

# Title: General Education Task Force Report\*

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Prepared for ASCSU Plenary March 2019

(At the conclusion of the GETF formed in AS-3271-16/AA (Rev) Establishment  
of an Academic Senate CSU (ASCSU) Task Force to Study General Education)

\*See a more exact title perhaps, next slide



**\*A More Exact Title Perhaps:** A draft set of ideas about general education presented to the ASCSU to serve as a launching point for thoughtful discussion, debate and revision: A giant peer review



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

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- RESOLVED: That the ASCSU define the ideal membership of this task force to include:
- The Chair of the Academic Senate CSU (co-chair)
- The Chair of the Academic Affairs Committee (co-chair)
- The Chair of the Academic Preparation and Education Programs Committee
- The Chair of the General Education Advisory Committee
- Two additional ASCSU Senators
- Two campus Faculty
- The Chair of the Board of Trustees (BOT) or designee
- The Faculty Trustee on the BOT
- A representative from the CSU Office of the Chancellor
- A representative from the University of California Senate
- A representative from the Community College Senate
- One or two student representatives from California State Student Association (CSSA)



**Charge of the Task Force as per AS-3271-16/AA (Rev)  
Establishment of an Academic Senate CSU (ASCSU)  
Task Force to Study General Education**

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“RESOLVED: Given that General Education (GE) is under the purview of the faculty, that the ASCSU form a task force to examine, offer suggestions, and report upon GE programs system-wide. This task force may engage in the following:” (9 general areas listed for consideration)



# Our unwavering student-centered focus led to a conceptual model derived from best practices

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- Best Practices in CSU and US include:
  - Coherence: treatment of GE as a program so students see GE as more than “box checking”, intentionality of student learning
  - Scaffolded learning: reinforcement of skills and abilities throughout the GE program
  - Pathways/Themes: these are developing throughout CSU to assist students in finding meaning in GE, maybe leading to minors, areas or emphasis or certificates.
  - Issues examine through different disciplinary lens



# Conceptual Framework

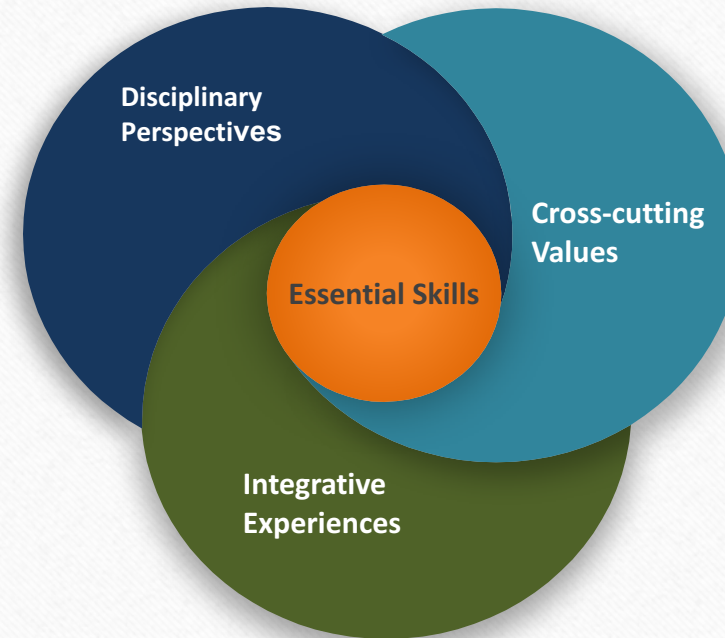
Multidimensional, Integrative, Intentional  
GE program framework.

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Essential (foundational) Skills that are reinforced and scaffolded throughout the curriculum.

Surrounded by Disciplinary Perspectives, Cross-cutting Values and Integrative Learner Centered Experiences which contextualize the GE program.

*(The model is included in detail at end of presentation)*





# Outgrowth of Model: Increased Campus Autonomy

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- UDGE isn't solely deployed in areas B, C & D, as it is in the status quo; it's up to the campus to determine how they want to scaffold that learning.
- FYEs encourage scaffolding in packages promoting the values of a given campus (e.g., sustainability, equity, social justice).
- Graduation requirements that express the values of the campus, such as languages other than English, service learning, and AI, can be accommodated in the GE package.



**This is just the beginning**  
***(Really, we mean that!)***

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The GETF report 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.



## **Most feedback to date is on American Institutions, some clearly indicating unintended confusion**

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- AI is a Graduation Requirement (up to 6 units). It is not currently part of GE
- AI is critically important: therefore, it is a Core Value in the conceptual model
- GETF sought to explicitly include at least 3 units in GE.



# AI and Campus Autonomy: Need for Discussion – Some Ideas

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1. Adopt one of the two suggestions from GETF Report:
  - a. Three units as a Core Value in GE
  - b. Three units as a Core Value in GE and also *3 or more units* in Integrative Experience and/or Disciplinary perspectives
2. Keep as is, a 6 units Graduation Requirement – nothing changes (students required to have 6 units)
3. Three units as a Core Value in GE and leave 3 units solely as graduation requirement (students required to have 6 units)



# Decisions for ASCSU after this Giant Peer Review

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**Keep Status Quo:** EO 1100 (rev) as is. Continued student confusion, box checking, lack of student understanding of purpose of GE, lack of coherence and intentionality of learning in GE.

**Adopt some ideas in GETF Report:** Gain a model that leads to coherence: treatment of GE as a program, intentionality of student learning, scaffolded learning: reinforcement of skills and abilities throughout the GE program.

**ASCSU develops something fantastically different** that is not the status quo and improves on the GETF suggestions.



**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.

