

1988-89
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, December 1, 1988
2:30 p.m.
Senate Chambers, University Union

INFORMATION

Senate meeting schedule:

December 8, Regular Meeting

January 26, Special Meeting--Senate Structure and Function

CONSENT - INFORMATION

Carried over
AS 88-121/PCP, Ex. PCP-FUNDED RESEARCH, SCHOLARSHIP AND CREATIVE
ACTIVITY PROGRAM, 1988-89 CSUS PLAN FOR

The Executive Committee, on behalf of the Academic Senate, recommends adoption of the following 1988-89 campus plan for the allocation and use of funds provided under the PCP-Funded Research, Scholarship and Creative Activity Program:

- I. The total amount allocated to CSUS for the Program Change Proposal during the 1988-89 academic year is \$174,878. These monies shall be allocated to the three programs in the following manner:
 1. \$15,126 to the Semester Leave with Pay program; and,
 2. of the remaining \$159,752, 60 percent (\$95,851) to the Summer Fellowship program, and
 3. 40 percent (\$63,901) to the Scholarly/Creative Activity (Mini-) Grants program.

A balance in any of the three programs shall be reallocated to programs, other than the Semester Leave with Pay program, in which there are remaining meritorious proposals.

- II. The Scholarly/Creative Activity (Mini-) Grants awarded during the 1988/89 academic year shall be limited to monetary awards and not include provision for assigned time. This recommendation only responds to the time pressures of the current PCP cycle, and in no way should be interpreted as applying to the SCA Grants in future allocations, since the Academic Senate considers assigned time to be a valuable part of the opportunities provided by this grant program.

III. A single Semester Leave shall be granted during the 1988/89 academic year. This motion only responds to the time pressures of the current PCP cycle, and in no way should be interpreted as applying to the Semester leaves in future PCP allocations, since the Academic Senate considers semester leaves a valuable part of the opportunities provided by the PCP program.

AS 88-122/PCP, Ex. PCP-FUNDED RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY PROGRAM, IMPLEMENTATION OF 1988-89

The Executive Committee, on behalf of the Academic Senate, recommends campus adoption of the following guidelines, criteria, evaluation and procedures for application and review of proposals for the 1988-89 PCP-Funded Research, Scholarship and Creative Activity Program: [Distributed to all faculty as attachment to November 15, 1988, memorandum from Vice President Burger and Senate Chair Barrena regarding "State Funded Research, Scholarship and Creative Activity Programs - 1988-89."]

REGULAR AGENDA

~~AS 88-119/Flr. MINUTES~~ *VOIDED*
see AS 88-125

~~Approval of Minutes of the regular meeting of October 13, 1988.~~

AS 88-120/GE, Ex. Flr. GENERAL EDUCATION TRANSFER CORE CURRICULUM
[Refer to Attachments A-D]

TIME CERTAIN: 3:00 p.m.

The CSUS Academic Senate supports the concept of a General Education Transfer Curriculum linking the three segments of California Higher Education. The CSUS Academic Senate considers the proposed 31 plus 6/3 program a reasonable compromise and supports its adoption, subject to the following:

Ex. Com.

Position:

Recommendation:

- Yes 1. The Academic Senate recommends that the relationship of the proposed GE Transfer Core Curriculum to E.O. 338 be described in a way that preserves the integrity of E.O. 338, including unit and area requirements. Specifically, the Academic Senate recommends that Para. 2, pg. 2 of the GE Transfer Core Curriculum be amended (underline/strikeover) as follows:

Amended

Amended

~~"It is the intention of the General-Education Breadth-Advising-Committee-CSU Academic Senate that E.O. 338 remain in place, but because it requires more than the proposed General-Education-Transfer Curriculum, this introduction will address the areas requiring attention and that the General Education Transfer Curriculum is to be implemented in the context of E.O. 338. Students completing the General Education Transfer Curriculum shall ~~not be exempt from meeting the total unit, upper division unit, and area requirements prescribed under E.O. 338.~~"~~ [GE Committee, Barrena, Bosco, Ware, Brackmann]

MOON (11)
Carried Brackmann (2)
required to

Yes

2. The CSUS Academic Senate recommends that the phrase "each course must devote a substantial amount of activity to written composition" (English Communication pg. 4) be replaced with the phrase ^{similar to that} recommended by the San Francisco State Academic Senate, ^{is} "Each course must include a substantial amount of written ^{work} appropriate to the course content and the discipline in which the course is taught." [GE Committee, Koester, Anderson]

Martin (13)
Carried Palmer (2)
Palmer (15) MacGraw (2)
Carried Koester (2)
Jep (2) JPH (2)

Yes

3. The CSUS Academic Senate recommends that a statement on permissible units of overlap between the present GE program and academic majors ^{and minors} be included in the GE Transfer Core Curriculum. The statement could be included in Para. 3, pg. 3. [GE Committee, Anderson]

Martin (11)
Carried Cook (2)

No

4. The Academic Senate recommends that courses on the application of statistics to particular disciplines be allowed to fulfill the subject area of Mathematical Concepts and Quantitative Reasoning and that the phrase excluding these courses (last sentence, first paragraph under Mathematical Concepts and Quantitative Reasoning) be deleted. [Kerster]

Back (11)
Martin (2)
deleted
Carried

Yes

5. The Academic Senate recommends that the GE Transfer Core Curriculum category of Physical and Biological Sciences be changed to Physical and Life Sciences. [Ware]

No

6. The Academic Senate recommends the following addition to the description of the Physical and Biological Sciences subject area (pg. 8): "The requirement will not be considered fulfilled unless the student understands how science is done, how science compares with other ways of knowing, the limitations of scientific inquiry, and the relationships of science to human values and social goals." [Kerster]

McHenry (3)
Martin (2)
deleted
Carried

- Yes 7. The Academic Senate recommends that Para. 2, pg. 7 of the GE Transfer Core Curriculum be amended (underline/strikeover) as follows:

✓
 "Our view of the world is incomplete if we ignore the contributions of women and ethnic minorities to art, ^{music} philosophy and literature. To become familiar with these contributions is to allow the perspectives of articulate and talented women members of these groups to enrich and change our lives. Attention to ~~women's~~ the contributions of women and ethnic minorities is therefore an important dimension of the studies that are undertaken in the arts and humanities." [Scott]

- Yes 8. The Academic Senate recommends that the GE Transfer Core Curriculum include an explicit statement on the inclusion of courses in Foreign Languages in the Arts and Humanities subject area similar to the following statement in E.O. 338:

"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."

✓
 In addition, the CSUS Academic Senate recommends that Para. 3, pg. ~~4~~₃ be amended (underlined) as follows:

"Both the California State University and the University of California have a specific American Institutions requirement that is separate from their general education requirements. In addition, the California State University and the University of California may establish additional graduation requirements (e.g., Foreign Language or writing competency requirements). Completion of..." [Duval]

- Yes 9. The Academic Senate recommends that the intent of the first sentence under the Social and Behavioral Sciences subject area (pg. 7) be clarified. ~~In addition, the Academic Senate recommends that the statement be revised to strengthen the description of the behavioral science component and minimize what appears to be an overemphasis on the social sciences.~~
 [Ware]
- Ward
 Gordon
 DeLeon
 2/16/89*

- Yes 10. The Academic Senate recommends continued efforts to achieve fuller agreement of the GE transfer core curriculum between all three segments of higher education. [GE Committee, Anderson]
- Yes 11. The Academic Senate recommends adoption of formal mechanisms for periodic consultation, review, and revision of the GE Transfer Core Curriculum. [Barrena, Feb. memo]
- Yes 12. The Academic Senate recommends revision and implementation of the formal process for resolving challenges to the listing of GE courses submitted for inclusion in GE categories. [Harley]

The following items were postponed from the November 10 meeting. Please refer to the November 10, 1988, Academic Senate Agenda:

- ✓ AS 88-88/AP, Ex. DISRUPTIVE STUDENT, DEALING WITH THE
- ✓ AS 88-113/FPDC, Ex. MINI-GRANT FUNDS, ALLOCATION OF 1988-89
- ✓ AS 88-114/Ex. UNIVERSITY STUDENT SCHOLARS PROGRAM
- AS 88-115/Ex. TRUSTEES OUTSTANDING PROFESSOR AWARDS
- AS 88-116/Ex. COMMITTEE FOR PERSONS WITH DISABILITIES
- AS 88-117/Ex. EDUCATIONAL EQUITY, COMMITTEE FOR [Supercedes AS 86-55, 86-56 and 86-57]
- AS 88-118/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 3.01
- AS 88-136/F.R. PCP FUNDED RESEARCH, GUIDELINES FOR



ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

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

SEP 23 1988

Academic Senate Received
413

M E M O R A N D U M

TO: Chairs, Campus Academic Senates DATE: September 20, 1988

FROM: Ray Geigle, Chair, Academic Senate CSU
Hal Charnofsky, Chair, Academic Affairs Committee
Nancy Carmichael, Chair, General-Education Breadth Advisory Committee

SUBJECT: General Education Transfer Curriculum

Attached are the General Education Transfer Curriculum and the supporting Resolution which the Academic Senate of the California State University adopted in May 1988. The recommended transfer curriculum contains 37 lower division semester units distributed among areas A-D, and fits within the minimum 48-semester units prescribed by Executive Order 338. It introduces no change in upper division general education course work. Before the Academic Senate CSU takes final action, we seek campus' comments regarding the philosophical and descriptive language in each area.

The transfer curriculum has grown out of intersegmental cooperation among the California State University, the University of California, and the California Community Colleges begun in spring 1987 and continued through academic year 1987/88. The primary purpose of the program is to facilitate transfer of students from the community colleges to either the CSU or the UC, a need clearly expressed by the Master Plan Review Commission. Such a provision was enacted into law in AB 1725 (Vasconcellos).

Because all three segments of public higher education are involved in the issue of transfer, the initial work of development was undertaken by the Intersegmental Committee of the Academic Senates (ICAS), comprised of the Executive Committees of the three systems' academic senates. The first draft was circulated to CSU campuses in November 1987, and both regional and systemwide campus chairs' meetings followed thereafter. In response to communication from campuses, the General Education-Breadth Advisory Committee incorporated as many suggestions as were feasible, and in cooperation with the Academic Affairs Committee of the statewide Academic Senate, produced the document now before us.

(over)

The program comprises 37 lower division semester units, with 31 of these common between CSU and UC. The remaining 6 units for the CSU are devoted to oral communication and critical thinking as required by Executive Order 338. Statutory requirements in American History and Government are not included in the G.E. Transfer Curriculum.

The final draft will be on the agenda of the Academic Senate CSU in January 1989. The executive committee of the statewide Academic Senate CSU will meet with campus senate chairs on November 11, 1988. The transfer curriculum will be on their agenda. Campus academic senates and relevant committees should act quickly in order for information to be exchanged at the November meeting. Following that meeting, the campus academic senates are asked to forward their final written recommendations to the statewide Academic Senate by December 1, 1988.

Several implementation issues remain to be developed after the curriculum is adopted. Intersegmental committees are working to recommend policies for high prerequisite majors and on the certification process.

cc: Hal Charnofsky
Nancy Carmichael
Executive Committee

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1789-88/AA (REV.)
March 3-4, 1988

SUPPORT OF THE
GENERAL EDUCATION TRANSFER CURRICULUM

- WHEREAS, Approximately 65% percent of new undergraduates in the California State University are transfer students; and
- WHEREAS, The CSU has received approximately 82% of its new transfer students from community colleges, 10% from other CSU campuses, and 3.5% from campuses of the University of California system; and
- WHEREAS, The Academic Senate CSU agrees that transfer between institutions needs to be facilitated to meet both student and academic needs; therefore be it
- RESOLVED: That the Academic Senate of the California State University endorse the concept of an intersegmental general education transfer curriculum; and be it further
- RESOLVED: That the Academic Senate CSU accept a 37-unit general education transfer curriculum of which 31 units are common to all three segments of public postsecondary education and 6 units are specific to the CSU, as described in the attached, with the understanding that it is a working document that may be revised after further consultation; and be it further
- RESOLVED: That the Academic Senate CSU encourage the Intersegmental Committee of the Academic Senates to continue its deliberation in order to reconcile remaining segmental differences and thereby achieve as much commonality as possible in a single statewide general education transfer curriculum; and be it further
- RESOLVED: That the Academic Senate CSU urge that faculty with expertise in each of the areas of the General Education Transfer Curriculum be central to the development of course approval and certification procedures; and be it further
- RESOLVED: That the Academic Senate CSU recommend to the Intersegmental Committee of the Academic Senates that the General Education Transfer Program, once it is adopted by all three segments, be reviewed every five years.

APPROVED

MAY 5-6, 1988

GENERAL EDUCATION TRANSFER CURRICULUM
AND THE CALIFORNIA STATE UNIVERSITY

Executive Order No. 338 on General Education Breadth Requirements was issued on November 1, 1980, after considerable consultation, vigorous debate, and thorough involvement of the faculty of the California State University. It has been the position of the Academic Senate CSU and the local senates that the General Education requirements now in place are sound, excellent, and exemplary, and that no important feature or component of these requirements should be compromised. This position has been successfully maintained throughout intersegmental negotiations toward a common General Education Transfer Curriculum. The 31+6 unit proposal* fits entirely within the minimum 48-semester units prescribed by E.O. 338.

It is the intention of the General Education Breadth Advisory Committee that E.O. 338 remain in place, but because it requires more than the proposed General Education Transfer Curriculum, this introduction will address the areas requiring attention if the General Education Transfer Curriculum is to be implemented in the context of E.O. 338. First, the history of, rationale for, and purposes of the proposed General Education Transfer Curriculum will be set forth.

* Of February 29, 1988, amending the proposal of November 12, 1987

A substantial number of CSU graduates do not take their lower division general education programs in the CSU; most CSU students transfer from Community Colleges. In 1986, 53% of CSU graduates had transferred from Community Colleges. On the other hand, in 1985-86 only 17.3% of California Community College students transferred to the CSU. This low transfer rate places California near the bottom number of states nationally in the proportion of its population completing bachelor's degrees.

The Academic Senates of the University of California, the California State University, and California Community Colleges responded early and quickly to the concerns about transfer raised by the Legislature and the Commission to Review the Master Plan. California faculty share fundamental convictions about the purposes of General Education. General Education should develop students' abilities to think; 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, and, as appropriate, general education courses should require significant amounts of writing. In addition, speaking, listening, and reading are important skills that general education courses should foster. Participation in the intellectual and cultural life of our society requires ability in verbal communication of all kinds.

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. They should recognize the contributions to knowledge, civilization, and society that have been made by women and members of minority groups.

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 validity and implications of the answers obtained.

General education should 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. General education builds upon adequate high school preparation, and poor preparation may require students to take remedial courses prior to entry into the 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 will 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.*

* Please note that the nine units of upper division work are not covered by the transfer curriculum.

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 courses specified for each designated area and the minimum number of semester and quarter units so represented. Coursework in all areas must add up to a minimum of 37 semester or 56 quarter units.

Subject Area: English Communication
(3 courses; 9 semester, 12-15 quarter units)

The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower division courses in English reading and written composition (1 course), oral communication (1 course), and critical thinking (1 course). Regardless of the primary content objectives of courses included in this area, each course must devote a substantial amount of activity to written composition. Courses in this area shall include close analysis of a variety of representative texts.

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 focussing 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.

Subject Area: Mathematical Concepts and Quantitative Reasoning
(1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester, three-unit course in mathematics or mathematical statistics (above the level of intermediate algebra, with a stated course prerequisite equivalent to three years of college preparatory mathematics). Courses on the application of statistics to particular disciplines may not be used to fulfill this 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 *Mathematical Concepts and Quantitative Reasoning* is designed to prepare students to respond effectively to these challenges.

Subject Area: Arts and Humanities

(at least 3 courses; 9 semester, 12-15 quarter units)

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, literary, aesthetic and cultural importance. Coursework should provide students with an historical understanding of major civilizations and cultures, both Western and non-Western, and with an understanding of the contributions of women and ethnic minorities to cultural life. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

At least one course shall be completed in the Arts and one in the Humanities. Within the arts area, performance and studio classes which reflect the integration of history, theory, and criticism may be credited toward satisfaction of this subject area.

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 philosophy, 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.

Our view of the world is incomplete if we ignore the contributions of women to art, music, philosophy and literature. To become familiar with these contributions is to allow the perspectives of articulate and talented women to enrich and change our lives. Attention to women's contributions is therefore an important dimension of the studies that are undertaken in the arts and humanities.

Subject Area: Social and Behavioral Sciences
(at least 3 courses; 9 semester, 12-15 quarter units)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses which reflect the integration of human social, political, and economic institutions and behavior. The pattern of coursework completed should insure ample student appreciation of the various methods constituting the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary and historical setting. Coursework in this area should present a comparative perspective on both Western and non-Western societies and include the contributions of ethnic minorities and women. The material should be presented from a theoretical point of view and focus on core concepts and

methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the United States History, Constitution and American Ideals requirement (Title 5, Section 40404) may not be counted in this area.

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
(at least 2 courses; 7-9 semester, 9-12 quarter units)

The Physical and Biological Sciences requirement shall be fulfilled by at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, 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.

Relation of Executive Order 338 to the General Education Transfer Curriculum

1. Unit Requirements

Executive Order 338 requires a General Education program of 48 semester units. Nine of these must be taken in upper division courses after the student has reached upper division status, and at least nine of the 48 units must be taken at the CSU campus granting the degree. The proposed transfer curriculum does not address or affect these CSU upper division unit requirements. Because the 31-unit proposal provides a CSU-specific addition of units in the lower division, 11 units remain, at least nine of which must be upper division.

M E M O R A N D U M

DATE: February 25, 1988

TO: Ray Geigle, Chair
CSU Academic Senate

FROM: Juanita Barrena, Chair
CSU, Sacramento
Academic Senate

SUBJECT: ¹Response of the CSUS Academic Senate to the Proposed
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.

¹Adopted by the CSUS Academic Senate on February 25, 1988.

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.

A second aspect of the proposed GE transfer curriculum that is cause for concern on this campus is the omission of a designated area comparable to Area E ("Life-long Understanding and Development") of the current CSU General Education Program. Traditionally, the core of America's higher education has emphasized the acquisition of knowledge and individual personal development. Although the role of a general education program in the "development of the whole person" is addressed nominally in the proposal under "Subject Area: Arts and Humanities," we believe that a category devoted explicitly to this purpose should be included within the core of a general education program. Since the importance of this area is recognized in EO 338, its exclusion from the proposed GE transfer curriculum may constitute an unwritten mandate that campuses offer upper division courses to satisfy this requirement. In our judgment, this would not only limit campus development of the unique character of their GE programs by how they define the nine-upper division unit requirement, but may also result in the elimination of lower division courses from the GE program that contribute to a campus' success in meeting the objectives of Area E.

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

Memo re: Proposed G.E.
Transfer Curriculum

3

February 25, 1988

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 mechanisms, we cannot support the current proposal.

CD/JB
Attachments

cc: CSUS Statewide Academic Senators
Donald Gerth, President, CSUS



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

SCHOOL OF ARTS AND SCIENCES
OFFICE OF THE DEAN

MEMORANDUM

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

October 24, 1988

OCT 25 1988

Academic Senate Received
413

TO: Juanita Barrena, Chair
Academic Senate

FROM: Dick Kornweibel, for the *RK/kw*
General Education Committee

SUBJECT: Consultation on the Transfer Curriculum

The General Education Committee recommends that the faculty of CSUS continue to support the concept of a transfer curriculum linking the three segments of California public higher education. The Committee also believes that the 31 plus 6/3 is a reasonable compromise and is worthy of adoption.

However, we remain concerned that there must be careful examination of the need for modification of EO 338 so that the Executive Order and the proposed transfer curriculum truly mesh to produce unambiguous readings so the many campuses can move to effective implementation.

The Committee has identified some specific concerns which are listed below. You should also anticipate comments from interested departments.

1. Can any lower²-division GE course taken to meet the transfer curriculum requirements count towards the student's major as well? If so, how many units can be double counted?
2. The English Communication requirement includes one course in oral communication, yet also mandates that each course "devote a substantial amount of activity to written composition". The GE Committee has reservations about the feasibility of teaching composition within a 3-unit speech class.
3. There remain significant disparities between a transfer curriculum that is acceptable to the CSU System and one that the UC System appears to be willing to accept. If these disparities are not reconciled, then any entering freshman who wishes to avoid overenrolling or underenrolling in GE courses would need to know from the start whether they plan to transfer systems at a later date and to which system they plan to transfer. Is it realistic to expect entering freshmen to have such

Juanita Barrena
October 24, 1988
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well-defined educational goals? Can faculty and student affairs personnel know how best to advise students under such circumstances? More generally, is the proposed transfer curriculum really going to benefit students?

DK:ph

Enclosures



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

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

California State University, Sacramento
Communication Studies Department

OCT 25 1988

Academic Senate Meeting
413

HISTORY DEPARTMENT

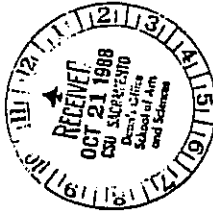
M E M O R A N D U M

To: Ty Yamanaka, Associate Dean
School of Arts and Sciences

From: S. Joan Moon, Chair
Department of History

Subject: G.E. Transfer Curriculum

October 20, 1988



MEMORANDUM

TO: Dick Kornweibel, Chair
General Education Committee

DATE: October 21, 1988

SUBJECT: Proposed GE Transfer
Core

Juanita Barrera, Chair
Academic Senate

FROM: Jolene Koester, Chair
Communication Studies Department

Jolene Koester

The recognition of the importance of teaching oral communication skills to our students in the latest version of the proposed GE transfer curriculum is heartening. The rationale and feasibility of also requiring in the oral communication course "a substantial amount of activity (devoted) to written composition" is not clear.

In this department's reaction to the first version of the transfer curriculum I made the argument that the skills needed to be an effective writer are not the same skills needed to be a skilled oral communicator and that a good writer is not necessarily a good speaker. That argument applies equally to the current proposal. Just as it is difficult to teach a student to be a competent writer in a one semester class, it is equally as difficult to teach them competent oral communication skills in one semester. Asking a teacher in an oral communication course to also teach composition means that there will be less instruction, and less learning, in the skills necessary to be an effective speaker.

The current proposal is ambiguous in its definition of "substantial amount of activity to written composition." To assess the true effect of this proposal specific information is needed from either the writers of the original proposal, or the campus General Education Committee, concerning the precise operationalization of this requirement. The Department of Communication Studies requests that the campus General Education Committee seek out this information.

In response to your memo of October 13, 1988 regarding this program, my concern arises over the wording on page 6, "The Arts and Humanities historically constitute the heart of a . . . person." Considering that this category receives only 9 units and comprises only 24% of the total program (the same as for English Composition, Social and Behavioral Sciences, and potentially Physical and Biological Sciences), this is a rather small heart; or rather, this committee-constructed beast has four hearts. The language is farcical and should be omitted from any official statement.

SJM/c1

DEPARTMENT OF FOREIGN LANGUAGES - CSUS

OCT 27 1988

MEMORANDUM

TO: Dr. Ty Yamanaka
Arts and Sciences

Academic Senate Building
413

DATE: October 25, 1988

FROM: Claude Duval, Chair
Foreign Languages

Subject: GE Transfer Curriculum

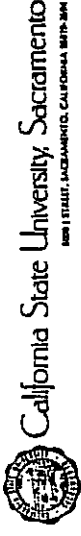
In response to your memorandum of October 13 concerning the GE Transfer Curriculum, I wish to submit the following observations and points of concern which I have already raised privately and publicly.

1. It is unfortunate that the GE Transfer Curriculum is silent on foreign languages, an academic discipline which has always been part of General Education.
2. This conspicuous omission should be addressed at every level of the Transfer GE review process.
3. Subject Area: Arts and Humanities (pp. 6, 7) specifically stresses the importance of understanding western and non-western civilizations and cultures. It further underlines the need to focus on traditions of all cultures in our own society in California. Certainly, exposure to a foreign language is still one of the most direct and valuable ways of learning about and appreciating another culture. In a state which now is the most multi-ethnic, multi-lingual, multi-cultural area of the United States, it must be recognized that the academic, social and personal benefits of foreign languages are in the best interest of students and should continue to be included in General Education for all students, not just entering freshmen.
4. Entering transfer students are already the beneficiaries of "loopholes" in avoiding foreign languages in the new CSU Admission Requirements. The omission of foreign languages in the Transfer GE Curriculum is an endorsement of this academic inequity.
5. If foreign languages are to be exempt from the Transfer GE Curriculum, are we to redefine the mission and role of foreign languages in this system? Are we to anticipate a CSU foreign language graduation requirement?

I am available to further discuss the state of foreign languages in the CSU and their place in General Education. Please feel free to call on me.

cc: Dr. J. Barrera, Chair Academic Senate
Foreign Language Faculty

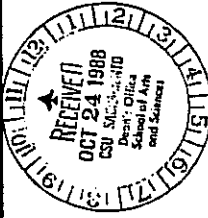
State of California
Memorandum



To: Ty Yamanaka
Arts and Sciences

Date: October 21, 1988

Subject: Proposed Inter-Segmental General Education Transfer Curriculum



From: James S. Bosco, Chair
Health and Physical Education

As you know, I am generally in favor of a General Education curriculum that would be easily transferable among the 3 segments of Higher Education in California. Frankly, I was under the impression that we had such a program between CSUS and the Community Colleges--if the articulation contracts between my department and numerous community colleges mean anything. In the area of physical education, to my knowledge, there has not been a problem in the transfer of General Education credits among the 3 segments.

I am particularly concerned that the proposed transfer curriculum is silent on Area E (Lifelong Learning). This concern was debated on this campus last year and culminated in an almost unanimous vote by the Academic Senate that: "... we believe that a category devoted explicitly to this purpose should be included within the core of the general education program." The statement referred to Area E (see p. 2 of Academic Senate minutes, February 25, 1988--attached).

I trust that this is still the sentiment of the Academic Senate and recommend that the University General Education Committee recognize the above in its response to Juanita Barrera on the latest version of the proposed to General Education transfer curriculum.

JSB:bid

Attachment

cc: John Colen
Area E Department Chairs



California State University, Sacramento

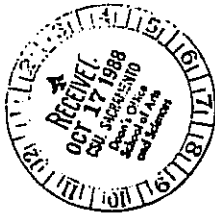
6000 J STREET, SACRAMENTO, CALIFORNIA 95819

ENVIRONMENTAL STUDIES CENTER
431

October 17, 1988

M E M O R A N D U M

TO: Tohru Yamanaka, Associate Dean, School of Arts and Sciences
FR: Harold Kerster, Acting Chair, Environmental Studies
RE: G.E. Transfer Curriculum



The subject area of math concepts and quantitative reasoning contains a qualification to which I object: "Courses on the application of statistics to particular disciplines may not be used to fulfill this requirement." Why? If it is the intent of the requirement that graduates be able to quantify, to use math as a language, then there should be a showing that generalized (Math Dept) statistics courses are better than discussion oriented stat courses at teaching people to understand statistics, to make and understand decisions made with incomplete information. I know of no such showing.

In the Physical and Biological Sciences subject area, I ask that modified wording from the intent and reasoning section be included in the description section. The California Education code assigns to that section of the GE program responsibility for understanding the process of science and the sociology of science.

I suggest adding to the end of the description section: "This requirement will not be considered fulfilled unless the student understands how science is done, how science compares with other ways of knowing, the limitations of scientific inquiry, and the relationships of science to human values and social goals."



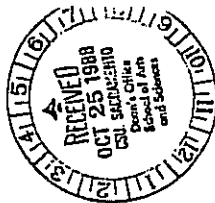
California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-264

ETHNIC STUDIES CENTER

M E M O R A N D U M

TO: Tohru Yamanaka
Associate Dean
School of Arts and Sciences
FROM: *[Signature]*
Otha P. Scott
Coordinator
Ethnic Studies Center



DATE: October 25, 1988

As per your request of October 13th, I am providing commentary from Ethnic Studies respecting the GE transfer curriculum. My comments concern the section, "Subject Area: Arts and Humanities" (pg. 6) and are specifically addressed to, what I believe, is the rationale statement. Particular attention is directed to the second paragraph (pg. 7) of the rationale.

Concerning the second paragraph. It is inarguable that women have made and continue to make substantial contributions to our understanding of the realms of human thought, practice, creativity and tradition. It is true that the presence of women, and especially women of color, has been long ignored and overlooked. It is also inarguable that the contributions by people of color to the development of the arts and humanities also tend to be ignored and overlooked. The rationale statement is forceful and engaging. Yet, it is also incomplete and thusly, falls prey to its own message.

An informed rationale is one which takes into account the general absence of the presence by people of color and women as significant shapers of the disciplines comprising the arts and humanities.

khm

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

OCT 28 1988

Academic Senate Received
413

To: Tohru Yamanaka, Associate Dean
Arts & Sciences

Date: October 24, 1988
Subject: General Education
Transfer Curriculum

To: Ty Yamanaka, Associate Dean
School of Arts and Sciences

Date: October 20, 1988
Subject: GE Transfer Agreement

From: *JB*
John Brackmann, Chair
Department of Psychology

From: *BA*
Barbara Harley, Chair
Department of Humanities

As far as I can determine the only part of the CSW and CSU,S
General Education programs which is imperilled by the latest
version of the transfer curriculum is Area E. (This presumes
that Ethnic Studies can be fitted into one of the existing
Humanities or Social Science categories.)

I think this area is a worthwhile part of G.E. and should be
rescued if possible and if it can be done not at the cost of
other parts of the program.

JB:CW

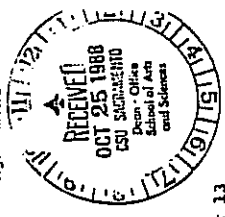


California State University, Sacramento
6000 J Street
Sacramento, California 95819
OCT 28 1988
Academic Senate Received
413

The department received one response to your memo of October 13
concerning the General Education transfer agreement. The response is as
follows:

"The key problem is still that of responsible articulation
and the creation of appropriate mechanisms for monitoring
compliance at all levels (esp. the community colleges) with
uniform course requirements. There is nothing in the
document to address that need."

BT:jm



California State University, Sacramento
6000 J Street
Sacramento, California 95819
OCT 28 1988
Academic Senate Received
413

Memorandum


 California State University, Sacramento
 600 J STREET, SACRAMENTO, CALIFORNIA 95833


TO: Tohru Yamanaka, Associate Dean
 School of Arts and Sciences

DATE: October 26, 1988

FROM: Jeline H. Ware, Chair
 Department of Home Economics

RE: GE Transfer
 Curriculum

The Home Economics Department Curriculum Committee has reviewed the documents you furnished regarding the GE transfer curriculum. Our general reaction is that the effect of this program on individual departments will depend greatly on the way in which these guidelines are implemented in determining which courses are ultimately accepted for general education credit.

The Home Economics Department feels that it will be the students' loss if categories World Civilization, Major Social Issues, and Understanding Personal Development are not retained. Terminology on page 7 of the document seems to support inclusion of World Civilization:

Problems and issues in these areas (social and behavioral sciences) should be examined in the contemporary and historical setting. Coursework in this area should present a comparative perspective on both Western and non-Western societies and include the contributions of ethnic minorities and women.

The requirement of Major Social Issues does not seem precluded, but is not mandated, either.

A more serious concern is that the document seems to have a strong bias against psychology and human development in favor of sociology, government, economics, and anthropology. That is, the statement ... courses which reflect the integration of human social, political, and economic institutions and behavior, could be interpreted to remove the individual from Individual and Society and to preclude the retention of any requirement equivalent to Area E, "Understanding Personal Development". While the latter consequence could result in an enrollment loss to Home Economics (and other departments), the more serious loss would be to students. Our experience is that students benefit greatly from the course they choose in this category. Of concern also is that removal of the psychology and human development element from the GE program for students is counter to the newly developing program on this campus "Human Rights: A Celebration of Diversity".

The bias, in the Physical and Biological Sciences section, against so-called "basic" science is represented in a milder statement of preference: "Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors". This seems more permissive, and could be interpreted to include introductory physics and chemistry, as well as such areas of study as physical anthropology, environmental studies, and nutrition. This seems to give much leeway to local interpretation.

We suggest that this category be termed "Physical and Life Sciences" as a better reflection of the stated need for students to develop both basic concepts of science as well as a "sophisticated understanding of science as a human endeavor."

I hope that the General Education Committee finds the above comments useful. The Department believes that the most critical aspect of the GE transfer curriculum issue is how much autonomy local campuses will have for selecting the courses accepted into the categories decided upon.

JHW:kt

OCT 28 1988

Academic Senate Records

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