

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC, BPC,
FAC

GECCo Structure, Course Approvals, and Reporting

RES 212232

- RESOLVED:** That GECCo provide recommendations and make requests to the Academic Senate via the Academic Affairs Committee; and be it further
- RESOLVED:** That the Faculty Director of General Education be appointed an ex officio, non-voting member of the Academic Affairs Committee, and be it further
- RESOLVED:** That any changes to the unit totals and/or distribution across Areas or changes to the thematic minor structure or requirements require Academic Senate approval; and be it further
- RESOLVED:** That the GE Faculty Director be charged with and provided staff resources to publicly post and update information regarding GE course submissions, including date of receipt and status of the review; and be it further resolved
- RESOLVED:** That the GE Faculty Director provide a report to the Academic Senate at the end of each semester containing the following:
- A summary of course approvals
 - A listing of substantive changes to course goals and learning outcomes
 - A summary of assessment activities
 - A summary of grant-related activities
 - A listing of faculty development activities undertaken relative to general education
 - A summary of course review activities and results

RATIONALE: There have been differing understandings of the relative roles of the Academic Senate and GECCo relative to the AIMS GE program. This resolution may provide more clarity than the earlier founding documents approved by the Senate including *Resolution 1314047 Structure of the General Education Program at CSU, Bakersfield*. A concern has also been expressed about a transparency regarding the activities of GECCo. The end-of-semester report outlined above provides more direction to the GE Faculty Director in reporting to the Senate.

ATTACHMENT: Resolution 131407

Approved by the Academic Senate May 12, 2022

Sent to the President May 20, 2022

Approved by the President May 23, 2022

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CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Structure of the General Education Program at CSU, Bakersfield
RES 1314047

EC

RESOLVED: that the Academic Senate recommend approval of the “Structure of the General Education Program at CSU, Bakersfield” with the incorporation of Amendments A & B.

Rationale: In March 2013 the Academic Senate approved a set of “Guiding Principles for General Education Reform at CSUB.” It also established a Task-Force to develop models for a General Education Program based on these principles with a report due back on University Day fall 2013. This report was made available to the university community in fall 2013; and a series of workshops and sessions were held on GE. The GE Task Force reported their recommendations to the Academic Senate. In November the Academic Senate approved the appointment of a General Education Implementation Committee with the following charge: “The General Education reform implementation committee shall develop Model 3, while paying careful attention to the most valuable features of Model 2, as reflected in the findings of the Task Force on General Education's report to the Academic Senate. In doing so, it may wish to consult with university constituencies, such as Student Affairs and others with expertise in advising, enrollment management, the first year experience, and instruction in basic skills.”

The GEIC met during the month of December, made a preliminary report to the university community on January 10 and to the DCLC on January 15th. In addition, the committee solicited feedback from faculty and students. This committee has now submitted its recommendations to the Academic Senate.

The basics of the GE program have been discussed in many forums and most recently at the Academic Senate meeting of January 30, 2014.

Distribution List: President, Provost,

Approved by the Senate on February 13, 2014
Sent to the President for approval on February 24, 2014
Approved by the President on March 26, 2013

Structure of the General Education Program at CSU, Bakersfield

Overview

The General Education Program at CSU, Bakersfield, provides a liberal arts education that builds a vibrant learning community connecting teachers and students across the university. It promotes student success by structuring educational activities that purposefully contextualize, reinforce and integrate knowledge. Students have opportunities throughout the curriculum to reflect upon and apply what they learn through a variety of high-impact practices.

Themes: interdisciplinary integration

Students and faculty engage in broad, interdisciplinary themes woven throughout lower-division and upper-division GE coursework, as well as co-curricular and extra-curricular activities. Themes provide CSUB students with a strategically defined cohort of fellow students, explicitly designed opportunities to practice integrative and interdisciplinary learning, and robust, collaborative partnerships. Students are encouraged to gain a depth of knowledge by pursuing a thematic minor through GE coursework. Themes also provide a common focus of conversation among faculty, who will gather in Faculty Interest Groups (FIGs), which can be used to help build and deepen relationships across schools.

Foundational Skills: contextualizing and reinforcing

The General Education Program focuses on teaching and reinforcing the foundational skills (oral and written communication, critical thinking and quantitative reasoning) that are core to a liberal arts education. Faculty will meet in Skill Reinforcement Groups (SRGs) to further facilitate common learning experiences for students.

Guidepost Series: reflecting and applying

A series of guidepost courses in the first, junior, and senior years provides touchstones throughout the students' college experience to synthesize their learning within the broad topics of acculturation, skill development and self-reflection. A pilot study will evaluate the use of e-portfolios to help students reflect on and synthesize their learning.

Structure and Units

Lower Division (38 units)

- First-Year Seminar: A two-unit, year-long course will provide students with an engaged, supportive environment where they can make vital connections with a cohort of fellow students, their instructor, and key members of the campus community who can help ensure their success. Students in the course will be introduced to the themes.
- Foundational Skills: Three-unit courses in oral communication, written communication, critical thinking and quantitative reasoning will connect with a Theme through use of relevant examples and/or assignments to contextualize student learning. SRGs and FIGs will help faculty connect across the curriculum.
- Area Courses:

Area B: one three-unit course each in physical and life sciences, including a lab
Area C: one three-unit course each in arts and humanities
Area D: two three-unit courses in different social science disciplines

Each lower division Area Course (B/C/D) falls under one of the following categories:

1. Thematic course with an explicit course connection to a foundational skill (the skills course is a co-requisite or prerequisite)
 2. Thematic course that reinforces a foundational skill (the skills course is a pre-requisite)
 3. Satisfies the Student Enrichment and Lifelong Fulfillment (SELF) requirement
 4. Large-format, lecture course
- American Institutions: These additional six units of course work fall into two categories:
 1. satisfies the AI-History requirement and reinforces writing (A2 pre-requisite)
 2. satisfies the AI-Government requirement and reinforces critical thinking (A3 pre-requisite)
 - SELF - Student Enrichment and Lifelong Fulfillment: Students may take a course from Area B, C, or D that fulfills this requirement. This area of study is designed to enhance students' awareness and understanding of themselves as integrated physiological, social, and psychological beings who must relate to others in a physical and social environment.

Courses focus on disciplined inquiry leading to self-discovery and self-knowledge. Student learning in this area centers on issues such as human behavior, sexuality, nutrition, substance

use, physical and mental health, stress management, financial literacy, social relationships, relationships with the environment, religion, as well as implications of death and dying and avenues for lifelong learning. Physical activity, as a modality for developing health, may be included provided that it is an integral part of the study elements described.

Upper Division (9-10 units)

- **Junior-Year Diversity Requirement:** This three unit course brings transfer students and native students together into one group to reflect on their lower-division general education experience and how those basic skills and ways of knowing are important in the major. The course will reinforce written communication skills.

In addition to self-knowledge, students will develop intercultural knowledge and develop the ability to recognize and navigate diversity through investigation of the cultural values and history, language, traditions, arts and social institutions of a group of people. Intensive use of writing will help students critically explore diverse social experiences, world views, beliefs, practices, and values.

- **Area Courses:** Students will take two upper-division Thematic Area courses in the areas outside of their home school. Each upper-division Area Course (B/C/D) must be Thematic and reinforce two foundational skills. Area B courses will reinforce quantitative reasoning and one other skill, as selected by the course proposer. Area C and D courses will reinforce critical thinking and one other skill, as selected by the course proposer.
- **GE Capstone:** This course provides a holistic integration of students' university experience and reinforces their oral communication skills in preparation of completing their studies at CSU, Bakersfield. Students may take this course within their major if the student learning outcomes of the capstone course are embedded in the Senior Seminar of their major. Theme-based capstone courses of 1-3 units will also be available for students.
- **Graduate Writing Assessment Requirement:** The Graduate Writing Assessment Requirement (GWAR) is satisfied by every student in one of two ways: (1) passage of the GWAR test or (2) a grade of C or better in a course approved to meet GWAR. Faculty are encouraged to submit Junior-Year Seminar, Upper-division Thematic Area courses, and major courses to meet this requirement.

GE Requirement: 48-Units

Students will be offered a number of one-unit courses (including computer literacy, information literacy, service learning opportunities, and thematic capstones) that can be used by students who are short on the 48-unit GE requirement.

GE Modifications

The GE Program is a shared learning experience for all CSU, Bakersfield students. Occasionally, departments may need to request deviations from the standard coursework for their majors. GE Modifications are intended to prevent students from undue repetition of coursework or exposure to excessive unit requirements. For example, STEM majors are likely to need GE Modifications for their science and math coursework (e.g., substitution of calculus for the Mathematics/Quantitative Reasoning Requirement).

Programs may request a unit modification if the standard GE pattern causes a hardship for their students. The campus general education committee will approve 6-9 units of GE substitutions outside of Area B to allow the following majors to bring their total required units to a total not to exceed 120 units.

- All engineering majors
- Computer science
- Nursing

General Education Unit Requirements

	GE Units	EO1065 A-E Units
LOWER DIVISION	38	39
Foundational Skills (13)		
A1. Oral Communication	3	3A
A2. Written Communication	3	3A
A3. Critical Thinking	3	3A
B4. Quantitative Reasoning	3	3B
LD Thematic Area Courses		
B1. (Physical) & B2. (Life), w/ lab	6	6B
C1. (Arts) & C2. (Humanities)	6	6C
D. (two disciplines)	6	6D
American Institutions - History	3	3C
American Institutions - Government	3	3D
SELF	3*	3E
First-Year Seminar	2	
UPPER DIVISION	9-10	9
Junior-Year Diversity Requirement (Reflection)	3	
UD Thematic Area Courses	6	6 B/C/D outside home major
GWAR	0/3	
Capstone	0-1**	3 B/C/D inside home major
TOTAL	48	48

*SELF = Student Enrichment and Lifelong Fulfillment. Students must take a course that satisfies the SELF requirements but this can double count as a B/C/D Area requirement.

**Capstone. One unit if taken as a GE course. No additional units are required if fulfilled as part of the major.

ULO Mapping

	1A Critical Reading	1B Critical Writing	1C Critical Speaking	1D Critical Thinking	1E Life-long Learning	1F Problem Solving	2A Professional Writing	2B Professional Speaking	2C Info Management	2D Computer Literacy	3A Broad Discipline	3B Apply Discipline	3C Career Preparation	4A Math Calculations	4B Quantitative Reasoning	4C Apply QR	5A U./Comm. Engage	5B Interpersonal Skills	5C Know Self	5D Group	5E Independence	6A Ethics	6B Diversity	6C Res./Anal. Problem S.	6D Interdisciplinary	
First-Year Seminar	I	I		I	I				I	I			I				I		I	I	I	I	I			
Foundational Skills																										
A1. Oral Communication			ID					ID										I			I	I				
A2. Written Communication	D	D					I		I												I	I				
A3. Critical Thinking	C			ID		I			I													I				
B4. Quantitative Reasoning														IDC	ID	ID						I				
LD Thematic Area Courses	C	D	D	D	D	ID	ID	D	D		I			DC	DC	DC	DC					D		D	I	ID
Am. Inst.- History		D					D		D		I											D		D		
Am. Inst.-Government				D					D		I						DC					D		D		
SELF					C												D	I	D			I				
Junior-Year Diversity Requirement		C					DC			D			I					D	D	I	D	D	C		D	
UD Thematic Courses		DC	D	D			DC	DC			D	I		DC	DC	DC	DC					D		I	C	
Major		DC	D	DC		DC	DC		DC	IDC	IDC	IDC	IDC	DC	DC	DC	D	IDC			IDC	IDC		IDC	ID	
GWAR		C		C			C															C			C	
Capstone		C	C	C			C	C	C	C			D						C			C			C	

I = Introduced, D = Developed, C = Competence Established