

ACADEMIC SENATE

AGENDA

Wednesday December 10, 1980

2:00 p.m.

SSC-107

INFORMATION

The Executive Committee recommends postponing reconsideration of AS 80-54, "Post Audit/Student Input", until after the UARTP Committee has submitted its recommendation.

CONSENT CALENDAR

✓ AS 80-64/Ex. COMMITTEE APPOINTMENTS

Affirmative Action Committee: ELINOR BENES, Arts/Sci., 1982 (replacement for C. Delaney)

Military Science Advisory Board: RICHARD DICKINSON (1982), JOHN MORSE (1983), KARL VON DEN STEINEN (1984)

Student Health Advisory Committee: ELIZABETH STEVENSON

Search Committee, Dean of Social Work (Acting):

Administration: CAL BOYES

Social Work Faculty: ADINA ALLEN, RON BOLTZ, EUGENE SAHS

At-large Faculty: MARYJANE REES

Ethnic Studies Faculty: FRANK LAPENA

Staff Member: ROSEMARIE KINGSBURY or PENNIE PROVO

Students: LAURA BROOK, DEAN WOOLDRIDGE

~~VOID~~ ✓ AS 80-65/CC,FA,Ex. BEHAVIOR MODIFICATION CERTIFICATE PROGRAM

~~The Academic Senate approves the Behavior Modification Certificate Program proposal (Attachment A).~~

*And to GPP Cate
Morrow &
Alexander*

REGULAR AGENDA

✓ AS 80-63/F1r. MINUTES

Approval of Minutes of October 8, October 15, and October 29, 1980.

✓ AS 80-66/Ex. GOVERNMENT/PERSONNEL POLICIES

The FACULTY MANUAL amendments proposed in Attachment B are approved.

✓ AS 80-67/GE, Ex. GENERAL EDUCATION

The Academic Senate recommends that the current CSUS General Education program and the following statement be forwarded to the Chancellor's Office:

Henry & Arnesen

The California State University, Sacramento General Education Committee reports that the current General Education program at CSUS is substantially in compliance with Title 5. The General Education Committee is undertaking a careful review of the current program to determine the degree to which it is meeting program objectives and to determine which changes, if any, will be necessary and desirable for correcting perceived problems as well as unit distribution relative to Title 5 changes. This process must include extensive study and consultation, and will take time to complete. Therefore, because the General Education program is much too important a matter to try to act on with haste, and because the current program is at least largely in compliance with Title 5, it is requested that the current CSUS General Education program (now in its first year of implementation) be continued until the General Education Committee and the University have had time to complete a review and develop any needed revisions. (Attachment C)

✓ AS 80-68/FA, Ex. LEAVES WITH PAY

The Academic Senate approves the following amendment to section 5.10.03, C. of the FACULTY MANUAL:

~~Providing the application for sabbatical leave meets the eligibility requirements of section 43000, Title 5, the major criterion for recommendation for sabbatical leave shall be the number of years since the last sabbatical leave.~~

Henry & Arnesen

Recommendations for paid leaves are based on careful consideration of the plan submitted. Factors evaluated include: the relationship between the applicant's teaching assignment or previous scholarly activity, the university's need for retraining as described in the leave plan, and the period of service since the last leave. The Faculty Affairs Committee analyzes each application on the above factors, ranks the applications, and forwards the recommendations and analyses to the President.

✓ AS 80-69/Ex. ARTP COMMITTEES

The Academic Senate approves the policy that academic department chairs may not be voting members of secondary ARTP committees.

Brynum

✓ AS 80-70/FA, Ex. PART-TIME FACULTY POLICY (FM amendment)

The "Policy on Part-time Faculty" (Attachment D) is approved.

Feb agenda

Henry & Arnesen

PROPOSAL FOR CERTIFICATE
OF ACHIEVEMENT IN
BEHAVIOR MODIFICATION

1. Title of Program

Certificate in Behavior Modification

2. Type of Certificate

Certificate of Academic Achievement

3. Objectives

- a. To standardize training for people conducting behavior modification in the community
- b. To provide training for people working in agencies using behavior modification; for example, schools, halfway houses, psychiatric hospitals
- c. To provide pre-professional specialization to individuals who plan to pursue doctorates in behavior analysis

4. Structure of program and method of achieving objectives

Objectives to be met by regularly offered courses required for certification.

UNDERGRADUATE CERTIFICATE

GRADUATE CERTIFICATION

RequiredRequired

Psych. 171 Principles of Behavior Modification (4)
 Psych. 181 The Experimental Analysis of Beh. (4)
 Psych. 184 Applied Child Psychology (3)
 Psych. 195E Fieldwork in Behavior Mod. (4)

Pre-requisite Psych. 171 and 181 or equivalent
 Psych. 272 Operant Theory (3)
 Psych. 269 Principles of Behav. Mod. or Beh. Therapy
 Psych. 295E Fieldwork (3)
 Psych. 500 Thesis (6)

Supporting Courses*

Psych. 100 Contemporary Issues
 Psych. 101 Foundations of Psy. Research
 Psych. 105 Learning
 Psych. 141 Mental Deficiency
 Psych. 148 Child Psychology
 Psych. 168 Abnormal Psychology
 Psych. 170 Clinical Psychology

*A list of supporting courses for other than psychology majors is maintained in the psychology department and is available to interested persons.

5. Names and qualifications of initiator and academic unit:

Helene Burgess	Assoc. Prof.	Dept. of Psychology/Women's Studies
Robert Jensen	Assoc. Prof.	Dept. of Psychology
Joseph Morrow	Professor	Dept. of Psychology

6. Duration of program

- (a) It is estimated that students will require two semesters to complete the certification requirements at the undergraduate level, and three semesters at the graduate level
- (b) The program will be continuous so that students may enroll either Fall or Spring semester

7. Resource needs

Currently available in library and media center

8. Expected number of participants and probable background

- (a) 20 per semester
- (b) Mostly those with B.A. in Psychology completed or in progress

9. Other information pertinent for review

Currently there are no requirements for the practice of behavior modification. However, national behavior modification professional organizations are working on certification and/or licensing requirements. These requirements will certainly be similar to this proposed program and will certainly put CSUS students at a job advantage when national standards are established. Although there are doctoral programs which are totally behavioral, most undergraduate programs just offer a standard, eclectic B.A. or B.S. degree. It would be helpful for students who are applying to behavioral program to have a sequence of coursework in behavior modification that would stand out in his/her transcript and serve to demonstrate the students' competence and commitment to this area of study.

Most importantly, however, is that people are working in facilities and attempting to practice behavior modification without a good basis for what they are doing. Consequently, the people that are being worked with suffer and the field of behavior modification is inappropriately represented. Therefore, in addition to providing a good training program for people in the field, we hope to encourage agencies in Sacramento who are currently seeking people with behavior modification skills to hire those people with a certificate or equivalent training.

Criteria for admission to undergrad certification program

1. junior standing
2. favorable vote by admissions committee+

Criteria for undergrad certification

1. completion of required courses with 3.5+ GPA
2. passing of written exam given by admissions committee
3. completion of B.A. or B.S. degree with major or minor in psychology

Criteria for admission to grad certification program

1. B.A. or B.S. degree with major or minor in psychology
2. favorable vote by admissions committee

Criteria for grad certification

1. completion of required courses* with 3.75+ GPA
2. M.A. or M.S. degree in Psychology**
3. passing of a written exam given by admissions committee

+Admissions committee consists of 2 members of B.M. group plus psychology dept. chair or his/her designee.

*Students with Masters degrees upon entering may substitute 295 or 299 for 500 on a unit for unit basis.

**An M.A. or M.S. degree in Education may be substituted for the M.A. or M.S. in psychology provided all other requirements of the program are met.

Proposed FACULTY MANUAL Substantive Amendments

3.00.00 FACULTY GOVERNMENT

3.01.00 through 3.05.00 - no change (except 3.01.00 and 3.04.00 must be updated to include faculty who are on pre-retirement and reduced load -- FS 80-11)

3.06.00 Academic Senate Committees (currently 3.07.00)

A. General (currently 3.07.01, A. through E.)

1. Faculty participation in universitywide policy formulation is provided by the Academic Senate and its committees.
2. All committees empaneled established by the ~~Committee on Committees, Executive Committee, or the~~ Academic Senate are committees of the Academic Senate and report to the Senate through its Executive Committee.
3. ~~Senate committees shall be the sole bodies acting for the faculty of the university, with the power to plan, review, interpret, and recommend policy on a universitywide basis. Administration of policy shall be delegated by the President to appropriate administrative officers. Senate committees shall act for the faculty of the university in planning and recommending university policy to the Executive Committee of the Academic Senate.~~
4. Students, appointed by the Student Senate, are members of Senate committees and have full committee voting privileges.
5. Staff, appointed by the president, are members of Senate committees and have full committee voting privileges.
6. The interpretation of University policy is the responsibility of the President. If a policy is unclear, the President will, if time permits, consult with the Executive Committee of the Academic Senate on the interpretation of the policy, and inform the Executive Committee of interpretations made when time has not permitted consultation. Senate committees recommend policies and interpretation of policies to the Executive Committee; the President and/or the Executive Committee are responsible for proposing clarifying language for University policies to the Senate. (Delete from committee charges all references to interpretation.)

B. Standing Committees (currently 3.07.01, F. - no change)

3.07.00 Elected Committees (currently 3.06.00)

3.07.01 General Education Committee (currently 3.06.02 - no change)

3.07.02 University Appointment, Retention, Tenure, Promotion Committee (currently 3.06.01 - no change)

3.08.00 Standing Committees (currently 3.07.00)

3.08.01 Academic Policies Committee (currently 3.07.02 - no change)

3.08.02 Affirmative Action Committee (currently 3.07.03)

Based on federal affirmative action guidelines, evaluate current and planned CSUS policies/procedures as well as status and goals stated in reports. ~~Define the inter-relationship of the affirmative action office, recommending bodies, and the administration of affirmative action policies.~~ Investigate and evaluate programs at CSUS to determine past, present, and long-range effectiveness. Make recommendations on programs that should be initiated, reviewed, canceled, or strengthened.

3.08.03 Curriculum Committee (currently 3.07.04 - no change)

3.08.04 Faculty Affairs Committee (currently 3.07.06)

Shall plan, review, interpret, and recommend policies concerning appointment, promotion, tenure, suspension, dismissal, grievance procedures, leaves, faculty benefits and privileges, research, and other faculty matters.

3.08.05 Fiscal Affairs Committee (currently 3.07.07)

Shall plan, review, interpret, and recommend policies concerning budget, fees, auxiliary-University-organizations, and other fiscal matters. Appoints faculty members to all budget committees, except the University Planning Committee and the Academic Affairs Budget Committee.

3.08.06 Graduate Policies and Programs Committee (currently 3.07.08 - no change)

3.09.00 Committee on Committees (currently 3.08.00 - no change)

3.10.00 Election Committee (currently 3.07.05 - no change)

3.11.00 Judicial Review Board (currently 3.06.03 - no change)

3.12.00 Consultative Committees (currently 3.09.00)

3.12.01 Procedures for the Selection of Presidents (recently revised Trustee policy to be substituted for current section 3.09.01)

3.12.02 Faculty Consultation with the President on the Appointment of Vice Presidents, University Deans, and University Librarian (currently 3.09.02 - no change)

3.12.03 Faculty Consultation on the Appointment of Academic Deans and Division Chairs (currently 3.02.03 - no change)

3.12.04 Policy and Procedures for Recommending Coordinators and Directors (currently 3.09.04 - no change)

3.12.05 Consultative Procedures on Appointments to Fill Vacancies for Acting Positions (for position which normally involve consultative procedures) (currently 3.09.05 - no change)

3.13.00 Periodic Review of School Deans, Division Chairs, and University Librarian (currently 3.10.00 - no change)

3.14.00 Role and Responsibility of the Department Chair (currently 3.11.00 - no change)

Delete 5.14.00, E.; Substitute: All faculty, including temporary and part-time faculty, have access to the grievance procedures (Appendix C).

GENERAL EDUCATION AT CALIFORNIA STATE UNIVERSITY, SACRAMENTO

STATEMENT OF PHILOSOPHY

As affirmed by the faculty of CSUS, the purpose of this University is to foster the preservation, communication, and development of knowledge, the cultivation of wisdom and the understanding of values that will help ensure the survival of mankind and improve the quality of human life. Furthermore, within the context of free and independent inquiry, the University strives to ensure that all baccalaureate students have a rich and varied curriculum that includes a coherent program of general studies as well as in-depth study in their major field.

In support of the University's stated purpose, the General Education Program at CSUS aims not only to prepare students who are knowledgeable and well informed, but to foster in them:

- a taste for learning in a climate of curiosity and wonder,
- an independent and critical cast of mind based on a respect for knowledge,
- a capacity for creativity and imagination,
- a sense of ethical responsibility that includes tolerance, sympathy for humankind and commitment to improve the quality of life.

The Committee seeks to promote these goals by incorporating the following curricular objectives into the General Education Program at CSUS:

- students are to develop the basic competencies essential for their self-development and for an active and creative participation in modern society. They are to learn to organize and express their ideas effectively in English, especially in written form,
- students are to acquire outside their major field a core of knowledge common to educated persons in our society. They are to gain a familiarity with the principles of natural phenomena, the insights afforded by the social sciences into the human experience, and the contributions of the humanities to the enrichment of human existence,

- students are to acquire broad perspectives on the human experience through a study of both western and non-western civilizations. They are to develop a sensitivity to the dilemmas facing humankind by an introduction to key social issues of the contemporary era.

The skills and knowledge attained in the liberal arts foundations of the General Education Program are to prepare students not only to pursue advanced knowledge in their fields of specialization, but also to make rational and humane examinations of the complex issues that shall confront them in their lives as educated persons. Consequently, the Advanced Study courses in the program offer the students further opportunity to develop their reasoning and writing skills through an analysis of complex and significant issues selected by the faculty of the University.

PROGRAM STATEMENT

The General Education Program at CSUS consists of a minimum of 48 units which includes an Advanced Study requirement of six units of upper division courses (see detailed statement at end of outline). Excess units in any category may be counted in the electives.

PROGRAM OUTLINE

I. BASIC SUBJECTS (12 UNITS)

- a. *English Composition* (3 units)
- b. *Reasoning* (3 units) - Courses in reasoning chosen in computer science, logic, mathematics and statistics.
- c. *Electives* - Choose six additional units from other courses listed in categories a. and b. above or from other specified elective courses taught in the areas of foreign languages, speech, critical thinking, composition, computer science, mathematics and statistics.

II. FOUNDATIONS IN THE LIBERAL ARTS (22 UNITS)

- a. *The Physical Universe and Its Life Forms (Natural Science)* (7-10 units) - At least one of the courses taken must have a laboratory component.
- b. *The Individual and Society (Social Science)* (6-9 units)

c. *The Arts and Humanities (Humanities)* (6 units)

1. 3 units in history or criticism of the arts, or in aesthetics, or a performance course in the arts.
2. 3 units in 1. above, or a course in ideas and values in the humanities.

III. STUDIES IN THE HUMAN EXPERIENCE (9 UNITS)

- a. *World Civilizations* (6 units)
- b. *Major Social Issues of the Contemporary Era* (3 units)

IV. ELECTIVES (5 UNITS)

- a. *Additional courses from categories I.-III.* Excess units and units earned in Advanced Study courses may be placed in this category.
- b. *Courses developing an art or a skill.*
- c. *Courses enhancing understanding of self and present-day society.*

ADVANCED STUDY

At least six of the 48 units must be taken in upper division courses which have been specially designed for General Education students. Considerable attention in these courses must be devoted to the development of students' abilities to reason logically and to write clearly and effectively.

The courses are listed in categories II., III. and IV. c. and are marked for easy identification by students. The units earned in these courses may be placed either in the categories from which the courses are chosen or in the electives.

Students must have upper division status and must have completed their requirements in English composition and reasoning before enrolling in these courses. They are not permitted to meet the Advanced Study requirement in their major field. Advanced Study courses must be taken on the CSUS campus.

PROGRAM REGULATIONS

- (1) **Breadth:** No more than three units credited toward a minor and no upper division course credited toward a major may be used to meet General Education requirements. In addition, students are allowed to use no more than six units from their major field (even if the units are not credited toward major requirements) to meet General Education requirements.
- (2) Courses taken to fulfill the state code requirements in United States History, Constitution and American Ideals may be included in *The Individual and Society* category. If code requirements are met by examination, units released are to be filled by taking additional courses in this category. If nine units are taken in this category, at least three units must be taken outside departments in which state code requirements are fulfilled.
- (3) Transfer students with General Education certification from community colleges are to meet the additional requirements under the CSUS pattern: i.e., they must fulfill the Advanced Study requirement and bring their unit total up to 48. Transfer students with only partial certification must take additional courses to fulfill requirements in remaining categories of the CSUS program.
- (4) Students enrolled in the Liberal Studies major are exempted from General Education requirements, except for the Advanced Study area.
- (5) Students must have upper division status and must have completed their requirements in English composition and reasoning before enrolling in Advanced Study courses. They are not permitted to meet the Advanced Study requirement in their major field. Advanced Study courses must be taken on the CSUS campus.

COURSE CRITERIA

GENERAL BREADTH STATEMENT

General Education courses are normally lower division courses and usually have no prerequisites. They are broad in character and scope in the following ways:

- (1) They are designed for the general student with no specialized knowledge or methodological preparation.
- (2) They are designed to convey general knowledge or skills applicable to numerous fields of study rather than more specialized subjects and complex approaches.

Some upper division courses are to be included in the program:

- (1) Advanced Study courses (see criteria below).
- (2) Courses designed for more advanced students, principally in the Basic Subjects and performance areas. These courses may be somewhat narrower in scope than lower division courses and they may require more specialized preparation, but they must nevertheless convey knowledge or skills of broad applicability to one or more fields of study.

I. BASIC SUBJECTS CRITERIA

General Education courses in this category are designed to advance students' skills in acquiring and utilizing general knowledge, or to provide skills in the use of research tools and methodology requisite to advancing knowledge. These courses build upon, rather than remediate, students' basic verbal and quantitative skills gained in college preparatory courses.

Courses approved in this category provide general skills or knowledge which has application to the pursuit of further knowledge or which has broad application to specific fields of study, and they meet one or more of the following objectives:

- (1) Provide instruction in skills requisite to writing or speaking effectively in the English language.
- (2) Provide instruction in quantitative skills requisite to solving problems in specialized as well as general fields.
- (3) Provide instruction in reasoning skills requisite to gathering, organizing, analyzing and interpreting information.
- (4) Provide skills in the use of common tools of research such as foreign language, computer science and statistics.

Specific criteria for designated subcategories are as follows:

- a. *English Composition*: Courses in this category provide instruction in the writing of clear and logical expository English prose. Students having advanced placement standing in English are directed to upper division composition courses.
- b. *Reasoning*: General Education courses in this category provide instruction in basic mathematical or logical concepts and in the comprehension and manipulation of abstract symbols. These courses place major emphasis on understanding the general principles of the subject studied rather than their applications to specific fields of study.

- *Logic*: Courses in this category provide instruction in principles or reasoning which have general applicability in organizing, analyzing and interpreting information.
 - *Statistics*: Courses in this category provide instruction in concepts of descriptive and inferential statistics which have general applicability in organizing, analyzing and interpreting information and testing hypotheses.
 - *Computer Science*: Courses in this category provide instruction in concepts of computer language and operation which have general applicability in organizing, analyzing and interpreting information.
 - *Mathematics*: Courses in this category provide mathematical concepts which have general applicability in solving problems or in organizing, analyzing and interpreting information.
- c. *Electives*: Additional courses may be chosen in the following areas:
- *Speech*: Courses that deal with the principles and art of effective oral communication.
 - *Critical Thinking*: Courses that deal with applications of the principles of argumentation, analysis and inference.
 - *Foreign Languages*: Elementary and advanced courses in foreign language acquisition rather than in literature or civilization.
 - *Mathematics*: Mathematics courses that have application to specific fields of study.
 - *Statistics*: Statistics courses that have broad application to specific fields of study.
 - *Computer Science*: Computer Science courses that have broad application to specific fields of study.
 - *English Composition*: English composition courses that have broad application to specific fields of study.

II. FOUNDATIONS IN THE LIBERAL ARTS

- a. *Criteria for The Physical Universe and Its Life Forms*: Courses in this category are designed to transmit a knowledge and understanding of natural phenomena. These courses:
1. Emphasize general principles rather than special techniques or application.

2. Develop an understanding of the principles underlying and interrelating natural phenomena including the foundations of living and non-living systems.
3. Develop an appreciation of the methodologies of science, the requisite features of scientific endeavors and the limitations of scientific inquiry.

The category of *The Physical Universe and Its Life Forms* excludes the study of social behavior and the history of human accomplishments in literature, the arts and music.

b. **Criteria for *The Individual and Society*:** Courses in this category are designed to transmit a knowledge and understanding of the nature and development of human culture, societies, institutions and behavior, and to point out the contributions of different social science disciplines to this knowledge. Issues treated in this category may be examined in either their contemporary or historical settings. These courses will contribute to the following:

1. Develop an understanding of the methodology 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 be attained in these disciplines.
2. Develop a sense of the interrelatedness of individuals and society, of the impact of social and cultural contexts on human attitudes and behavior in past and present.
3. Develop an appreciation of the usefulness of the facts and ideas of social science for an understanding of the conditions of human life in the modern world.

Courses in *The Individual and Society* category are to be broad in the sense that they are not to be limited to one institution or specialized topic, nor are they to be concerned exclusively with methodology, nor in the case of History should they be limited to a narrow chronological frame.

c. **Criteria for *The Arts and Humanities*:** Courses in this category are designed to transmit a knowledge and appreciation of the world's cultural heritage in the humanities and arts, including music, literature, drama, graphic and tactile arts, architecture, design, dance, philosophy, ethics, and beliefs. They will cultivate the intellect and imagination through the examination of aesthetic forms, ideas, and values. These courses will meet one or more of the following objectives:

1. A course in history or criticism of art, or in aesthetics, seeks to enhance aesthetic appreciation and to give an

understanding of the forms and patterns of a particular art form, or to study the aesthetic principles on which artistic judgments are made.

2. Studio and performance courses will seek to develop creative skill and aesthetic sensitivity through active participation in one of the arts.
3. A course in ideas and values in the humanities aims to develop the ability to recognize the central ideas and values of various cultures and traditions as expressed in their philosophies, ethics, and beliefs.

III. STUDIES IN THE HUMAN EXPERIENCE

- a. *Criteria for World Civilizations:* Students are to complete either Option 1 or 2 below:

1. A six-unit chronological and interdisciplinary sequence in the history, culture and values of the major civilizations of the world. The course stresses western civilization but devotes no less than one-third of its attention to the unique characteristics and development of major civilizations of the non-western world.

The course treats the first emergence of civilization and the establishment of the major civilized traditions of the world, including the classical and medieval traditions of the West and selected non-western civilizations from among China, Japan, India, Islam, Africa and Meso-America. The course then surveys the history of the world in the age of western predominance, emphasizing the expansion, dynamism and crisis of the West, the interpenetration of world cultures in the modern era, and in the 20th century the resurgence of Third World independence and the emergence of a global community.

2. Students are to choose courses from categories (a) and (b) below. It is recommended that the course in category (a) be taken prior to the course in category (b).
 - (a) A 3-unit course in the history, culture and values of the western world which covers an extended time period (at least 500 years) in the development of the West.
 - (b) A 3-unit course that is primarily concerned with the history, culture and values of one or more of the major civilizations of the non-western world. The course is to be broad in scope in the sense that either 1) it offers a cross-cultural comparison in more than one major civilization, or 2) it covers an extended time period (at least 500 years) in the development of a civilization.

- b. *Criteria for Major Social Issues of the Contemporary Era:* Courses in this category are designed to transmit knowledge and understanding of 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. These courses, which focus on one or more dilemmas facing American society, require that students:
1. Demonstrate a knowledge of current information and materials as well as research methodology and techniques available for the study of the issue in question.
 2. Examine various sides of the issue, study critically the strengths and weaknesses of supporting and refuting arguments, and present balanced analyses of possible alternative solutions.

Topics around which issue courses are to be developed and presented initially are crime, energy, environment, poverty, race 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.

IV. ELECTIVES CRITERIA

- a. *Additional courses from categories I.-III.:* (See criteria under categories I.-III.)
- b. *Courses developing an art or a skill:* Courses in this category are performance courses designed to promote the acquisition by students of an art or skill which will be of lifelong value as a recreational or avocational activity (e.g., physical education, photography).
- c. *Courses enhancing understanding of self and present-day society:* Courses in this category are designed to equip students with general knowledge or skills which enhance their ability to understand and cope with the complexities and anxieties of present-day society (e.g., aging, consumer affairs, death, education and society, the family, health, the justice system, law, personal finance, sexuality, technology and society).

ADVANCED STUDY CRITERIA

General Education courses in this category build on the basic skills and knowledge acquired by students in their General Education foundations

courses. These courses are to expand students' knowledge in the liberal arts by examining complex issues of significance to mankind, and they are to advance students' abilities to reason logically and to write clearly English prose.

Some Advanced Study courses may explore more specialized topics and may thus require prerequisites, but they are also to be courses of a broader nature that require no formal preparation. These courses may be offered in any topic acceptable in categories II., III. and IV. c., and students are to take them outside their major field.

Students are required to write not less than 5000 words of clear and logical English prose in Advanced Study courses. An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Because of the composition requirement, enrollment will be limited to 30 students.

COMMITTEE PROCEDURES

CHARGE OF FULL COMMITTEE

Refer to Faculty Manual.

COURSE APPROVAL AND REVIEW PROCEDURES

(1) The General Education Committee shall appoint a subcommittee for each of the following categories:

- Basic Subjects
- The Physical Universe and Its Life Forms
- The Individual and Society
- The Arts and Humanities
- World Civilizations
- Advanced Study, Electives and Major Social Issues of the Contemporary Era

The subcommittee will be composed of a minimum of five (5) members. Members of each subcommittee will be appointed by the full committee primarily from departments that offer courses in that category. Each subcommittee will be composed of five members; the chair must be a member of the full committee.

Each subcommittee shall:

- Act on proposals for the inclusion of courses in its category.
- Monitor and review courses taught in its category.
- Promote faculty interest in the program and encourage the development of courses for its category.

Decisions of each subcommittee may be appealed to the full committee.

- (2) All courses included in any of the categories of the General Education program must meet the criteria set for that group. Departments seeking General Education approval for courses in a certain category must submit an approval request to the appropriate subcommittee. In order to demonstrate compliance with course criteria, requests must be accompanied by a detailed course description including statement of objectives, course outline, course requirements, reading lists, and prerequisites, if any.
- (3) Selected courses approved for General Education credit may be reviewed at any time by the General Education subcommittees to ensure continued adherence to the established criteria. New approval must be sought from the subcommittees in the case of significant changes in approved General Education courses.

10/31/79 - Approved by the Faculty Senate
11/ 9/79 - Approved by the President

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802

Executive Order: 338
Title: General Education-Breadth Requirements
Effective Date: November 1, 1980
Supersedes: None

This Executive Order is issued pursuant to Title 5, *California Administrative Code*, Sections 40405 — 40405.4, specifically Section 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of The California State University and Colleges.

The requirements, policies, and procedures adopted pursuant to this Executive Order shall apply to students enrolling in Fall 1981 and subsequent terms who have not previously been enrolled continuously at a campus of the CSUC or the California Community Colleges.

- I. The General Education-Breadth Requirements adopted by the Board of Trustees in May 1980 and this Executive Order are intended to establish a common understanding about this component of the total undergraduate education experience in The California State University and Colleges. This Executive Order leaves to each campus faculty the responsibility for developing the institution's particular program. Trustee policy describes broad areas of inquiry which may be approached from the standpoint of a variety of disciplines. Within the framework provided, each campus is to utilize its processes to establish its own agreements and challenge its own creativity about what courses and disciplines shall be included within its General Education-Breadth program. In undertaking this process participants should give particular and careful attention to the following:
 - A. Taking such measures as may be necessary to assure that General Education-Breadth Requirements are planned and organized in such a manner that their objectives are perceived as interrelated elements, not as isolated fragments.
 - B. Considering the organization of approved courses into a variety of "cores" or "themes" with underlying unifying rationales among which students may choose.
 - C. Evaluating all courses approved as meeting current General Education-Breadth Requirements to determine which, if any, meet the objectives and particular requirement contained herein.
 - D. Considering development of new courses as they may be necessary to meet the objectives and particular requirements contained herein.
 - E. Considering the possibility of integrative courses, especially at the upper division level, which feature the interrelationships among disciplines within and across traditional general education categories.
 - F. Providing for reasonable ordering of requirements so that, for example, learning skills will be completed relatively early and integrative experiences relatively later.

- G. Developing programs in terms of educational goals and student needs rather than in terms of traditional titles of academic disciplines and organizational units.
- H. Giving attention to possibilities for activity as well as observation in all program subdivisions.

II. Objectives

General Education-Breadth Requirements are to be designed so that, taken with the major-depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of these requirements is to provide means whereby graduates:

- A. will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions;
- B. will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization;
- C. will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

The intent is that the General Education-Breadth Requirements be planned and organized in such a manner that students will acquire the abilities, knowledge, understanding, and appreciation suggested as interrelated elements and not as isolated fragments.

III. Entry Level Learning Skills

Title 5, *California Administrative Code*, Section 40405.1 provides that each student admitted to The California State University and Colleges is expected to possess basic competence in the English language and mathematical computation to the degree that such competence may be reasonably expected of entering college students. Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome their deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

To implement this policy each campus shall accomplish the following steps not later than the beginning of Fall term, 1982.

- A. Determine appropriate entry level skills for English language and mathematical computation.
- B. Institute means for determining whether new students possess such skills.
- C. Identify those courses and other means for achieving requisite skill levels where they do not exist.
- D. Institute policies and procedures to ensure that baccalaureate credit is not granted for such courses.

IV. Distribution

Each baccalaureate graduate shall have completed the program described in A through E below totaling 48 semester units. Nine of these units must be upper division level and shall be taken no sooner than the term in which upper division status (completion of 60 semester units) is attained. At least nine of the 48 semester units shall be earned at the campus granting the degree.

Each campus is authorized to make reasonable adjustments in the number of units assigned to the five categories in order that the conjunction of campus course credit unit configuration and these requirements will not unduly exceed any of the prescribed credit minima. However, in no case shall the total number of semester units required be less than 48. (No campus need adjust normal course credit configurations for the sole purpose of meeting the requirements specified herein.)

Instruction approved to fulfill the following requirements should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups and by women.

- A. A minimum of nine semester units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

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 focusing 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.

- B. A minimum of twelve semester units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific

knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

- C. A minimum of twelve semester units among the arts, literature, philosophy and foreign languages.

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

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. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

- D. A minimum of twelve semester units dealing with human social, political, and economic institutions and behavior and their historical background.

Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

- E. A minimum of three semester units in study design to equip human beings for life-long understanding and development of themselves as integrated physiological and psychological entities.

Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.

Campuses may permit "double counting" of courses for General Education-Breadth and major requirements and prerequisites only after giving careful consideration to the impact of such actions on General Education-Breadth programs. Decisions to permit double counting in General Education-Breadth and a degree major may be made only after an approval is provided through campuswide curricular processes.

Up to six semester units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5, *California Administrative Code*, Section 40404) may be credited toward satisfying General Education-Breadth Requirements at the option of the campus.

V. Exceptions

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

- A. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5, *California Administrative Code*, Section 40405.2 to avoid demonstrable hardship, such as the need to extend the time required for completion of the degree in the case of a senior level transfer student.
- B. In the case of high unit professional major degree programs, the Chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be considered at the all-campus level prior to initiating the request. A full academic justification shall be submitted to the Vice Chancellor, Academic Affairs, who shall submit his recommendation and that submitted by the campus president, along with all relevant documents, to the Chancellor.

VI. Program Responsibility

- A. The effectiveness of a General Education-Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which also includes student membership, to provide for appropriate oversight and to recommend as appropriate concerning the implementation, conduct and evaluation of these General Education-Breadth Requirements.
- B. Each campus shall provide for systematic, readily available, academic advising specifically oriented to general education as one means to achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.
- C. Each campus shall include in its implementation plan provisions for regular periodic reviews of general education policies and practices in a manner comparable to those of major programs. The review should include an off-campus component.
- D. Each campus shall submit to the Vice Chancellor, Academic Affairs, a complete description of its plan for implementation of these requirements, including but not limited to the manner in which it complies with each part of this Executive Order and a listing of courses offered which meet each of the subdivisions of Section 40405.2.

VII. Advisory Committee

A systemwide Advisory Committee on General Education-Breadth Requirements is hereby established. While it is important that the membership of this committee be broadly based, the membership will in largest part be drawn from the instructional faculty of The California State University and Colleges. Liaison membership from the instructional faculty of the California Community Colleges may be included as well.

The responsibilities of this committee will be to:

- review and propose any necessary revisions in the objectives, requirements, and implementation of system General Education-Breadth policy;
- continue to study general education policies and practices inside and outside the system;
- report annually to the Chancellor and the Board of Trustees.

The Chancellor or the Vice Chancellor for Academic Affairs may from time to time request the committee to address and provide advice on other issues related to the development and well-being of General Education-Breadth policy and programs in The California State University and Colleges.

VIII. Other Issues

From time to time other related issues will be addressed by amendment to this Executive Order or by separate Executive Order. Certification of completion of General Education-Breadth Requirements by other institutions is to be addressed as a separate Executive Order.



Glenn S. Dumke, Chancellor

Date: November 1, 1980

PROPOSED POLICY ON PART-TIME FACULTY
(Amendment to FACULTY MANUAL, section 5.03.00)

5.03.01 Appointment

- A. Part-time faculty shall be appointed, as required by the affirmative action guidelines, from the applicant pool which is established on an annual basis or on a semester basis in those cases where the pool does not have enough qualified candidates to cover the demands for the entire year. Incumbent employees are responsible for notifying the department chair, by the specified deadline, of their wish to become part of the applicant pool for the semester or year in which they wish to be employed. (A detailed statement of recruitment and selection procedures, utilizing the applicant pool, shall be available in the department offices.)
- B. There shall be no campus policies or practices that deny access to an applicant pool or prevent consideration of an applicant for a temporary appointment solely on the basis of the number of years of previous service as a temporary employee. This does not in any way imply that an incumbent has a presumptive right to continue a temporary appointment presently held. (FSA 77-45)
- C. Once the applicant pool for a position has been established, the best qualified person shall be appointed on the basis of merit and competency related to program need. Criteria used in selection shall include:
- (1) degrees earned in a relevant discipline
 - (2) relevant teaching experience
 - (3) relevant professional experience
 - (4) recommendations or other documents including student and peer evaluations of teaching performance.
- D. Except in unusual circumstances, part-time faculty shall be hired at a range and step equal to that which would apply if they were being hired for a regular full-time position. The normal guidelines for determining the range of new part-time faculty are:
- (1) Assistant: Bachelor's degree in the discipline
 - (2) Range A: Master's degree in the discipline or equivalent educational experience OR Bachelor's degree plus the equivalent of at least five years teaching or relevant professional experience.
 - (3) Range B: Doctorate OR Master's degree or equivalent educational experience plus the equivalent of at least five years of teaching or relevant professional experience.
 - (4) Range C: Doctorate or equivalent in the discipline plus at least five years of teaching experience.
 - (5) Range D: Doctorate or equivalent in the discipline plus at least 10 years of teaching experience.

Exceptions to these guidelines must be approved by the appropriate dean and by the Office of Faculty and Staff Affairs. Additional criteria may be required by the department.

NOTE: Within each range, the particular step at which a person is hired will depend on the extent to which the person's qualifications exceed the minimum requirements for the particular range.

- E. In subsequent semesters, part-time faculty must be hired at a salary range and step equal to or greater than the previous salary range.
- F. A part-time faculty member shall be employed by the University for no more than twelve (12) teaching units per semester.
- G. Departments shall provide part-time faculty with a written statement, as far in advance as possible, which describes probable duties, recommended salary range and step, courses to be taught, workload, probable class size, and the possibility of class cancellation; the department's class schedule; and a copy of departmental policies on promotion, evaluations, etc. Whenever possible, part-time faculty shall be appointed for a full academic year.
- H. Part-time faculty shall be provided an opportunity to attend both a university level orientation and a department level orientation meeting to become informed of the responsibilities and benefits of employment. In addition, they will have access to university policies and procedures.

5.03.02 Working Conditions

- A. Since the teaching responsibilities of part-time faculty are the same as those of regular faculty, every effort must be made to provide part-time faculty with facilities adequate for the satisfactory performance of their duties, including access to office space, desk, chair, bookshelf, file drawer, telephone, keys, university catalog, class schedule, university policies and procedures, listing in university directory, identification card, secretarial assistance, a share of departmental funds for duplication, student assistance (or work study), etc.
- B. Professional courtesy shall be extended to part-time faculty in arranging schedules. Whenever possible, part-time faculty shall be scheduled using criteria equivalent to those applied to full-time faculty.
- C. Part-time faculty shall have participatory rights in departmental meetings. Voting rights are subject to departmental regulations.
- D. Part-time faculty are not expected to advise, participate in committees, or assume supervisory responsibilities; these assignments must be approved by the department chair, the dean, and the Academic Vice President.

5.03.03 Advancement

- A. Part-time faculty shall be evaluated on a regular basis by the department chair and a primary level committee designated by the Primary level ARTP committee. The department shall develop procedures to evaluate part-time faculty. The procedures shall be subject to the approval of the Vice President for Academic Affairs. This evaluation is a performance evaluation only and shall include no recommendation regarding subsequent employment. An individual primary unit may delete evaluation criteria,

other than evidence of teaching performance, that are required in the evaluation of regular tenure track faculty when such criteria are deemed inappropriate or irrelevant to part-time positions. The modified criteria shall be published in the unit's ARTP document or their Part-time Hiring Policy document.

- B. Part-time faculty are eligible to advance to the next higher step of the salary scale after they have taught 24 units at a particular step or after they have met additional specified departmental requirements for a higher classification. Advancement is not automatic but depends upon evaluation of performance and the budgetary constraints of the university. A salary increase requires the recommendation of the department chair and the concurrence of the dean.
- C. Part-time faculty are eligible to advance to the next higher salary range after they have taught 24 units at the top step of their current range or after they have met additional specified departmental requirements for a higher classification. Advancement is not automatic but depends upon evaluation of performance and the budgetary constraints of the university. Recommendations should be made by the department chair and the dean of the school and forwarded to the Office of the Vice President for Academic Affairs (through the Office of Faculty and Staff Affairs) at the time the appointment is being made. Recommendation for advancement in range for part-time faculty is a separate process from that followed for promotion recommendations for full-time tenure-track faculty.
- D. Part-time faculty shall have the same rights in regard to their personnel files as regular faculty.

5.03.04 Reappointment

- A. Affirmative action guidelines prohibit giving seniority rights to part-time employees. Part-time faculty members who wish to be considered for re-employment must submit an application to be considered part of the applicant pool at the next hiring period. No part-time faculty member may be employed without such reapplication.
- B. The employee shall be responsible for updating his/her resume and personnel file so that adequate records of experience and training are available for those evaluating the applicant pool candidates for subsequent employment and salary advance. Employees are to be informed of this responsibility and offered the appropriate assistance by the department chair.

5.03.05 Unemployment Compensation

State legislation, effective January 1972, provides for unemployment compensation. Detailed information is available in the Office of Faculty and Staff Affairs.

5.03.06 Grievances

All part-time faculty are entitled to grieve if their rights have been violated. (Executive Order 301)

AS 80-67
substitute motion

Joe Jurey
(motion on last page)

The University General Education Committee has voted to assert that the current CSUS Gen. program is substantially in compliance with the new Title V requirements for Gen. (Executive Order 338) in the CSUS system.

The following statement represents the views of a substantial minority of the University G.E. Committee, who believe (1) that the current program is not in compliance or "basic harmony" with the new Title V requirements (Executive Order 338) on several points:

The Trustees' changes in Title V (Executive Order 338) prescribe that each campus require its graduates to have taken:

a. 9 units in oral and written communication in the English language and in critical reasoning--but the CSUS Gen. program requirements are such that students may graduate with no more than 3 units in this category (English composition). Such students may elect to satisfy the basic subject category by taking 3 units of English composition and the remainder of the 12 unit requirement in Math, Statistics, Computer Science and Foreign languages.

b. 12 units in Science and "Quantitative Reasoning"--but the CSUS program requires 7-10 units in science courses--with ^{only} math as option within basic subjects.

c. 12 units dealing with human social, political, and economic institutions and behavior and which include a reasonable distribution among social science disciplines--but the CSUS program only requires 6-9 units in this category and 6 of these may be (and for most students probably are) Code Courses taken from only two disciplines--History and Government.

d. 12 units from the Arts Literature, Philosophy and Foreign Language-- but students who do not elect foreign language in basic subjects will have only 6 units in this category, and may elect to take all of them in Art or performance courses, even though the supporting rationale for the Title V changes clearly stipulates a "reasonable distribution" from among courses in this category, and explicitly precludes allowing students to take all their units from one type of course.

e. 3 units in a new category emphasizing understanding of the self-- but although this category is indicated in the electives section of the CSUS program (IV.c), students may elect other types of courses, including most P.E. and most crafts courses. Moreover, students may opt to take additional courses from any other category, rather than new courses in this category.

f. 9 units of upper division level courses and these should be taken no sooner than the term in which upper division status is attained--but the CSUS program requires only 6 upper division units and does not require that they be taken no sooner than the term in which upper division status is attained.

Because of these discrepancies, the minority believe that the majority on the G.E. Committee is in error in declaring that the CSUS program complies with Title V (Executive Order 338).

Furthermore, the minority view does not agree that the current G.E. program represents in all instances the "best planned, balanced, and academically sound" program for CSUS.

For example, due to the inclusion of State Code requirements in American History, Constitution and Ideals in section IIB (Social Sciences)

of the current G.E. program, the Social Science departments of Anthropology, Economics, Geography, Psychology and Sociology and the program in social science are, in effect, excluded from the required lower division core of the program. (While it is true that a student may elect to take an extra three units in IIIb, it is also true that a student may elect not to do so.) These five departments then have the distinction of being the only departments in the School of Arts and Sciences with little or no access to required courses in the core of the current G.E. program.

This is a deplorable situation both in terms of the education we provide and in terms of its effect on the excluded departments. It is cynical to assert that a student who completed the current G.E. program is generally educated and that the current program is "academically sound" when there is no required exposure to core introductory courses in the Social Sciences. It is even more cynical to certify that the student has completed, as Title V language stipulates, "12 semester units in social, political, and economic institutions and behavior" when she/he has, in fact, not been required to do so.

Also, in the current G.E. program there is no required exposure to practice in oral communication in the English language or instruction in critical thinking which is designed to achieve an understanding of the relationship of language to logic, of inductive and deductive reasoning, and of the formal and informal fallacies of language and thought. Each of these is required by Executive Order 358 in order that the G.E. program at the CSUC campuses be academically sound.

~~The minority view urges~~ The Senate ~~to~~ reject^s the idea that the current *Gen Ed* program is in substantial compliance with Title 5, and that ~~the current~~ *and sends the current program* ~~program be sent~~ back to the ~~Gen Ed~~ Committee so that all areas where the program is not in compliance ~~could~~ be changed to bring it into compliance. All changes shall be completed and the whole program re-submitted to the Senate before the end of the Spring 1961 term.