculum represents a significant commitment of faculty resources by departments and programs across the campus. Any change to the status quo will necessarily have an effect on planning and hiring. The impact of the loss of GE Area D.2, the change in classification of GE Areas C.3 and C.4, and the restriction of upper division GE to Areas B, C, and D are changes that can be predicted and accounted for in a strategic fashion. The potential impact of double counting and changing enrollment patterns are more difficult to anticipate. Departments and programs that
rely on GE courses as prerequisites for their majors or that use the FTES\textsuperscript{8} generated by GE to support their majors’ course offerings will be negatively impacted in their ability to contribute to the breadth of GE, to offer a robust curriculum for their majors, and to hire and retain faculty.

**Challenge 3.0 – Fiscal Realities**

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

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

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\textsuperscript{8} Full Time Equivalent Student
IDENTIFICATION OF POTENTIAL SOLUTIONS

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

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

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

\footnote{UPS 411.201}
oppression based on *race, ethnicity, culture, gender, sexual orientation, class, and/or ability* (Challenges 1.1, 1.4, and 1.5).

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

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

students could become “anchored” to a single college.

**Built-in Breadth** - One of the most common concerns expressed at the Academic Senate

Fall 2017 retreat dealt with the potential loss of breadth from our undergraduates’

educational experience, as a potential consequence of the revisions to EO1100 which

permit double counting of all GE courses. Given the apparent consensus about the value

of breadth within the GE curriculum, a possible response to the perceived threat could

be to take direct action to ensure that students complete coursework from across the

campus. The details of such a mandate would need to be determined through

consultation with all campus stakeholders, however, it might include one of the

following possible requirements: 1) completion of at least three lower division GE

courses in a college other than that of a student’s major (including prior institutions in

the case of transfer students), 2) completion of at least one upper division GE course

outside the student’s home college, 3) completion of at least one course in each of

three different colleges outside the student’s home college, or 4) completion of at least

one interdisciplinary course. A requirement for breadth could be established as

University requirement that could be met either within GE or separately. The impact of

such a requirement on transfer students and students in high unit majors would need to

be carefully considered.

**Quality Academic Advising** – Students deserve to receive culturally competent,

equitable and inclusive advising that considers local demographics while challenging

students to excel. Advising is especially critical for our undeclared students, 62 percent
of whom are first generation students.\textsuperscript{10} Integrated and coherent academic advising promotes the Programmatic Goals of General Education (UPS 411.203). Advising can be used to encourage the exploration and discovery that we believe best serves the intellectual and personal growth of our students (Challenges 1.2 and 1.3). Advising that addresses the unique needs of individual students would be preferred over the development of pathways or other structured/prescribed curricula that might limit student choice.

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

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

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

\textbf{B.5 Implications and Explorations in the Natural Sciences and Mathematics/Quantitative Reasoning}

\textbf{B.5.1 Humans in the Natural World}

ANTH322 - Human Behavior
ANTH 344 - Evolutionary Anthro
BIOL 305 - Human Heredity and Devo

\textsuperscript{10} from GE Advising Distribution Report – February 2018
Another approach to encouraging students to explore the diverse course offerings available on campus could be to provide students with recommendations for future coursework. Similar to Amazon or Netflix, near the end of the semester, students would receive a message along the lines of “If you liked POLSCI 100 you might enjoy taking AMST 345 or Phil 340 (GE Area C.4).” These recommendations, developed in consultation with faculty as content experts, would reflect an academic advising perspective that could result in recruitment of students to a major (secondary major or minor). Recommendations could be disseminated through the student portal, increasing access to quality GE advising, in a forum that would be easily available as students as they make plans for the next semester.

Re-examine the Existing GE Curriculum to Identify and Focus on the CSUF stamp—The necessity for a revision of the GE curriculum can be leveraged as an opportunity for a “fresh start” to consider the question of “what does GE mean at CSUF?” With university funding and other support, each academic unit could use this moment to reflect on that question and participate in a larger, campus-wide discussion (Challenge 3.2) as they evaluate their contributions to GE (Challenge 2.2) and make plans to align their courses
with the new GE structure while still retaining the CSUF stamp. As part of this process, departments and programs should consider how they might engage in collaboration and coordination with other departments and programs, both inside and outside their respective colleges (Challenge 3.2).

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

**Build on our Communities** – Our student body is a showcase of the diversity of our local communities (Challenge 1.4). A comprehensive GE offering should capitalize on that diversity through a curriculum that reflects the history, challenges, hopes and aspirations of our diverse, local communities. Courses could be developed that would include a service-learning or community-based learning component. Courses could address issues of social justice, including the socio-cultural, political, historical and institutional contexts of restricted opportunities for historically marginalized groups within the United States. One way to achieve this goal would be to open up the American Institutions curriculum (GE Areas D.2 and D.3 - Title V) to any department.
By enhancing our GE curriculum with the community’s diverse experiences, we will add relevance to the curricular contents, while providing students with the necessary skills to succeed in real world contexts. Additionally, this approach would also invite students to invest back in their local communities (Challenge 1.5). The Task Force suggests consideration of modification of the GE Programmatic Student Learning Goals and Learning Outcomes (UPS 411.203) to specifically address community engagement.

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

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

**Effective Communication of the Value of GE** – Students need to understand that GE is a purposeful activity that enhances the quality of their degree, contributes to well-rounded personal development, prepares them for the jobs that do not yet exist, and empowers them to engage in an informed civil manner. Communication includes both
messaging about the value of GE (see above), the coherence of the GE curriculum, dissemination of specific information regarding changes to GE, and promotion of advising or other resources. Practically, at a minimum, the campus needs effective communication to supplement GE advising and enhance student understanding of how the revisions to GE will impact them as individuals (Challenge 2.1).

A GE communication campaign could take many forms. One approach, described above, would be to cluster existing courses within a GE Area into subcategories organized around common themes to give students a better sense, both of what these courses are about and how they fit together into a coherent educational experience (Challenge 2.2). Communicating the new rule regarding double counting could promote the idea that double counting should be coupled with exploration (Challenges 1.1 and 1.2). Students will be able to “test the waters” of different majors by taking introductory majors’ coursework that also meets GE requirements. The connection between the GE Learning Objectives and life skills, preparation for future careers, and engagement as a local, regional and global citizen could be made more explicit (Challenge 1.4 and 1.5). As part of that effort, a novel communication campaign “What is GE to Me?” could be developed that features insights gathered from students, staff, faculty, and alumni. Additionally, an alumni survey could be developed and administered to gather empirical (albeit, historical) evidence of the impact of our GE program on our graduates.

**Dedicated Director of General Education** – It is suggested that a dedicated Director of General Education be appointed to oversee and facilitate the GE curriculum. While the Task Force recognizes and appreciates the efforts of our colleagues who have served
under that title, we also recognize that this position cannot be a dual appointment. The
enormity and complexity of the GE program requires full attention.

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

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

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

Potential Solutions to 3.0 – Fiscal Realities

Alternate funding models – Do funding models exist that avoid creating competition between academic units for limited dollars (Challenge 3.1)? Could a “profit sharing” model work on our campus? Departments and programs need a reliable source of funding to allow for planning and hiring. A move away from a GE/FTES-based model could provide stability through the “boom and bust” cycles that accompany changes in the State’s economy. Smaller units,
particularly those departments and programs that enrich our curriculum through instruction related to cultural competency and diversity learning, are especially vulnerable. For example, the 5-year course rotation policy under EO 1100 either should be implemented on a case-by-case review basis or should be mitigated through a funding model that is not tied only to FTES targets. This would allow smaller units to maintain stability and to continue offering the breadth of its GE and major courses (Challenges 1.1 and 3.1).

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

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

\(^{12}\) Information from Brent Foster, Interim Director of Undergraduate Studies and GE
to their primary majors could serve as mechanisms to support smaller departments and programs, promote collaboration without diluting academic rigor, and encourage breadth (Challenges 3.1 and 3.2). There is room within the 120-unit requirement for graduation for most, although not all, CSUF majors to pursue coursework resulting in a second major or minor. Minors could be designed and marketed around themes related to career enhancement, cultural engagement, or current trends taking advantage of interdisciplinary expertise across campus and promoted through academic advising. Double majors are necessarily more challenging, but could likewise be advocated for through academic advising.

RECOMMENDATIONS

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

1. Promote ongoing campus-wide discussions of “what GE means at CSUF”.
   a. Include students (ASI, other?) in a discussion of the role of GE in a college education
   b. Encourage departmental review of existing GE course offerings and discussion of the creation of subcategories or themes within some GE Areas.
   c. Request that the GE Committee consider revising UPS 411.201 to forbid courses that require prerequisite coursework from within the same GE subarea.
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d. Develop messaging campaigns to inform the campus of changes to GE and promote the value of GE.

e. Revisit/Review GE Learning Objectives (UPS 411.201) and consider how they might align with the LEAP Essential Learning Outcomes.

f. Discuss the inclusion of community engagement in the GE Programmatic Student Learning Goals and Learning Outcomes outlined in UPS 411.203.

g. Decide, in consultation with the campus community, whether or not to update the GE Learning Objectives associated with Overlay Z Cultural Diversity in advance of scheduled recertification of courses in the overlay.

h. Overlay X: Global Awareness and Citizenship – Begin a campus-wide discussion of the possibility of creating a new Overlay to address the loss of HIST 110B Modern World History from the GE curriculum. The training of students to be informed and engaged global citizens requires that engage with course material specific to modern world history. Alternatively, such coursework could become a University requirement outside of GE.

i. Discuss the idea of promoting double majors and/or minors as a mechanism to encourage exploration and discovery while supporting breadth. Create a forum for the discussion of how our existing minors articulate with majors, especially majors from other colleges. Encourage cross-campus collaboration to develop new minors to address areas of perceived need or in response to national trends.

2. Administrative support for curricular and professional development
a. Provide funding to support initiatives that directly address the revised GE curriculum, including, but not limited to the development and piloting of a series of interdisciplinary Explore Core courses.

b. Provide resources and support to update and enhance the training of GE advisors.

   a. Consider the appointment of a Director of GE to initiate campus-wide conversations, facilitate collaboration, and coordinate implementation of future changes to GE.

4. Explore alternative funding models that reduce the competition for dollars between academic units.

FUTURE ISSUES & ACTIONS

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

1. First Year Experience – The FYE program at CSUF is intended to function to enhance student retention through 1) developing a student’s sense of ‘belonging’ both to CSUF and as a scholar, 2) making students aware of campus resources, and 3) providing students with a sense of community and cultural awareness. EO1100 includes reference to student success strategies in the learning objectives for GE Area E. The Task Force did
The campus needs to address the question of whether FYE belongs in GE Area E, whether it should be a University requirement outside of GE, or whether the goal of improving student retention could be met in another way such as college-specific initiatives.

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

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

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

GLOSSARY

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

- **Breadth** – Having to do with the range of academic disciplines and perspectives experienced by a student as a consequence of attaining a baccalaureate degree. Breadth implies that students have completed coursework in multiple colleges. From the perspective of the traditional liberal arts education, at a minimum these would include; College of the Arts, College of Humanities and Social Sciences, and College of Natural Sciences and Mathematics.

- **Diversity** – Considering the range of both academic disciplines and human experience. Students should have the opportunity to engage with the spectrum of intellectual
pursuits represented by the colleges, departments and teacher/scholars that make up the University. In doing so, students should also become aware of differences in language, socio-economic experience, culture and history, identity and ability that are inherently part of campus life.

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

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

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

- **Regional Citizenship** - Having a comprehensive understanding of the political, economic, intellectual, environmental, and culture of our regional and local communities. A regional citizen identifies as being part of a country, state, and local community with all the associated rights and responsibilities.
• **Social Justice** – Referring to coursework that addresses themes related to power, privilege, oppression, and the impact of these on communities and populations. Alternatively, social justice may be used to describe the impact of the educational opportunities afforded by a college education to under-resourced or under-served students. These impacts can be viewed as both short-term (raising awareness of academic disciplines and fields of study missing from the student’s prior education) and long-term (enriching and empowering the student’s cultural life and future well-being).

• **Value** – In the context of General Education, value refers to an ongoing commitment to the ideal of a liberal arts education, whether in the traditional sense of coursework in the areas of the arts, literature, philosophy, mathematics, social and physical sciences or something more progressive such as the actualization of human potential.

**APPENDIX – EXPLORE CORE**

**Introduction**

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

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

Explore Core responds to the issues addressed at the Academic Affairs/Academic Senate Retreat on General Education. For example, courses in this program guarantee that students would be exposed to a breadth of issues, faculty members from various disciplines, and in turn, various departments and degree programs. This innovative program would involve various campus stakeholders. Faculty and administration buy-in to this program would ensure its sustainability. With the necessary support, faculty from various colleges would be able to collaborate on curricula. And, promoting new ideas would spur innovation in the General Education curriculum. In addition, as the student population changes and/or the needs of our students change, the development of Explore Core courses around new, emerging themes, would provide a means for responding to those changes. Explore Core is designed to provide students “with the opportunity to discover and explore interests,” interests that many of our students, especially first generation or under-resourced students, are not made aware of before coming to campus. By exposing them to new areas of study, Explore Core provides the opportunity for first year students to learn about a number of disciplines in a single course.

Participation is such a course could be especially impactful for undeclared students. To move these ideas from a concept to practice, the GE Task Force understands the need for “ongoing
discussion” so that campus stakeholders have the opportunity to discuss topics related to interdisciplinary collaboration.

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

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

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

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

The following are some samples of potential Explore Core courses based on input from the GE Task Force members. This is not an exhaustive list. We are only limited by our imaginations.
Proposed Title: Health Disparities and the Human Condition

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

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

Proposed Title: How Orange County Came to Be

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

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

Proposed Title: Literature through the Lens

A broader, general idea would be to establish a course that focuses on “great” novels, film representations of those novels, and discussions of the historical and sociological context of the settings of the novels/films. An example would be to have the students read *The Grapes of Wrath*, watch the film, and discuss the historical context and the sociological context of the artifacts. Contemporary novels/films would be included.
Co-instruction: Department of Cinema and Television Arts, the Department of History, the Department of English, Comparative Literature, and Linguistics, and the Department of Sociology.

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

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


Propose Title: Voting

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

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

Proposed Title: Drugs

This course allows students to trace global interconnections and domestic stratifications using drugs. Possible units include consideration of physiological and psychological mechanisms of addiction, historical perspectives on drug trade, the role of marketing in the development of the opioid crisis, the representation of addiction and intoxication in the arts, and issues related to drug laws and convictions.
Co-Instruction: Biology or Psychology, History, Sociology, Criminal Justice, African American Studies, Marketing, English, Art or Theatre.

Proposed Title: Urbanization

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

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

Proposed Title: “Bad Kids”: Helping Teenagers in Trouble

This course could revolve around a documentary called “Bad Kids,” which focuses on a group of teens that are struggling to graduate from a continuation high school in San Bernardino County.

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

Proposed Title: Social Movements and Advocacy

The course would focus on the persuasive strategies used by various social movements. Discussion of the strategies would be embedded in a deeper understanding of the culture, the communities, and the context of the movements. Depending on the semester/academic year, the focus could be on specific social movements.
Co-Instruction: Human Communication Studies, African American Studies, Asian American Studies, Chicana and Chicano Studies, Religious Studies, and/or Women and Gender Studies.