

A C A D E M I C S E N A T E
O F
C A L I F O R N I A S T A T E U N I V E R S I T Y
S A C R A M E N T O

Minutes

Issue #9

December 1, 1988

ROLL CALL

Present: Bach, Barrera, Beckwith, Bess, Brackmann, Burger, Colen, Cook, Decious, Dillon (Parliamentarian), Farrand, Figler, Freund, Herman, Holl, Jakob, Kutchins, Marsh, Martin, Joan Maxwell, John Maxwell, McGeary, Mills, Moon, Moore, Palmer, Raske, Rios, Scheel, Shannon, Shek, Stradley, Sullivan, Swanson, Tooker, Torcom, Wheeler, White

Absent: Cordero, Cross, Haq, Humphrey, Jirgens, Kerster, Meyer, Rice, Rodriguez, Stroumpos, Tzakiri, Wycosky

ACTION ITEMS

AS 88-120/GE, Ex. GENERAL EDUCATION TRANSFER CORE CURRICULUM
[Refer to Attachment A]

The CSUS Academic Senate supports the concept of a General Education Transfer Curriculum linking the three segments of California Higher Education. The CSUS Academic Senate considers the proposed 31 plus 6/3 program a reasonable compromise and supports its adoption, subject to the following:

1. The Academic Senate recommends that the relationship of the proposed GE Transfer Core Curriculum to E.O. 338 be described in a way that preserves the integrity of E.O. 338, including unit and area requirements. Specifically, the Academic Senate recommends that Para. 2, pg. 2 of the GE Transfer Core Curriculum be amended (underline/strikeover) as follows:

~~"It is the intention of the General-Education-Breadth Advising-Committee-CSU Academic Senate that E.O. 338 remain in place, but-because-it-requires-more-than-the-proposed-General-Education-Transfer-Curriculum;-this introduction-will-address-the-areas-requiring-attention and that the General Education Transfer Curriculum is to be implemented in the context of E.O. 338. Students completing the General Education Transfer Curriculum be required to meet the total unit, upper division unit,~~

and area requirements prescribed under E.O. 338."

2. The CSUS Academic Senate recommends that the phrase "each course must devote a substantial amount of activity to written composition" (English Communication pg. 4) be replaced with a phrase similar to that recommended by the San Francisco State Academic Senate, i.e., "Each course must include a substantial amount of writing appropriate to the course content and the discipline in which the course is taught."
3. The Academic Senate recommends that the GE Transfer Core Curriculum category of Physical and Biological Sciences be changed to Physical and Life Sciences.
4. The Academic Senate recommends that Para. 2, pg. 7 of the GE Transfer Core Curriculum be amended (underline/strikeover) as follows:

"Our view of the world is incomplete if we ignore the contributions of women and ethnic minorities to art, music, philosophy and literature. To become familiar with these contributions is to allow the perspectives of articulate and talented women members of these groups to enrich and change our lives. Attention to women's ~~the~~ contributions of women and ethnic minorities is therefore an important dimension of the studies that are undertaken in the arts and humanities."
5. The Academic Senate recommends that the GE Transfer Core Curriculum include an explicit statement on the inclusion of courses in Foreign Languages in the Arts and Humanities subject area similar to the following statement in E.O. 338:

"Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses."

In addition, the CSUS Academic Senate recommends that Para. 3, pg. 3 be amended (underlined) as follows:

"Both the California State University and the University of California have a specific American Institutions requirement that is separate from their general education requirements. In addition, the California State University and the University of

California may establish additional graduation requirements (e.g., Foreign Language or writing competency requirements). Completion of..."

6. The Academic Senate recommends that the intent of the first sentence under the Social and Behavioral Sciences subject area (pg. 7) be clarified.
7. The Academic Senate recommends continued efforts to achieve fuller agreement of the GE transfer core curriculum between all three segments of higher education.
8. The Academic Senate recommends adoption of formal mechanisms for periodic consultation, review, and revision of the GE Transfer Core Curriculum.
9. The Academic Senate recommends revision and implementation of the formal process for resolving challenges to the listing of GE courses submitted for inclusion in GE categories.

Carried unanimously.

*AS 88-121/PCP, Ex. PCP-FUNDED RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY PROGRAM, 1988-89 CSUS PLAN FOR

The Executive Committee, on behalf of the Academic Senate, recommends adoption of the following 1988-89 campus plan for the allocation and use of funds provided under the PCP-Funded Research, Scholarship and Creative Activity Program:

- I. The total amount allocated to CSUS for the Program Change Proposal during the 1988-89 academic year is \$174,878. These monies shall be allocated to the three programs in the following manner:
 1. \$15,126 to the Semester Leave with Pay program; and,
 2. of the remaining \$159,752, 60 percent (\$95,851) to the Summer Fellowship program, and
 3. 40 percent (\$63,901) to the Scholarly/Creative Activity (Mini-) Grants program.

A balance in any of the three programs shall be reallocated to programs, other than the Semester Leave with Pay program, in which there are remaining meritorious proposals.

- II. The Scholarly/Creative Activity (Mini-) Grants awarded during the 1988/89 academic year shall be limited to

monetary awards and not include provision for assigned time. This recommendation only responds to the time pressures of the current PCP cycle, and in no way should be interpreted as applying to the SCA Grants in future allocations, since the Academic Senate considers assigned time to be a valuable part of the opportunities provided by this grant program.

- III. A single Semester Leave shall be granted during the 1988/89 academic year. This motion only responds to the time pressures of the current PCP cycle, and in no way should be interpreted as applying to the Semester leaves in future PCP allocations, since the Academic Senate considers semester leaves a valuable part of the opportunities provided by the PCP program.

Carried unanimously.

AS 88-122/PCP, Ex. PCP-FUNDED RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY PROGRAM, IMPLEMENTATION OF 1988-89

The Executive Committee, on behalf of the Academic Senate, recommends campus adoption of the following guidelines, criteria, evaluation and procedures for application and review of proposals for the 1988-89 PCP-Funded Research, Scholarship and Creative Activity Program: [Distributed to all faculty as attachment to November 15, 1988, memorandum from Vice President Burger and Senate Chair Barrena regarding "State Funded Research, Scholarship and Creative Activity Programs - 1988-89."]

Carried unanimously.

*AS 88-88/AP, Ex., Flr. DISRUPTIVE STUDENT, DEALING WITH THE

The Academic Senate endorses the following statement as advisory to faculty in dealing with disruptive students:

THE RECOMMENDED WAY TO DEAL WITH THE DISRUPTIVE STUDENT

Due process is the key to handling the disruptive student. The student cannot be prevented from attending class or disenrolled from a course unless the student has been accorded due process.¹

Because of recent court cases in which universities have been ruled against, the following is the suggested procedure to use:

1. The disruptive student should be informed by the instructor that he/she is being disruptive.
 - a. Explain how the behavior exhibited is disruptive to your teaching.
 - b. Explain how the disruptive student is depriving others in the classroom of an education.
 - c. Advise the student at this time that he/she will be reported to the Dean of Student Affairs if behavior continues.
2. If the student's disruptive behavior continues after the student has been informed, contact the Assistant to the Dean of Student Affairs, Student Service Center, Room 206, ext. 6060, for assistance.²

All of the above steps must be followed to assure that the student has been accorded due process.

The student should be allowed to attend class during the steps outlined above, so long as the student does not continue to be disruptive. However, the student can be dismissed for the remainder of any class period when his/her behavior impedes the regular activity of the class. **IF AT ANY TIME YOU FEEL A STUDENT IS A PHYSICAL THREAT, IMMEDIATELY CALL THE CAMPUS POLICE AT EXT. 6900.**

¹Disenrollment from class is a possible discipline sanction by the Dean of Student Affairs Office.

²Feel free to call the Discipline Coordinator, ext. 6060 for assistance anytime during the above process.

Carried unanimously.

*AS 88-113/FPDC, Ex. MINI-GRANT FUNDS, ALLOCATION OF 1988-89

The Academic Senate recommends that the \$175,000 available for

Mini-Grant funding during the 1988-89 academic year be allocated to the eligible program centers in the following manner:

1. The Student Affairs and Athletics program centers be allocated a total of \$6,048. These funds are to be administered through the Office of the Vice President for Academic Affairs.
2. The Library be allocated a total of \$7,000. These funds are to be administered by the Library's Faculty Professional Development Committee.
3. The remaining \$161,952 be allocated to the five schools, in the following amounts:

School	FTEF	Percent	Amount Allocated
Arts & Sciences.....	494.5	53.0	\$ 85,835
Business & Public Admin.....	129.8	14.0	22,673
Education.....	89.2	9.6	15,547
Engineering & Comp. Science..	87.9	9.4	15,224
Health & Human Services.....	130.1	14.0	22,673
TOTAL	931.5	100.0	\$161,952

4. Grants may be awarded ranging from \$100 to a maximum of \$3,500 (or the funding equivalent of three units of assigned time plus \$500) per project.

Carried unanimously.

*AS 88-114/Ex. UNIVERSITY STUDENT SCHOLARS PROGRAM

The Academic Senate endorses the establishment of a group to be known as the University Student Scholars, as outlined in President Gerth's memorandum of April 28, 1988 (Attachment B), with the recommendation that a model be designed that provides for more than one student from large departments.

Carried.

Due to lack of a quorum, the following agenda items were postponed to the December 8, 1988, Senate meeting:

AS 88-115/Ex. TRUSTEES' OUTSTANDING PROFESSOR AWARDS

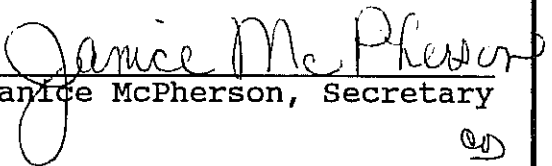
AS 88-116/Ex. COMMITTEE FOR PERSONS WITH DISABILITIES

AS 88-117/Ex. EDUCATIONAL EQUITY, COMMITTEE FOR [Supercedes
AS 86-55, 86-56 and 86-57]

AS 88-118/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION
3.01

AS 88-136/Flr. PCP-FUNDED RESEARCH, SCHOLARSHIP AND CREATIVE
ACTIVITY PROGRAM GUIDELINES

The meeting was adjourned at 4:25 p.m.


Janice McPherson, Secretary

*President's approval requested.

GENERAL EDUCATION TRANSFER CURRICULUM
AND THE CALIFORNIA STATE UNIVERSITY

Executive Order No. 338 on General Education Breadth Requirements was issued on November 1, 1980, after considerable consultation, vigorous debate, and thorough involvement of the faculty of the California State University. It has been the position of the Academic Senate CSU and the local senates that the General Education requirements now in place are sound, excellent, and exemplary, and that no important feature or component of these requirements should be compromised. This position has been successfully maintained throughout intersegmental negotiations toward a common General Education Transfer Curriculum. The 31+6 unit proposal* fits entirely within the minimum 48-semester units prescribed by E.O. 338.

It is the intention of the General Education Breadth Advisory Committee that E.O. 338 remain in place, but because it requires more than the proposed General Education Transfer Curriculum, this introduction will address the areas requiring attention if the General Education Transfer Curriculum is to be implemented in the context of E.O. 338. First, the history of, rationale for, and purposes of the proposed General Education Transfer Curriculum will be set forth.

* Of February 29, 1988, amending the proposal of November 12, 1987

A substantial number of CSU graduates do not take their lower division general education programs in the CSU; most CSU students transfer from Community Colleges. In 1986, 53% of CSU graduates had transferred from Community Colleges. On the other hand, in 1985-86 only 17.3% of California Community College students transferred to the CSU. This low transfer rate places California near the bottom number of states nationally in the proportion of its population completing bachelor's degrees.

The Academic Senates of the University of California, the California State University, and California Community Colleges responded early and quickly to the concerns about transfer raised by the Legislature and the Commission to Review the Master Plan. California faculty share fundamental convictions about the purposes of General Education. General Education should develop students' abilities to think; general education courses should not merely transmit information, but should require analysis, criticism, and synthesis. One of the most effective tools for achieving these goals is the written essay, evaluated with attention to the quality of its writing as well as the accuracy of its content, and, as appropriate, general education courses should require significant amounts of writing. In addition, speaking, listening, and reading are important skills that general education courses should foster. Participation in the intellectual and cultural life of our society requires ability in verbal communication of all kinds.

Courses in the transfer curriculum should be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization, and society that have been made by women and members of minority groups.

Similarly, one of the most useful things that students should get from their general education is an understanding of the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

General education should be intellectually challenging; indeed, it must be to do a responsible job of preparing students for entry into the upper division of our demanding four-year institutions and for full participation in the life of the state. It is equally clear that participation in such a curriculum itself requires adequate preparation. General education builds upon adequate high school preparation, and poor preparation may require students to take remedial courses prior to entry into the transfer curriculum.

Both the State University and the University have a specific American Institutions requirement that is separate from their general education requirements. Completion of the General Education Transfer Curriculum will not satisfy those requirements. Similarly, general education requirements are separate from lower division requirements for the major. Students pursuing majors that require extensive lower division preparation may not find the General Education Transfer Curriculum option to be advantageous.*

* Please note that the nine units of upper division work are not covered by the transfer curriculum.

All courses offered towards satisfaction of the requirements of the General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of public post-secondary education. Advanced Placement credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable. The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester and quarter units so represented. Coursework in all areas must add up to a minimum of 37 semester or 56 quarter units.

Subject Area: English Communication
(3 courses; 9 semester, 12-15 quarter units)

The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower division courses in English reading and written composition (1 course), oral communication (1 course), and critical thinking (1 course). Regardless of the primary content objectives of courses included in this area, each course must devote a substantial amount of activity to written composition. Courses in this area shall include close analysis of a variety of representative texts.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focussing on the communicative process from the rhetorical perspective: reasoning and

advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, belief from knowledge, and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought.

Subject Area: Mathematical Concepts and Quantitative Reasoning
(1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester, three-unit course in mathematics or mathematical statistics (above the level of intermediate algebra, with a stated course prerequisite equivalent to three years of college preparatory mathematics). Courses on the application of statistics to particular disciplines may not be used to fulfill this requirement.

The increasingly complex, technological nature of the society in which we live routinely confronts us with a variety of information requiring

calculation, comparison, and other forms of analysis for problem solving. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to prepare students to respond effectively to these challenges.

Subject Area: Arts and Humanities

(at least 3 courses; 9 semester, 12-15 quarter units)

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, literary, aesthetic and cultural importance. Coursework should provide students with an historical understanding of major civilizations and cultures, both Western and non-Western, and with an understanding of the contributions of women and ethnic minorities to cultural life. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

At least one course shall be completed in the Arts and one in the Humanities. Within the arts area, performance and studio classes which reflect the integration of history, theory, and criticism may be credited toward satisfaction of this subject area.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Inclusion of this requirement is, therefore, grounded in the deepest traditions of Western education, with its emphasis on philosophy, language, literature,

and the fine arts. At the same time, the great diversity of contemporary American--especially Californian--society adds a vibrant dimension to our received definition of the Arts and Humanities that opens up great possibilities for expansion of that tradition. To focus on the received traditions of the West and the less familiar traditions of other cultures, including the minority cultures in our own society, is to enrich the education of future generations of California citizens.

Our view of the world is incomplete if we ignore the contributions of women to art, music, philosophy and literature. To become familiar with these contributions is to allow the perspectives of articulate and talented women to enrich and change our lives. Attention to women's contributions is therefore an important dimension of the studies that are undertaken in the arts and humanities.

Subject Area: Social and Behavioral Sciences
(at least 3 courses; 9 semester, 12-15 quarter units)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses which reflect the integration of human social, political, and economic institutions and behavior. The pattern of coursework completed should insure ample student appreciation of the various methods constituting the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary and historical setting. Coursework in this area should present a comparative perspective on both Western and non-Western societies and include the contributions of ethnic minorities and women. The material should be presented from a theoretical point of view and focus on core concepts and

methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the United States History, Constitution and American Ideals requirement (Title 5, Section 40404) may not be counted in this area.

Each of us is born into, lives, and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. By taking courses in the Social and Behavioral Sciences students will gain a basic knowledge of the cultural behavior and social organizations in which they exist as well as the cultural behavior and social organizations of other human societies.

Subject Area: Physical and Biological Sciences
(at least 2 courses; 7-9 semester, 9-12 quarter units)

The Physical and Biological Sciences requirement shall be fulfilled by at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than the recall of "facts." Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is pervaded by science and its applications, and many of the most difficult choices facing individuals and institutions concern the interface of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

Relation of Executive Order 338 to the General Education Transfer Curriculum


1. Unit Requirements

Executive Order 338 requires a General Education program of 48 semester units. Nine of these must be taken in upper division courses after the student has reached upper division status, and at least nine of the 48 units must be taken at the CSU campus granting the degree. The proposed transfer curriculum does not address or affect these CSU upper division unit requirements. Because the 31-unit proposal provides a CSU-specific addition of units in the lower division, 11 units remain, at least nine of which must be upper division.



M E M O R A N D U M

TO: Professor Juanita Barrera
Chair, Academic Senate

FROM: Donald R. Gerth 

I am considering establishing a group to be known as the University Scholars or the President's Scholars.

These are students to be chosen by the chair and faculty of each academic department in the University. Customarily, each department would choose one student, an undergraduate senior, for the academic year either at the end or very beginning of each new academic year. Students would be chosen by departments on the basis of outstanding academic accomplishment and significant promise for the future, measured in professional, personal, and community terms.

These students would be recognized individually and also at an appropriate ceremony with the President at the beginning of each academic year. As a group, they would be invited to a luncheon with the President and others. During the year, there would be a number of seminars with the President, with distinguished leaders of the State of California, with significant academic leaders, and other leaders.

These students could also be included, sometimes by recognition and sometimes as part of an assisting working group, in various University ceremonies and functions.

I would appreciate your comment about it. Thank you.

DRG/rg

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