

California State University, Dominguez Hills
Academic Senate Resolution
Faculty Resolution 13-06
Sense of the Senate
Faculty Resolution in Support of General Education and Major Program Integrity
M/S/P 4/24/13

WHEREAS: in January 2013 the CSU Board of Trustees approved revisions to section 40508, Article 6, Title 5 that established 120/180 as the maximum number of units that may be required by baccalaureate degree programs at the CSU; and

WHEREAS: this change - which the ASCSUDH interprets as a violation of the well-established principle of faculty control over curriculum – has resulted in a request by campus administration to allow specific “high-unit” programs at CSUDH to waive three units of General Education in Area D (Social Sciences) in order to achieve compliance with section 40508 as revised; and

WHEREAS: the ASCUDH is committed to maintaining a common General Education curriculum for all CSUDH undergraduates, which would be generally compromised by such waivers; and

WHEREAS: the “high-unit” programs in question have worked diligently with campus administration, the University Curriculum Committee and the General Education Committee, using the “toolkit” provided by the Chancellor’s Office, to reduce the number of units required by their baccalaureate degree programs, making substantial reductions thereby (see Appendix A); and

WHEREAS: the ASCSUDH reaffirms its support for the CSUDH faculty administering these programs, considering them to be the only legitimate authorities regarding matters of program quality and integrity; be it therefore

RESOLVED: that the ASCSUDH generally oppose any request for waivers of common General Education requirements; and be it further

RESOLVED: that the ASCSUDH strongly encourages the Chancellor’s Office to respect the disciplinary training and experience of CSUDH faculty and to approve exceptions to the 120/180 unit limit for programs that have achieved significant reductions by the other means outlined by the Chancellor’s Office; and be it further

RESOLVED: that copies of this resolution be distributed to the Chancellor’s Office, the ASCSU, and all campus Academic Senates.

Appendix A

Toolkit for 120-Unit Baccalaureate Review

The following curriculum design strategies are shared for campus consideration as department faculty and campus governance bodies collaborate on the review and revision process. In support of student access and affordable baccalaureate education, campuses are asked to review and reduce to 120 semester (180 quarter) units, as appropriate, (plus concentration) the requirements in bachelor's degree programs. This effort aims to improve student access and reduce total costs to students. With fewer units required, more students will graduate sooner, thereby creating access for new students who have been waiting to enter the university as freshmen or community college transfers. Additionally, as more CSU programs will qualify for the 60 + 60 unit "Associate Degree for Transfer" degree pathways, which improve community college student transfer and CSU degree completion.

Reducing to 120/180 units could lower student debt levels and reduce student reliance on financial aid, and students in reduced-unit programs are less likely to be assessed the proposed Third-Tier Tuition Fees (if that policy is adopted). Shortening the time to degree would be especially valuable for students entering the CSU with required remediation work ahead of them, as those students are already obligated to take more courses than are their college-ready counterparts.

The Chancellor's Office thanks the Academic Senate CSU for contributions to this document.

Comparing Similar CSU Programs

A review of the number of similar programs in the system will show a range of required units and may reveal patterns that could be helpful in considering where changes to unit counts may be appropriate.

Number of Similar CSU Programs	Systemwide Range of Max Units (lower end)	Systemwide Range of Max Units (upper end)
<i>(example) 11</i>	<i>124</i>	<i>136</i>

Responding to External Pressures

Campuses are asked to review current requirements in place for accreditation, licensing, examinations, etc., if external pressures have caused programs to exceed 120/180 units. In recent years, accreditation processes have shifted focus from unit requirements to learning outcomes or educational content, which may give programs new latitude in curriculum design.

External Requirements	Source of Externally Imposed Requirements	Number of Units Required Externally	Number Required in Campus Degree Program
Professional accreditation			

requirements			
Licensure/certification requirements			
Units required to sit for professional exam			
Other			

Suggested Strategies for Reducing Total Required Units.

Campuses may find many other strategies helpful, as well.

Options for reducing bachelor's degree unit requirements
Reduce the number of major core units.
Reduce the number of required major elective units.
Reduce the number of prerequisite units.
Reduce the number of co-requisite units.
Reduce number of units in concentration ("option").
Reduce units associated with a course or courses.
Eliminate required minor.
Double count American Institutions with major course requirements.
Double count American Institutions with general education requirements.
Double count GE with campus-specific requirements (satisfy GE requirements through other courses).
Reduce the number of campus-specific graduation requirements (e.g. technological proficiency, cross-cultural competence, or language other than English, which may be addressed across the curriculum instead of only through a dedicated course).
Reduce one or more GE requirements (per EO 1065). This requires campus approval.