

BRING YOUR COPY of 2/7/90 memorandum from Chair Barrena to all Full-time Faculty on the subject of G.E. PROGRAM--PART II. The memorandum provides text of all Fall '89 Senate actions to which the actions below respond. You'll also need 3/15/90 AGENDA.

1989-90
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, April 5, 1990
2:30 - 4:30 p.m.
Forest Suite, University Union

INFORMATION

1. Academic Senate Meetings, Thursdays, 2:30-4:30 p.m.:
 - April 12 - SPRING BREAK--No Meeting
 - April 19, Forest Suite, University Union
 - April 26, Forest Suite, University Union
 - May 3, Forest Suite, University Union (1990-91 Nominations)
 - May 10, Forest Suite, University Union
 - May 17, Forest Suite, University Union (1990-91 Elections)
 - May 24, Forest Suite, University Union
2. CSU Academic Senate Action AS-1917-90 "Qualified Support of a Revised 37-unit General Education Transfer Curriculum" (Attachment A)

REGULAR AGENDA

Old Business

[AS 90-33 shown with amendments adopted on 3/15/90.]

AS 90-33/G.E., Ex., Flr. COURSES, PROCEDURES FOR PERIODIC REVIEW OF [responds to AS 89-75 and AS 89-79C.2]

Carried
The Academic Senate adopts the following procedures for periodic review of G.E. courses.

1. ~~Courses in each G.E. area will be reviewed every two and one-half years. Every five years, this there will be a comprehensive review including not only of courses but also in G.E. and area criteria. The periodic reviews will begin with a comprehensive review of Area B. In subsequent years one area will undergo a comprehensive review each year~~

until all in turn have been reviewed. The cycle will then begin again. ~~Two and one half years after the first comprehensive review the process of midpoint reviews will begin.~~

2. The Comprehensive Review of General Education Areas.

Departments will report to the G.E. Administrator on each of their offerings in the area being reviewed.

Departmental reports must include a summary evaluation accompanied by the following supporting documents:

Syllabi, sample assignments, G.E. Student Evaluations (to be developed by the G.E. Committee), for all sections of all courses in the area that have been taught since the last review.* The departmental report must address each of the following concerns: (A) fidelity of syllabus to G.E. category criteria; (B) consistency among sections of multiple section courses; (C) fidelity of real course content to syllabus; and (D) appropriate background and preparation of instructor(s) for course(s).

Departmental reports will be forwarded by the G.E. Administrator to the appropriate course review subcommittee, which will review all courses listed in the area for fidelity to approved standards and criteria.

*Palmer/Revised
Carroll*
*The G.E. Committee will develop a multiple choice questionnaire for each G.E. sub area or area if undivided. This instrument will be designed to assess whether a course is attempting to meet the objectives of the G.E. area. It will not be designed for use in the RTP process but could be administered at the same time as departmental instruments.

The Subcommittee must recommend to the G.E. Committee continuation or termination of listing for each of the courses under review. The G.E. Committee must review the work of the Subcommittee and make a final determination.

Following the review of courses the G.E. Committee will formally consider the overall condition of the area and if appropriate make recommendations for change to the Academic Senate.

~~3. The Midpoint Review.~~

~~At the midpoint between five year comprehensive reviews in an area, G.E. courses in the area will be examined. Departments will report to the G.E. Administrator on each of their offerings in the area being reviewed. Departmental reports must include a summary evaluation~~

~~accompanied by the following supporting documents:—
Syllabi, sample assignments, G.E. Student Evaluations (to
be developed by the G.E. Committee), for all sections of
all courses in the area that have been taught since the
last review. The departmental report must address each of
the following concerns:— (A) fidelity of syllabus to G.E.
category criteria; (B) consistency among sections of
multiple section courses; (C) fidelity of real course
content to syllabus; and (D) appropriate background and
preparation of instructor(s) for course(s).~~

~~The G.E. Administrator will examine departmental reports
for constancy of all courses with originality approved
syllabi, and for consistency among sections of multiple
section courses. If there is a problem, the G.E.
Administrator may ask for additional information and/or
refer a specific course to the G.E. Committee for
continuation or termination of listing.~~

The following items begin on page 7 of March 15, 1990, Agenda:

AS 90-34/G.E., Ex. G.E. COMMITTEE, MEMBERSHIP AND CHARGE
[responds to AS 89-75]

AS 90-35/Ex. G.E. ADMINISTRATOR, DUTIES AND RESPONSIBILITIES
FOR THE [responds to AS 89-74]

FIRST READING

AS 90-36/Ex. G.E. ADMINISTRATOR, LOCATION AND TITLE [responds
to AS 89-74]

New Business

⁴⁸
AS 90-37/Ex. COMMENDATION--ENGLISH DEPARTMENT

Commended
The Academic Senate expresses its appreciation to the faculty
in the English Department for their timely preparation of
thoughtful and thorough reports that respond to the Senate's
requests in AS 89-80 and 89-90. In addition, the Academic
Senate commends the English Department on its long-standing
commitment to composition instruction, its leadership in the
development and implementation of programs that promote writing
across the curriculum, and its efforts to insure that all CSUS
graduates achieve, minimally, the level of writing competency
specified by the Writing Proficiency Examination.

^{49A}
AS 90-38/Ex.

G.E.--CONTENT REVISION, WRITING REQUIREMENTS
[responds to AS 89-90]

The Academic Senate recommends the following revision of the General Education program structure and course criteria:

Writing Component in G.E. courses:

1. All lower division courses listed in the G.E. Program shall include several informal and/or formal writing assignments spread over the entire semester. Writing assignments should be designed to encourage students to use writing to think through the concept of the course. Lower division writing assignments instituted to satisfy these G.E. requirements need not be graded, but satisfactory completion of them shall be required for a satisfactory course grade (i.e., "C minus (C-)" in a graded course or "pass" in a "pass/fail" course).
- ^{AS 90-49B} 2. Upper division G.E. courses shall include a minimum of 1500 words of formal, graded, out of class writing assignments (approximately seven typewritten double-spaced pages) that will account for at least 25% of the evaluation for the final grade for the course. Preferably there should be more than one writing assignment. At the upper division level, the writing itself as well as the mastery of content should be assessed. Each formal writing assignment should be due in stages throughout the semester to allow the writer to revise after feedback from the instructor and from peers. Informal writing assignments should be included to move the student forward toward completion of the formal writing assignments. Satisfactory completion of formal and informal writing assignments shall be required for a satisfactory course grade (i.e., "C-" in a graded course or "pass" in a "pass/fail" course).
3. The nature of course writing assignments and their relation to the general course goals shall be indicated in the course syllabus submitted to the G.E. area committee.
4. For all courses listed in G.E., an early assignment shall be used to assess whether any students in the course need to be advised concerning appropriate available tutoring or ancillary courses for students with writing difficulties.
5. All upper division G.E. courses are to require prior completion of Area A coursework.

⁵⁰
AS 90-39/Ex.

G.E.--ADDITIONAL COMPOSITION COURSE [responds to AS 89-80]

See revised version

The Academic Senate recommends adoption of a second semester composition course as a University graduation requirement, effective Fall 1992, subject to agreement upon a funding plan that insures sufficient resources to support the requirement that distributes the cost of implementation of the requirement equally to all schools and departments of the University. All students, including G.E. certified transfer students, shall be held to this requirement. Completion of the course with a C-grade or better shall be prerequisite for upper division G.E. courses and the Writing Proficiency Examination. Although the requirement is not a G.E. Program requirement, the Academic Senate recommends that, for advising convenience, the requirement be identified, with an appropriate footnote, under Area A of the G.E. Program description in the Schedule of Classes.

Specifically, the Academic Senate recommends that the second semester composition course be a lower division course which focuses on composition writing and on reading.

Generally, the course shall continue instruction and practice in the kinds of writing tasks introduced in English 1A and shall include readings in and writings based on multicultural literature. Course grades shall be assigned primarily on the student's demonstrated writing ability. The curriculum of the course shall emphasize the following:

- a review of composition principles
- continued work on the thesis, organization, development
- continued work on revision
- close reading of texts
- summarizing texts in writing
- reviewing texts in writing
- evaluating texts in writing
- integrating texts of others into students' own prose
- constructing an argument, marshalling evidence, persuading
- research techniques
- writing longer papers than are required in 1A
- refining style
- writing precisely and concisely
- improving use of language

At CSUS, this requirement shall be met by a course developed by the English Department. The English Department shall submit its course proposal and other documents normally required in the G.E. course approval process to the G.E. Committee for G.E. Committee review and approval.

AS 90-40/Ex. ⁵¹ UNIVERSITY WRITING COMMITTEE [responds to
AS 89-90]

The Academic Senate recommends establishing a University Writing Committee with the following charge and membership:

1. Charge

A University Writing Committee shall be established which shall have responsibility for recommending to the G.E. Committee, or other committee, as appropriate, concerning changes in requirements and policies regarding writing requirements. Initial tasks shall include:

- a. Assisting in the initial G.E. course approval and review processes by examining and recommending criteria and procedures for insuring course compliance with the G.E. writing component requirements.
- b. Evaluation of the Advanced Study requirement in relation to other writing requirements and consideration of the English Department's recommendation to satisfy the Advanced Study requirement in the major.
- c. Evaluation, in consultation with the Composition Committee of the English Department, of the junior level writing proficiency requirement (WPE) in relation to the writing requirement.

2. Membership:

English Department's Composition Coordinator, who shall serve as chair

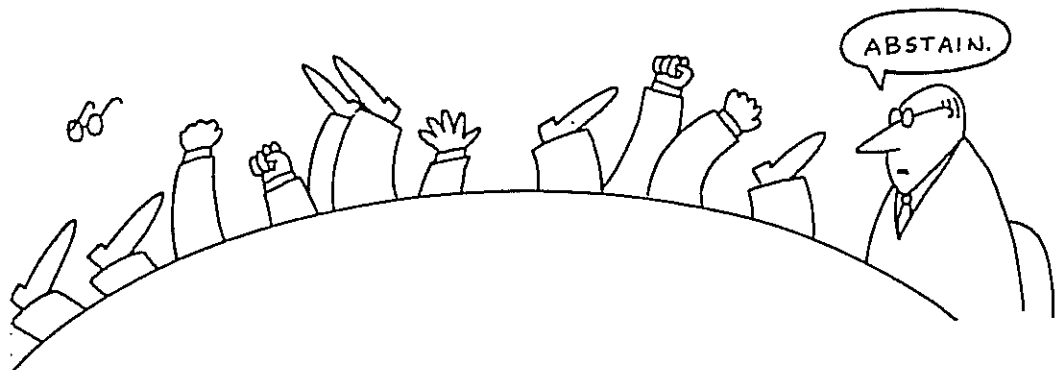
ESL Coordinator

Five faculty members appointed by the Academic Senate for staggered three-year terms, as follows:

Two additional English Department faculty, nominated by the Composition Committee

Three at-large faculty with no more than one from any school

G.E. Administrator (non-voting)



ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1917-90/AA
March 1-2, 1990

QUALIFIED SUPPORT OF A REVISED 37-UNIT
GENERAL EDUCATION TRANSFER CURRICULUM

- WHEREAS, The Academic Senate of the California State University (AS-1842-89/AA) accepted a 37-unit general education transfer curriculum with 31 units common to all three segments of public postsecondary education and 6 units specific to the California State University, as described in the document "General Education Transfer Curriculum and the California State University (March 1, 1989)"; and
- WHEREAS, The Academic Senate CSU (AS-1853-89/AA) encouraged its Executive Committee "to continue seeking to reconcile remaining segmental differences and achieve as much commonality as possible in a single statewide general education transfer curriculum"; and
- WHEREAS, The amended General Education Transfer Curriculum (March 24, 1989) approved by the Intersegmental Committee of the Academic Senates stipulated that "successful completion of the course in reading and written composition ... be ... prerequisite to the courses in critical thinking and oral communication"; and
- WHEREAS, Writing is essentially a sequential skill that develops and builds upon writing skills developed in previous work in composition courses and permits improved presentation of materials in other courses; and
- WHEREAS, Skills in written and oral communication may be developed independently of each other; therefore be it
- RESOLVED: That the Academic Senate of the California State University support successful completion of a course in reading and written composition as prerequisite to the courses in critical thinking in the transfer curriculum; and be it further
- RESOLVED: That the Academic Senate CSU oppose the requirement of successful completion of a course in reading and written composition as prerequisite to the courses in oral communication in the transfer curriculum; and be it further
- RESOLVED: That the Academic Senate CSU endorse the revised 37-unit General Education Transfer Curriculum without the requirement of successful completion of a course in reading and written composition as prerequisite to courses in oral communication.

APPROVED UNANIMOUSLY March 2, 1990

James M. [unclear]

Proposed Amendment to AS 90-33
Procedures for Periodic Review of GE courses

2. Comprehensive Review of General Education Areas

Substitute this for the 1st paragraph under #2

"Departments will report to the G.E. Administrator on each of their offerings in the area being reviewed. The Department's ~~report~~ shall consist of ⁺ submission of the course syllabi and sample assignments ^{all sections of} for G.E. courses offered in the most recent semester preceding the review. If concerns are raised by the G.E. Administrator following review of the above, the Department shall be asked to address those concerns."

& delete * in #3.

[Handwritten signature]

SYSTEMWIDE

AS 90-52/Ex. CSU/ADMINISTRATION

WHEREAS, The Donahoe Act of 1960 established the California State University System to advance the common mission of California's public colleges and regional universities; and

WHEREAS, The Academic Senate of California State University, Sacramento (CSUS), is dedicated to the mission of the California State University; and

WHEREAS, Recent actions of the California State University Administration ^{in L.B.} have undermined the Legislature's and the public's confidence in our ability to accomplish this mission; and ^{systemwide} ~~central~~

WHEREAS, The present California State University Administration appears to ~~be~~ ^{systemwide} ~~have become an~~ organization unto itself that is isolated from the students, faculty, staff, and academic culture of the University's twenty campuses that constitute the CSU and is unresponsive to the advice of the campuses; and

WHEREAS, Wise leadership creates a model and leads by examples, especially in time of austerity; and

WHEREAS, Wise leadership is openly and honestly consultative; and

WHEREAS, Wise leadership is fiscally responsible; and

WHEREAS, Wise leadership recognizes the value of all members of the organization, and treats them with dignity, trust, and respect; and

WHEREAS, Wise leadership values, actively solicits, and acts upon advice from all segments of the organization; and

WHEREAS, The CSU ^{Systemwide} Administration has failed to provide the kind of leadership necessary to advance the common mission of the campuses of the CSU; therefore, be it

RESOLVED,

WHEREAS, ~~We,~~ ~~†~~The Academic Senate of CSUS, have declares that it has lost confidence in the California State University Administration as it is currently structured, operates, and relates to individual campuses; ~~therefore and,~~ be it further

RESOLVED, The Academic Senate of CSUS requests the Board of Trustees to foster in the Administration of the California State University sensitivity to the needs for leadership by example, consultation, and accountability to the public, students, staff and faculty; and, be it further

RESOLVED, The Academic Senate of CSUS requests the Board of Trustees to establish a broadly representative task force¹ to examine the effectiveness of the current structure of the California State University Administration and to evaluate the organization and relationship of the Central Administration to the individual campuses; and, be it further

RESOLVED, The CSUS Academic Senate requests that the Legislature support the above requests to the Board of Trustees; and, be it further

Minor Campus delete agreed

RESOLVED, The CSUS Academic Senate requests that the Legislature and the public recognize that the campuses of the CSU remain dedicated to serving the educational needs of the people of California and that inadequate budget support will result in a deterioration of the quality of instructional programs and other educational services provided at the campus level; and, be it further

RESOLVED, The CSUS Academic Senate requests that the Legislature re-examine the proposed budget allocations to the CSU to insure that campus programs are not adversely affected; and, be it further

RESOLVED, The CSUS Academic Senate shall distribute copies of this resolution to other campus senates, the CSU Academic Senate, the Chancellor, members of the Board of Trustees, and members of the Legislature for their consideration.

¹Recommended representatives:

- Faculty
- Staff
- Students
- Individual campus administration
- Board of Trustees

Carried