

GENERAL EDUCATION POLICY

[This policy supersedes PS 0000, 7121, 7123, 7203, 7245, 7305, 7309, 7502, 7604, 7729, 78-23, 7946, 7920, 7928, 8006, 8006 supplements #1 (1983), #2 (1987), and #3 (1987), 81-11, 8111 supplement #1 (1982), 8111 amended (1985), 8111 amended (1988), 804, 83-04 supplements #1 (1985) and #2 (1987), 879100, 9100 (Rev.) (1994), 900, and 9800]

The amendments to the policy were recommended by the Academic Senate on January 26, 2012 and approved by the President on February 16, 2012.

1. INTRODUCTION

- 1.1. The components of an undergraduate education include the major, in which the student acquires depth of knowledge, electives that allow a student to explore personal or career-related interests, and General Education (GE). General Education allows students to develop competency in academic skills that are essential to all academic majors. In addition, General Education offers students broad knowledge beyond the focus of the major, as well as exposure to the rich diversity of human experience. General Education should foster habits of mind that lead to lifelong learning and prepare graduates for full and productive lives.
- 1.2. The General Education program at CSULB sequentially introduces students to the mastery of skills along with a pattern of course work that will provide graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. It involves three stages: Foundation, Explorations, and Capstone. Students who begin their college careers at CSULB will complete all three stages, while transfer students who enter the university with a certified General Education transfer program will be expected to complete the final (Capstone) stage only.
- 1.3. General Education breadth requirements are specified in California Code of Regulations, Title 5, Article 40405, and Section 40404 of Title 5 and CSU Executive Orders as delineated below.

1.5. In addition to periodic review of courses and program assessment, several other areas are important to the health of the General Education program. These areas include the following:

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2. THE ESSENTIAL GENERAL EDUCATION STUDENT LEARNING OUTCOMES ARE:

2.1 Knowledge of Human Cultures and the Physical and Natural World

- 4.1. Only courses on the General Education Master Course List at the time the student takes the course shall count for General Education.
- 4.2. To ensure that every course in the General Education program contributes to student achievement of the entire program, all course syllabi for approved General Education courses must include information on the expected GE learning outcomes to be addressed in the course. It is not expected that every GE course will address every outcome; faculty are strongly encouraged to tailor specific course learning outcomes to a subset of the GE learning outcomes and to explain how those will be addressed in the particular course.

and integration of core GE skills and disciplinary knowledge developed through ongoing practice and regular feedback resulting in a significant product (paper, portfolio, performance, research, etc.) that demonstrates advanced achievement in the discipline.

7.10.7.3. The essential general education student learning outcomes that are the central focus of advanced skill development in this capstone designation must include advancement of Written Communication and Critical Thinking and one (1) other Learning Outcome, as defined appropriately for the discipline.

7.10.7.4. Because General Education is a breadth requirement, students would normally have no prior experience in the discipline beyond an introductory course. However, the student learning outcome of this capstone focuses on integrative learning that promotes synthesis and advanced accomplishment across general and specialized studies. In addition, the Integrative Learning capstone is to provide interconnectivity for understanding ~~how~~ learning of general education skill supports the learning of their majors. Therefore, the upper division Integrative Learning capstone is designed primarily for students majoring in the discipline. Thus, the Integrative Learning capstone will be ~~accepted~~ the General Education program.

7.10.7.5. The Integrative Learning capstone may also have requisites that are disciplinary specific or not on the General Education Master Course List in order to be appropriate for demonstrating advanced achievement in the discipline.

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12. GOVERNANCE OF THE GENERAL EDUCATION PROGRAM AND REVIEW OF COURSES

12.1. Governance

12.1.1. The authority to review and approve courses for inclusion in the General Education Master Course List belongs to the General Education Governing Committee (GEGC), with final authority residing in the Curriculum and Educational Policy Council (CEPC).

12.1.2. Membership and duties of the GEGC shall be specified by the Academic Senate.

12.2. Review of courses

12.2.1. Courses will be reviewed periodically. The standard period between reviews is seven (7) years. Any course that undergoes substantial change requires appropriate reevaluation to remain on the list of approved courses. A request for inclusion of a course in an additional General Education category or subcategory or a request for Capstone status for a course already on the list of approved General Education courses requires

12.2.2. Once a course has been approved for General Education credit, it will be reviewed periodically. The standard period between reviews is seven (7) years. Any course that undergoes substantial change requires appropriate reevaluation to remain on the list of approved courses. A request for inclusion of a course in an additional General Education category or subcategory or a request for Capstone status for a course already on the list of approved General Education courses requires

13.7. Except in those instances for which it is provided that the Curriculum and Educational Policies Council has final authority, actions of the council shall be subject to review by the Academic Senate.

EFFECTIVE: Fall 2012