

A C A D E M I C   S E N A T E  
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C A L I F O R N I A   S T A T E   U N I V E R S I T Y  
S A C R A M E N T O

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Academic Senate Received  
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Issue #6

MINUTES

November 17, 1982

ROLL CALL

Present: Borer, Bossert, Brackmann, Cavaghan, Charlton, Elfenbaum, Esquerra, Gillespie, Heidecker, Hill, Kerster, Krebs, Livingston, Maxwell, McGillivray, Meeker, Phillips, Raske, Reinelt, Rue, Scott, Shaban, Shattuck, Spray, Swanson, Stroumpos, Torzyn, Urone, Wade

Absent: Beelick, Bohr, Collins, Fenley, Haq, Kearney, Kostyrko, McDaniel, Semas, Skube, Stephens, Tanaka, Whitney

A special meeting was convened by Alan Wade, Wednesday, November 17, 1982, at 2:00 p.m. in Psych-153.

INFORMATION

Statewide Academic Senator Peter Shattuck reported on the November 10-12, 1982, Statewide Academic Senate meeting (see Attachment A).

ACTION ITEMS

\*AS 82-59/G.E.,Ex. GENERAL EDUCATION PROGRAM

The Academic Senate approves the criteria for the General Education Program (as shown in Attachment B) to be implemented in Fall, 1983.

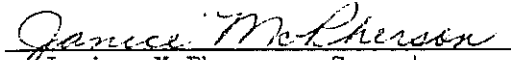
Carried.

\*AS 82-60, G.E., Ex. G.E. PROGRAM -- DEPARTMENT OF ACCOUNTANCY

The Academic Senate approves the 60-unit General Education program for the Department of Accountancy (as shown in Attachment C).

Carried.

The meeting was adjourned at 3:35 p.m.

  
Janice McPherson, Secretary

JM/CD

\*President's response requested.

11/17/82 Academic Senate Minutes  
ATTACHMENT A

Report to the Academic Senate  
California State University, Sacramento

on

November 10-12, 1982, Meeting of Statewide Academic Senate

The Statewide Academic Senate met November 10-12 in Long Beach. While the Senate's formal agenda was relatively short, reports from the Chancellor, the Chairman of the Board of Trustees, and the Vice-Chancellor for Business Affairs provided some significant information.

Resolutions passed by the Senate included: an appeal for the restoration of funds for the CSU; suggested revisions in the Ryan Act; a request for clarification regarding the difference between the second baccalaureate degree and a second major; recommended minimum scores on the Test of English as a Foreign Language; a request for a system-wide Honors Program Task Force; and selection procedures for the faculty member of the Board of Trustees. The Senate debated at length a protest against procedures used in generating the system's response to the legislative analyst's request for a list of courses similar to those deleted from California Community College offerings; the final vote in favor of the resolution was 20-19. As one Senator remarked, the message was, "We're mad as heck, and we're probably not going to take it too much longer, maybe."

I found the Chancellor impressive, as Bill Neuman reported last month. She said, among other things, that she had met with John Vasconcellos and his committee; that she learned that they had not understood that much of our travel budget goes directly for instructional support--supervising student teachers, for example--and that she is optimistic about the prospect of restoring some of the travel budget. She defended E.O. 402 as a "band-aid measure" taken in order to staff courses in the Fall schedule. She noted that very few faculty had been granted "jump steps," and she said that she expected presidents to go through the normal process in granting these increases, although I'm not clear as to what she meant by "normal process." She pointed out that more and more Americans are becoming either accountants or lawyers, and concluded that evidently "we're becoming a nation of crooks!" She was asked, "Do you think it's time to reconsider our position on tuition-free education in California?" Her answer: "We're struggling with that. But in states where it's happening, it's just a shift from tax support to student support--not an increase in overall support."

Chairman O'Connell asserted that universities shouldn't be run like businesses; they should be run like universities. We should, however, form links with business, and we must attract greater external funding. He also gave his opinion that the depression--his word--has reached the bottom and the economy is starting back up.

The Hanner-Messner report highlighted Friday's meeting. These two lugubrious gentlemen made their annual fall appearance before the Senate, bringing their tidings of woe. This time, though, paradoxically, things are so bad that Vice-Chancellor Hanner sounded optimistic. If the CSU were to be told, perhaps in January, that we had to cut our budget in proportion to the projected state deficit, he wouldn't have the slightest idea what to do. He is convinced, therefore, that the political leadership of the state will raise taxes to cover the deficit. For next year, the system is seeking a budget which begins with the actual '82-'83 appropriations, makes base line adjustments and program maintenance proposals of \$59 million and \$14 million, and asks for new money--\$17 million--as a "Response to New and Changing Technology." Hanner said that he detected a sympathetic note in the legislature toward education. But the people coming into the governor's office have their own values; we don't know them, and we'll have to be sensitive to them.

The current catch phrase seems to be "we're eating our seed corn." Chairman O'Connell used it, Vice-Chancellor Hanner used it, and I see that President Reagan used it in his most recent statement to the press. That's all I have to report. Thank you.

Peter Shattuck  
Statewide Academic Senator

C R I T E R I A  
FOR THE  
GENERAL EDUCATION PROGRAM  
TO BE IMPLEMENTED IN FALL 1983\*

I. BASIC SUBJECTS (3-9 UNITS)

English Composition (3 units)

Courses in English composition offer instruction in the composition of expository essays. Students are instructed in the fundamentals of usage, sentence structure, and essay structure. These courses develop, by suitable exercises and essay assignments, a general skill, applicable to any subject matter. Students may satisfy the requirements by passing English 1A, or one of the equivalents designated by the English Department and approved by the Arts and Sciences' Curriculum Committee.

\*Oral Communication (0-3 units)

Overview:

Courses specifically designated to fulfill the oral communication requirement must emphasize the content as well as the form of communication and must include active participation in the human symbolic interaction known as oral communication. Courses should also provide an understanding of the psychological bases and social significance of the communication studied.

Specific criteria are as follows:

1. Analyses of oral communication will focus on the rhetorical perspective including reasoning and advocacy, organization and accuracy, style and structure of oral expression.

\*Approved by the CSUS Academic Senate, November 17, 1982

2. Students will receive evaluation and instruction in effective listening techniques as well as in the discovery and selection, critical evaluation and oral reporting of specific content.
3. Assignments must emphasize both theoretical and practical aspects of public speaking or group discussion involving each student in a minimum of 3 in-class presentations, totaling 22 minutes or more. Each presentation is to be followed by classroom feedback explaining the speaker's performance in relation to applicable theories of oral communication. Class size in these courses will be limited to 30. Oral presentations may include public speaking, such as advocacy, informative and expressive presentations, or student participation in debate or group discussions. Courses will include instruction and practice in effective listening techniques.

\*Critical Thinking (0-3 units)

In academic courses students commonly engage in critical thinking. In courses meeting the criteria for inclusion in the Critical Thinking category, students not only engage in, they shall study about and consciously develop skill in critical thinking. Courses in this category shall be devoted throughout to the pursuit of knowledge through logical analysis and construction of argument. Instruction shall develop an understanding of logical relationships between premises and conclusion, and the ability to recognize the more common formal and informal fallacies. Throughout such courses attention to logical processes and skills shall exceed attention, if any, to other content. Grading shall reflect this emphasis. The courses shall foster a basic skill, applicable to a variety of academic subjects and to the intelligent fulfillment of such roles as citizen, consumer, leader and moral agent.

Such courses shall develop the following. (1) Skill in evaluating the validity, strength and relevance of arguments. (2) A sense of logical structure, of both inductive and deductive forms. (3) An awareness of uses and abuses of argument language, including connotation, ambiguity and definition. (4) Skill at handling a variety of arguments in a variety of contexts. (5) Ability to argue fairly and to handle bias, emotion and propaganda.

II. THE PHYSICAL UNIVERSE AND ITS LIFE FORMS (12 UNITS MINIMUM)

A. Quantitative Reasoning (3 units minimum)

General Education courses in this category provide instruction in basic mathematical or logical concepts and in the comprehension and manipulation of abstract symbols. They should include the development of useful computational skills or some degree of competence in the analysis of arguments. They should also include some consideration of general principles of quantitative reasoning. Such courses may be offered in the following areas:

1. Logic: Courses that provide instruction in principles of formal logic emphasizing modern symbolic methods. Such courses should have general applicability to the organization and analysis of knowledge.
2. Statistics: Courses 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.
4. Mathematics: Courses that provide mathematical concepts which have general applicability in solving problems.

B. Physical Sciences and Life Forms  
w/ Laboratory Component (6 units minimum)

Courses in this category 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. This laboratory experience should emphasize the learning of laboratory techniques and verification of facts and principles in a discipline of natural science; it should involve at least two hours per week spent in the laboratory.

Courses in this category should:

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.
4. Develop an appreciation of the methodologies of science, the requisite features of scientific endeavors, and the limitations of scientific inquiry.

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\*The Oral Communication and Critical Thinking requirements may be fulfilled by:

- (1) taking courses listed in the Basic Subjects category; or
- (2) taking courses in other categories; or
- (3) meeting the requirements by examination, or by another especially approved course in a major outside G.E.



III. THE ARTS AND HUMANITIES (12 UNITS MINIMUM)

A. World Civilizations (3 units minimum)

Courses in this category shall deal with one or more of the major Western or non-Western civilizations that have had a significant direct influence on the modern world.

They shall have an extensive historical perspective, covering a period of at least 500 years.

Subject matter shall be broad in scope and develop a comprehensive understanding of the distinguishing characteristics of the civilizations studied. Courses shall not be restricted to a single aspect of a civilization's culture.

B. Arts, Humanities and Foreign Languages (9 units minimum)

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. The courses will cultivate the intellect and imagination through the examination of one or more of the following: ideas, values, linguistics 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.

IV. THE INDIVIDUAL AND SOCIETY (9 UNITS MINIMUM)

\*A. Foundations in Social Science (3-6 units)

Courses in this category should:

1. constitute an introduction to 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 a particular discipline in furthering our understanding of a broad range of human behavior.
3. 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 or may not be attained in these disciplines.
4. be broad in that they focus on the larger context of society rather than on an individual institution or social process, or segment of the population.

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\*Requirements may be met by an approved special course in engineering economics.

B. Major Social Issues of the Contemporary Era (3 units)

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.
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 "personal and social development category").

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

C. World Civilizations (Cross Cultural) (0-3 units)

1. Courses in this category should expose students to an analysis of Political, Social and Economic institutions of societies other than the United States. In the case of western or central Europe, a course should not be limited to a single country.
2. An historical component may or may not be included. The primary emphasis of the course must be on the 20th century, with significant attention to the post 1945 period thus emphasizing the "contemporary" nature of this category.
3. Courses should be broad in scope and not limited to one institution or social process.

V. \*UNDERSTANDING PERSONAL DEVELOPMENT (3 UNITS)

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.

1. Courses developing an art or skill:

These courses are designed to promote the acquisition of a recreational, avocational or artistic skill, so long as each such course contributes to the kind of understanding described above. The course proposal must specify how the activities or performances will contribute to understanding the personal development of an integrated individual.

2. 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.

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\*For engineering students only, this requirement may be met by double counting an approved course in the major.

A General Education Proposal for the Department of Accountancy

Total = 60 units\*

- A. Basic Subjects = 6 units
1. English Composition = 3 units
  2. Oral Communication = 3 units
  3. Critical Thinking = 0 units<sup>1</sup>
- B. The Physical Universe and Life Forms = 12 units
1. Quantitative Reasoning = 6 units
  2. Physical Universe and Life Forms = 6 units
- C. The Arts and Humanities = 12 units
1. World Civilizations = 3 units
  2. Arts, Humanities and Foreign Languages = 9 units
- D. The Individual and Society = 6 units
1. Foundations in Social Science = 6 units
  2. Contemporary Social Issues = 0 units<sup>2</sup>
  3. World Civilizations = 0 units
- E. Understanding Personal Development = 3 units<sup>3</sup>
- F. American Institutions = 6 units<sup>4</sup>
- G. Behavioral Science = 3 units
- H. Additional Quantitative Reasoning = 6 units
- I. Introduction to the Computer = 3 units
- J. Elementary Accounting = 3 units

\*(1) Accounting majors shall complete 3 units of Advanced Study from ABCD or E.

(2) Accounting majors shall complete at least 9 units of Upper Division from ABCD or E.

APPROVED BY THE GENERAL EDUCATION COMMITTEE 11/10/82

APPROVED BY THE EXECUTIVE COMMITTEE, CSUS ACADEMIC SENATE 11/10/82

APPROVED BY THE CSUS ACADEMIC SENATE 11/17/82

FOOTNOTES

[NB. Designation of specific courses in this program is not to be interpreted as pre-empting the course approval process. Other courses which might be developed meeting the Accountancy accrediting agency criteria and the General Education criteria would be acceptable in all categories of the Accountancy General Education program.]

1

For Accounting majors this requirement will be satisfied by

- a. 6 additional units of Quantitative Reasoning in category H, and
- b. double counting Critical Thinking in another category of the General Education Program if such courses are available.

2

Accounting majors shall be granted an exception to the CSUS Contemporary Social Issues requirement. This category is not designated by the Chancellor; however, the aforementioned 60-unit agreement requires that an exception shall be made for Accounting majors on this campus. Further support for this recommendation is given by the observation that Accounting majors will be exposed to CSI materials in other parts of their G.E. program, e.g.,

- a. All Accounting majors are required to complete Economics 1A and 1B and consequently will receive some exposure to such Contemporary Social Issues as Poverty, Inflation, Unemployment and Energy.
- b. All Accounting majors are required to complete 3 units of Social Psychology and consequently will receive some exposure to such Contemporary Social Issues as Sexism and Racism.

3

All Accounting majors may satisfy the Understanding Personal Development requirement through completion of

Either Psychology 145 (Social Psychology)  
Or Sociology 150 (Social Psychology).

4

All Accounting majors may satisfy the Behavioral Science requirement in one of the following ways:

- a. If Understanding Personal Development is satisfied by Psychology 145 then Accounting majors may take

Either Sociology 170 (Bureaucracy and Society)  
Or Sociology 190 (Sociology of Small Groups).

- b. If Understanding Personal Development is satisfied by Sociology 150 then Accounting majors may take

Either Psychology 108 (Organizational Psychology)  
Or Psychology 110B (Advanced Psychology: Individual and Social Processes).