

SPECIAL MEETING

1987-88

ACADEMIC SENATE

California State University, Sacramento

AGENDA

Thursday, February 25, 1988

2:30 p.m.

Senate Chambers, University Union

AS 88-13/GE, Ex. GENERAL EDUCATION TRANSFER CURRICULUM

[Refer to Attachment A, "Report of the Intersegmental Drafting Committee for a General Education Transfer Curriculum," November 12, 1987, with December 10, 1987, memorandum from Ray Geigle, Chair, CSU Academic Senate.]

The Academic Senate endorses the position on a general education transfer curriculum as stated in the memorandum from CSUS Academic Senate Chair Barrena to CSU Academic Senate Chair Ray Geigle (Attachment B).

AS 88-14/E. HUMAN CORPS, RESOLUTION ON THE

[Refer to Attachment C, CSU Academic Senate's resolution (AS-1759-87/AA (Rev.)) and statement on "Issues and Considerations: Student Community Service (Human Corps) in The California State University."]

Agreed
Whereas, The State of California has created a Human Corps within the California State University, the principal object of which is to promote community service, particularly as it may benefit and meet the human needs in our society; and

Whereas, The CSU is dedicated to serving the public interest through education; therefore be it

Resolved That the Academic Senate of CSU, Sacramento endorse the concept of voluntary student community service; and be it further

Resolved - add amendments
AS 88-14B
Agreed
Resolved That the Academic Senate, CSU, Sacramento request that its Chair, Juanita Barrena, send to CSU Senate Chair, Ray Geigle, this resolution and a letter (Agenda Attachment D) expressing the sentiments of the body on the Human Corps program and its implementation.



ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

400 Golden Shore, Suite 134, Long Beach, California 90802-4275 • (714) 390-1578 or 3550, ATSS: 631-5378 or 3550

Office of the Chair

H E M E R A N D U M

DATE: December 10, 1987

TO: Chairs, Campus Academic Senates
Members, Academic Senate CSU

FROM: Ray Geigle, Chair
Academic Senate CSU

SUBJECT: General Education Transfer Curriculum

The Intersegmental Committee of the Academic Senates has completed its work on the proposed General Education Transfer Curriculum. Their proposal is attached for your review and advice.

BACKGROUND

The impetus for the development of the proposal was a recommendation from the Commission for the review of the Master Plan for Higher Education. The Commission placed high priority on improving the rate of transfer of students from California's Community Colleges to the University of California and the California State University. In its document, The Master Plan Renewed: Unity, Equity, and Efficiency in California Postsecondary Education, the Commission recommended that, "The transfer function shall be recognized by the Governor, Legislature, and governing boards as a central institutional priority of all three public segments of postsecondary education." To accomplish that goal, the Commission made numerous recommendations, including the creation of a "transfer core curriculum." (Section 4, pgs 16-18). The recommendation has been incorporated into a bill, AB 1725, presently in the legislature. It reads:

Chapter 9.2 Student Transfer

66720. The Board of Governors of the California Community Colleges, the Regents of the University of California, and the Trustees of the California State University, with appropriate consultation with the Academic Senates of the respective segments, shall jointly develop, maintain, and disseminate a common core curriculum in general education courses for the purposes of transfer.

Any person awarded an associate degree from any community college, pursuant to which he or she successfully completed the transfer core curriculum, as specified in 78205, shall be deemed to have thereby established all lower division general education requirements for admission to the University of California and the California State University.

(over)

The task of drafting the proposal for the transfer curriculum was accepted by the Intersegmental Committee of the Academic Senates. The remaining Master Plan recommendations to improve transfer are being studied by the Academic Affairs Committee of the CSU Academic Senate and will be sent to campuses for review as proposals are completed.

THE PROGRAM

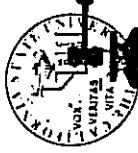
The General Education Transfer Curriculum was intended by the drafting committee of the ICAS to be parallel to, not a replacement for, the general education pattern we presently have in the California State University (see Executive Order 338). It is designed to help students, who do not know where they will complete their upper division work, pursue a course of general education studies with minimal risk of loss of credit resulting from transfer. It is intended to satisfy the total lower division general education requirement in each of the three segments of higher education. However, it does not address, nor is it intended to prohibit, other lower division requirements for transfer students such as those required as preparation for a major or satisfaction of the American Institutions and Ideals Requirement. In addition, the proposal is clear in its intent respecting upper division general education requirements. Each of the segments is free to require the upper division general education courses it determines to be appropriate in order to meet its own breadth objectives.

The primary benefit will be to community college students who do not know whether they will be seeking admission to the University of California or the California State University, or whose admission expectations are not realized. However, it will potentially benefit other transfer students as well. For example, those people who attend the CSU as lower division students and who wish to transfer to the UC will be assured that every course they take in the general education transfer curriculum will satisfy the requirement of the UC campus to which they apply. It will have the effect of giving the CSU and the UC reciprocity in "certifying" completion of each other's general education program. There is a widely shared belief among community college faculty and advisors that the cumulative effect of this transfer curriculum and the other Master Plan proposals on transfer will be a substantially improved rate of transfer of students to the UC and the CSU. The members of the ICAS are in agreement with this judgment.

It is clear that there is legislative interest in the program. However, our primary responsibility is to our students. You are being asked to judge whether, and how much, this program will benefit our students.

When you are making this judgment, it is important to consider the following. The transfer pattern need not and probably should not vary in significant ways from our extant general education pattern. The language in the proposal is deliberately broad to allow campus variability of the kind that characterizes our current program. The drafting committee believes there is room within the language to maintain the essential "richness" of our current pattern in the transfer curriculum. On many of our campuses it seems clear that the existing general education pattern, without harmful modification, can serve as the transfer curriculum. If that is not your perception, kindly suggest revised language that will accomplish that objective.

INTERSEGMENTAL COMMITTEE OF THE ACADEMIC SENATES
of the
California Community Colleges, The California State University and the
University of California



THE PROCESS

The document is a proposal for your review. No action will be taken by the CSU Academic Senate until the campuses have had full opportunity to consider it. However, our suggested timelines are that you complete your review and send your recommendation to us by the end of February, 1988. That will permit an initial discussion in the statewide Academic Senate at the March Plenary and a final determination at the May Plenary. Thus, the final deadline for meaningful campus input will be the first week of May. If those timelines will not work, please let me know.

We welcome suggestions you have for change in the proposal. However, as campuses vary substantially in the specific course patterns used for satisfaction of our extant general education program, it will not be helpful to have recommendations for inclusion of specific courses, departments, etc. in the transfer curriculum. Questions of that nature should be resolved on each campus.

OUR OBLIGATION

The question of a General Education Transfer Curriculum has become part of the public policy agenda of the state of California. We have been invited to join in the public debate and to share our professional judgment with other people who have an interest in the outcome. Our obligation is to consider the proposal carefully, to examine its premises, discover consequences, evaluate outcomes, and give the best possible professional advice we can. We have many responsibilities as faculty in a public university, but I believe our highest responsibility is to the welfare and learning of our students. The intention of the statewide Senate is to follow your advice in this matter.

If it will be helpful to your deliberations, I will be available to visit your campus and discuss the proposal with you and your Senate. I would welcome an invitation if you think it will be useful. In addition, we are currently planning to hold two conferences on the proposed General Education Transfer Curriculum in January, 1988. Tentative dates are January 25 somewhere in the Southern half of the state and January 26 in the Northern. All interested faculty and administrators will be invited to the conferences. I will advise you of the time and locations as quickly as they have been confirmed.

RG/he

cc: Chancellor W. Ann Reynolds
Lee Kerschner, Vice Chancellor, Academic Affairs
Anthony Hays, Deputy Vice Chancellor
Academic Affairs, Resources
Charles Lindahl, Assistant Vice Chancellor
Academic Affairs, Educational Support
Sally Loyd Casanova, Dean, Academic Affairs, Plans
and Deputy to the Asst. Vice Chancellor,
Plans and Programs

Ray Ceigle, Chair

December 9, 1987

Dear Colleagues:

The attached proposal is the framework for a lower division program designed to facilitate student transfer among the three segments of public higher education in California. It was prepared by a subcommittee of the Intersegmental Committee of the Academic Senates (ICAS) and is the result of a year's work on the part of faculty representing the three constituencies. ICAS consists of the members of the leadership of the three Academic Senates, chaired in annual rotation by the presiding officer of one of the Senates.

One impetus for the development of a general education transfer program came from the Commission to Review the Master Plan for Higher Education. In its report, *The Master Plan Renewed*, that body organized its concerns on the themes of Unity, Equity, Quality, and Efficiency. Though well cognizant of the diversity of the nearly 150 institutions to which its recommendations were addressed, the Commission emphatically urged the establishment of an "intersegmentally developed transfer core curriculum" (pp. 13, 16-17). The Legislature, through AB 1725, stands ready to mandate such a curriculum.

In the course of its development, the program here proposed grew from the comparison of two other frameworks. The first was a transfer core curriculum drafted and proposed by the University of California's Systemwide Senate Committee on Educational Policy that was transmitted by the UC Academic Council to ICAS and the campuses' Senate Divisions for review and comment. The second source was CSU Executive Order 338, which sets forth the basis for that segment's general education requirements. A drafting committee appointed by ICAS found a high degree of consonance between these program designs. Several preliminary drafts were circulated by the subcommittee in October to faculty constituencies, and the drafting committee acted very quickly to accommodate most of the concerns communicated at that time. ICAS agreed that the drafting committee's resulting proposal should be submitted to the segments for review and approval. As proposed, the program allows students who complete lower division general education-breadth requirements in one segment thereby to satisfy those requirements in another segment upon transfer.

-OVER-

ICAS now presents the final committee report, dated November 12, 1987, for formal consideration by the three systemwide Academic Senates. Timely responses are necessary and will be greatly appreciated. We ask that you keep in mind the following considerations:

1. The proposed program covers only those transfer students whose major fields have sufficient room in the lower division for its completion.
2. Other requirements, such as American Institutions courses, upper division general education courses, or foreign language courses at the baccalaureate level, are not addressed in this proposal.
3. Certification procedures now carried out in community colleges to cover completion of all or part of general education have not as yet been addressed for this proposed program.

We believe that the program as proposed is both comprehensive and flexible, and will serve the needs of students seeking to transfer from one California higher education institution to another. Any remaining limitations of design and of implementation will be dealt with on a high-priority basis after all the Senates have responded. We look forward to the results of faculty deliberations, and we and others will be readily available when questions arise.

Thank you for your interest, attention, and participation.

THE MEMBERS OF THE INTERSEGMENTAL
COMMITTEE OF THE ACADEMIC SENATES:

John Cauble (UC Los Angeles)
Lynda Corbin (San Diego Mesa College)
Ginger Debow (San Joaquin Delta College)
Carmen Becker (Cypress College)
Richard Gable (UC Davis)
Ray Geigle (Chair, Academic Senate CSU)
Bernard Goldstein (San Francisco State University)
Karen Grosz (President, Academic Senate CCC)
Helen Henry (UC Riverside)
Becky Loewy (San Francisco State University)
Mike McHargue (Foothill College)
Murray Schwartz (Chair, Academic Senate UC)
Peter Shattuck (CSU Sacramento)
Paul Spear (CSU Chico)
Frieda Stahl (CSU Los Angeles)
Mark Wheelis (UC Davis)

REPORT OF THE INTERSEGMENTAL DRAFTING COMMITTEE
FOR A GENERAL EDUCATION TRANSFER CURRICULUM

November 12, 1987

RECEIVED

NOV 30 1987

Academic Senate CSU
Chancellor's Office

REPORT OF THE INTERSEGMENTAL DRAFTING COMMITTEE FOR A GENERAL EDUCATION TRANSFER CURRICULUM

Following a careful, extended process of deliberation and analysis of existing criteria and requirements, the Intersegmental Drafting Committee for a General Education Transfer Curriculum is pleased to submit its recommendations. In doing so, it has been attentive both to its specific charge and to the broader concerns of our society with respect to the general education of our postsecondary student population.

The committee believes that the principal role of general education is to develop students' abilities to think and that an effective way to meet this standard is to emphasize that most general education courses should require significant amounts of writing. General education courses should not merely transmit information, but should require analysis, criticism, and synthesis. One of the most effective tools for achieving these goals is the written essay, evaluated with attention to the quality of its writing as well as the accuracy of its content. In addition, the committee also notes that speaking, listening, and reading are important abilities that a general education course should foster. Participation in the intellectual and cultural life of our society requires sound ability in verbal communication of all kinds.

The committee also believes that courses in the transfer curriculum should be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach, and have a pronounced historical perspective.

Similarly, one of the most useful things that students should get from their general education is an understanding of the modes of inquiry that characterize the different areas of human thought; the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted and the nature and limitations of the answers obtained.

The preceding comments should make clear the committee's intention that the General Education Transfer Curriculum be intellectually challenging; indeed, it must be to do a responsible job of preparing students for entry into the upper division of our demanding four-year institutions and for full participation in the life of the state. It is equally clear that participation in such a curriculum itself requires adequate preparation. Finally, the committee takes this opportunity to reemphasize the importance of high school preparation, and to caution that poor preparation may require students to take remedial courses prior to entry into the transfer curriculum.

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Completion of the General Education Transfer curriculum prior to transfer should be recognized as satisfying all lower division general and breadth education requirements of the receiving institution. Any receiving institutions that insist upon the completion of certain of their general education requirements as a prerequisite for transfer must also accept completion of the full transfer curriculum as satisfying that screening requirement. However, the receiving institution may legitimately insist that transfer students complete any general education requirements that must be taken at the upper division level by non-transfer students, or that must be satisfied by all students by upper division course work. In addition, transfer students must fulfill all other admission requirements.

GENERAL EDUCATION TRANSFER CURRICULUM

Both the State University and the University have a specific American Institutions requirement that is separate from their general education requirements. Completion of the General Education Transfer Curriculum might not satisfy those requirements. Similarly, general education requirements are separate from lower division requirements for the major. Students pursuing majors that require extensive lower division preparation may not find the General Education Transfer Curriculum option to be advantageous.

All courses offered towards satisfaction of the requirements of the General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of public post-secondary education. Advanced Placement credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable. The following requirements are listed in terms of the number of semester-courses specified for each designated area and the minimum number of semester units so represented. Appropriate conversions for quarter-system campuses (five community colleges, six campuses of the California State University, and seven campuses of the University of California) will be developed within each segment.

PROPOSED GENERAL EDUCATION TRANSFER CURRICULUM

Subject Area: English Communication (3 semesters, 9 units)

The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower division courses in English reading, critical thinking, written composition, and oral communication, at least two semesters or six units of which must be devoted to written composition. Courses in this area shall include close analysis of a variety of representative texts.

The inclusion of a sequence in English Communication in a program of general education is of basic importance to the remainder of the Curriculum. Ability to read at a mature level, to think critically, to write with clarity, and to speak effectively is fundamental to acquisition of knowledge in other areas of the liberal arts. Transmission and exchange of ideas is an essential part of the activity of a liberally-educated citizen. These courses should enable students to go beyond the level of reception and transmission of information and ideas to the more abstract conceptualization of ideas.

Subject Area: Mathematics/Quantitative Reasoning (1 semester, 3 units)

The Mathematics/Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester or three-unit course in mathematics or statistics.

Courses on the application of statistics to particular disciplines may not be credited towards satisfaction of the Mathematics/Quantitative Reasoning requirement.

The increasingly complex, technological nature of the society in which we live routinely confronts us with a variety of information requiring calculation, comparison, and other forms of analysis for problem solving. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematics/Quantitative Reasoning is designed to prepare students to respond effectively to these challenges.

Subject Area: Arts and Humanities (3 semesters, 9 units)

The Arts and Humanities requirement shall be fulfilled by completion of three

semesters or nine units of coursework which encourages students to analyze and appreciate works of intellectual, literary, aesthetic and cultural importance. At least one course shall be taken in the Arts and one in the Humanities. Courses should provide students with some historical understanding of major civilizations and cultures, both Western and non-Western, including those of ethnic minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

Courses that are primarily performance or studio classes in the Arts may NOT be credited towards satisfaction of the Arts and Humanities requirement.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Inclusion of this requirement is, therefore, grounded in the deepest traditions of Western education, with its emphasis on language, literature, and the fine arts. At the same time, the great diversity of contemporary American--especially Californian--society adds a vibrant dimension to our received definition of the Arts and Humanities that opens up great possibilities for expansion of that tradition. To focus on the received traditions of the West and the less familiar traditions of other cultures, including the minority cultures in our own society, is to enrich the education of future generations of California citizens.

Subject Area: Social and Behavioral Sciences (3 semesters, 9 units)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of three semesters or nine units of coursework which reflects the integration of human social, political, and economic institutions and behavior. Problems and issues in these areas should be examined in their contemporary and historical setting, as well as present a comparative perspective on both Western and non-Western societies, including those of ethnic minorities. Courses should be presented from a theoretical point of view and focus on core concepts of the discipline rather than on personal, practical, or applied aspects.

No more than one of the courses taken to satisfy the United States History, Constitution, and American Ideals Requirement (Title 5, California Administrative Code, Section 40404) shall be credited towards satisfaction of the Social and Behavioral Sciences Subject Area requirement.

Each of us is born into, lives, and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. By taking courses in the Social and Behavioral Sciences students will gain a basic knowledge of the cultural behavior and social organizations in which they exist as well as the cultural behavior and social organizations of other human societies.

Subject Area: Physical and Biological Sciences (2 semesters, 7 units)

The Physical and Biological Sciences requirement shall be fulfilled by two semesters or seven units of coursework which includes at least one course in the Physical Sciences and one course in the Biological Sciences, at least one of which incorporates a laboratory. Courses should emphasize experimental methodology, the testing of hypotheses, and the power of systematic doubt, rather than the

recall of "facts." Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is pervaded by science and its applications, and many of the most difficult choices facing individuals and institutions concern the interface of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

Respectfully submitted,

Carmen M. Decker, Committee Chair
Department of English and Spanish
Cypress College

Frieda Stahl
Department of Physics &
Astronomy
California State University,
Los Angeles

Edward A. Alpers, Dean
Honors and Undergraduate Programs
University of California, Los Angeles

Maryamber Villa
History Department
Los Angeles Valley College

Bernice Biggs
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San Francisco State University

Mark Wheelis
Department of Bacteriology
University of California, Davis

Brian Federici
Department of Entomology
University of California, Riverside

Connie Anderson
Specialist, Chancellor's Office
California Community Colleges

Ray Geigle
Chair, Academic Senate
The California State University

Carla Ferri, Coordinator
Undergraduate Admissions &
Articulation
University of California, Berkeley

Theo Mabry
Social Sciences Division (Anthropology)
Orange Coast College

Chuck Lindahl
Office of the Chancellor
The California State University

M E M O R A N D U M

DATE:

TO: Ray Geigle, Chair
CSU Academic Senate

FROM: Juanita Barrena, Chair
CSU, Sacramento
Academic Senate

SUBJECT: General Education Transfer Curriculum

The faculty at CSUS have supported past efforts to facilitate transfer and will support future efforts. Effective transfer in a large and complex state presents major challenges that cannot, however, be met exclusively through the creation of a common General Education Curriculum. In fact, exclusive or excessive reliance on this one mechanism may do as much harm as good. We are unconvinced that a strategy of focus upon a GE transfer curriculum will yield the desired results of improved transfer. To date, no effective argument that sets general education into the appropriate broader context has been offered.

Your letter of December 10, 1987, claims that the proposed curriculum among other things: "...is deliberately broad to allow campus variability of the kind that characterizes our current program." We are not convinced that in all areas the language of the proposal will "...maintain the essential 'richness' of our current pattern..." Nor are we convinced that the proposal has been carefully enough drafted to eliminate confusion on a number of points such as the ability of any campus to impose its own additional graduation requirements.

We recognize that the basic outline of the common curriculum is quite similar to the pattern currently in place under EO 338. In most areas, adjustment to the proposal would not be difficult or controversial on our campus. One area, that of English Communication, stands out as threatening what we consider to be a significant feature of our current campus GE program. Our program has three courses in the basic subjects category: a speech course, a composition course and a critical thinking course. In our judgment, all three courses have made significant contributions to the training and preparation of our students. The language of the proposal ("...six units of which must be devoted to written composition") suggests that we must abandon our critical thinking requirement (and slip that subject matter

into other courses) or abandon our speech requirement (and slip that material into other courses). We understand the importance of writing within the context of formal composition classes and the need for more writing. We are, however, opposed to building more composition into the general education program at the expense of either the speech or the critical thinking requirement. Three memoranda attached to this document address aspects of this issue. We must emphasize that contrary to your assertion, the language in the current draft of the GE transfer curriculum does not allow campus variability of the kind that characterizes our current programs.

We wish to comment on three other matters:

1. There must be more consideration of the real nature of the problem. Is the problem significantly within GE or is it elsewhere? If careful examination reveals no significant problem in GE, are there alternate and more appropriate solutions to facilitate transfer and preserve the richness of campus programs? For example, would a lower unit transfer program with campus or system options on remaining lower division requirements better recognize the diversity of campus experience, while facilitating ease of transfer? In addition, such a model might also address issues of high unit majors. Therefore, the process should be slowed. The issues and relevant data can reasonably be examined this spring. Models, that is to say specific curriculum proposals, should be considered in early fall 1988.

2. In the past, the CSU had changed its GE regulations and campuses have changed their programs. Individuals have expressed the fear that once a statewide GE transfer curriculum is in place it will be come difficult if not impossible to make any changes. The formal adoption of mechanisms for periodic consultation, review and revision concurrent with adoption of the curriculum is in order.

3. The facilitation of transfer cannot rest exclusively upon a GE transfer curriculum. It would be reassuring if we had specific recommendations on (for example) certification procedures, changes in budgetary formulae on staffing of admissions/school college relations, creation of transfer centers, etc., rather than the vague statement concluding the December 8, 1987, memorandum from the members of the Intersegmental Committee of the Academic Senates.

In light of the above and in spite of our strong support for effective transfer mechanism, we cannot support the proposal at this time.

CD
Attachments

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Barnes
Kenny
agreed

current

California State University, Sacramento
6000 J Street
Sacramento, California 95819

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Department of English
December 9, 1987

FELO 1988

Academic Senate Received
413

TO: Richard Kornweibel, Chair
General Education Committee

FROM: Vernon T. Hornback, Jr., Chair
Department of English

SUBJECT: The GE "Transfer Curriculum"

I hope you will indulge me while I address three issues raised in the past few weeks concerning the proposed new transfer GE curriculum. The Department of English finds itself, like it or not, thrust squarely into the middle of what could develop into another mean and ugly little fight over the distribution of FE. As English appears to stand to "gain" by the addition of a required second writing course, we will assuredly become a target for the resentment of some people. As I think you know, although perhaps others do not, it does not give the English Department any pleasure to contemplate the imposition upon us of a vastly increased service obligation. We are up to our chins now in a vast sea of composition. Our other English offerings have been reduced despite growth in the number of majors, huge increases in our teaching credential components, and significant growth in TESOL and the MA program. If we were to be burdened with a second semester of required composition without a significant increase in faculty positions and support budget, the simply could not, and would not be willing, to undertake the task. We think the other things we do, teaching literature, linguistics, etc., are important, too--as important as physics, or accounting, or sociology, or whatever--and should not be drowned in a flood of composition service courses.

I should also, however, make another point. It is indisputable that a single 3-unit baccalaureate level writing course is sadly inadequate for most students. We continue to point out that English IA is not the academic equivalent of a vaccination--you don't just take your composition shot and you're immune for four years. Many of the students who do pass IA do so with the newly adopted C- minimum grade for GE coursework. Without additional, reinforcing instruction, even students who earn B- grades are likely to have regressed by the time they attempt the Writing Proficiency Exam. Students who pass IA (or 2b, the ESL equivalent) with a C- and later take the WPE will most probably fail it at least once, and, without follow-up instruction, probably several times. For a very large number of students, instruction in English IA is largely wasted, in that in three or four semesters they lose what proficiency they have gained. A second semester of instruction could confirm many of them in good writing habits, and even turn the most promising

among them into quite good writers. It would probably be cost effective in the long run. It would certainly produce better graduates. It would make very good sense to establish a second required composition course, probably at the sophomore level. It would be suicidal for the English Department to undertake teaching such a course, however, with our current resources. We do not argue, then, that a second semester of writing is a bad idea. We argue that, without reasonable funding, it is an unworkable idea.

"But if the English Department can't do it," someone is sure to say, "then why not let Department X do it, or Department Y. They need the enrollment" (or they all speak/write English, or some such irrelevant reason). I hope that no one will take such a suggestion seriously. Students deserve the best education we can give them. If we simply can't give them anything better than we are currently providing, for lack of adequate support, then we should be honest enough to admit it, and not offer cosmetically deceptive substitutes. The English Department will adamantly oppose any such expediency.

A final point. If we are going to be required to accept in fulfillment of GE requirements, without question, some 30, or 37, or 38, or whatever number of units with the "right" CAN numbers, transferred from any two-year or four-year college or university in California, then we had better insist from the very outset that those courses be bona fide equivalents of our courses. That is to say, we should be satisfied that, whether they are exact, one-to-one matches or not, transfer courses substantially cover the same subject matter as ours, and assure substantially the same degree of competency. This, of course, is a problem for all departments, not just English.

VTH/em

CC: William Sullivan, Dean
School of Arts and Sciences
Tohru Yamanaka, Associate Dean
School of Arts and Sciences
David Wagner, Dean
School of Arts and Sciences
English Department Faculty

January 26, 1988

To: Juanita Barrera, Chair, Academic Senate
Richard Kornweibel, Chair, Senate General Education Committee

From: Jolene Koestler, Chair, Communication Studies

Re: Oral Communication General Education Requirement

The General Education Transfer Curriculum proposed for all three segments of higher education in California would alter the current CSU basic skill requirement in oral communication. As the language of the proposed transfer core currently reads, students would be required to have two semesters of coursework in written composition and an additional semester of either English reading, critical thinking or oral communication.

The purpose of this memo is to explicate the importance of oral communication as a basic skill. It is unfortunate that the framers of the Transfer Core Proposal have enhanced the written communication requirement at the expense of oral communication and critical thinking. It is even more unfortunate that the proposal creates the possibility of a dichotomous choice, by individual campuses or students, between oral communication and critical thinking.

The importance of basic skill in oral communication has not changed since the requirement was established by Executive Order 338 of the CSU. While written communication is essential, the widespread, formal and explicit recognition of the centrality of oral communication skills should not be abandoned by either the CSU or CSUS, more specifically.

Training to be a good writer is not training to be a skilled oral communicator, and a good writer is not necessarily a good speaker. Writing and speaking are different phenomena, just as reading and listening are different. Speaking competence is not taught in courses on written communication. Higher education in the last decade of the 20th century must continue to recognize the importance of both spoken and written communication skills. The abandonment of the oral communication requirement will deny students an essential skill. The teaching of oral communication skills is consistent with the unique characteristics of contemporary society, informed opinion regarding career preparation and success, conventional wisdom and scholarship regarding learning, and the intellectual tradition of western civilization.

Numerous social critics have labeled contemporary society the "communication society." Richard McKeon, of the University of Chicago, indicates that "the problems of an age arise in what is said... in the communication of an age..." Walter Ong describes contemporary society as the "second orality period." Seventy percent of our communicative time is spent in oral communication, speaking and listening, documenting the pivotal role played by oral literacy. The prediction that by the year 2000 over 2/3 of all occupations will be in the knowledge/information services area, an area dominated by the need for good oral communication

skills, dramatizes the key function oral communication skills will continue to play.

The need for competence in oral communication is already recognized as a fundamental skill for career success. Numerous studies document the centrality of oral communication skills in gaining employment and in success on the job. A nationwide survey of students pursuing careers in business found that "oral" communication skills of business majors are more important than such factors as grade point average, school attended and letters of recommendation for both obtaining employment and succeeding in the job." Another recent study found that 58% of managers reported that weaknesses in oral communication skills hindered the employment success of their employees.

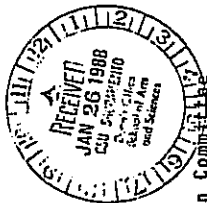
Conventional wisdom and scholarship emphasizes that speaking and listening are essential to the learning process. Ernest Boyer, former U.S. Commissioner of Education, eloquently describes the relationship between learning and oral communication skills when he says, "Language is the vehicle by which all other education is conveyed. Good writing and good speaking are simply the external aspects of good thinking. Clear expression is our way of checking whether the complicated process of good thinking is moving forward. Any discussion should emphasize that the communication process goes far beyond the need to read and write, to speak clearly and connectedly, and to learn to decode the messages of others" (emphasis added).

The College Board summed up the relationship of oral communication skills to learning when they identified the broad intellectual skills necessary for effective work in all college fields of study: "The Basic Academic Competencies are reading, writing, speaking, listening, mathematics, reasoning and studying... without such competencies, knowledge of history, science, language, and all other subjects is unattainable." The relationships between learning and oral communication skills has been recognized by Public Law 95-561 which established the Basic Skills Improvement Program and identified reading, writing, basic math and oral communication as basic skills. Thus training in oral communication is considered essential for learning.

Traditionally, Western civilization has recognized the need for training in oral communication. From the Greeks, who nurtured the tradition of oral communication, through the Romans, to the middle ages with their liberal arts trivium of logic, grammar and rhetoric, to the 20th century, our educational systems have acknowledged the centrality of oral communication skills which emphasize persuasion, argumentation, strategic organization, oral style and delivery.

To deemphasize oral communication competence now not only ignores educational tradition, but denies the realities of the learning process, and the dominance of oral communication in contemporary society.

The imperative for training in basic oral communication skills is compounded by the number of people with high levels of apprehension about speaking in front of audiences in groups, in meetings, and even in face-to-face interactions with other people. Research studies consistently describe about 20% of college students as experiencing levels of apprehension that



college students as experiencing levels of apprehension that handicap them in the oral presentation of their ideas. Most importantly, research also indicates that completing a basic speech communication course reduces the communication apprehensive student's fear about communication.

Mandated coursework which recognizes the centrality of oral communication competence should be retained. To disregard, through our formal curriculum, the importance of all communication skills, including speaking and listening, will call into question the integrity of our educational programs.

cc: Vice President Burger
Dean Sullivan
Associate Dean Yamanaka



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2834

DEPARTMENT OF PHILOSOPHY

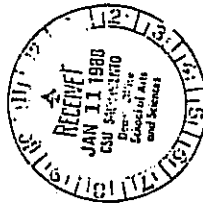
January 7, 1987

Memorandum

To: Juanita Barrena, Chair
CSUS Academic Senate

From: *W. S. Williams*
CSUS Philosophy Department

Subject: Proposed GE Transfer Curriculum



The proposed GE Transfer Curriculum in its English Communication subject area appears to us to represent an academically unsound departure from Executive Order 338, as it has been understood on this campus as well as most others in the CSU System since the early days of the decade. The objectives of the nine units allocated to this subject area are to encompass "English reading, critical thinking, written composition and oral communication", with primary emphasis on written communication. Nothing further is said about just how or to what extent critical thinking skills are to be taught. Executive Order 338, on the other hand, stipulated in some detail the anticipated goals of instruction in critical thinking:

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.

In light of these goals the conclusion drawn on this campus, along with many others, was that a course was needed which explicitly studied reasoning processes and the standards of good reasoning. It was feared that the attempt to tack a study of critical thinking onto courses already dominated by other subject matter and goals would only produce superficiality, misunderstanding, or no result at all. Accordingly, we think the decision of this campus to require a course specifically in critical thinking has been much the wiser direction to go. Not all campuses have done so and in the words of Dean Yamanaka "... we have transfer students entering CSUS with Category A completed with English 1A, 1B, and a public speaking course". Under the loosely-worded guidelines of the proposed GE Transfer Curriculum that unhappy outcome is very likely to continue.

We would like to elaborate on some of the differences between a course that is about critical thinking and one that merely involves the use of critical thinking. Any competent academic instructor in any field uses critical reasoning extensively, and his or her example alone serves as an important instructional vehicle of critical thinking. But a course on logic and critical thinking goes well beyond this and requires that the student achieve at least a minimum level of understanding of the following concepts:

- A. Deductive validity, soundness, inconsistency, contradiction, tautology, syllogism, reductio ad absurdum; conditional argument, affirming the consequent, etc.
- B. Analogical inference, statistical inference, inductive strength, theory formation, the hypothetico-deductive method, hypothesis, the method of difference, reasoning to the cause, to a generalization, to the best explanation, etc.
- C. Point at issue, burden of proof, conflict of interest, appeal to authority, argumentum ad hominem, begging the question, presupposition, counterargument, line of questioning, criteria of relevance, etc.

D. Rationality, inference and implication, the principle of charity, persuasive vs. logical force, propaganda, objectivity, bias, the relationship between reason and emotion, etc.

We provide this list only as a reminder that a basic subject exists which is unlikely to be taught adequately when it is only taught alongside other subject matter with significant content of its own. Moreover, the skills acquired in this subject are vital to the student's academic performance in all other fields of study. Accordingly, we recommend that one semester or three units of the nine unit English Communication subject area be for a course explicitly devoted to the study of reasoning processes or critical thinking.

cc. Tohru Yamanaka, Associate Dean
School of Arts and Sciences

Richard Kornweibel, Chair
General Education Committee

Vernon Hornbeck, Chair
English Department

Peter Shattuck, Representative
CSU Academic Senate

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY



AS-1759-87/AA (REV.)
November 5-6, 1987

THE PLACE OF STUDENT COMMUNITY SERVICE (HUMAN CORPS)
WITHIN THE UNIVERSITY

WHEREAS, The State of California has created a Human Corps within the California State University, the principal object of which is to promote student community service, particularly as it may benefit and meet the human needs in our society; and

WHEREAS, The CSU is dedicated to serving the public interest through education; therefore be it

RESOLVED: That the Academic Senate of the California State University endorse the concept of voluntary student community service; and be it further

RESOLVED: That the Academic Senate CSU support the attached statement, "Issues and Considerations for Student Community Service (Human Corps) in the California State University."

Introduction

California State University students contribute substantial amounts of service to their home communities. In a survey of activities directly related to academic program requirements, the Task Force on Civic Service Internships (1987) found a large number and variety of internships already in place that result in benefits to local communities. Informal evidence beyond the Task Force Draft Report suggests that such activities are remarkably frequent.

ISSUES AND CONSIDERATIONS:

The Task Force survey revealed only the most visible portion of community service internships: those known by campus internship coordinators to be civic service in nature. Faculty familiar with broad range of internship and field work requirements on local campuses are clear in their testimony that there are many more internships that serve communities, many more individual course requirements that similarly serve, and many more voluntary activities adjunct to or wholly apart from classroom activities that result in student community service. Moreover, citizens who happen to be students in the CSU regularly offer service entirely apart from their ties to the University. The real breadth and frequency of all of these contributions are not now known. But clearly they are substantial.

Equally important are the salutary actions of all of these people. A welcome public-spirited philosophy is apparently widely shared among students in the California State University.

Some Specifics: Issues to be Clarified

1. Concerning Definition. Identified in the introduction above are at least four kinds of activities that might be of interest in considering student community service and the Human Corps. These are:
 - A. Formal internship activities that are community service oriented and are known as such to internship and cooperative education coordinators on local campuses.

- B. Less formal field work requirements in particular courses, and formal internship activities that, although not known as such by the local campus internship and cooperative education coordinators, in fact make significant contributions to the welfare of people with special needs in local communities.
- C. Activities undertaken by public spirited people associated with the CSU, that proceed from their association with voluntary campus groups, such as service clubs, student societies, and faculty/student organizations.
- D. Activities undertaken by public spirited people associated with the CSU, but entirely without formal connection with their student status.

Concerning Estimates of Present Contributions. As Human Corps is implemented, it will be vital to know something beyond 1A above, a preliminary estimate of which was obtained by the Task Force on Civic Service Internships through a survey of campus internships coordinators. It is recommended that the Office of the Chancellor seek information through direct reports from students. This might best be done by sample survey. (SEE NOTE 1) The object would be to develop good estimates, not now available, of the number of students in the CSU who now make public spirited contributions to their local communities. The "baseline" information obtained from students will be indispensable to reaching firm judgments concerning the extent and significance of their contributions, especially to the less fortunate, in their own communities. Goals such as those contained in the statute which establishes Human Corps can be well considered only in the presence of that information.

Further to this point of achieving goals, see item 5, below.

Concerning Academic Rationale. The California State University is per se engaged in public service: the education of Californians,

that they might lead full and rich lives, and that they might on the basis of their education contribute to the society.

Promotion of the concept of specific community service (volunteered or compensated) to disadvantaged groups is not central to the achievement of the goals of all academic programs. Careful articulation is imperative, not only of a philosophical affirmation of the idea of rendering services to one's community, but also of the role of community service within particular academic programs. Faculty will find community service more central to some academic program goals than to others. Academic-related incentives will appear suitable and justified in some academic program contexts, but not in others.

Similarly, students come from very different economic and social backgrounds. Students who do not have to work will be able to devote their services to the community more easily than will students who must support themselves and others. It follows that conferring academic advantages on students able to volunteer their services to the community (e.g., extra credit in a course, waiver of some program requirements in consideration of volunteer community service) may in context work disadvantage on students who are already suffering economic or social hardships, and for whom even modestly compensated service may be difficult. Given sound academic rationale, requirements or incentives may be justifiable. Without sound academic rationale, students may see only unjustified discrimination.

Further to this issue of student populations, see item 5 below.

- 4. Concerning Priorities for the California State University. In developing programs that promote student community service, as in developing any new initiative, the place of the program among a listing of other pressing needs must be assessed. The time and attention of faculty and administrators, and of students, is always limited, as plainly are also budgets always limited. Goals of retention, of articulation, of renewed attention to quality of

academic life on our campuses, of achieving fuller equity for underrepresented racial and ethnic minorities, and of contributing in a new fuller way to the reform and upgrading of K-12 education -- these and others press hard for the time and money resources available on every campus.

An appropriate response may be to seek additional resources in the form of outside support for Human Corps. And, pending receipt of such additional resources, and pending the survey or other suitable gathering of information outlined in point #2, above, it may be appropriate to move carefully in implementing Human Corps.

Concerning the Nature of the CSU Student Populations. The Draft Report of the Task Force on Civic Service Internships appropriately points to the special nature of the student populations in the CSU. They are frequently "nontraditional" -- first generation college students, from minority ethnic backgrounds, older, and/or part-time. Students' economic, social, and academic backgrounds and abilities must be considered in any program development effort.

Conclusions: Academic Requisites for Implementing Student Community Service Programs. This review has not taken up a variety of implementation issues found in the Task Force Draft Report -- issues like liability, faculty workload, and many more. The focus instead has been on other academic issues. Chief among these are five, which must be borne in mind as campuses move to identify a range of opportunities for student community service.

A. Data on the extent of student community service, voluntary and compensated through salaries, academic incentives, or otherwise.

B. Academic rationales that are program-specific, clearly defined and developed in consultation with faculty.

C. Priority judgments in the context of other urgent academic needs and available resources.

D. Availability of additional resources from other sources.

E. Goals for student participation.

NOTE 1. Student community service includes a wide range of activities. Activities occur in the context of student academic life, and surely many contributions occur in contexts entirely apart from student academic life. Many activities are hard to classify, as to whether or not they are community service.

Going to the source -- in this instance, to the students -- seems the only way to get complete data. Interviews seem appropriate; telephone surveys may be a useful approach.

M E M O R A N D U M

DATE:

TO: Ray Geigle, Chair
CSU Academic Senate

FROM: Juanita Barrena, Chair
CSUS Academic Senatae

SUBJECT: Human Corps

In response to your December 7, 1987, memorandum on the Human Corps, the Academic Senate, CSU Sacramento, chose a resolution rather different from AS-1759-87/AA. While the position paper "Student Community Service (Human Corps) in the CSU" does a fine job of addressing certain of the issues, it is inadequate in a few regards, and thus does not relieve our complete support.

Volunteer efforts of community service by students (indeed, by all of society) are crucial to our state. Furtherance of such efforts is a laudable goal for the state. There are several aspects to AB 1820 (Human Corps) that are troublesome, however.

Throughout section 99100, it appears that the program is motivated by the unmet needs and social challenges faced by our state, rather than the education of students. The search for "cost-effective solutions" leads to students as laborers (and this might be a false economy, as academic credit for community service becomes expensive when the cost of educating a student is considered). The lessons of life that are learned through activities of service to the community are no less valuable to the general populace than to the students of the state, the latter are simply more accessible, and immediately beholden to the state government.

The Bill expounds the value of "real world" experiences, as opposed, apparently, to our preternatural academic world. There is another assumption that is implicit in this legislation--students have time, possibly spare time and possibly time spent in coursework, that is better spent in service to the community. This might be true in some cases, but the legislature is not in

See Attachment D (Revised)

the best position to make this determination. Not only has the legislature made this determination, but they have further determined that an average of 30 hours per year per student is the appropriate level of participation. They have also determined that this participation is academically appropriate for all students, as they have set a goal of 100% participation, a peculiar sort of voluntarism. Indeed the stage is set for a determination of whether "a mandatory program should be established."

To the extent that the Human Corps program merges with the academic goals of the CSU, we have a legislature making major decisions about curriculum. They have correctly observed that

Existing community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their services.

They have then concluded that more community service effort would be of greater benefit to students and to the recipients of their services. Whether more is better for the students' education is a decision that is best made by the architects of the academic programs that serve the students. Exogenous sources do not know what portion of the academic program is being replaced by the expanded community service activity.

The position paper of the CSU Academic Senate on this subject correctly identified the uneven effects of this program on students, depending in part upon their economic and social situation. We are left to ponder the expense and propriety of employing a staff to evaluate the economic and social situation. We are left to ponder the expense and propriety of employign a staff to evaluate the economic and social hardships suffered by students, to determine who is exempt form the program.

The definition of community service provided by AB 1820 begs the question, "Which community service endeavors quality?" How can the answer to that question avoid becoming a political, religious, and moral platrform for the CSU? Only if community service projects are measured against academic programmatic goals can we avoid the mire of political discriminations as to which community service is of genuine value to the community. If the community service projects do not serve academic programmatic goals, then we are left in the mire.

This then is the sine qua non of our implementation of the Human Corps:

Community service projects must have academic rationales that are program-specific, clearly defined, and developed by the faculty.

While the CSU position paper correctly identified this issue, it fails to recognize its significance. For example, to what end would we survey "activities undertaken by public spirited people associated with the CSU, but entirely without formal connection with their student status"?

Our resolution is not intended to be captious, nor is it in any way in conflict with the ideals of volunteerism and community service, nor is it a fundamental departure from CSU Academic Senate resolution 1759-87. Rather, it is an observation about the primacy of academic matters in the academy.

CD

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Volunteer efforts of community service by students (indeed, by all of society) are crucial to our state. Current community service efforts in the CSU (e.g., volunteer programs, fieldwork and internship activities) are substantial, are worthy of praise, and are a source of pride for the CSU. Furtherance of such efforts is a laudable goal for the state. There are several aspects to AB 1820 (Human Corps) that are troublesome, however.

Throughout section 99100, it appears that the program is motivated by the unmet needs and social challenges faced by our state, rather than the education of students. The search for "cost-effective solutions"¹ leads to students as laborers (and this might be a false economy, as academic credit for community service becomes expensive when the cost of educating a student is considered). The lessons of life that are learned through activities of service to the community are no less valuable to the general populace than to the students of the state, the latter are simply more accessible, and immediately beholden to the state government.

The act expounds the value of "real world"¹ experiences, as opposed, apparently, to our preternatural academic world. There is another assumption that is implicit in this legislation--students have time, possibly spare time and possibly time spent in coursework, that is better spent in service to the community. This might be true in some cases. However, the large number of part-time students who take reduced loads in order to accommodate other commitments suggests otherwise. Furthermore, the act specifies that an average of 30 hours per year per student is the appropriate level of participation and that participation is academically appropriate for all students. Since the act sets a

goal of 100% participation, a peculiar sort of volunteerism, the question of whether "a mandatory program should be established" seems to be predetermined.

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Yousif (M)
Brackmann (2)
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associated with the CSU, but entirely without formal connection with their student status"²?

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¹AB 1820

²AS-1759-87

JB:j

cc: President Gerth
CSUS Statewide Academic Senators

CSUS INVOLVEMENT IN AREA E (GENERAL EDUCATION)

(FALL 1987)

<u>Department</u>	<u>Courses listed*</u>	<u>FTEs</u>	<u>WTU</u>	<u>FTEF**</u>
Comm Studies	(1)	90.0 ^{12.74}	6.0	0.50
History	(2)	8.2	3.0	0.25
Women's Studies	(1)	14.0	0.4	0.03
Social Work	(3)	24.8	9.0	0.75
Ethnic Studies	(3)	12.3	9.0	0.75
Journalism	(1)	33.0	12.0	1.00
Teach Ed/CD	(4)	59.2	33.0	2.75
Anthropology	(2)	***	6.0	0.50
Nursing	(2)	36.1	9.0	0.75
Psychology	(8)	180.2	72.0	6.00
Recreation	(3)	92.0	27.3	2.28
HPE--Health	(2)	34.2	15.0	1.25
Phys Ed	(44)	195.3	172.0	14.33
Sociology****	(5)	----	---	----
Total	81	779.3	373.7	31.14

*May have multiple sections

**Based on 12-unit load

***Not reported

****No response

Observations

1. The University has about 30 FTE positions tied up in Area E.
2. About 63% (19 positions) are in Health and Human Services with the vast majority in HPE--about 12 positions.
3. About 30% (9 positions) are in Arts and Sciences with the vast majority in Psychology--about 6 positions.
4. About 7% (2 positions) are in Education.

James S. Bosco

- D R A F T -
February 6, 1988a

To: Ray Geigle, Chair
California State University Academic Senate

From: California State University Physical Education
Chairs

Subject: Resolution on General Education Transfer
Curriculum

"Whereas, the California State University Physical Education Department Chairs recognize that the integration of mind and body, of cognition and performance, has long been recognized philosophically; and

"Whereas, the California State University Physical Education Department Chairs recognize that behavioral research has increasingly supported the relationship between integration of mind and body; and

"Whereas, the Chancellor's Office Executive Order 338, dated October 29, 1980, recognized the legitimacy of physical activity under section "E" of the general education transfer curriculum; and

"Whereas, the report of the Intersegmental Committee on the General Education Transfer Curriculum includes statements about 'the development of the whole person' and 'the deepest traditions of Western education' and thus the exclusion of performing arts and activities represents an enigma to the CSU Physical Education Department Chairs; and

"Whereas, the need for exercise is well documented in medical journals, and the identification of hypokinetic disease is a major societal issue; and

"Whereas, recognition of the need for physical fitness among the American population began in earnest in 1954 under the Eisenhower Administration with the advent of the President's Council on Fitness, and has continued under every United States President since that time; and

"Whereas, properly directed physical activities enable individuals to learn valuable lessons about competition, cooperation, socialization, and self; and

"Whereas, productive use of leisure time in a society that has experienced sedentary habits resulting from the industrialization process and the computer age represents a serious educational challenge and should be addressed in a general education curriculum;

Page 2

Resolution on General Education Transfer Curriculum
February 6, 1988a

"Now, Therefore, Be It Resolved, that California State University Physical Education Department Chairs unanimously declare that a general education transfer curriculum which does not include performing arts and activities is unacceptable to them; and

"Be It Further Resolved, that the California State University Physical Education Department Chairs respectfully request that the Statewide Academic Senate modify the draft of the Intersegmental Committee on the proposed General Education Transfer Curriculum, and that such modifications include the incorporation of performing arts and activities as a part of the General Education Transfer Curriculum."