

1989-90  
ACADEMIC SENATE  
California State University, Sacramento

AGENDA

Thursday, August 31, 1989

AMENDMENTS/PROCEDURAL MOTIONS  
(Seconded Motions from Executive Committee)

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~~ the administrative position with responsibility for G.E. be redefined in such a way as to provide that 1) administration of the G.E. program constitutes the bulk of the position's time and 2) the position is 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 by December 1, 1989, 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 determining G.E. section offerings and faculty and other allocations pertaining to the G.E. program (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 year 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 in subsequent semesters and to be afforded needed tutoring each semester until they are able to get on track."~~ have completed English 1A.
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 year at CSUS, or in an appropriate remedial course based on ELM."~~ Students in the

latter category are required to enroll in the appropriate remedial courses in subsequent semesters and to be afforded needed tutoring each semester until they have completed the quantitative reasoning requirement.

3. Students not otherwise exempt from EPT and ELM testing requirements cannot enroll in any classes during their second semester until the tests are taken and scored. Students may not enroll in classes other than English 1A, quantitative reasoning or appropriate remedial courses, subsequent to the first semester unless they have completed the English 1A and quantitative reasoning requirements or are enrolled in courses needed to progress toward completion of those requirements.

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~~ GERT proposal for ~~exemptions recommended by GERT (page 95)~~ providing transfer students, who have completed a significant number of units in G.E. prior to transfer, exemptions from some of the G.E. requirements which are unique to the CSUS program (pages 20, 93-95), 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 divided into three separate motions:]

AS 89-79A/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, in principle, 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.

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

- ~~E.~~ 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)

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

- DA. 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)

~~EB. 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 on modification of the course review/approval process 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) [No Change]

~~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.~~

Substitute for AS 89-81 above:

AS 89-81/Ex. G.E. CONTENT AREA REVISION - LIBRARY COMPONENT

The Academic Senate endorses, in principle, the GERT recommendation that students be provided instruction in library use and be expected to demonstrate competence in use of library skills. The Academic Senate requests that the G.E. Committee, in consultation with the Area A Subcommittee and library faculty, consider the GERT proposal to include a library component in all Area A courses (pages 13, 54) as well as other approaches to library instruction, and develop, by December 1, 1989, a recommendation on library instruction for the Senate's consideration.

AS 89-82/Ex. G.E. CONTENT REVISION - AREA B: THE PHYSICAL UNIVERSE AND ITS LIFE FORMS [No Change]

AS 89-83/Ex. G.E. CONTENT REVISION - AREA B [No Change]

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.

The Academic Senate shall consider proposals pertaining to items 2 and 3 above and any other proposals pertaining to the inclusion of a foreign language requirement as a graduation or G.E. program requirement, prior to or in concert with its consideration of the recommended exclusion of foreign language courses from Area C-2.

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~~ this objectives.