

1989-90
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Tuesday, August 22, 1989
8:30 a.m. - 4:30 p.m.
Dante Club, 2330 Fair Oaks Boulevard

INFORMATION

1. President's Fall Address: Thursday, August 24
University Theatre
-- Coffee, 9:30 a.m.
-- Address, 10:00 a.m.

2. Academic Senate Meetings:

Thursday, August 31, 1989, 2:30-4:30 p.m., Student Senate
Chambers, University Union--General Education (continued)

Thursday, September 14, 1989, 2:30-4:30 p.m., Forest Suite,
University Union--General Education (continued)

Thursday, September 28, 1989, 2:30-4:30 p.m., Forest Suite,
University Union--Regular Agenda

3. Academic Senate Retreat Schedule (Attachment)

4. Administrative Appointments:

Jolene Koester, Interim Vice President for Academic Affairs
Lee McElroy, Director of Athletics
William Pickens, Associate Vice President for Finance
Michael Pile, Director, Student Health Center
Royce Shaw, Director of International Programs
George Wayne, Dean of Students

REGULAR AGENDA

- AS 89-71/Ex. G.E. PROGRAM REVIEW - RECEIPT OF FINAL REPORT AND
RECOMMENDATIONS (Responds to AS 88-29)

The Academic Senate receives the CSUS General Education Program
Review Final Report and Recommendations, dated May 24, 1989,
submitted by the General Education Review Team in accordance
with AS 88-29.

AS 89-72/Ex. G.E. PROGRAM REVIEW - COMMENDATION

The Academic Senate expresses its appreciation to the members of its General Education Committee, in particular Chair Richard Kornweibel, for their timely and thoughtful preparation of a "Self Study" for the review of the General Education Program. The Academic Senate further expresses its appreciation to the members of the ad hoc General Education Review Team for their willingness to undertake the task of conducting the review; and commends team members, in particular Chair Robert Foreman, for their effective management of the entire review process, thoughtful analysis and integration of data, reports, and testimony obtained during the review, and valiant preparation of a comprehensive and critical final report of findings and recommendations.

AS 89-73/Ex. G.E. PROGRAM REVISION

Whereas, The Academic Senate, in Spring 1988, commissioned a review of the CSUS General Education program to be conducted by the Senate's General Education Committee, an External Review Team, and an internal General Education Review Team (GERT) in accordance with guidelines established by the Senate (AS 88-29); and

Whereas, The GERT Report is based on extensive study of the G.E. Program, reports of the Senate General Education Committee (Self-Study) and External Review Team, and consideration of the concerns and recommendations of the faculty at-large and other members of the academic community; and

Whereas, The GERT Report includes many recommendations for substantive revision of the CSUS General Education Program; and

Whereas, Improvement of the G.E. program to better meet the goals of a University education must be the primary consideration in adoption of recommendations for revision of the program; and

Whereas, Many of the recommended revisions, if implemented, will have significant resource implications; therefore be it

Resolved: The Academic Senate shall undertake as a major objective for 1989-90 consideration of the recommendations of the GERT Report; and, be it further

- Resolved: The Academic Senate shall base its decisions on adoption of recommendations for revision solely on the educational merits of proposed revisions and not on their resource implications (e.g., loss or gain of FTES); and, be it further
- Resolved: Where revisions have significant resource implications, the Academic Senate, in conjunction with appropriate individuals, University bodies and the University administration, shall develop and recommend plans for implementation that minimize or ameliorate the impact of the revision; and, be it further
- Resolved: The Academic Senate requests that the President support its effort by identifying G.E. Program revision as a major University priority; and, be it further
- Resolved: The Academic Senate requests that the President commit the cooperation and support of the University administration to working with the Senate in the development and implementation of revisions and plans to minimize or ameliorate the impact of revisions.

FIRST READING ITEMS

AS 89-74/Ex. G.E. - ADMINISTRATION

The Academic Senate endorses, in principle, GERT's recommendation that a full-time administrative position be devoted to the administration of the G.E. Program and that the G.E. administrator be assigned the appropriate degree of responsibility and authority over the full range of academic administrative tasks related to administration of the program (pages 16-17, 49-51). The Academic Senate requests that the Academic Vice President confer with the Dean of Arts and Sciences and other school deans concerning alternative models for administration of G.E., and that proposed models be presented to the Senate by October 1, 1989, for discussion and recommendation to the President.

AS 89-75/Ex. G.E. - COMMITTEE RESPONSIBILITIES

The Academic Senate endorses, in principle, the following GERT recommendations on the responsibilities of the General Education Committee (GEC):

1. "that GEC assume the duty now exercised by ASCC (Arts and Sciences Curriculum Committee) of carrying out the initial course approval process" (page 77);
2. "that GEC conduct periodic reviews of courses approved for the G.E. Program, using the area subcommittee structure that currently reports to ASCC during the course approval process" (pages 17, 74-76);
3. that "GEC is to have responsibility for recommending to the G.E. administrator on general goals related to resource allocation in several categories, including student orientation and advising, special tutorial and remedial course offerings, student and faculty awareness of the G.E. Program rationale and objectives, outcome assessment, and course offerings appropriate to achieving the university's stated G.E. objectives" (page 17);
4. that GEC secure information and conduct studies appropriate to G.E. outcome assessment and other matters related to its charge (pages 17, 41).

The Academic Senate refers the statement of G.E. Committee membership and charge (Senate Statutes 3.07.01) and AS 82-57 (General Education Policy Statement [on Course Review]) to the G.E. Committee for revision recommendations addressing with the GERT recommendations stated above. The G.E. Committee is to consult with the School of Arts and Sciences Curriculum Committee regarding recommendations 1 and 2 above.

AS 89-76/Ex. G.E. - RESOURCE ALLOCATION

The Academic Senate endorses, in principle, GERT's recommendation that "responsibility for determining section offerings and faculty and other allocations pertinent to the G.E. Program should be shifted more fully than they now are to the faculty committees and administrators directly charged with overseeing the G.E. Program" (page 17), and "that the University should seek an alternative method of funding G.E. versus major courses within departments." (page 91)

The Academic Senate requests that the Academic Vice President confer with the school deans and budget staff concerning the GERT proposal for revision of the current method of fiscal allocations (pages 17-18, 88-93) and inform the Senate by November 1, 1989, of findings and recommendations related to the proposal.

AS 89-77A/Ex. G.E. - SEQUENCING OF COURSEWORK

The Academic Senate endorses, in principle, the following GERT recommendations regarding sequencing of coursework (pages 20, 64-65, 72-73):

1. "Entering freshmen, and all transfer students who have not successfully completed English 1A are required to enroll in the course (in the first semester at CSUS), or in an appropriate remedial course if EPT scores disqualify them from the English 1A. Students in the latter category are required to enroll in the appropriate remedial courses and to be afforded needed tutoring each semester until they are able to get on track."
2. "Similarly, students (including transferees, unless the requirement has already been satisfied) are required to enroll in a suitable G.E. approved quantitative reasoning course their first semester at CSUS, or in an appropriate remedial course based on ELM."

The Academic Senate requests that the Director of Admissions and Records provide the Senate, by October 1, 1989, an estimate of the number of additional sections of English 1A, quantitative reasoning and associated remedial courses that would be required to implement the requirement over a three-year period and an analysis of the impact on other G.E. course offerings. (Note: under this proposal, students not otherwise exempt from the EPT and ELM testing requirements can not enroll in any classes until the tests are taken and scored.) Upon receipt of this information, the Academic Senate requests that the English Department, Learning Skills, and departments offering quantitative reasoning courses provide the Senate, by December 1, 1989, with an analysis of the impact of the requirements, if implemented, on their departments, and recommendations for implementation.

AS 89-77B/Ex. G.E. - SEQUENCING OF COURSEWORK

The Academic Senate endorses, in principle, GERT's recommendation that "all upper division courses approved for G.E. credit must require second semester sophomore standing and completion of the basic subjects (Area A) and coursework as prerequisites" (pages 15, 70), and requests that the Director of Admissions and Records and the G.E. administrator provide the Senate, by October 1, 1989, an analysis of the impact of implementation of the proposed prerequisite.

AS 89-78/Ex. G.E. - TRANSFER EVALUATIONS

The Academic Senate endorses, in principle, the GERT recommendation that transfer students who have completed a significant number of units be provided exemptions from some of the G.E. requirements which are unique to the CSUS G.E. Program (pages 20, 93-95). The Academic Senate requests that the Director of Admissions and Records in consultation with Evaluations staff review the specific proposal for exemptions recommended by GERT (page 95) and provide the Senate, by November 1, 1989, with a recommended set of evaluation guidelines for transfer students that can reasonably ensure compliance with G.E. objectives without an overly rigid interpretation of the campus unit distribution requirements.

AS 89-79/Ex. G.E. RATIONALE AND OBJECTIVES

- A. The Academic Senate endorses the GERT recommendation to adopt a new statement of G.E. rationale and objectives which "more concretely identify the understandings, skills, competencies, and perspectives or attitudes which the various elements in the program are aimed toward helping students achieve." (pages 10, 38-40)
- B. The Academic Senate endorses the GERT recommended statement, titled "Rationale and Objectives of the CSUS General Education Program" (Appendix, pages 99-102) and refers the GERT recommended statement to the General Education Committee as a draft under consideration for adoption as a new campus statement with the request that the G.E. Committee review the "draft" and return it to the Senate with its comments and recommendations, if any, no later than October 15, 1989.
- C. The Academic Senate endorses, in principle, the GERT recommendation that the new statement of G.E. rationale and objectives adopted become a part of the course design, course review and approval, and course instruction processes. (pages 10-11, 38-40, 45-48)
- D. The Academic Senate endorses, in principle, the GERT recommendation that the course review/approval process be modified to provide that all courses included currently or proposed for inclusion in the G.E. Program be evaluated and ranked according to the degree that the course satisfies area or sub-area criteria and the relative value the course would have in serving the overall goals of G.E. (page 46)
- E. The Academic Senate endorses, in principle, adoption of the rating scale in the course review/approval process as

recommended specifically by GERT (pages 46-47) and refers the GERT proposal to the General Education Committee for further development in consultation with members of area subcommittees and recommendation to the Senate by December 1, 1989.

AS 89-80/Ex. G.E. CONTENT AREA REVISIONS - AREA A: BASIC SUBJECTS (WRITTEN COMPOSITION)

Carried
~~accept for consideration filed~~
 The Academic Senate endorses, in principle, the GERT recommendation to require a second semester of English composition (pages 11, 13, 53) and requests that the English Department, by December 1, 1989, in consultation with administrators and other campus bodies, as appropriate,

- 1) recommend and provide a rationale to the Senate on whether or not a second semester course in English composition should be required; ~~if a second semester of Eng. comp. is recommended~~ *agreed*
- 2) advise the Senate on whether a second semester course in English composition, if required, should be part of the G.E. Program or a separate graduation requirement; *rationale should address the need for such a course in light of other writing requirements (e.g., advanced study).*
- 3) recommend to the Senate a statement of objectives and criteria for a second semester course in English composition;
- 4) provide an analysis of the fiscal and staffing implications of implementation of the requirement (as a G.E. requirement or as a graduation requirement); and
- 5) provide a plan for implementation of the requirement that would minimize negative impact on the Department of English.

AS 89-81/Ex. G.E. CONTENT AREA REVISION - AREA A: BASIC SUBJECTS (ALL SUB-AREAS)

The Academic Senate endorses, in principle, the GERT recommendation to include a library skills component (i.e., some instruction in library use and at least one major assignment requiring that students demonstrate use of library skills) as a curriculum requirement in all Area A courses (pages 13, 54), and requests that the Area A subcommittee, in consultation with departments offering courses in Area A and appropriate library faculty, consider the proposal and recommend on its adoption to the Senate by December 1, 1989.

AS 89-82/Ex. G.E. CONTENT REVISION - AREA B: THE PHYSICAL UNIVERSE AND ITS LIFE FORMS

filed
~~accepts for consideration~~
 The Academic Senate ~~endorses, in principle,~~ *agreed* GERT's recommendation that all courses in Area B-1 (Physical Sciences) and B-2 (Life Sciences) include a laboratory component (page 55), and requests that departments offering courses in these

areas consider this proposal and advise the Senate on the merit and feasibility of the proposal by December 1, 1989.

AS 89-83/Ex. G.E. CONTENT REVISION - AREA B

The Academic Senate acknowledges the existence of a "Proposal for Restructuring the Science Component of the General Education Curriculum" dated April 21, 1989, prepared by the Lilly Endowment Summer Workshop Team of CSUS faculty (page 55), and invites the team to submit the proposal, by December 1, 1989, to the Senate for consideration following appropriate consultation with the faculty in departments offering courses in Area B.

AS 89-84/Ex. G.E. CONTENT REVISION - AREA C: THE ARTS AND HUMANITIES (FOREIGN LANGUAGE SKILLS COURSES)

The Academic Senate endorses, in principle, GERT's recommendation to eliminate Foreign Language skills courses from Area C-2 (pages 32, 57-58). However, the Academic Senate reaffirms AS 89-19 that endorses, in principle, the Foreign Language Council's recommendation for a foreign language competency graduation requirement and also endorses GERT's recommendation to require that students admitted on conditional or probationary status who have not satisfied the foreign language entrance requirement be required to complete or demonstrate competency equivalent to one year of coursework in a foreign language. The Academic Senate requests that, by December 1, 1989, the Department of Foreign Languages, in consultation with administrators and other campus bodies, as appropriate,

- 1) provide the Senate with an analysis of the fiscal and staffing impact of elimination of foreign languages skills courses from Area C-2 and a proposal for minimizing the impact should the recommendation be adopted;
- 2) provide the Senate with a proposal to require that students who do not fulfill the Foreign Language entrance requirement be required to complete or demonstrate equivalency to one year of coursework in Foreign Languages; and
- 3) provide the Senate with long-range plans for implementation of the Foreign Language Council's recommendation for a foreign language competency graduation requirement.

AS 89-85/Ex. G.E. CONTENT REVISION - AREA C-2 (ARTS, HUMANITIES, AND FOREIGN LANGUAGES)

The Academic Senate endorses, in principle, GERT's recommendation to revise Area C-2 criteria to specifically exclude courses that are not offered by disciplines in the Arts and the Humanities (page 58), and to require that students take

at least one course in the Arts and one course in the Humanities (pages 31, 37, 58), and requests that by December 1, 1989, the General Education Committee, in consultation with appropriate departments and area subcommittees, develop a proposed revision of the description of Area C-2 to accomplish these objectives.

AS 89-86/Ex. G.E. CONTENT REVISION - AREA D: THE INDIVIDUAL AND SOCIETY (CODE COURSES)

The Academic Senate endorses, in principle, the GERT recommendation to eliminate Area D-3 ("Code" courses) from the G.E. Program, reducing Area D to a 12-unit area requirement (pages 33, 60). The Academic Senate shall reconsider this recommendation in light of action taken on the proposed requirement for a second semester course in English composition.

AS 89-87/Ex. G.E. CONTENT REVISION - AREA D-1 (FOUNDATIONS IN SOCIAL SCIENCE)

The Academic Senate endorses in principle GERT's recommendation to revise Area D-1(a) and D-1(b) to comply with the intersegmental transfer curriculum requirement for 9 units in the social and behavioral sciences (i.e., increasing D-1(a) from 3-6 units to 6 units and increasing D-1(b) from 0-3 to ~~3~~ units, and requiring that students have coursework in at least two social or behavioral sciences) (pages 33, 59). The Academic Senate requests that by December 1, 1989, the General Education Committee, in consultation with appropriate departments and area subcommittees, develop a proposed revision of the description of these areas to accomplish this objective. ✓

AS 89-88/Ex. G.E. CONTENT AREA REVISIONS - AREAS B, C, D ("FUNDAMENTAL" AND "SECONDARY" COURSES)

The Academic Senate endorses, in principle, the GERT recommendation to restructure Areas B, C, and D in such a way that students shall be required to selected a specified number of units from a relatively small sub-area list of "fundamental" courses in the physical and life sciences (Area B), arts and humanities (Area C), and social sciences (Area D) and may complete total area requirements by selection of either additional courses from the sub-area list of "fundamental" courses or from a separate sub-area list of more advanced, narrow, or applied courses referred to by GERT as "secondary courses" (pages 11-15, 66-67). The Academic Senate requests that the Chair reconvene GERT for the purpose of developing specific proposals, by December 1, 1989, pertaining to the

restructuring of areas B, C, and D that incorporate related recommendations in the GERT report in a form appropriate for Senate action.

AS 89-89/Ex. G.E. CONTENT REVISION - AREA E: UNDERSTANDING PERSONAL DEVELOPMENT

The Academic Senate acknowledges the concerns expressed by the GERT regarding the large number (n=116) of courses in Area E, many of which (n=62) are skills acquisition courses in Physical Education, and the apparent inadequacy of the area criteria statement in providing guidance to the course approval process (pages 60-61). The Academic Senate refers the statement of criteria for Area E to the General Education Committee with a request to consult with appropriate departments and the Area E Subcommittee regarding the issues raised and to propose amendments, by December 1, 1989, as needed to address these concerns, and to join the specific issue of whether P.E. skills acquisition and other similar courses should be excluded from the category, or, if included, whether the criteria statement should be revised so as to preclude completion of the area unit requirement with P.E. skills courses alone.

AS 89-90/Ex. G.E. CONTENT REVISION - ALL AREAS

The Academic Senate endorses, in principle, the GERT recommendation that, except for some quantitative reasoning and performance courses, all lower division courses in G.E. should include some writing and that upper division courses should include a writing requirement as a significant element (pages 15, 62) and requests that, by December 1, 1989, the coordinators of the "Writing Across the Curriculum" program, in consultation with the Advanced Study Committee, review GERT's proposal (page 62) and prepare a criteria statement for the writing requirement for the Senate's consideration.

AS 89-91/Ex. G.E. CONTENT REVISION

The Academic Senate endorses, in principle, GERT's recommendation to include a 3 or 6 unit studies in cultural diversity (referred to be GERT as "Perspectives of Women and Minorities") as a "supervenient" type of G.E. requirement (pages 34-35, 68). The Academic Senate directs the Chair to place the G.E. Committee's recommendation on the proposal from Ethnic Studies on the Senate's agenda for action, and requests that the Women's Studies faculty develop and submit a proposal to the G.E. Committee by October 15, 1989, for its review and recommendation to the Senate by December 1, 1989.

1989 ACADEMIC SENATE RETREAT
Tuesday, August 22

DANTE CLUB
2330 Fair Oaks Boulevard
[entrance between the Shell car wash and McDonald's]
Telephone: 925-8230

8:00 - 8:30	Registration/Continental Breakfast
8:30 - 8:45	Welcome/Introductions/Protocol
8:45 - 9:15	Overview of the General Education Program Review - Robert Foreman, Review Team Chair
9:15 - 10:15	Plenary Session
10:15 - 10:30	Break
10:30 - 12:30	Plenary Session
12:30 - 1:45	Luncheon
1:45 - 3:15	Plenary Session
3:15 - 3:30	Break
3:30 - 4:30	Plenary Session
4:30 - 6:00	Reception/Cocktail Party hors d'oeuvres, wine and soft drinks no-host bar