

1990-91
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Tuesday, August 28, 1990
Academic Senate Retreat
9:00 a.m. - 4:00 p.m.
New Residence Hall

INFORMATION

1. Announcements from the Chair
2. September Senate Meetings:
Thursday, September 13, 2:30-4:30, Forest Suite
Thursday, September 27, 2:30-4:30, Forest Suite
3. Announcements from the President
4. Announcements from the assembly ("Open Forum")
5. Review of previous Senate actions on G.E. (See YELLOW agenda Attachments E - G)
6. Overview of Regular Agenda and Rules of Order

REGULAR AGENDA

First Reading Items

AS 90-80A/ FOREIGN LANGUAGE--UNIVERSITY GRADUATION
REQUIREMENT, BASIC REQUIREMENT IN [Responds to
AS 89-84; refer to TAN agenda Attachment H, Duval
memorandum.]

The Academic Senate recommends adoption of the following basic foreign language requirement as a University graduation requirement, effective Fall 1992:

All¹ students graduating from CSU, Sacramento with a baccalaureate or master's degree must complete one year of college level foreign language coursework or its equivalent. Students may satisfy this requirement as follows:

1. Satisfaction of the CSU subject requirement in foreign language prior to admission to CSU, Sacramento as follows:
 - a. Completion of two years of high school coursework in the same language with a C grade or better,

or

- b. completion of one year of college level coursework in foreign language with a C grade or better.

OR

2. Satisfaction of the requirement after admission to CSU, Sacramento by completion of one of the following options:
 - a. Successful completion (C grade or higher) of one year of foreign language coursework (e.g., 1A and 1B) in any foreign language at CSU, Sacramento, or other college or university.

or

- b. Passing an examination administered by the Department of Foreign Languages designed to confirm competency equivalent to successful completion of 1B with a C grade or higher.

or

- c. Demonstration, through transcripts or other CSU admission documents, that secondary education was completed in a country whose language was not English.

¹Although the CSU has a foreign language admission requirement, some students (e.g., transfer students who have completed 56 units and graduate students) are not required to satisfy this requirement. This action extends the requirement to students currently excepted from the requirement. Substitutions for students with disabilities that affect performance in foreign language courses shall be prescribed in a separate policy document.

AS 90-80B/ FOREIGN LANGUAGE--UNIVERSITY GRADUATION REQUIREMENT, PROFICIENCY IN [Responds to AS 89-84; refer to TAN agenda Attachment H, Duval memorandum.]

The Academic Senate recommends adoption of the following proficiency requirement in foreign language as a graduation requirement, effective Fall 1992:

All¹ students graduating from CSU, Sacramento with a baccalaureate or master's degree must demonstrate proficiency in a foreign language. Students may satisfy this requirement by completion of one of the following options:

- 1. Competency Test: demonstrate proficiency in at least two skills (speaking, listening, reading and writing) at the intermediate level. One of these two skills must be reading or writing.

or

- 2. Reading Competency Test: demonstrate proficiency in reading at the advanced level.

or

- 3. Coursework:

- a. In a language used for the basic requirement (i.e., CSU admission requirement): satisfactory completion (C-grade or higher) of a minimum of 7 semester units of the same language from the college level third semester or more advanced courses approved for this requirement by the Department of Foreign Languages.

or

a minimum of 7 semester units of

- b. In a language not used to satisfy the basic requirement (i.e., CSU admission requirement): satisfactory completion (C- grade or higher) of a language (other than the one used to satisfy the basic requirement) from the college level first semester or more advanced courses approved for this requirement by the Department of Foreign Languages.

(edit)

or

- 4. Demonstration, through transcripts or other CSU admission documents, that secondary education was completed in a country whose language was not English.

¹Substitutions for students with disabilities that affect performance in foreign languages shall be prescribed in a separate policy document.

AS 90-80C/

G.E. CONTENT REVISION--AREA C (DELETION OF SELECTED FOREIGN LANGUAGE COURSES) [Responds to AS 89-84; refer to TAN agenda Attachment H, Duval memorandum.]

[Note: The following options are provided to address the question of whether introductory and intermediate foreign language skills acquisition courses should be retained or deleted from Area C.]

Option C.1

(If AS 90-80A passes and AS 90-80B fails)

AS 90-80C.1a (deletion of introductory courses only)

Subject to Presidential approval of AS 90-80A (Basic Requirement in Foreign Languages), the Academic Senate recommends that, effective Fall 1992, introductory foreign language skills acquisition courses be deleted from Area C. Intermediate foreign language skills acquisition courses and other foreign language courses may be included in Area C insofar as they meet Area C subarea criteria.

The Academic Senate requests that the Vice President for Academic Affairs, in consultation with the Dean of Arts and Sciences, the G.E. Administrator, and the Department of Foreign Languages, develop a plan to minimize any fiscal and staffing impact of deletion of the specified courses from Area C and implementation of the basic requirement in foreign languages (AS 90-80A) as a University requirement. The Academic Senate further requests that the President identify implementation of the basic requirement in foreign languages as an institutional priority to insure that adequate resources and administrative support are provided to support the activities necessary for implementation of the new requirement (see TAN agenda Attachment H, part 3, pages 3-4).

OR

AS 90-80C.1b (deletion of introductory and intermediate foreign language courses)

Subject to Presidential approval of AS 90-80A (Basic Requirement in Foreign Languages), the Academic Senate recommends deletion of introductory and intermediate foreign language skills acquisition courses from Area C. Other foreign language courses may be included in Area C insofar as they meet Area C subarea criteria.

The Academic Senate requests that the Vice President for Academic Affairs, in consultation with the Dean of Arts and Sciences, the G.E. Administrator, and the Department of Foreign Languages, develop a plan to minimize any fiscal and staffing impact of deletion of the specified courses from Area C and implementation of the basic requirement in foreign languages (AS 90-80A) as a University requirement. The Academic Senate further requests that the President identify implementation of the basic requirement in foreign languages as an institutional priority to insure that adequate resources and administrative support are provided to support the activities necessary for

implementation of the new requirement (see TAN agenda Attachment H, part 3, pages 3-4).

Option C.2

(If both AS 90-80A and AS 90-80B pass)

AS 90-80C.2/

Subject to Presidential approval of AS 90-80A (Basic Requirement in Foreign Languages) and AS 90-80B (Proficiency Requirement in Foreign Languages), the Academic Senate recommends that, effective Fall 1992, introductory and intermediate foreign language skills acquisition courses be deleted from Area C. Other foreign language courses may continue to be included in Area C insofar as they meet Area C subarea criteria.

The Academic Senate requests that the Vice President for Academic Affairs, in consultation with the Dean of Arts and Sciences, the G.E. Administrator, and the Department of Foreign Languages, develop a plan to minimize any fiscal or staffing impact of deletion of the specified courses from Area C and implementation of the basic and proficiency requirements in foreign languages as University graduation requirements. The Academic Senate further requests that the President identify implementation of the new University graduation requirements in foreign languages as an institutional priority to insure that adequate resources and administrative support are provided to support the activities necessary for implementation of the new requirements (see TAN agenda Attachment H, part 3, pages 3-4).

Option C.3

(If both AS 90-80A and AS 90-80B fail)

AS 90-80C.3a (deletion of introductory and intermediate courses)

The Academic Senate recommends deletion of introductory and intermediate foreign language skills acquisition courses from Area C, effective Fall 1990. Other foreign language courses may be included in Area C insofar as they meet Area C course criteria.

(edit)

The Academic Senate requests that the Vice President for Academic Affairs, in consultation with the Dean of Arts and Sciences and the Department of Foreign Languages, develop a plan to minimize the fiscal and staffing impact of deletion of the specified courses from Area C.

OR

AS 90-80C.3b (retention of introductory and intermediate courses)

The Academic Senate affirms that introductory and intermediate foreign language skills acquisition courses may be included in Area C insofar as they meet Area C subarea criteria.

OR

AS 90-80C.3c (deletion of introductory and retention of intermediate courses)

The Academic Senate recommends deletion of introductory foreign language skills acquisition courses from Area C. Intermediate foreign language skills acquisition courses and other foreign language courses may be included in Area C insofar as they meet Area C subarea criteria.

The Academic Senate requests that the Vice President for Academic Affairs, in consultation with the Dean of Arts and Sciences and the Department of Foreign Languages, develop a plan to minimize the fiscal and staffing impact of deletion of the specified courses.

AS 90-81/ G.E. CONTENT REVISION--AREA B (FOUNDATION AND ELECTIVE COURSES) [Responds to AS 89-88; see GREEN agenda Attachment A (G.E. Breadth Requirements) pages 3, 7-8, and GOLDENROD agenda Attachment I (ad hoc Committee report on "Fundamental and Secondary Courses") pages 3-5.]

The Academic Senate recommends the following revisions in G.E. Area B (revises AS 82-19, as amended by AS 83-33 and AS 85-15, with revisions indicated by strike-overs and underlining):

1. The Area B subarea descriptions and unit requirements shall be revised as follows:

- B. The Physical Universe and its Life Forms (12 units)
 At least one course ~~with a~~ from B-1 or B-2 must include a laboratory component (B3) ~~must be taken in B1 or B2.~~

B-1 Physical Science	(3 units minimum)
B-2 Life Forms	(3 units minimum)
B-3 Laboratory Component with B-1 or B-2	
B-4 Quantitative Reasoning	(3 units minimum)
B-5 <u>Further Studies in the Natural Sciences or Quantitative Reasoning.</u>	<u>(as needed for 12 units total)</u>

2. The area B course criteria shall be revised as follows:

Physical Sciences and Life Forms w/Laboratory Component

~~B-1, B-2, B-3~~ Courses in this category shall be introductory in nature, lower division, and have no college level prerequisites (i.e., no prerequisites the student would not have been able to complete in high school, whether or not the student has actually done so). The courses are designed to transmit a knowledge and understanding of natural phenomena. ~~In satisfying this category, each student must take at least one course having a life science designation and one course having a physical science designation. There must be a laboratory component in at least one of the courses taken by each student in satisfying the unit requirement in this area.~~

~~B-3~~ This Laboratory ~~experience should~~ components of B-1 and B-2 courses shall emphasize the learning of laboratory techniques and verification of facts and principles in a the relevant discipline of natural science discipline; it ~~should~~ shall involve at least two hours per week spent in the laboratory.

Courses in B-1, B-2 and B-3 ~~should~~ shall:

1. emphasize general principles and concepts having a broad range of application, and not be restricted to specialized topics;
2. develop an understanding of the principles underlying and interrelating natural phenomena, including the foundations of our knowledge of living and non-living systems;
3. introduce students to one or more of the disciplines whose primary purpose is to acquire knowledge of the physical universe and its life forms rather than to apply existing knowledge; and
4. develop an appreciation of the methodologies of science, the requisite features of scientific endeavors, and the limitations of scientific inquiry.

B-4 Quantitative Reasoning

~~General Education~~ Courses in this category shall be lower division, with no college level prerequisites (i.e., no prerequisites the student would not have been able to complete in high school, whether or not the student has

actually done so). These courses provide instruction in basic mathematical or logical concepts and in the comprehension and manipulation of abstract symbols. They ~~should~~ shall include the development of useful computational skills or some degree of competence in the analysis of arguments. They ~~should~~ shall also include some consideration of general principles of quantitative reasoning. ~~At least three units from the area of Mathematics or the area of Statistics must be taken in this category. Additional units in this category may be taken in the area of Computer Science.~~ Such courses may be offered in the following areas:

1. Mathematics: Courses that provide mathematical concepts which have general applicability in solving problems.
2. Statistics: Course that provide instruction in concepts of descriptive and inferential statistics and have general applicability in testing hypotheses.
3. ~~Computer Science~~: ~~Courses that provide instruction in solving problems through the use of computer language and operation. These courses must contain a large programming component.~~

B-5 Further Studies in the Natural Sciences or Quantitative Reasoning

To satisfy the 12 unit requirement for Area B, students may take additional courses already listed in B-1, B-2, or B-4, or may take courses listed separately in this category (B-5) only. Courses listed in this category need not be lower division. Courses in this category may have as prerequisites courses listed in B-1, B-2 or B-4 (or similar courses), and may build on or apply concepts and knowledge covered in those courses. Computer Science courses may be included in this category if they provide instruction in solving problems through the use of computer language and operation and contain a large programming component. In other respects, courses in this category shall comply with the general course criteria specified for categories B-1, B-2 and B-4.

AS 90-82/

G.E. CONTENT REVISION--AREA C (FOUNDATION AND ELECTIVE COURSES) [Responds to AS 89-85 and AS 89-88; see GREEN agenda Attachment A (General Education Breadth Requirements) pages 3 and 9; GOLDENROD agenda Attachment I (ad hoc Committee Report on "Fundamental and Secondary Courses"), pages 3, 5, 6; and IVORY agenda Attachment J (Kornweibel memorandum) page 2.]

The CSUS Academic Senate recommends the following revisions in G.E. Area C (revises AS 82-19, as amended by AS 83-33 and AS 85-15, additions indicated by underlining, and deletions indicated by strike-overs):

1. The Area C subarea descriptions and unit requirements shall be revised as follows:

C. The Arts and Humanities (12 units ~~minimum~~)

C-1 World Civilization (3 units ~~minimum~~)

~~C-2 Arts, Humanities, and Foreign Languages (9 units minimum)~~

C-2 Introduction to the Arts (3 units minimum)

C-3 Introduction to the Humanities (3 units minimum)

C-4 Further Studies in the Arts and Humanities (as needed for 12 units total)

2. The Area C course criteria shall be revised as follows:

C-1 World Civilizations [statement is unchanged]

~~C-2 Arts, Humanities, and Foreign Languages~~

~~This category shall be designed to transmit a knowledge and appreciation of the Western and non-Western cultural heritage in the humanities and the arts. Courses shall be broad in scope and seek a comprehensive understanding of the heritage being studied. Courses will cultivate the intellect and imagination through the examination of one or more of the following: ideas, values, foreign languages, and aesthetic forms. These courses shall also meet one or more of the following objectives:~~

- ~~1. Courses in the history or analysis of art will seek to enhance aesthetic appreciation and to give an understanding of the nature of a particular art form, or to study the principles on which aesthetic judgments are made.~~
- ~~2. Studio, performance, and creative writing courses will seek to develop skill and aesthetic sensitivity through active participation in one of the arts.~~
- ~~3. Courses in ideas and values in the humanities will aim to develop the ability to recognize ideas and values of various cultures and traditions as expressed in their literatures, philosophies, and religions.~~

- ~~4. Foreign language courses will offer instruction in linguistic structures and their use in literature; these courses must also contain a cultural component and not be solely skills-acquisition courses.~~

C-2 Introduction to the Arts

Courses in this category are to be introductory, lower division, and have no prerequisites. They shall be broad in scope and seek a comprehensive understanding and appreciation of the heritage being studied. These courses are designed to transmit a knowledge of the Western and non-Western cultural heritage in the arts. Courses in this category shall be in the history or analysis of the art and will seek to enhance aesthetic appreciation and to give an understanding of the nature of a particular art form, or to study the principles on which aesthetic judgments are made.

C-3 Introduction to the Humanities

Courses in this category are to be introductory, lower division, and have no prerequisites. They shall be broad in scope and seek a comprehensive understanding and appreciation of the heritage being studied. These courses are designed to transmit a knowledge of the Western and non-Western cultural heritage in the humanities. Courses in this category shall be in ideas and values in the humanities, and will aim to develop the ability to recognize ideas and values of various cultures and traditions as expressed in their literatures (whether in English or another language), philosophies or religions.

C-4 Further Studies in the Arts and Humanities

To satisfy the 12-unit requirement for Area C, students may take additional courses already listed in C-2, or C-3, or may take courses listed separately in this category (C-4) only. Courses listed in this category need not be lower division. Courses in this category may have as prerequisites courses listed in C-2 or C-3 (or similar courses), and may build on or apply concepts and knowledge covered in those courses. Studio, performance, and creative writing courses may be included in this category, if they seek to develop skill and aesthetic sensitivity through active participation in one of the arts. In other respects, courses in this category shall comply with the general criteria for courses in categories C-2 and C-3.

AS 90-83/ G.E. CONTENT REVISION--AREA D ("CODE" COURSES)
[Responds to AS 89-87; see IVORY agenda
Attachment J (Kornweibel memorandum).]

The Academic Senate affirms that "code courses" (courses meeting the American Institutions requirement of Title 5, Section 40404) are appropriate for inclusion in Area D of the General Education Program, provided that 1) they are included in a separate subarea, and 2) a separate advisory and review subcommittee is established for this subarea, which subcommittee shall report directly to the Arts and Sciences Curriculum Committee as do other subarea subcommittees.

AS 90-84/ G.E. CONTENT REVISION--AREA D (UNIT DISTRIBUTION)
[Responds to AS 89-87 and AS 89-88; see GREEN
agenda Attachment A (General Education Breadth
Requirements) page 3 and GOLDENROD agenda
Attachment I (ad hoc Committee Report on
"Fundamental and Secondary Courses") page 3.]

Option A

(Preferred by ad hoc committee, based on GERT recommendation)

AS 90-84A/

The Academic Senate recommends revision of Area D subarea titles and unit requirements as follows:

- | | | |
|-----|--|---|
| D. | The Individual and Society | (15 <u>12-18</u> units minimum) |
| D-1 | Foundations in Social Science
<u>(2 courses from different disciplines)</u> | (3- 6 units) |
| D-2 | Major Social Issues of the
Contemporary Era | (3 units) |
| D-3 | World Civilization <u>Cultures</u> | (0 - 3 units) |
| D-4 | American Institutions | (<u>0</u> - 6 units) |
- If American Institutions is satisfied by examination, ~~additional units must be taken in the other subgroups of category D to total 15 units~~ no course units need be taken in this subarea.

Option B

(Recommended, but not preferred by ad hoc committee)

AS 90-84B/

The Academic Senate recommends revision of Area D subarea titles and unit requirements as follows:

- D. The Individual and Society (15 units minimum)
- D-1 Foundations in Social Science (3— 6 units)
- D-2 Major Social Issues of the Contemporary Era (0 - 3 units)
- D-3 World ~~Civilization~~ Cultures (0 - 3 units)
- D-4 American Institutions (6 units)
- If American Institutions is satisfied by examination, additional units must be taken in the other subgroups of category D to total 15 units.

Option C

(Recommended by the General Education Committee)

AS 90-84C/

The Academic Senate recommends revision of Area D subarea titles and unit requirements as follows:

- D. The Individual and Society (15 units minimum)
- D-1 Foundations in Social Science (3 —6 units)
- D-2 Major Social Issues of the Contemporary Era (3 units)
- D-3 World ~~Civilization~~ Cultures (0— 3 units)
- D-4 American Institutions (6 units)
- If American Institutions is satisfied by examination, additional units must be taken in the other subgroups of category D to total 15 units.

Option D
(Barrena's suggested compromise)

AS 90-84D/

The Academic Senate recommends revision of Area D subarea titles and unit requirements as follows:

- D. The Individual and Society (12 - 15 units minimum)
- D-1 Foundations in Social Science (3 —6 units minimum)
- D-2 Major Social Issues of the Contemporary Era (3 units)
- D-3 World ~~Civilization~~ Cultures (0— 3 units)
- D-4 American Institutions (6 units)
- If American Institutions is satisfied by examination, an additional 3 units must be taken in the other subgroups of category D-1 (Foundation in Social Science) to total 15 the 12 units minimum for Area D.

Note: The current Area D titles and unit distribution are as follows:

- D. The Individual and Society (15 units minimum)
- D-1 Foundations in Social Science (3-6 units)
- D-2 Major Social Issues of the Contemporary Era (3 units)
- D-3 World Civilizations (Cross-Cultural) (0 - 3 units)
- D-4 American Institutions (6 units)
- If American Institutions is satisfied by examination, additional units must be taken in the other subgroups of category D to total 15 units.

AS 90-85/

G.E. CONTENT REVISION--AREA D CRITERIA [Responds to AS 89-87 and AS 89-88; see GREEN agenda Attachment A (G.E. Breath Requirements) pages 9-12; GOLDENROD agenda Attachment I (ad hoc Committee Report on "Fundamental and Secondary Courses")pages 6-7; and IVORY agenda Attachment J (Kornweibel memorandum).]

The Academic Senate recommends revision of the criteria statement for Area D as follows:

D-1 Foundations in Social Science

Courses in this category ~~should~~ shall be lower division, and shall have no prerequisites. In addition, these courses shall:

1. constitute an introduction to a social science. ~~The term "introduction" does not categorically exclude upper-division courses; however, if upper-division courses are accepted in this category, they should require neither prerequisites nor consent of the instructor for enrollment, and be explicitly introductory in their course and catalog description;~~
2. communicate the unique perspective of one or more particular disciplines in furthering our understanding of a broad range of human behavior;
3. develop an understanding of at least one of the methodologies of the social sciences. Students should become aware of the ways in which source materials are used in the social sciences and the sense in which objective knowledge may or may not be obtained in these disciplines; and
4. be broad in that they focus on the larger context of society and/or human behavior rather than on an individual institution, social process, or segment of the population.

D-2 Major Social Issues of the Contemporary Era

Courses in this category are designed to transmit knowledge and understanding of one or more selected major issues confronting and dividing Americans today. Topics of world-wide concern may be included if their impact on domestic affairs is significant and extensive.

Courses in this category should:

1. impart knowledge of current information and materials as well as research methodology and techniques appropriate for the study of the issue in question; ~~and~~
2. examine various sides of the issue, study critically the strengths and weaknesses of supporting and refuting arguments, and present scholarly analyses of possible alternative solutions. A basic distinction is drawn between those courses which focus upon "issues" (and therefore are appropriate for this category) and courses which focus upon the "individual" (and therefore are considered more appropriate for the "Understanding Personal

Development" category; and

3. address issues in the context of appropriate social science theories, methods, and concepts.

Topics around which courses are to be developed and presented are: crime; energy; environment; biomedical issues; poverty; warfare; race, national economic policy; and ethnic, age, and sex discrimination. The selected topics will be reviewed every two years by the General Education Committee to determine their continued relevance to national concerns and priorities. Topics will be added or deleted (as appropriate) to maintain a list that reflects the major issues being debated in American Society.

APPROVED TOPICS FOR AREA D-2 in 1988-90:

- I. Crime
- II. Energy
- III. Environment
- IV. Poverty
- V. Warfare
- VI. Racial, ethnic, age, and sex discrimination
- VII. National economics policy
- VIII. Biomedical and health issues
- IX. Education
- X. Population growth

D-3 ~~World Civilizations (Cross Cultural)~~ Cultures [statement is unchanged]

D-4 American Institutions [statement is unchanged]

AS 90-86/ G.E. CONTENT REVISION--AREA E (ACTIVITY/SKILL COURSES) [Responds to AS 89-89; see GREEN agenda Attachment A (G.E. Breadth Requirements), pages 3, 12, 13, and IVORY agenda Attachment K (G.E. Committee Minutes).]

The Academic Senate recommends revision of Area E unit distribution statement as follows:

- E. Understanding Personal Development (3 units)
(No more than one unit of activity/skills coursework may be used to satisfy the Area E requirement.)

The Academic Senate further recommends that the Area E criteria statement be revised as follows:

Courses in this category are designed to enhance the student's understanding of the development of the individual as an integrated physiological, psychological, and social being. Courses must include a study of how internal and external influences interact in human development and behavior within the context of the human life span. Three unit courses in this area may include an activity/skills component, but the activity/skills component is not to exceed one-third of the course content. No more than one unit of activity/skills coursework may be used to satisfy the Area E requirement.

1. Courses enhancing understanding of the self as a physiological, social, and psychological entity:

These courses are designed to promote critical self-understanding, and accordingly will involve consideration of such topics as individual behavior, the relation of the person to the social and natural environment, human sexuality, nutrition, health, stress, family, aging, and death.

2. Courses developing an art or a skill:

These courses are designed to promote the lifelong understanding and development of students as integrated physiological and psychological entities, through the acquisition of a recreational, avocational, or artistic skill. The course proposal must specify how the activities or performances will contribute to understanding the personal development of an integrated individual.

AS 90-87/

G.E. CONTENT REVISION--CULTURAL DIVERSITY
[Responds to AS 89-91; see SALMON agenda Attachment L (Lewis memorandum and attached letters).]

The Academic Senate seeks to comply with the transfer core curriculum requirement that specifies for both Area C (Arts and Humanities) and Area D (Social Science) that "Students who have completed the requirements shall have been exposed to a pattern of coursework designed to develop...an understanding and appreciation of the contributions of women and of ethnic and other minorities" (AS 89-91). In order to achieve this goal, we must insure that coursework in Areas C and D is designed to

help students gain such understanding and appreciation. To this end, the Academic Senate recommends the following:

1. Courses in Areas C and D should be infused (as appropriate) with content, materials, readings, examples, or assignments intended to develop such understanding and appreciation. For example, a course in the history or analysis of art might use examples drawn from women artists, artists with disabilities, or from ethnic artists. The infusion process should be encouraged through the course listing process; a course proposal submitted for listing should include an outline of opportunities for infusion. Infusion may not be appropriate for every course.
2. Courses in Areas C and D having content specifically addressing the contributions of women, ethnic and other minorities and having a major objective of assisting students with developing an appreciation of these contributions should be appropriately highlighted. Students must select at least 3 units of highlighted courses in Area C and 3 units in Area D. The unit requirements would not add units to the G.E. Program. As a "supervenient" requirement, it would allow for different, yet compatible curricular goals to be pursued within one course.

AS 90-88/

G.E. CONTENT REVISION--COMPUTER LITERACY
[Responds to AS 89-126C; see GREENTINT agenda Attachment M (ad hoc Committee memorandum and attached memos on the subject).]

The Academic Senate commends the ad hoc Committee on Basic Computer Skills and Competency (E. Christenson, T. Hebert, M. J. Lee, and J. Kho) on their work to date on the development of a proposal on computer literacy and endorses the statement of goals and objectives for computer skills and competency proposed by the ad hoc Committee and specified below.

The Academic Senate further authorizes the ad hoc Committee to continue consultation on and development of the proposed course modules provided in Attachment M and to conduct a study of the implementation and resource issues associated with implementation of a requirement in computer literacy for submission to the Senate by November 15, 1990.

Computer Skills and Competency

Goal: To give students the skills to make effective use of computers in their academic program and in their chosen careers. (7) see #6

Objectives:

1. To give students the skills to independently use computers in support of their university courses. (For example, students would be able to use word processing with no instruction from the professor.)
2. To give students the skills and ability to learn and use computers as part of class assignments. (For example, with the basic skills, students should be capable of learning new software packages for class assignments with limited instruction from the professor.)
3. To give students the skills and knowledge to make effective use of computers in their chosen fields.
4. To make the students aware of the legal, ethical, and social issues of computer usage.
5. To give the students awareness of current uses and future trends of computers in society.
6. ~~To provide to students the resources and "survival" skills to compete effectively for grades.~~ ⁷ The advantages of using computers and software will be available to all students whether _{or not} they have private access to a computer.

Memorandum of Understanding

Effective March 28, 1990, The California State University and the California Faculty Association hereby amend Article 24, Sick Leave, in the current collective bargaining Agreement as follows:

Catastrophic Leave Donation Program

24.22 A member of Unit 3 may voluntarily donate sick leave credits to another eligible member of Unit 3 who has exhausted all other accrued leave credits due to a catastrophic illness or injury. Catastrophic illness or injury is an illness or injury that has incapacitated the employee and created a financial hardship because the employee has exhausted all accrued leave credits, e.g., sick leave for academic year faculty and sick leave, vacation, CTO and holiday credit for ten or twelve month faculty.

The following guidelines shall apply:

- a. An incapacitated employee or his/her representative must request participation and provide appropriate verification of illness or injury as determined by the campus President. The President shall then determine the employee's eligibility to receive donations.
- b. An incapacitated employee may elect to defer a request to participate during a period of IDL eligibility.
- c. Eligible members may donate a maximum of sixteen hours sick leave credits each academic/college year in increments of one hour or more. Donations are irrevocable.
- d. Donated sick leave credits may be used to supplement IDL, NDI or Temporary Disability payments from SCIF. The total amount of leave credits donated and used may not exceed an amount sufficient to ensure the continuance of the employee's regular monthly rate of compensation.
- e. The total donated sick leave credits shall normally not exceed an amount necessary to continue the employee for three calendar months, or three academic pay periods for academic year employees. The President may approve an additional three-month period in exceptional cases. The leave should not be deemed donated until actually transferred by the campus.
- f. Donated sick leave may not be used to receive service credit following a service or disability retirement.
- g. For employees whose appointments have not been renewed, donated time may not be used beyond the employee's appointment expiration date in effect at the beginning of the disability.

/s/ Jacob M. Samit
For The California State
University
March 28, 1990
Date

/s/Edward R. Purcell
For California Faculty
Association
4/2/90
Date

Tentative Schedule

1990 ACADEMIC SENATE RETREAT Tuesday, August 28, 1990 New Residence Hall

8:30 - 9:00	Registration/Continental Breakfast
9:00 - 9:30	Welcome/Information and Announcements
9:30 - 10:30	Review of Previous Senate Actions on G.E.
10:30 - 10:45	Break
10:45 - 12:00	PLENARY SESSION I First reading of proposed actions related to Foreign Languages (AS 90-80A, AS 90-80B, AS 90-80C)
12:00 - 1:30	Luncheon
1:30 - 2:45	PLENARY SESSION II First Reading of proposed actions related to Areas B, C and D (AS 90-81, AS 90-82, AS 90-83, AS 90-84 and AS 90-85)
2:45 - 3:00	Break
3:00 - 4:00	PLENARY SESSION III First Reading of proposed actions related to Area E, Cultural Diversity and Computer Literacy (AS 90-86, AS 90-87, AS 90-88)
4:00	Reception