GENERAL EDUCATION TASK FORCE REPORT

Recommendations for GE Review and Reform

CONTEXT FOR GENERAL EDUCATION REVIEW

A robust General Education (GE) program is an invaluable component of a baccalaureate degree offered by the California State University (CSU) system. The CSU seeks to ensure undergraduate students succeed in meeting their academic goals by providing an environment where education writ large, lifelong learning, and civic engagement can flourish when the depth of each student's chosen major is combined with the breadth of the GE program.

This is clearly articulated in a description of the General Education program at one particular campus, although others have similar statements:

> *"One of the principles on which a modern university rests is the assumption that there is an important difference between learning to make a living and building the foundation for a life. While the first goal is important, the second is fundamental.*
>
> *In focusing on the students' development as whole or "educated" people, a university distinguishes itself from a trade school. The goal of a university education is not simply the acquisition and application of knowledge, but the creation of people who firmly grasp the worth of clear thinking and know how to do it; who understand and appreciate the differences between peoples and cultures as well as their similarities; who have a sense of history and social forces; who can express thought clearly and have quantitative ability; who know something about the arts as well as how to enjoy them; who can talk and think intelligently about the physical and life sciences, the humanities, and literature; and, above all, who have the desire and capability for learning. This goal is why a university degree is so highly valued by individuals, employers, and the community at large."* (http://catalog.csus.edu/colleges/academic-affairs/general-education/)

BACKGROUND FOR GE REVIEW AND REFORM IN THE CSU

Arising from mounting concerns about the erosion of confidence in the value of higher education, higher costs of education borne increasingly by students, attenuated times to degree completion, and low persistence rates, many institutions and systems of higher education have taken on comprehensive reform of their GE programs. A unifying motive for such reform has been a conclusion that GE programs have stagnated while the diversity of students, education, workplace skills and needs, and technology have, by sharp contrast, changed dramatically.

Nationwide and in California, there is increasing pressure to reform GE. These pressures come from State legislators, community stakeholders, foundations and other non-profit groups, boards of trustees, university administrators, faculty and students. Although these

stakeholders have legitimate interests in general education, the review and reform (while collaborating with such stakeholders) *must* be led and implemented by faculty. Faculty are the experts in both disciplinary thinking and the pedagogical practices required for student learning to occur. Reform must be squarely situated in the enfranchisement of faculty to enact it.

Regardless of any external pressures to review and reform GE, it is time for the CSU to engage in its own review of the system's GE requirements. The most recent effort to revise GE occurred in 2008 ("Give Students a Compass"), resulting in the requirements that GE be both assessed as a program in and of itself and developed in a manner consistent with the American Association of Colleges and University's Liberal Education for America's Promise, or LEAP outcomes. However, the basic structure of CSU GE requirements has remained largely unmodified for several decades. Society, the demographics of our students, pedagogy, content and curriculum in many disciplinary fields, all have changed; therefore, it is incumbent on the faculty to lead efforts to revise general education in the CSU system.

The CSU also has been subject to mandates affecting graduation requirements beyond GE instituted by the CSU Board of Trustees in Title 5 education code (e.g., the American Institutions/American History requirement, and the upper-division writing assessment requirement, or GWAR). In addition, individual CSU campuses have implemented campus-based requirements to graduate above and beyond the CSU-wide GE, statutory and Board requirements. Taken together, such graduation requirements situated as extramural to the GE program create the perception that non-major degree requirements are piecemeal rather than integrated, and undermine the ability to assess them all holistically consistent with the LEAP outcomes.

Aside from the foregoing imperatives suggesting the need for review and reform, Graduation Initiative 2025, with its core intent to eliminate administrative and academic barriers to student success and to eliminate equity gaps, has provided additional incentive to undertake a comprehensive review of the CSU's GE and related requirements.

THE ACADEMIC SENATE CSU TASK FORCE

The Academic Senate of the CSU (ASCSU), with the concurrence of the CSU Chancellor's Office, established a GE Task Force, which held its first meeting in March 2017. The Task Force was comprised of several members of the CSU faculty, two CSU students, a staff member from the CSU Office of the Chancellor, and one faculty representative from each of our sister institutions, the University of California and the California Community Colleges. Two members of the Board of Trustees also participated on the Task Force because of their interest in the subject matter, however they did not officially represent the Board.

GE TASK FORCE GUIDING PRINCIPLES

One of the first aims of the Task Force was to establish principles to underpin its review of the GE program in the CSU. These principles were used to evaluate the status quo as well as to form the basis for recommendations for change. Throughout the work, each member tried **always** to keep students at the forefront of any discussion featuring one overarching goal: educating students with the skills, abilities and dispositions needed for success. Accordingly, the Task Force agreed on the following principles underpinning a recommended GE program:

1. The GE program must indeed be a CSU systemwide program, with internal coherence and consistency, and with its goals and relationship to other aspects of higher education understandable to students, faculty, and external stakeholders alike (e.g., legislators, taxpayers, and employers).

2. The GE program must align readily with the curricula offered by the California Community Colleges and, when possible, the University of California, so that transfer among these sister institutions is in no way impeded and, ideally, enhanced.

3. The GE program should meet all three goals of higher education, i.e., familiarization with "ways of knowing," proficiency with fundamental skills, and enhancement of the dispositions of an engaged citizenry.

4. The GE program should contain clear learning outcomes and be reviewable and subject to assessment and alteration where and as needed.

5. The GE program, in particular, campus course offerings, should allow for appropriate campus autonomy within the systemwide GE program to express the uniqueness and strengths of each campus without hampering student transfer.

6. The GE program should be coherent, easy to navigate, and consistently provide high quality learning experiences for all CSU students.

7. The GE program should lead to persistence to degree completion and increased confidence in the students' ability to succeed in college.

8. The GE program should be delivered in a context relevant to students (e.g., by encouraging campus-driven "themes" and "pathways" that link and provide multiple angles of view on a topic of significance).

9. The GE program and related graduation requirements should be properly proportionate to the number of required units for the entire undergraduate curriculum.

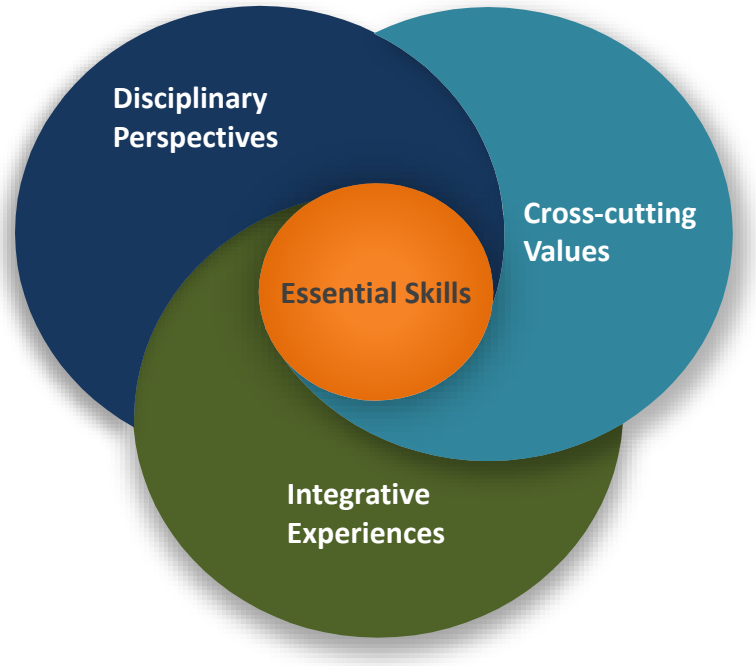
10. The GE program should consist of the highest-quality educational experiences and high-impact practices: encouraging multi-disciplinary efforts, establishing student-student and student-faculty interaction, amplifying the creativity and energy of faculty, instilling curiosity in students, and enhancing their joy of learning.

With these principles in mind, the Task Force has developed the following conceptual framework/model for general education in the CSU, proposed a structure for unit allocation, and provided examples of what the model might look like when operationalized on a campus.

A Conceptual Framework for General Education in the CSU

PURPOSE

The purpose of the conceptual framework (model) is to describe how the General Education (GE) curriculum can provide meaningful, impactful learning experiences as students move through their academic programs in the CSU. The GE curriculum at each CSU campus should engage students in the practices and habits of mind which exist across multiple disciplines using high-impact, learner-centered pedagogies that scaffold the knowledge and skills students are expected to demonstrate. The curriculum also should provide students with opportunities to develop stewardship/leadership/advocacy around the values that distinguish each CSU campus. Learning outcomes for GE programs should articulate these multiple dimensions accordingly.



A visualization of the conceptual framework for General Education in the CSU, illustrating the multidimensionality and integrative intentionality of the GE program. At the core are the Essential (foundational) Skills that are taught, then reinforced and scaffolded throughout the GE curriculum. Surrounding the core are Disciplinary Perspectives (ways of knowing), Cross-cutting Values (institutional priorities), and Integrative Experiences (learner-centered, multidimensional experiences which contextualize the GE program), all of which tie together and make coherent the courses students take to complete their GE programs.

THE FRAMEWORK

Essential Skills make up the nucleus of GE and serve as the foundation of a college education and lifelong learning. Traditionally considered the "Golden Four" of basic skills requirements as described in EO 1100-Revised and part of the WASC Senior College and University Commission (WSCUC) core competencies, these skills must be learned, practiced, bolstered, and threaded throughout the curriculum. Information literacy, another WSCUC core competency not listed here as a stand-alone requirement, should also be integrated throughout GE and the major. The Essential Skills include:

- Quantitative Reasoning
- Written Communication
- Oral Communication
- Critical Thinking

Disciplinary Perspectives include the core concepts, habits of mind, methods of inquiry, and ways of understanding that are specific to each distinct discipline. Considered the "breadth of knowledge" areas, these courses provide students with insight into the traditions of a discipline, while also providing robust opportunities to practice and to develop further the Essential Skills using the traditions of a discipline. Campuses may choose to thematically link or infuse a Cross-cutting Value with a Disciplinary Perspective within a GE pathway or minor. The Disciplinary Perspectives include:

- Arts
- Humanities
- Life Science
- Physical Science
- Social Science

Cross-cutting Values are broad, multifaceted dimensions that reflect the mission/priorities of the CSU and the distinctive institutional values of each campus. The term "cross-cutting" reflects the ways in which the issues and concepts inherent within these values overlap with each other, transcend lock-step categorization, and may be addressed from multiple viewpoints and disciplinary perspectives. The broad grouping of Cross-cutting Values is intended to challenge campuses to identify/define the dimensions and develop GE pathways/minors and associated learning outcomes that encompass their institutional values. The Cross-cutting Values include three broad categories:

- Diversity and Social Justice, which may include cultural competency, equity, equality, human rights, and issues of diversity in all of its forms (e.g., race, ethnicity, gender, sexual orientation, age, ability, etc.).
- Democracy in the U.S., which may include American and California government and history.
- Global Awareness and Civic Engagement, which may include global issues of environmental, social, political, cultural, economic, and ethical importance, as well as the ways in which students may act as advocates, stewards, and activists to effect change and solve problems at the local, state, regional, national or global levels.

Integrative Experiences. These are the pedagogical strategies, evidence-based practices, and learner-centered experiences that are embedded within and connect the Essential Skills, Disciplinary Perspectives, and Cross-cutting Values throughout the GE program. These experiences serve as the means of scaffolding learning in GE as students progress from lower- to upper-division coursework and may be centered on a specific problem or theme. These experiences help to contextualize and provide coherence/intentionality to the GE program. These upper-division courses may involve or be a part of learning communities, research experiences, service learning, collaborative learning, problem- or theme-based learning, hands-on learning, study abroad, capstone courses, and/or signature experiences that reflect the identity of each campus.

GE LEARNING OUTCOMES

It is not appropriate for the CSU to dictate what the specific learning outcomes should be for each Essential Skill, Disciplinary Perspective, Cross-cutting Value, and Integrative Experience. However, all GE learning outcomes should draw extensively on the Essential Skills, as these are the skills that students use to demonstrate their learning. Learning outcomes (specific indicators of learning) for each dimension should be articulated by campuses and speak to the unique priorities and demographics of the campus. The explicit articulation of GE learning outcomes is needed for programmatic assessment of GE and for the clear communication of the purpose, goals, and expectations of GE to the students and campus community.

PROPOSED STRUCTURE AND UNIT ALLOCATION

CSU GE BREADTH REQUIREMENTS = 42 SEMESTER UNITS

Essential Skills (12 semester units), 3 semester units in each of the following subareas:

- Written Communication
- Oral Communication
- Critical Thinking
- Quantitative Reasoning

Disciplinary Perspectives (15 semester units), 3 semester units in each of the following subareas:

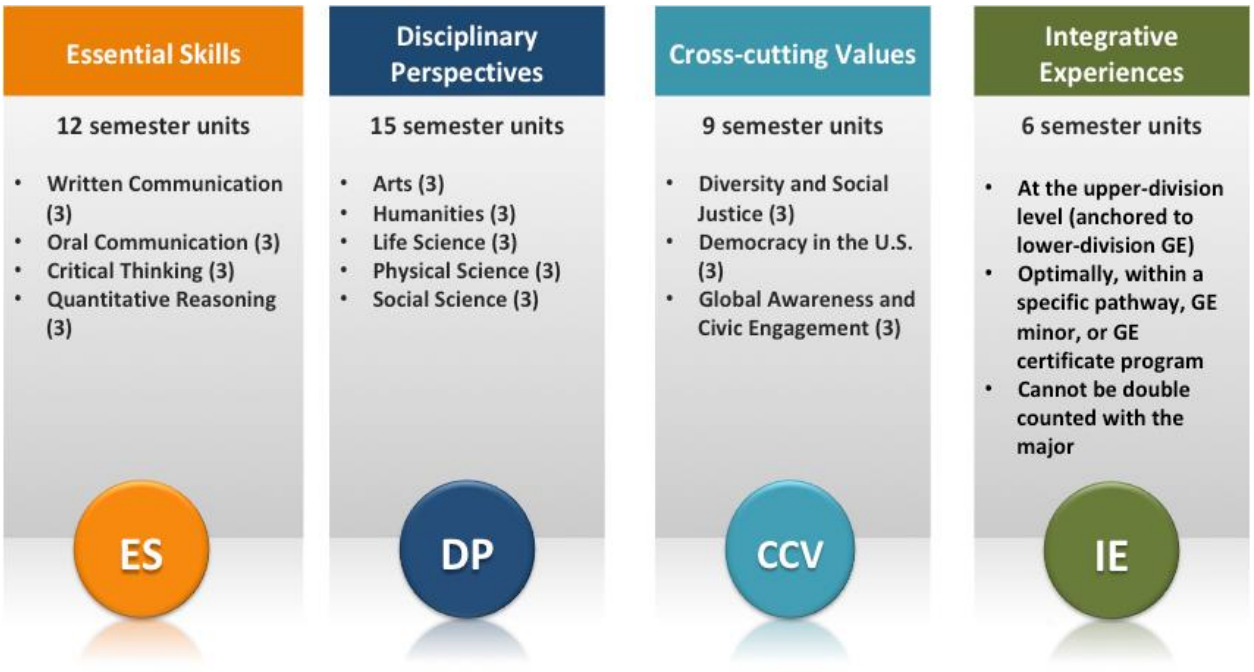
- Arts
- Humanities
- Life Science
- Physical Science
- Social Science

Cross-cutting Values (9 semester units), 3 semester units in each of the following subareas:

- Diversity and Social Justice
- Democracy in the U.S.
- Global Awareness and Civic Engagement

Integrative Experiences (6 semester units), only at the upper-division level

These courses should be anchored to lower-division GE; optimally within a specific pathway, GE minor, or GE certificate program; and cannot be double counted with the major.



GOALS AND RATIONALE FOR THE PROPOSED CHANGES IN GE REQUIREMENTS

PRIMARY GOALS

In adherence to its guiding principles, the Task Force operated under the following assumptions and goals regarding the subject area distributions and unit totals outlined above.

1. **Decrease the total number of units** devoted to GE in the undergraduate degree program to 42 semester units. Reducing the total number of units required in GE will align the CSU with several other institutions of higher learning, offer high-unit major programs some "breathing room," facilitate additional Associate's Degree for Transfer (ADT) pathways, and encourage persistence, graduation, and closure of equity gaps.

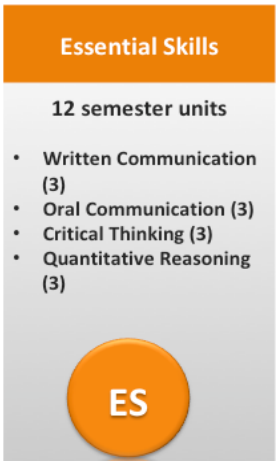
2. **Eliminate the practice of "double counting"** of courses, which complicates students' ability to navigate GE curricula. In addition to being highly dependent on reliable advising, double- and triple-counting, particularly with courses in the major, cuts against the conceptual logic of general education sought by the Task Force. In other words, when students simply take a class because it fulfills multiple requirements, GE becomes a box-checking exercise rather than an intentional, coherent experience.

3. **Minimize the number of non-major requirements outside of GE** by incorporating them into the GE program. These include requirements such as American Institutions and diversity/cultural competency. Other campus-based graduation requirements such as coursework in languages other than English also can—and should--be accommodated within the GE program. The Task Force believes these worthwhile requirements deserve explicit inclusion in GE curricula. Moreover, because they are completely consistent with the tenets of the conceptual model of general education offered by the Task Force, their inclusion makes the model even more compelling. It has been our abiding goal to bring coherence, logic and intentionality to the set of non-major requirements which constitute a baccalaureate education, so we consider extra graduation requirements to be antithetical to that goal.

4. **Leverage upper-division GE** as the way in which students synthesize their learning and demonstrate mastery of the skills, disciplinary knowledge, and values embedded throughout the program; as the way in which the intentionality, coherence, and objectives of the GE program are realized; and as the way in which a campus may emphasize its signature values. Upper-division GE offers more complex and integrative learning, which is easily made available through the integrated packages of GE pathways, minors, certificates, capstones, and signature coursework. The majority of Task Force members consider integrated upper-division GE courses to be vital to the integrity of the proposed GE program.

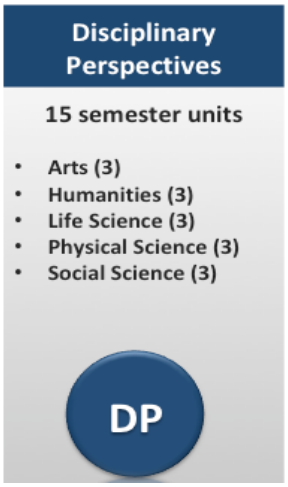
RATIONALE

The following rationale underpins each of the categories in the conceptual model offered by the Task Force.



The **Essential Skills** serve as the anchor to which all other GE courses are attached. These are the skills that are drawn upon to demonstrate achievement of learning outcomes and should therefore be reinforced in every GE course.

Consistent with (a) recommendations made in the Quantitative Reasoning Task Force Report, (b) campus feedback offered to the Chancellor's Office on possible changes to EO 1100, and (c) a request by the Chancellor's Office to consider relocating the current Area B4 (Quantitative Reasoning) requirement to an area featuring other foundational requirements (currently Areas A1, A2 and A3), the model situates Quantitative Reasoning with the other Essential Skills of Oral and Written Communication and Critical Thinking, bringing the total number to 12 semester units.



The **Disciplinary Perspectives** of Arts, Humanities, Life Science, Physical Science, and Social Science are highlighted in the proposed structure. These disciplinary contexts offer exploration into unique ways of knowing in each discipline, and preserve the hallmark of breadth in the GE program. Each Disciplinary Perspective is allocated 3 units at the lower-division level, bringing the total number of semester units to 15 for this area in the proposed model, although those considering these recommendations should resolve the issue of assigning laboratory units in Life Science and/or Physical Science.

The **Cross-cutting Values** area of the conceptual model affords the opportunity for campuses to highlight their institutional values and the CSU's commitment to them.

Collectively, these values are made visible through GE and serve as curricular anchor points for other GE areas, thereby lending credence to the overall logic of the GE program. Each Cross-cutting Value is allocated 3 units at the lower-division level, bringing the total number of semester units to 9 in the proposed model.

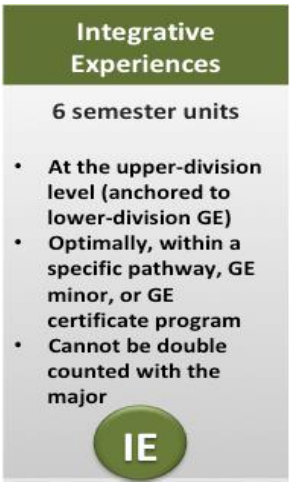
With regard to the first broad category featured in the model as a Cross-cutting Value, "Diversity and Social Justice," the Task Force discovered during its work that all 23 campuses in the CSU have some requirement focused on diversity/cultural competency and/or social justice. Some campuses include the requirement in GE, while others identify it as a graduation requirement outside of the GE program. The Task Force was clear and unanimous in its conclusion that coursework featuring cultural

awareness and social justice should be articulated as a core, Cross-cutting Value in the CSU, and included within GE.

Another area made visible by the proposed structure is "Democracy in the U.S." The Task Force acknowledges the Trustees' requirement to ensure that all CSU graduates "acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens" (Title 5, section 40404). This requirement is called 'American Institutions,' and Title 5 is silent on the number of units to be devoted to this endeavor. Currently, most campuses require 6 semester units in the area, and some campuses include these units within their GE program, while others do not. In addition, campuses variously "double count" such coursework. The Task Force deemed it appropriate that this Cross-cutting Value be integrated into the GE program as a 3-unit core value that contributes to the intentionality and coherence of the GE package rather than a stand-alone, supervenient graduation requirement.

Finally, the Task Force acknowledged the importance of "Global Awareness and Civic Engagement" by situating it as a Cross-cutting Value in the CSU. This area highlights the imperative to expose students to issues occurring in the world around them. As borders between nations become less distinct and ecosystems are increasingly threatened, the CSU must prepare students for our international, multicultural society and encourage them to be stewards of change, working to find solutions to global problems. As a Cross-cutting Value, this area asks students to consider, across a broad range of subjects, how their engagement in local, regional, statewide, national and/or international affairs impacts society and the environment.

The **Integrative Experiences** area of the proposed model is envisioned to promote the main objectives of providing breadth, depth, intentionality, and campus autonomy to the GE program. It transforms the current requirement of 9 semester of upper-division GE (UDGE) disbursed evenly across breadth Areas B, C, and D into a proposed 6 semester units of UDGE, which are not necessarily tied to a specific discipline but are deeply connected to and built upon GE work in the Essential Skills, Disciplinary Perspectives, and Cross-cutting Values. The Task Force believes that Integrative Experiences courses should be the realization of the intentionality and coherence of the GE program for each campus.



With regard to breadth, the majority of Task Force members consider an UDGE requirement in the CSU compelling as a "best practice" and a signature feature of sound GE pedagogy, but two issues gave us pause. The first is whether 9 semester units is a "magic number" which should be preserved, and the second is the distribution of those units solely in Areas B, C and D. While on the face of it, distribution in those three areas seems to promote breadth, isolation of those three areas, to the exclusion of the other two as possibilities, creates

an artificial and limiting standard. The Task Force reasoned that breadth could be achieved by letting campuses determine disbursement, as long as these units were not situated in a student's major, and as long as they do not "double count" with other GE or graduation requirements. Breadth is implicated in these two issues because of the student's exposure to upper-division coursework outside of the major, and because of the dedicated objective that these units serve, which is to foster the synthesis of learning experiences across the broad swath of courses included in a GE pathway or minor.

With regard to depth and intentionality, most members of the Task Force were enthusiastic about the prospect that these units can be strategically deployed as the culmination of a graduated, scaffolded, and coherent set of integrative learning experiences while promoting deeper inquiry beyond a student's major. Furthermore, the more complex and sophisticated integrative learning that UDGE offers is best made available through the integrated packages of pathways, certificates, GE minors, capstones, and signature courses.

The potential for interdisciplinary pathway minors, certificates, badges, capstones or other means of showcasing the ways in which the students' General Education experience promotes Integrative Experiences is exciting. Thus, the Task Force recommends providing maximum latitude to campuses within the confines of a system policy which defines the goals of Integrative Experiences but does not prescribe how to achieve them. Such decisions are properly the province of campus faculty, in consideration of institutional goals and autonomy. Therefore, the Task Force intentionally offers no recommendations on issues such as course sequencing, course content, student learning outcomes, and other operational strategies or approaches. Instead, the model simply features the means to pursue such pedagogical opportunities, using evidence-based practices and learner-centered approaches.

The Task Force wishes to emphasize the importance of Integrative Experiences in programmatic assessment of GE. Just as is required of programs in each major, the GE program itself must be assessed holistically. Moreover, the assessment of GE programs must provide evidence of the development of learning in all the elements of the GE program. It is difficult to provide that evidence without a robust and full upper-division element, which is why a majority of the Task Force members recommends 6 semester units at the upper-division level. Mastery of the more complex, synthesizing content in two upper-division Integrative Experiences courses can be assessed by way of signature assignments designed to exhibit that mastery.

The Task Force also notes that reciprocity of upper-division GE must be preserved. In other words, matriculated students who complete upper-division GE units at one CSU campus and then transfer to another cannot be required to repeat upper-division GE units at their receiving campus. However, because of the purpose, importance, and uniqueness of UDGE Integrative Experiences courses in a student's GE program, the Task Force discourages the practice of allowing additional UDGE units to satisfy lower-division GE requirements.

OTHER CONSIDERATIONS

In sum, the unit totals and subject area distributions discussed above afford the opportunity for students to see why they are doing what they are doing as they proceed through their GE program. Student perceptions of the purpose and value of their GE courses hopefully will shift from a checklist of disparate categories of courses needed for the diploma to a meaningful learning journey that empowers them to become independent thinkers and educated citizens of the global community, able to transform their learning into meaningful action. Not only does the proposed model offer an overall logic to GE requirements, but it also offers milestones, which will help students mark their progress. For instance, a student member of the Task Force expressed that it was motivational to be able to say, "I've learned my Essential Skills, now I'm ready to use these skills in my Disciplinary Perspectives and other GE courses." This sense of logic and coherence to the GE program is a driving force behind the recommendations of the Task Force.

As another consideration, it should be noted that the unit total and distribution recommendations described herein do not change GE certification for transfer students. In other words, a transfer student would be "GE certified" with 36 units in Essential Skills, Cross-cutting Values, and Disciplinary Perspectives coursework just as occurs now, and when they transfer to a CSU campus, they still would need to complete 6 additional semester units in upper-division GE. The unit distributions and unit totals are consistent with IGETC, with Title 5, and with SB 1440 (the Star Act).

A third consideration relates to what might be colloquially called "carve outs" in the proposed model to capture graduation requirements such as American Institutions, diversity/equity/race/ethnicity (e.g., Ethnic Studies courses), second English composition, and languages other than English requirements. Since these requirements are entirely consistent with the aims of general education, and since articulating them within the conceptual model embeds them even more intentionally in the student's experience, the Task Force encourages that specific attention be paid to the ways in which such courses are integrated into the GE program.

With regard to Integrative Experiences, a fourth consideration is whether upper division courses should be included at all in the CSU general education program. While the majority of Task Force members strongly supported them as vital to the integrity of the GE program because they synthesize and make transparent what it seeks to accomplish, the minority view should be acknowledged: the Task Force could not identify another higher education institution with this requirement; it adds units to the general education program; it was established at a time when we had fewer transfer students; and finally, upper-division GE has been in place for decades, and yet these courses do not appear to have accomplished what the conceptual model asks of them, i.e., the intentional scaffolding of learning from introduction to development to mastery. On balance, the majority deems upper-division GE critical to

assessing the development of learning in the GE program, and to demonstrating the seriousness with which the CSU views GE learning, as well as the importance it has in a student's undergraduate career.

A fifth consideration regarding the proposed model is that it neither requires nor prevents a course or series of courses dedicated to a First-Year Experience. As with many facets of its recommendations, the Task Force considered such an approach to be in the purview of a specific campus and its faculty. However, the Task Force noted that such courses may be included in the GE program via lower-division GE requirements, such as in the Essential Skills, Disciplinary Perspectives, or Cross-cutting Values areas. The majority of Task Force members support a First-Year Experience program as a high-impact practice that holds particular value and meaning for student populations in the CSU.

Finally, the Task Force discussed on several occasions that the present funding model might encourage departments to offer GE courses in an effort to generate FTES and the resulting resources that extend from student enrollment. In addition to noting that campuses should be "held harmless" during a transition period while any changes in the GE program take place, the Task Force briefly discussed the prospect that the CSU might fund GE courses at the university level, which would be particularly beneficial for courses in the Integrative Experiences area. Removing financial incentives based on student enrollment numbers might result in a greater focus on the best pedagogical strategies and curriculum design to maximize student learning rather than on how to maximize student enrollment in a particular course.

POTENTIAL CATEGORIES OF GE PATHWAYS

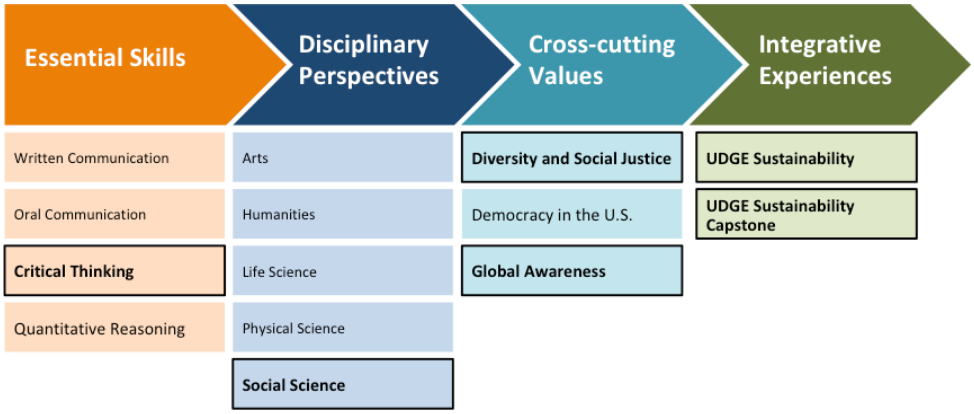
The Task Force recognizes the CSU campuses that have already made great strides in providing students a coherent and intentional GE program under the existing Executive Orders (e.g., Chico State's Pathways in General Education). The Task Force has been inspired by these efforts as well as other GE reforms across the nation (e.g., Virginia Tech's Pathways to General Education). The following illustrates how the proposed CSU GE model may be packaged into three broad categories of pathway options for students. A shared theme, problem, or issue, relevant to a Cross-cutting Value, links GE courses within these pathways.

I. **GE Minor Pathway**

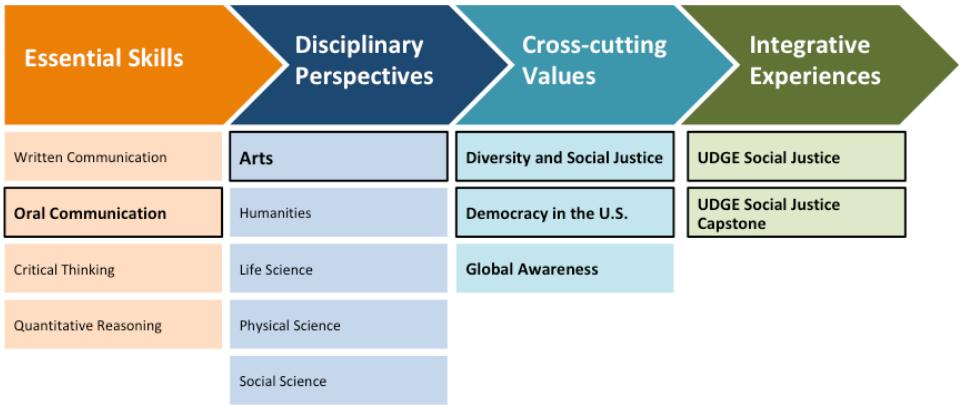
- Best option for students beginning their programs as first-time freshmen.
- Includes a minimum of 18 semester units (6 courses):
    - one Essential Skills course (3 units), e.g., in the Critical Thinking category
    - one Disciplinary Perspectives course (3 units), e.g., social and economic sustainability, art and social justice
    - two Cross-cutting Values courses (6 units), and
    - two Interdisciplinary Experiences courses (6 units), one of which serves as a capstone experience.

- Facilitates the creation of freshman learning communities or First-Year Experience programs organized around a problem/issue highlighted by a Cross-cutting Value.
- Examples provided below illustrate the subareas from which courses may be selected to fulfill the 18-unit (6 course) GE minor; students would still complete courses in all other GE areas to meet the 42-unit requirement.

Example 1. GE Minor in Sustainability for a STEM major



Example 2. GE Minor in Social Justice for a social science major



II. **GE Certificate or Special Programs Pathway**

- Best option for transfer students or students opting into a pathway after completing most to all of their lower-division GE coursework, particularly in the Essential Skills and Disciplinary Perspectives areas.
- Includes a minimum of 9 semester units from at least one Cross-cutting Values course (3 units) and two Integrative Experiences courses (6 units), with one Integrative course serving as a capstone.
- Facilitates learning communities/cohorts, including student equity support organizations established for transfer students of color (e.g., CSU East Bay's Sankofa Scholars, GANAS, and TAPASS).

III. **Traditional GE Program**—the traditional distribution model

- Students select from all available GE courses that fulfill each GE area.

NEXT STEPS

THIS IS JUST THE BEGINNING

This report is the culmination of nearly two years of dedicated work by the General Education Task Force. The document seeks to provide a solid starting point for discussion and reflection and is offered up for wide dissemination, discussion, and ultimately, shared governance-based recommendations to further enhance all CSU students' baccalaureate education. It is vital that students learn within a robust, dynamic general education environment in programs centered on coherent, intentional student learning. The liberal education provided by GE is a liberating education.

Curriculum planning, development and revision are led by the faculty; therefore, the ASCSU is the appropriate body to lead the next phase of GE reform, consonant with the principles and practices of shared governance. Wide, full consultation and consideration of this report is now needed, so the ASCSU is strongly urged to champion and lead the next phase of this important process. Initially, Task Force members anticipated they could help marshal those efforts and, after casting a wide consultative net, make changes to these recommendations prior to encouraging their implementation. However, in the wake of the most recent revisions to Executive Order 1100, the work of the Task Force intentionally slowed, in order to take stock of how those revisions affected both campus programs and systemwide conversations. In the wake of this report, important conversations will be many, varied, and appropriately situated in shared governance contexts both on campuses and systemwide.

The Task Force suggests that among groups the ASCSU consult with are the following: standing committees of the ASCSU; the Chancellor's General Education Advisory Committee (GEAC); campus senates; campus GE committee chairs and/or directors of GE programs; other interest groups relevant to GE; the Academic Senates of the California Community Colleges and the University of California; and the California State Students Association.

Task Force members have appreciated the opportunity to consider the ways in which the California State University system can craft a GE program that best serves the needs of students on each campus. Naturally, members of the Task Force are willing to answer any clarifying questions that come to the ASCSU as the work continues, and wish the ASCSU well as the process moves forward.

Respectfully submitted,

Members of the General Education Task Force

GENERAL EDUCATION TASK FORCE MEMBERSHIP

(at the time of appointment)

Christine Miller, Task Force Co-Chair
Academic Senate California State University (ASCSU) Chair

Jodie Ullman, Task Force Co-Chair
ASCSU, Academic Affairs Committee Chair

Kevin Baaske
ASCSU Senator

Justin Blakely (March 2017-May 2017)
California State Student Association (CSSA) Representative

Mary Ann Creadon
Chancellor's General Education Advisory Committee Chair

Rebecca Eisen
California State University (CSU) Board of Trustees Chair

Denise Fleming
ASCSU, Academic Preparation & Education Programs Committee Chair

Caron Inouye
Campus faculty representative, CSU East Bay

Barbara Knowlton
Chair of the Education Policy Committee of the University of California Academic Senate

David Lopez (March 2017-May 2017)
CSSA Representative

Ántonia Peigahi
Campus faculty representative, CSU Sacramento

Steven Stepanek
CSU Faculty Trustee

Mark Van Selst
ASCSU Senator

Dan Walsh
Academic Senate for California Community Colleges representative

Alison Wrynn
CSU Chancellor's Office Representative, State University Associate Dean

Membership Changes

Denise Fleming (served March 2017-August 2018)
ASCSU, Academic Preparation & Education Programs Committee Chair

Mia Kagianas (served May 2017-present)
CSSA Representative

Maggie White (served May 2017-May 2018)
CSSA Representative

Zoe Williams (served October 2018-February 2019)
CSSA Representative

Darlene Yee-Melichar *(*served August 2018-present*)*
ASCSU, Academic Affairs Committee Chair

BIBLIOGRAPHY

American Association of University Professors. (2015). *Policy documents and reports*. JHU Press.

Anotherpanacea, (2016, June). Academically Adrift How a First Year Seminar Can Get the Academy Back on Course [Blog Post] retrieved from http://www.anotherpanacea.com/2012/06/academically-adrift-how-a-first-year-seminar-can-get-the-academy-back-on-course/.

Adelman, C., Ewell, P., Gaston, P., & Schneider, C. G. (2014). The Degree Qualifications Profile: A Learning-Centered Framework for What College Graduates Should Know and Be Able to Do to Earn the Associate, Bachelor's or Master's Degree. *Lumina Foundation for Education*.

Allen, M. J. (2006). *Assessing General Education Programs*. Jossey-Bass, An Imprint of Wiley. 10475 Crosspoint Blvd, Indianapolis, IN 46256.

American Academy of Arts & Sciences, (2017). *The Future of Undergraduate Education*, American Academy of Arts & Sciences Cambridge MA.

Association of American Colleges and Universities. *What is a liberal education*? Retrieved from *https://www.aacu.org/leap/what-is-a-liberal-education.*

Association of American Colleges and Universities. (2011). The LEAP vision for learning: Outcomes, practices, impact, and employers' views. *Peer Review*, *13*(2), 34-34.

Association of American Colleges and Universities. (2015). *The LEAP challenge: Education for a world of unscripted problems.*

Association of American Colleges and Universities. (2015). *High-impact, Integrative general education at Northern Illinois University* retrieved from https://www.aacu.org/campus-model/high-impact-integrative-general-education-northern-illinois-university.

Association of American Colleges and Universities (2018*) Fulfilling the American Dream: Liberal Education and the Future of Work. Selected findings from online surveys of business executives and hiring managers*. Washington D.C.

Association of American Colleges and Universities. (2018, August) *Employers express confidence in colleges and universities, endorse applied and project-based learning as the best preparation for career opportunity and long-term success* [Press release] retrieved from https://www.aacu.org/press/press-releases/employers-express-confidence-colleges-and-universities.

Awbrey, S. M. (2005). General education reform as organizational change: Integrating cultural and structural change. *The Journal of General Education*, Vol *54*,(1), pp 1-21. Retrieved 9/19/2018 from https://www.jstor.org/stable/27798003.

Bauer-Wolf, Jeremy (2018, February). Overconfident Students, Dubious Employers, *Inside Higher Ed* retrieved from https://www.insidehighered.com/news/2018/02/23/study-students-believe-they-are-prepared-workplace-employers-disagree.

Carlson, S., (2017) Lessons from Unlikely Places, *The Chronicle of Higher Education*, Vol LXIV (5).

Davies, M (2016, November). What is critical thinking and do universities really teach it. Retrieved from http://theconversation.com/what-is-critical-thinking-and-do-universities-really-teach-it-69046.

Elrod, S. (2014, Summer). Quantitative Reasoning: The next "across the curriculum movement" *Peer Review*, Vol *16*, 3, Association of American Colleges and Universities retrieved from https://www.aacu.org/peerreview/2014/summer/elrod.

Emanuel, R. (2011) Critical Concerns for Oral Communication Education in Alabama and Beyond, *Education Research International*, vol. 2011, Article ID 948138, https://doi.org/10.1155/2011/948138.

Ferren, A. S., Kinch, A., & Newport, C. (2003) The Dollars and Sense Behind General Education Reform, *Peer Review*, Vol(5), 4, Retrieved from https://www.aacu.org/publications-research/periodicals/dollars-and-sense-behind-general-education-reform.

Gaston, P. L., & Gaff, J. G. (2009). *Revising General Education--and Avoiding the Potholes*. Association of American Colleges and Universities.

Gaston, P. L. (2015). *General education transformed: How we can, why we must*. Association of American Colleges and Universities.

Hart Research Associates. (2016). Recent trends in general education design, learning outcomes, and teaching approaches: Key findings from a survey among administrators at AAC&U member institutions.

Hoggatt, G. L. (2000) General education in California – trends over the last thirty years (Master's thesis) Retrieved from http://www.csus.edu/ppa/thesis-project/bank/2005/hoggatt.pdf.

Hunter, M. S. (2006) Fostering student learning and success through first-year programs, *Peer Review* Vol 8(3), retrieved from https://www.aacu.org/publications-research/periodicals/fostering-student-learning-and-success-through-first-year-programs.

How Notre Dame rethought its core curriculum, (2018, September). *Teaching*, The Chronicle of Higher Education. Retrieved from https://www.chronicle.com/article/How-Notre-Dame-Rethought-

lts/244572?cid=db&elqTrackId=9177f4d93dbb4602864f3d4192ef8547&elq=0bb23481b4344e97a726649db9abd4f3&elqaid=20596&elqat=1&elqCampaignId=9701

Jaschik, S. (2016, January). Distribution Plus, *Insider Higher Ed*, retrieved from https://www.insidehighered.com/news/2016/01/19/survey-colleges-finds-distribution-requirements-remain-popular-new-features.

Lemann, N. (2016) The Case for a New Kind of Core, *The Chronicle of Higher Education,* 27 Nov. 2016. *www.chronicle.com/article/The-Case-for-a-New-Kind-of/238479. Accessed March 2018*. (*His visit with us was April 4, 2018. No CSU funds were used to support his trip).*

Lemann, N. (2018, January) New Opportunities for Undergraduate Education [Video file] American Academy of Arts and Sciences. Retrieved from https://www.youtube.com/watch?v= ZdIZ2WI25U.

Mangan, K. (2018, August) How a liberal-arts college is rethinking it's "soul crushing' core curriculum. *Chronicle of Higher Education* retrieved from *https://www.chronicle.com/article/How-a-Liberal-Arts-College-Is/244383.*

McMurtrie, B. (2018, November). Reforming Gen Ed: Strategies for Success on Your Campus, *Chronicle for Higher Education*, https://store.chronicle.com/products/reforming-gen-ed.

Mrig, A. (2013, October). General Educations Reform: Unseen Opportunities, Higher Ed Impact, Diagnostic. *Academic Impressions*. Retrieved from https://www.academicimpressions.com/PDF/GeneralEducationReform.pdf.

National Association of Colleges and Employers (2016). Job Outlook 2016: The attributes employers want to see on new college graduates' resumes. Retrieved from http://www.naceweb.org/career-development/trends-and-predictions/job-outlook-2016-attributes-employers-want-to-see-on-new-college-graduates-resumes/.

Newman, Jackie F., (2016). A First-Year Experience Course and its Relationship to Retention and Academic Success at a Public Community College, *Electronic Theses and Dissertations.* Paper 3157. http://dc.etsu.edu/etd/3157.

OAH Blog (2016, January). Flipping the Narrative on MOOCs in the Nations' Largest University System. *Process: a blog for American History*. Retrieved from: http://www.processhistory.org/flipping-the-narrative-on-moocs-in-the-nations-largest-university-system/.

Rosenberg, J. S. (2015, May) General Education under the Microscope*, Harvard Magazine*, Retrieved from http://harvardmagazine.com/2015/05/harvard-college-general-education-criticized.

Ruiz-Mesa, K. & Broeckelman-Post, M. A., (2018). Making the case for the basic communication course in general education, *Basic Communication Course Annual*, Vol 30, Article 13.

Schlueter, J. (June 2016) Can colleges truly teach critical thinking skills? [Essay] *Inside Higher Education.* Retrieved from https://www.insidehighered.com/views/2016/06/07/can-colleges-truly-teach-critical-thinking-skills-essay.

Seraphin, C. General Education Requirements: What's the Point? [Blog post] retrieved from https://www.collegexpress.com/articles-and-advice/majors-and-academics/articles/college-academics/general-education-requirements-whats-point/.

White, C. R. (1994). A Model for Comprehensive Reform in General Education: Portland State University, *The Journal of General Education*, 43(3), 168-237.

CSU DOCUMENTS

ASCSU Resolutions

AS-3354-18/FA (Rev) Encouraging Responsible Curriculum Development and Modification under the Higher Education Employer-Employee Relations Act (HEERA).

AS-3271-16/AA (Rev) Establishment of an Academic Senate CSU (ASCSU) Task Force to Study General Education.

AS-3211-15/AA (Rev) Expectations for Upper Division General Education.

AS-3119-13/AA (Rev) Clarifying the Changing Expectations for General Education.

AS-3030-11/APEP The importance of Civic Education (CSU Graduation Requirements in United States History, Constitution, and American Institutions for both Native and Transfer Students).

AS-2744-06/AA/FA - Opposition to AB 2168 (Liu): A Single Common General Education Curriculum for California Community College (CCC) Students who Transfer to University of California (UC) and California State University (CSU) | Resolutions | Academic Senate CSU.

AS-2690-05/AA - Actions Needed to Improve the Quality of Academic Advising in the CSU | Resolutions | Academic Senate CSU.

AS-2645-04/AA - Support for a Systemwide Campus-Specific Transfer Pattern by Major Degree Program in the California State University | Resolutions | Academic Senate CSU.

AS-2678-04/AA - Enhancing Flexibility in CSU's Transfer Requirements | Resolutions | Academic Senate CSU.

AS-2412-98/AA/FGA - Opposition to SB 1472 (Alpert, Thompson, and Watson) Education: Community College: Transfer Student.

AS-2407-98/AA - Modification of Admission Requirements for Upper-Division Transfer.

AS-2227-94/AA - Reaffirmation of Faculty Curricular Prerogatives.

CSU, Chico General Education Planning Sheet. Retrieved https://www.csuchico.edu/aap/_assets/documents/ge-planning-sheet.pdf.

CSU, Chico, Pathways in General Education Retrieved https://www.csuchico.edu/ge/students/pathways/index.shtml.

Executive Order 1100 (rev) (2017, August) General Education Breadth Requirements https://www.calstate.edu/eo/EO-1100-rev-8-23-17.html.

General Education Descriptions from all CSU campus websites.

General Education Programs at CSU Comparator Universities.

Give Students A Compass CSU [web site] retrieved from http://www.calstate.edu/app/compass/.

California State University Task Force on the Advancement of Ethnic Studies, (2017, November). Retrieved from https://www.calstate.edu/AcadAff/documents/Ethnic-Studies-Status-Report-Nov-2017.pdf and https://www.calstate.edu/AcadAff/documents/Ethnic-Studies-Status-Report-Nov-2017.pdf.

Title 5. Education, Division 5. Board of Trustees of the California State Universities Chapter 1. California State University, Subchapter 2. Educational Program Article 5. General Requirements for Graduation § 40405.1. California State University General Education Breadth Requirements. Retrieved from https://www.calstate.edu/AcadAff/codedmemos/AA-2013-02-Attach1.pdf.

Virginia Tech, Pathways to General Education Retrieved https://www.pathways.prov.vt.edu/.

Quantitative Reasoning Task Force Report (Sept, 2016) Retrieved from https://www.calstate.edu/AcadSen/Records/Reports/documents/QRTF.FinalReport.KSSF.pdf.