

BRING YOUR COPY of 2/7/90 memorandum from Chair Barrena to all Full-time Faculty on the subject of G.E. PROGRAM--PART II. The memorandum provides text of all Fall '89 Senate actions to which the actions below respond.

1989-90  
ACADEMIC SENATE  
California State University, Sacramento

AGENDA

Thursday, March 15, 1990  
2:30 - 4:30 p.m.  
Forest Suite, University Union

INFORMATION

Academic Senate Meetings, Thursdays, 2:30-4:30 p.m.:

- March 22, Forest Suite, University Union (Regular) *-Cancelled*
- March 29, Forest Suite, University Union (G.E.)
- April 5, Forest Suite, University Union
- April 12 - SPRING BREAK--No Meeting
- April 19, Forest Suite, University Union
- April 26, Forest Suite, University Union
- May 3, Forest Suite, University Union (1990-91 Nominations)
- May 10, Forest Suite, University Union
- May 17, Forest Suite, University Union (1990-91 Elections)
- May 24, Forest Suite, University Union

REGULAR AGENDA

*Carried*  
AS 90-30/G.E., Ex. <sup>FR</sup> G.E.--RATIONALE AND OBJECTIVES [responds to AS 89-79A.1, 89-79A.2, and 89-79B]

[Note: see Attachment A for original GERT recommended statement showing amendments recommended by the G.E. Committee. The statement below is a clean copy of the G.E. Committee's recommended version with amendments recommended by the Executive Committee.]

The Academic Senate adopts the following statement on Rationale and Objectives of the General Education Program. This statement shall inform the design and instructional goals of general education courses and shall inform the course review and approval processes for inclusion of courses in the program.

RATIONALE AND OBJECTIVES OF THE CSUS GENERAL EDUCATION PROGRAM

The CSUS General Education program is a vital element in the overall mission of the University. It is no less important

than the major programs in providing the kind of education university graduates should have. The broad range of subject matters and skills encompassed by a good general education program will help prepare a university's graduates to live internally rewarding lives, to live lives of service to others as well as themselves, and to be able to come to terms with the personal, moral and social problems that life in any society inevitably presents to each person. ~~The student who comes to the university with only the narrow goal of obtaining a diploma in the area of career interest may at first look on the general education requirements as a hindrance. Each student should be aware that the university is not a business which contracts with its students to provide a desired service to them, but an~~ *(deleted)* *Palmer* *Johnson* *W.D.* *The Univ is*  
 institution of people dedicated to the ideal of providing for a truly educated citizenry. The G.E. program has been thoughtfully designed and implemented with the intention of providing specific skills, information and insights which will enable students to make connections among disciplines and will expand their students' capacity to take part in the wider range of human interests and activities that must ultimately confront each of us.

#### CSUS General Education Program Objectives

The G.E. program has some specific educational objectives that serve every person well in life and constitute the most important marks of the educated person. The major programs in the various academic disciplines may define the person who is educated in each specific field of study, but the G.E. program objectives are directed toward the molding of the educated person in general.

A CSUS graduate should have the following knowledge, skills, experiences or perspectives:

1. The ability to clearly write and orally express one's ideas in English. The ability to read, write and understand relatively complex and sophisticated English prose.
2. The ability to construct a non-fallacious verbal argument and to follow the verbal arguments of others. These skills should include the ability to identify the stated and tacit premises and assumptions comprising arguments and to distinguish these from the conclusions. In addition, the student should be able to recognize fallacious arguments and to distinguish them from non-fallacious arguments. These skills should be applicable to both written and oral arguments in any subject matter with which one is familiar.
3. The ability to use the tools of research appropriate to a given level or type of activity requiring information one

does not already possess, including the ability to find and use common references in libraries, to engage in library research in more specialized areas, to use computers, insofar as these are appropriate and useful to the task at hand, and to seek out appropriate expert opinion and advice.

4. The ability to use mathematical ideas to accomplish a variety of tasks where their use is helpful or essential.
- ~~5. A knowledge of current concepts of the nature and origin of our physical environment; a general understanding of how the use of the scientific method has lead to current theories and concepts of a discipline; a first hand acquaintance with the methodologies by which theories have been and are now tested; and the application of critical thinking and problem solving skills.~~
5. A general understanding of current theory and knowledge concerning the nature and origin of the physical universe and of the history and evolution of these theories; and a first hand acquaintance with the most general techniques by which these theories have been and are now experimentally tested.
6. A general understanding of current theory and knowledge concerning the origins and varieties of life on this planet, the basic principles of life processes, the interdependencies among living creatures in ecological systems, and the effects on life of changes in the environment. One should have first hand acquaintance with the kinds of empirical techniques and methods by which knowledge in these matters is attained.
7. An acquaintance with and understanding of many of the major historical and cultural influences that have played a role in the evolution of the values, principles, beliefs, and ideals commonly encountered both in Western and non-Western cultures including, in particular, (1) important significant events and cultural developments and persons who played central roles in these; and (2) important significant works in literature, philosophy and the Arts with which an educated person may be expected to be familiar ~~and to which frequent allusion is made in the writings and discussions of the educated citizenry.~~
8. An acquaintance with and general understanding of the major dynamic social institutions which affect one's life, and the role individuals and groups play in shaping those institutions. Since the explanations of these matters may be the subject of ongoing discussion and dispute, not only

(A) Barnes  
Mr. Hoarf  
carried

in the university but in all of society, an understanding of these matters must include a substantive grasp of the theories and methods of the social sciences.

9. A significant and useful understanding of the perspectives and contributions to human activities and experiences of peoples from a diversity of cultures and backgrounds, including the contributions and perspectives of non-Western cultures, and of women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.
10. A general understanding of the currently-held views and methods for expanding our knowledge of the process of mental and physical development through the human life cycle. This knowledge may help individuals appreciate and deal with personal potential and limitations.

The courses which are listed under the various G.E. area headings serve one or more of these educational objectives. While one course may serve only one of these objectives or do so in a limited way, the structure of the G.E. requirements assures that each student will have had the opportunity to achieve all of the objectives. Each student should take an active role in seeking the objectives stated above by trying to make course selections from the various G.E. areas with these objectives in mind, for each student may be in the best position to judge as to the gaps which need to be filled in her or his own progress toward achieving these goals.

*Amended* AS 90-31/G.E., Ex. <sup>F.R.</sup> G.E. COURSES, POLICY ON SELECTION AND REVIEW OF [responds to AS 89-75 and AS 89-79C.2]

The Academic Senate adopts the following Policy on Selection and Review of G.E. Courses. By adoption of this action, the Senate rescinds previous Senate action 82-57 [General Education Policy (on review and selection of G.E. Courses)--Attachment B-1]. (See Attachment B-2 for G.E. Committee recommendations.)

#### Policy on Selection and Review of G.E. Courses

1. The statement of G.E. Rationale and Objectives shall inform the design and instructional goals of G.E. courses and shall inform the course review and approval process for inclusion of courses in the program.
2. The G.E. Committee and other committees, departments, or groups, as appropriate, shall propose to the Academic Senate criteria, based on the "Statement of Rationale and Objectives of the G.E. Program", for all categories/requirements of the G.E. Program.

- W. J. ...*
3. The Academic Senate shall forward approved criteria to the School of Arts and Sciences Curriculum Committee which shall have responsibility for recommending to the G.E. Administrator courses for listing in the G.E. Program.
  4. Under procedures developed by the School of Arts and Sciences Curriculum Committee and approved by the Academic Senate, initial course evaluation shall be conducted by area appropriate subcommittees (membership defined elsewhere) and reviewed by the Arts and Sciences Curriculum Committee to determine their conformity to criteria.
  5. The Arts and Sciences Curriculum Committee shall recommend to the G.E. administrator courses for listing in the G.E. Program.
  6. Department/Schools may appeal a decision of the Arts and Sciences Curriculum Committee to the General Education Committee.
  7. The General Education Committee shall make the final recommendations regarding each appeal. This recommendation shall be transmitted to the G.E. Administrator with copies to the Arts and Sciences Curriculum Committee, Arts and Sciences Academic Council, and the Academic Senate Executive Committee.
  8. Arts and Sciences Curriculum Committee recommendations for course inclusion (or, in the case of appeals, G.E. Committee recommendations) shall normally be approved by the G.E. Administrator. If, in rare and compelling circumstances, the recommendations are not approved, the G.E. Administrator shall communicate the reasons, in writing, to the Arts and Sciences Curriculum Committee, the G.E. Committee, and the Executive Committee of the Academic Senate.
  9. Under procedures developed by the G.E. Committee and approved by the Academic Senate, courses in each G.E. area will be reviewed every two and one-half years. Every five years, there shall be a comprehensive review, including not only courses, but also criteria.

*Carried*

AS 90-32/Ex. *Fin* G.E. COURSES, PROCEDURES FOR SELECTION OF  
[responds to AS 89-75 and AS 89-79C.2]

The Academic Senate requests that the School of Arts and Sciences Curriculum Committee review its current procedures for review and selection of courses for listing in the General Education Program as described in Arts and Sciences policy

*periodically*  
*Carried*

statements titled "General Education Advisory Committees Policies and Procedures" (Attachment C-1) and "General Education Administration" (Attachment C-2). The Arts and Sciences Curriculum Committee shall recommend revision, as necessary to maximize the objectiveness of the course review process and ensure participation of faculty from schools other than Arts and Sciences. In this regard, particular attention should be given to the modification of the current area subcommittee structure to reflect the universitywide character of the G.E. Program. The Academic Senate requests that the School of Arts and Sciences Curriculum Committee submit proposed procedures for initial review and selection of G.E. courses to the Senate by May 1, 1990.

*prior to* 

AS 90-33/G.E., Ex. COURSES, PROCEDURES FOR PERIODIC REVIEW OF  
[responds to AS 89-75 and AS 89-79C.2]

The Academic Senate adopts the following procedures for periodic review of G.E. courses.

1. Courses in each G.E. area will be reviewed every two and one half years. Every five years, this will be a comprehensive review including not only courses but also criteria. The periodic reviews will begin with a comprehensive review of Area B. In subsequent years one area will undergo a comprehensive each year until all in turn have been reviewed. The cycle will then begin again.
2. Two and one-half years after the first comprehensive review the process of midpoint reviews will begin.

2. The Comprehensive Review of General Education Areas.

Departments will report to the G.E. Administrator on each of their offerings in the area being reviewed. Departmental reports must include a summary evaluation accompanied by the following supporting documents: Syllabi, sample assignments, G.E. Student Evaluations (to be developed by the G.E. Committee), for all sections of all courses in the area that have been taught since the last review.\* The departmental report must address each of the following concerns: (A) fidelity of syllabus to G.E. category criteria; (B) consistency among sections of multiple section courses; (C) fidelity of real course content to syllabus; and (D) appropriate background and preparation of instructor(s) for course(s).

Departmental reports will be forwarded by the G.E. Administrator to the appropriate course review subcommittee, which will review all courses listed in the area for fidelity to approved standards and criteria.

*Pages/Handls corrected*

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n=12*

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ajw  
3/20/90*

*Every 5 years there will be comprehensive review of courses in G.E., including criteria*

\*The G.E. Committee will develop a multiple choice questionnaire for each G.E. sub area or area if undivided. This instrument will be designed to assess whether a course is attempting to meet the objectives of the G.E. area. It will not be designed for use in the RPT process but could be administered at the same time as departmental instruments.

The Subcommittee must recommend to the G.E. Committee continuation or termination of listing for each of the courses under review. The G.E. Committee must review the work of the Subcommittee and make a final determination.

Following the review of courses the G.E. Committee will formally consider the overall condition of the area and if appropriate make recommendations for change to the Academic Senate.

### 3. The Midpoint Review.

At the midpoint between five-year comprehensive reviews in an area, G.E. courses in the area will be examined. Departments will report to the G.E. Administrator on each of their offerings in the area being reviewed. Departmental reports must include a summary evaluation accompanied by the following supporting documents: Syllabi, sample assignments, G.E. Student Evaluations (to be developed by the G.E. Committee), for all sections of all courses in the area that have been taught since the last review. The departmental report must address each of the following concerns: (A) fidelity of syllabus to G.E. category criteria; (B) consistency among sections of multiple section courses; (C) fidelity of real course content to syllabus; and (D) appropriate background and preparation of instructor(s) for course(s).

The G.E. Administrator will examine departmental reports for constancy of all courses with originality approved syllabi, and for consistency among sections of multiple section courses. If there is a problem, the G.E. Administrator may ask for additional information and/or refer a specific course to the G.E. Committee for continuation or termination of listing.

AS 90-34/G.E., Ex.

G.E. COMMITTEE, MEMBERSHIP AND CHARGE  
[responds to AS 89-75]

*Conced*  
[Note: The statement below is a clean copy of the G.E. Committee's recommended version with amendments recommended by the Executive Committee.]

The Academic Senate adopts the following revision of Senate statute 3.07.01 (Attachment D) on the General Education Committee. By adoption of this action, the Senate nullifies preceding Senate actions 76-92, 77-61, 77-62, 82-11, 83-03, and 83-27.

### 3.07.01 General Education Committee

Consistent with CSU regulations, particularly E.O. 338 and 342, the University shall establish the aims, distribution of units, total number of units, and the administrative structure of the General Education Program. The General Education Committee may propose policy for consideration by the Academic Senate and the President. In addition, the General Education Committee may propose policy on other university-wide degree requirements.

#### a. Membership

The General Education Committee is a standing committee of the Academic Senate. Its membership shall be composed of the an appropriate academic administrator designated by the Vice President for Academic Affairs, as a non-voting ex officio member; the general education administrator as a non-voting ex officio member; six faculty members elected by and from the School of Arts and Sciences: two from arts and humanities, two from social science, and two from science and mathematics; ~~three~~ four faculty members elected by and from the other schools of the University (i.e., one by and from each of the four professional schools); two senators, appointed by the Academic Senate; a faculty member appointed by and from the University Curriculum Committee; and three students selected by ~~the Student Senate A.S.I.~~ All elected faculty members must be from different departments. Appointed faculty members should also be chosen, as often as possible, from departments not otherwise represented on the committee. If there are two faculty members from a the same department only one will have a vote.

Elected faculty members for election to the committee shall be self-nominated or shall have consented to having their names placed in nomination by one or more of their colleagues.

Elected faculty membership on the committee is for three years, with overlapping terms of service, to ensure that a core of experienced members provide continuity in the committee's work. Replacements to fill unexpired terms will be elected in an appropriate school election ~~by the faculty~~ at the same time as during the annual elections for the expired terms. The Academic Senate ~~will~~ may select replacement members to serve until the next annual election. The terms of senators will be for two years or the remainder of the senator's term in the Senate. ~~and~~ ~~the~~ The liaison member will have a one year term.



b. Committee Responsibilities

1. Recommends to the Academic Senate changes in the G.E. Program as well as changes in other non-major degree requirements.
2. Recommends to the G.E. administrator on general goals related to resource allocation and administrative procedure in the areas of student orientation and advising, special tutorial and remedial course offerings, student and faculty awareness of the G.E. Program, diagnostic testing, outcome assessment and any other university non-major graduation requirements.
3. ~~Reviews, annually, the schedule of G.E. course section offerings and recommends to the G.E. administrator concerning the desirability of seeking/increases or decreases in section offerings by area, based on program objectives and perceived student needs. Outcome assessment instruments, if appropriate and reliable, should be among the criteria used in making these kinds of recommendations.~~ *Julius* *Shannon/Deane agreed*
4. ~~Supervises the selection of courses for listing in the G.E. Program.~~ *delete McGeary/Shannon agreed*
5. ~~Supervises the activities of the G.E. Area subcommittees which recommend on both G.E. course listings and on periodic course reviews.~~ *delete McGeary/Deane agreed*
- 4 6. Hears appeals on course listing or review decisions and may recommend revised action to the G.E. administrator.
- 5 7. Conducts a periodic review of courses which are listed in the G.E. Program following procedures approved by the Academic Senate (to be specified elsewhere).
- 6 8. Proposes to the G.E. Administrator and reviews with the G.E. administrator studies, research and research agendas relating to all aspects of G.E..
- 7 9. Monitors (through liaison membership and/or annual reports) the procedures and criteria used by other faculty committees (such as Arts and Sciences Curriculum and University Curriculum) which may take actions which substantially affect course offerings in the G.E. Program or other non-major graduation requirements, to insure that these conform to existing policies and procedures the implementation of which are the responsibility of the G.E. Committee.

Recommendations for changes in the procedures are to be made to that committee or to the appropriate constituting authority for the committee.

AS 90-35/Ex. G.E. ADMINISTRATOR, DUTIES AND RESPONSIBILITIES FOR THE [responds to AS 89-74]

The Academic Senate recommends that the administrative position with responsibility for G.E. (G.E. Administrator), regardless of location and title, be assigned primary responsibility for administration of the program in the areas of curriculum and policy implementation, coordinating support services, and ensuring adequate budgetary support of the program. The G.E. Administrator should also be responsible for providing intellectual leadership in the development and implementation of the General Education Program, for articulating its goals and objectives/maintaining the intellectual integrity of the program and upholding the academic standards inherent in program. The Academic Senate recommends that the position be defined to include the following specific duties and responsibilities\*:

- W. Adams in consultation with A.S. & H. P. U. DE 13*
- 2 X. The Director shall annually identify the budgetary needs of the G.E. Program, and other non-major degree requirements, including necessary faculty positions, instructional support resources and resources for necessary student services. The Director and the Dean of Arts and Sciences, in consultation with other schools offering G.E. courses, shall prepare and request annually a combined budget to support the needs of the G.E. Program. When allocated, these resources will go directly to the schools and be administered in the departments.
  - 1 Z. The Director shall, in consultation with school deans, prepare an annual schedule for General Education courses and basic skills preparatory courses with special attention to offering sufficient number of such courses each semester, with sufficient sections at appropriate times to meet anticipated student needs and the stated objectives of the G.E. Program. The Director will have the authority to negotiate with the Deans and their appropriate departments to ensure the availability of G.E. courses which the Director, in consultation with the G.E. Committee, determines to be needed to accomplish the G.E. objectives. The Director also shall request and receive annually a supplemental faculty budget which shall be used specifically for enhancement and contingencies in the G.E. Program. The Director, in collaboration with the School Deans, shall monitor and can recommend changes in the G.E. allocations to the Vice President to ensure sufficient

support for and balance between major degree programs and G.E. offerings.

3. The Director shall, with the appropriate academic committees, regularly review curricular offerings to ensure that the courses adhere to program objectives and criteria.
4. The Director shall monitor and promote special curricula and support services for high risk students in the G.E. Program.
5. The Director shall advise and provide budgetary assistance to units and groups on campus which offer support services for the G.E. Program. These services include but are not limited to registration, articulation, transfer evaluations, advising, tutoring, and mentoring activities.
6. The Director shall be responsible for implementation of system and campus G.E. policies, including appropriate student outcomes assessment, and compliance with other current WASC standards for G.E.

\*Note: The duties and responsibilities enumerated above are devised from recommendations set forth in the four administrative models proposed by Academic Vice President Burger (Attachment E) in response to AS 89-74, but are neutral on the question of where the position is housed.

#### FIRST READING

AS 90-36/Ex. G.E. ADMINISTRATOR, LOCATION AND TITLE [responds to AS 89-74]

The following motions constitute a series of substitute motions on location and title of the position responsible for G.E. administration. The motions are based on the four models proposed by Academic Vice President Burger (Attachment E) in response to AS 89-74.

#### A. G.E. Administrator, Model A\*

The Academic Senate recommends that the administrative position with responsibility for administration of the G.E. Program be an administrative appointment in the School of Arts and Sciences, defined as follows:

The General Education Administrator shall be Associate Dean of Arts and Sciences and Director of the General Education Program. In this capacity, she/he reports to the Dean of the School of Arts and Sciences in matters

regarding general education policies, curriculum, budget, and support services. In addition, because of the all-university importance of the General Education Program and policy development, the Associate Dean also shall serve as a member of the Council of Deans and the Academic Deans Group.

The Academic Senate further recommends the following procedures for filling the position:

The Associate Dean and Director shall be selected through a campus-wide search procedure, restricted to tenured associate and full professors. The search committee shall be composed in majority by faculty from the School of Arts and Sciences. It shall include members from the other schools and representatives from USESS as well as an administrative designee of the Vice President for Academic Affairs. The President after consultation with the search committee, the Dean of the School of Arts and Sciences and the Vice President for Academic Affairs.

\*Note: See Attachment F for position statement of School of Arts and Sciences Department Chairs.

B. G.E. Administrator, Model B

The Academic Senate recommends that the administrative position with responsibilities for administration of the G.E. Program be designated as a Joint Appointment in the School of Arts and Sciences and the Division of Undergraduate Studies and Educational Support Services, be defined as follows:

As Associate Dean for University General Education, the General Education Administrator shall be delegated the responsibility for the administration of the General Education instructional program by the School Deans and delegated the responsibility for the administration of educational support services by the Dean of Undergraduate Studies and Educational Support Services. He/she shall be administratively accountable to the Dean of Arts and Sciences and the USESS Dean for accomplishing these delegated tasks. In this capacity, the Associate Dean shall be responsible for administering both the General Education instructional program and the services to students and faculty that are necessary to support the program.

The Academic Senate further recommends the following procedures for filling the position:

The Associate Dean shall be selected through a campus-wide search procedure, restricted to tenured associate and full professors. The search committee shall be composed in majority by faculty from the School of Arts and Sciences. It shall include members from each of the schools, representatives from USESS, and an academic administrative designee. The Associate Dean will be appointed by the President after consultation with the search committee, the Dean of the School of Arts and Sciences and other school deans, the Dean of USESS and the Vice President for Academic Affairs.

C. G.E. Administrator, Model C

The Academic Senate recommends that the administrative position with responsibilities for administration of the G.E. Program be an administrative appointment in the Division of USESS, defined as follows:

The General Education Administrator shall be Dean of Undergraduate Studies and Director of the General Education program. In this capacity, she/he will be accountable to the Vice President for Academic Affairs in matters regarding policies, curriculum, budget, and support services for General Education. The Dean and Director will be considered an instructional dean and will also serve as a member of the Council of Deans.

The Academic Senate further recommends the following procedures for filling the position:

The Dean of Undergraduate Studies shall be selected through a national search procedure. His/her continuing appointment shall be subject to satisfactory yearly performance evaluations by the Vice President for Academic Affairs. The search committee shall be composed in majority by faculty from the School of Arts and Sciences. It shall include representatives from USESS, faculty members from all Schools and an administrative designee of the Vice President for Academic Affairs. The Undergraduate Dean and Director will be appointed by the President after consultation with the School Deans, the Vice President for Academic Affairs and other campus officers and groups.

D. G.E. Administrator

The Academic Senate recommends that the administrative position with responsibilities for administration of the G.E. Program be an administrative appointment in Academic Affairs, defined as follows:

The General Education Administrator shall be University Dean for General Education. In this capacity, she/he will be accountable to the Vice President for Academic Affairs for decisions regarding General Education curriculum and budget. The Dean shall serve as a member of the Council of Deans and the Academic Deans Group.

The Academic Senate further recommends the following procedures for filling the position:

The Dean for General Education shall be selected through a national search process. The search committee will be comprised of faculty representatives of all instructional and student support units, with all members having some experience in teaching or providing student support services to the General Education Program. The General Education Dean will be appointed by the President after consultation with the Council of Deans.

RATIONALE AND OBJECTIVES OF THE CSUS GENERAL EDUCATION PROGRAM  
(~~proposed by the CSUS GE Review Team~~)

The CSUS General Education program is a vital element in the overall mission of the University. It is no less important than the major programs in providing the kind of education university graduates should have. The broad range of subject matters and skills encompassed by a good general education program will help prepare a university's graduates to live internally rewarding lives, to live lives of service to others as well as themselves, and to be able to come to terms with the personal, moral and social problems that life in any society inevitably presents to each person. The student who comes to the university with only the relatively narrow goal of obtaining a diploma in the area of career interest may at first look on the general education requirements as a hindrance. ~~But~~ Each student should be aware that the university is not merely a business which contracts with its students to provide a desired service to them, but an institution of people dedicated to the ideal of providing for a truly educated citizenry. The G.E. program has been thoughtfully designed and implemented with the intention ~~to of provide~~ providing each student with specific skills, information and insights which will ~~expand her or his~~ the students' capacity to take part in the wider range of human interests and activities that must ultimately confront each of us. ~~and not merely to serve the student's present career objectives, however narrow they may be in their focus. The professors, staff and administrators of CSUS ask each student to approach the GE requirements favorably, and to seek as far as possible to pursue the courses encountered there as diligently as their major courses. Our own experience has been that the GE courses we have taken have often proved to be of far greater value to us in our lives than we could have realized at the time we sometimes grudgingly enrolled in them.~~

CSUS General Education Program Objectives

The G.E. program has some specific educational objectives which are thought ~~to that~~ serve every person well in life and ~~to constitute, in fact, some of the most important marks of the educated person. The major programs in the various academic disciplines may define the person who is educated in each specific field of study, but the G.E. program objectives are directed toward the molding of the educated person in general. General Education is the university's attempt to ensure that every one of its graduates can join the ranks of all other university graduates as a community of persons who have a core of common knowledge and experience in matters important to the life of the individual, of her or his society, and the world, and the skills and dispositions vital to personal and community life of the most rewarding kind.~~

A CSUS graduate should have the following knowledge, skills, experiences or perspectives (~~"should" in the strong sense that it is an indicator of serious failure for the university if its curriculum does not consciously strive to ensure that its graduates have these things, or if it does not at least usually succeed in ensuring that they do~~):

1. The ability to clearly write and orally express one's ideas in English. ~~clearly and unambiguously enough that the majority of the intended audience will not be confused or misled about the meaning or purpose of the remarks. The ability to read, write and understand English prose of a relatively~~

complex and sophisticated level of vocabulary and nuance, at least commensurate with the prevailing standards for college graduates English prose.

2. The ability to construct a non-fallacious verbal argument and to follow the verbal arguments of others. These skills should extend at least to the extent that one can include the ability to identify the stated and tacit premises and assumptions in ordinarily encountered comprising arguments and to distinguish these from the conclusion, and can conclusions. In addition, the student should be able to recognize fallacious arguments and to distinguish these from non-fallacious arguments which merely have tacit or unstated premises or conclusions. These skills should be applicable to both written and oral arguments in any subject matter with which one is familiar.
3. The ability to use the tools of research appropriate to a given level or type of activity requiring information one does not already possess, including the ability to find and use common references in libraries, to engage in library research in more specialized areas, to use computers, insofar as these are appropriate and useful to the task at hand, and to seek out appropriate expert opinion and/or advice to the extent that this is available on a given topic.
4. The ability to use mathematical ideas and formulas, at least at the level of college algebra, to accomplish a variety of tasks where their use is helpful or essential, both in common everyday tasks as well as in the tasks peculiar to one's chosen career and avocational objectives upon graduation, and the knowledge of where and how to find and use the mathematical ideas and formulas needed for these purposes if one does not already know them.
5. A general understanding knowledge of current theory and knowledge concerning the concepts of the theory and knowledge concerning the nature and origin of the our physical universe and of its fundamental constituents, forces and laws; at least environment; a general understanding of the history of the evolution of these theories; and how the use of the scientific method has lead to current theories and concepts of a discipline; a first hand acquaintance with the most general techniques methodologies by which these theories have been and are now experimentally tested; and the application of critical thinking and problem solving skills.
6. A general understanding of current theory and knowledge concerning the origins and varieties of life on this planet, the basic principles of the chemistry of life functions processes, the interdependencies among living creatures in ecological systems, and the effects on life of changes to the chemistry of in the environment. One should have first hand acquaintance with the kinds of empirical techniques and methods by which knowledge in these matters is attained.
7. An acquaintance with and understanding of many of the major historical and cultural influences that have played a role in the evolution of the values, principles, beliefs, and ideals commonly encountered both in Western and



non-Western cultures including, in particular, (1) important events and cultural developments and the persons who played central roles in these; and (2) the important works in literature, philosophy and the Arts with which an educated person may be expected to be familiar and to which frequent allusion is made in the writings and discussions of the educated citizenry.

8. An acquaintance with and general understanding of the major dynamic social institutions which affect one's life, and the role each individuals and groups of individuals can and do play in shaping those institutions and determining their direction. Since the explanations of these matters may be the subject of ongoing discussion and dispute, not only in the university but in all of society, then an appropriate understanding of these matters must include a more than cursory substantive grasp of the theories and methodologies methods of various the social sciences disciplines which study them, including anthropology, economics, history, political science (government), psychology and sociology.
9. A significant and useful understanding of the perspectives and contributions to human activities and experiences of peoples from a diversity of cultures and backgrounds, including the contributions and perspectives of non-Western cultures, and of women and minority groups who have been the objects of prejudice and adverse discrimination within our society.
10. A general understanding of the currently-held views, ~~as well as the~~ and methods for expanding our knowledge, ~~concerning of the processes of mental and physical development which affect the course of an individual's life from birth through the growth and aging processes through the human life cycle.~~ This kind of knowledge is to be aimed at especially insofar as an understanding of these things may help any individuals appreciate the possibilities and the means of personal development as well as to recognize and deal appropriately with personal potential and limitations.

The courses which are listed under the various G.E. area headings all tend to serve one or more of these educational objectives. While one course may tend to serve only one of these objectives or to do so in only a limited way, the purpose of the GE program, and the choice of course options, is to try to ensure that successful completion of all structure of the G.E. requirements will have given assures that each student will have had the an opportunity to achieve all of the these objectives. Each student should take an active role in seeking the objectives stated above by trying to make course selections from the various GE Areas with these objectives in mind. For each student may be in the best position to judge as to the gaps which need to be filled in her or his own progress toward achieving these goals.

IV. PROGRAM POLICY AND REGULATIONS

A. POLICY STATEMENT

GENERAL EDUCATION POLICY STATEMENT

1. The General Education program is a University program (see Faculty Manual section 3.07.01).
2. Implementation policy (the structure of the process) shall be reviewed and approved by the Academic Senate.

Review Process:

1. The General Education Committee shall propose to the Academic Senate criteria for all categories of the General Education program.
2. The Academic Senate shall forward approved criteria to the School of Arts and Sciences (A&S) Curriculum Committee.
3. The A&S Curriculum Committee shall review all course proposals and determine their conformity to criteria.
4. The A&S Curriculum Committee shall, in addition, within the review process, develop a consulting process for schools outside A&S.
5. The A&S Curriculum Committee shall report the results of course review to the A&S Academic Council.
6. The A&S Academic Council shall review the report from the A&S Curriculum Committee and forward its approval to the Dean of A&S for final approval.

Appeal Process:

1. Departments shall direct appeals to the General Education Committee.
2. Appeals may be made only by:
  - a. the department which requested its course(s) for inclusion in the G.E. program and was denied in the review process, and
  - b. departments, other than the department whose course(s) has been approved in the review process, on the ground that the approved course does not comply with the criteria.
3. The General Education Committee shall make the final recommendation regarding each appeal. This recommendation shall be transmitted to the Dean of Arts and Sciences with copies to the A&S Curriculum Committee, the A&S Academic Council, and the Academic Senate Executive Committee.

This recommendation shall be adopted except in rare and compelling circumstances. If, in such cases, the Dean does not adopt the recommendation of the General Education Committee, the Dean shall communicate the reasons in writing to the General Education Committee.

11/10/82      Carried.  
1/27/83      Approved by the President.

Note: AS 82-57/GE, Ex. (1-27-83).

G.E. Committee Recommendations on policies and procedures for review of G.E. courses (Committee Minutes of November 1, 1989, pages 2-3:

Policies for the Selection and Review of General Education Courses

Each year the G.E. Committee will select committee members to serve as liaisons to the Arts and Sciences Curriculum Committee and to each of the five area subcommittees. These liaisons will not only participate in the activities of the respective committees but also report concerns and issues to and from the General Education Committee.

Policy for Listing of G.E. Courses

1. Department through their appropriate school structure may propose approved courses for General Education listing.
2. Under procedures developed by the A&S Curriculum Committee and approved by the General Education Committee course evaluation will be conducted by area subcommittees and reviewed by the A&S Curriculum Committee.
3. A school or department may appeal a decision of the A&S Curriculum Committee to the General Education Committee.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

GENERAL EDUCATION ADVISORY COMMITTEES POLICIES AND PROCEDURES

1. Courses submitted for inclusion in the CSUS General Education program must first be sent to the Associate Dean of the School of Arts and Sciences so that accurate records can be kept of where courses are in the review process. Courses will only be accepted directly from the department office with the chair's signature.
2. Review of courses proposed for General Education shall be based on course materials; therefore, all courses submitted for consideration must include the following:
  - a. a course approval form with catalog description
  - b. a cover sheet indicating which G.E. category the department wishes the course to be considered for review (see attached)
  - c. a memo indicating how the course meets the criteria for the category
  - d. a recent (within the last two years) course syllabus or outline which includes the course objectives, requirements and reading assignments.
3. The advisory committee chair, elected at the first meeting, is responsible for keeping accurate records of courses received and their disposition after review by the committee and for insuring that the review policies and procedures are followed.

All course materials should be initially reviewed by two committee members one week prior to consideration by the whole committee. These members shall carefully review the course to determine if it meets criteria for the category and report at the advisory committee meeting briefly describing the course and recommending approval or disapproval. Final review will be the responsibility of the committee. When additional information is needed, the Dean's Office will invite department chairs to send a representative to the advisory committee meeting at which a course from their department will be reviewed. Committee members cannot review courses submitted by their respective disciplines.

A quorum of the committee membership is necessary to consider courses. All committee members including the committee chair are voting members except the G.E. Committee liaison member. A simple majority of the total voting committee membership (not to be confused with merely those present) is required for the course to be forwarded to the A & S Curriculum Committee with a recommendation for approval or disapproval. Records of committee action must be kept by the committee chair.

4. Each advisory committee will be provided with a criteria check list to be used in reviewing courses for inclusion in a specific category. The check list must reflect the committee's operational interpretation of the general education criteria and must be approved by the Arts and Sciences Curriculum Committee before courses are reviewed. The committee shall evaluate each course against the criteria. In this way departments can be informed of the basis for inclusion or exclusion of a specific course. After advisory committee decisions are made, all course materials including the check list must be returned to the Associate Dean's Office by the committee chair. The A & S Curriculum Committee will act on advisory committee recommendations and the Dean's Office will notify affected departments.

GENERAL EDUCATION ADMINISTRATION

A. Course Submission Procedures

1. Courses proposed for the General Education program will be reviewed by the Arts and Sciences Curriculum Committee as a part of its normal review process.
2. The Dean of Arts and Sciences, in consultation with the Arts and Sciences Curriculum Committee, will establish deadlines for submission of courses to be considered for the General Education program.
3. General Education course proposals from the professional schools
  - (a) must be courses approved by the home departments for their appropriateness for the departments' curriculums, and by the respective school curriculum committees; and
  - (b) must be sent by the school deans to the Dean of Arts and Sciences within the established deadlines, for evaluation of their suitability for the General Education program.
4. A check-off form must accompany all courses proposed for the General Education program. (Contact the Office of the Associate Dean for Curriculum and General Education, Arts and Sciences, ext. 6504, for the forms.)
5. The decision of the Arts and Sciences Curriculum Committee to approve or reject courses for the General Education program and the Dean's decision will be transmitted to the proposing academic unit by the Arts and Sciences Dean's Office.

B. Review Process

1. The Arts and Sciences Curriculum Committee will form five advisory committees, one for each area of the Title 5 General Education categories. Department, program, and professional school representation on each area advisory committee will be in relation to the substantial number of courses offered in a given area and shall be determined by the Arts and Sciences Curriculum Committee.
2. The membership of each area advisory committee shall consist of the following: 1 representative from each of the departments, programs, and professional schools assigned to the committee, including 2 members from the Arts and Sciences Curriculum Committee, and 1 non-voting liaison member from the General Education Committee. Departments, programs, and professional schools shall hold internal elections for representatives to serve on assigned advisory committees. Each unit may be represented on more than one advisory committee but may not have more than one representative on any given advisory committee.

3. The Associate Dean of Arts and Sciences (Curriculum and General Education) is an ex officio member of these advisory committees and acts as a resource/liaison person with the Arts and Sciences Curriculum Committee. All proposals for inclusion in the G.E. program will be sent to the advisory committees by the Arts and Sciences Associate Dean.
4. The advisory committees will review the proposals in a timely manner and send their recommendations to the Arts and Sciences Curriculum Committee through the Arts and Sciences Associate Dean.
5. The Arts and Sciences Curriculum Committee may accept or reject the advisory committees' recommendations.
6. If, in rare and compelling circumstances, the Dean of the School of Arts and Sciences overturns the decision of the Arts and Sciences Curriculum Committee, the Dean shall communicate his/her reasons in writing to the Arts and Sciences Curriculum Committee.

#### C. Appeals Process

1. Departments shall appeal actions of the Arts and Sciences Curriculum Committee to the Arts and Sciences Academic Council, which shall seek the recommendation of the General Education Committee before rendering a decision concerning the appeal.
2. The Academic Council's appeals decisions shall be transmitted to the Dean of Arts and Sciences with copies to the Arts and Sciences Curriculum Committee, the General Education Committee, and the Academic Senate Executive Committee.
3. If, in rare and compelling circumstances, the Dean of the School of Arts and Sciences overturns the decision of the Academic Council, the Dean shall communicate his/her reasons in writing to all concerned committees.

3.07.00 Elected Committees (FS 76-92)

3.07.01 General Education Committee

The University shall establish the aims, distribution of units, total number of units, and the administrative structure of the General Education Program. Within these bounds, the General Education Committee sets policy. Policies adopted by the committee are subject to the assent of the Academic Senate and the President. Policies must be consistent with the limits established by the University and must not conflict with any other university-wide policy or with the prerogative of another committee to deal with a matter of joint interest. The committee shall recommend to the Senate, through the Executive Committee, on any proposed change in a feature of the program which has been established by the University (aims, distribution of units, etc.) or on any proposed change which requires the concurrence of other committees.

The Committee on General Education is composed of the appropriate academic-administrator, as a non-voting ex officio member; the Associate Dean of Arts and Sciences-Curriculum as a non-voting ex officio members (AS 83-03; six faculty members elected by and from the School of Arts and Sciences: two from arts and humanities, two from social science, and two from science and mathematics; three faculty members elected by and from the other schools of the University; two senators, appointed by the Academic Senate; and three students selected by the Student Senate. All faculty members must be from different departments. (AS 83-27)

Faculty nominees for election to the committee shall be self-nominated or shall have consented to having their names placed in nomination by one or more of their colleagues. Faculty membership would be based essentially on the principle of proportional representation, even though it would be unlikely that schools other than Arts and Sciences would have more than an estimated 10% or 15% of the offerings in the program for the foreseeable future. The purpose of proposing fixed ratios for faculty membership is to assure both Arts and Sciences and the other schools a continuing basis for participation.

Faculty membership on the committee is for three years, with overlapping terms of service, to ensure that a core of experienced members provide continuity in the committee's work. Replacements to fill unexpired terms will be elected



by the faculty during the annual election for the expired terms. The Academic Senate will select replacement members to serve until the next annual election. (AS 82-11)

In order to provide formal, continuing liaison between the Curriculum and General Education Committees, each year the Academic Senate will appoint one member of the Curriculum Committee to serve on the General Education Committee and one member of the General Education Committee to serve on the Curriculum Committee. In addition, the Academic Senate recommends that the committees meet jointly twice each semester to discuss matters of mutual concern. (FS 77-61)

The General Education Committee and the Curriculum Committee should maintain liaison on a systematic basis. In order to accomplish this, the General Education Committee shall direct to the Curriculum Committee for review its recommendations on all curriculum matters (but not on its actions concerning approval or disapproval of specific course proposals for inclusion in the General Education groupings). In turn, the Curriculum Committee should inform the General Education Committee about its recommendations to the Academic Senate on curriculum matters. In the event of a disagreement between the two committees, and before either committee forwards its recommendation to the Academic Senate, a joint conference committee, consisting of two faculty members from each committee, representatives of the curriculum area concerned, and the Associate Vice President for Academic Programs, will attempt to resolve the differences.  
(FS 77-62)

2/28/90



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

OFFICE OF ACADEMIC AFFAIRS

October 25, 1989

## M E M O R A N D U M

To: Academic Senate

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

OCT 26 1989

From: *Mary Burger*  
Mary Burger  
Vice President  
for Academic Affairs

Academic Senate Received  
413

Subject: Models for Administration of General Education

Attached is a proposal to the Academic Senate in response to AS 89-74.

This proposal offers four different models for the administration of the General Education program. Each model has both strengths and weaknesses in its ability to meet the administrative needs of a sound general education program. Academic Affairs presents these models to the Senate without a statement of preference. We heeded the deliberations and vote in the Senate which asked that models include alternatives which place the General Education Administrator outside of the School of Arts and Sciences.

I would like to emphasize the importance of considering these models, their strengths and weaknesses, in the context of the Senate's consideration of other changes in the General Education program. Our General Education program will not be improved by simply asking an administrator to give a larger portion of her or his time to General Education. Unless the program is changed and different implementation procedures are put in place by the Academic Senate, changes in the administration of General Education will have a negligible effect.

Finally, while it is imperative that the Senate have the opportunity to discuss these models, I would urge that final action on changes in the administration of the General Education program be taken only after the Senate has considered other substantive resolutions about the General Education program. Reasoned evaluation of the four models can best be done knowing what the substance of a GE program and its implementation procedures would be.

I look forward to continued discussions with the Senate as members discuss this proposal and other possible revisions in our General Education program.

Attachment

cc: President Gerth  
Interim Assistant Vice President Koester

A Proposal to the Academic Senate for the  
Administration of the General Education Program  
Office of Academic Affairs  
October 10, 1989

The study of general education by the External Review Team and the GERT recognized a number of problems, including a lack of coordination in the management of the several components of General Education. To illustrate, General Education includes a curriculum that is largely offered and administered in the School of Arts and Sciences. However, the services and staff required to carry out its policies and support its curriculum are generally in other units, particularly Undergraduate Studies and Educational Support Services (USESS). These include registration, student orientation and advising, transfer articulation, evaluation and placement, testing, and special projects for high risk students. Clearly, these services need to be more closely aligned with the General Education instructional program.

General Education constitutes a University-wide requirement and must be viewed as a University program supported by University resources and administered by an officer having broad, University level responsibilities and roles in decision making. Hence, all of the models included in this proposal require a General Education administrator with a greatly expanded set of responsibilities and increased independence in decision-making, not only in curriculum, but in relevant areas of resource management and policy implementation.

An enhanced role for the General Education administrator should not be seen as the solution to our General Education problems. The quality of the General Education program will be determined not simply by the placement of its administrator or the proportion of workload assigned, but rather by the substance of the program and its implementation procedures.

The discussion of models contained in this document and our proposals for the administration of the Program, therefore, are predicated upon substantive revisions of the General Education Program as indicated in other, programmatic recommendations currently under consideration by the Senate.

The general approach taken in the preparation of this proposal is as follows:

1. We began with a discussion of the duties and responsibilities of the general education program administrator, given the suggested changes and observations in the GERT report, the XRT report and other documents included in the General Education Review.

2. There followed a discussion of possible models for General Education program administration and an examination of each model for its strengths and weaknesses. The strengths and weaknesses center on the ability of the administrator, in the circumstances of each model, to meet the responsibilities and accomplish the tasks that are essential to the program. It became clear, in this step, that a major problem in any model will be the separation of curriculum and support services.
3. On the basis of these discussions, four models were drafted, shared with and reviewed by the School Deans. The Academic Affairs Associate and Assistant Vice Presidents also participated in the development and review of these models.

**The General Education Administrator:  
An Overview of Duties and Responsibilities**

The administrator of the General Education program shall be responsible for providing intellectual leadership in the development and implementation of the General Education program, for articulating its goals and objectives, maintaining the intellectual integrity of the program and upholding the academic standards inherent in the approved program. Although the General Education Administrator will have the resources necessary to perform the responsibilities of the office, the primary authority of the office shall be persuasive powers to encourage the Deans, Department Chairs and faculty to carry out their basic responsibility of maintaining and supporting an exemplary General Education program for all baccalaureate students, regardless of major.

Regardless of location and title, the General Education administrator shall have responsibility for administration and well-being of the program in the following four areas: curriculum, support services, policy implementation, budgets and resources.

10-10-89

Model A: The General Education Administrator shall be located in the School of Arts and Sciences

1. The General Education Administrator shall be Associate Dean of Arts and Sciences and Director of the General Education Program. In this capacity, she/he reports to the Dean of the School of Arts and Sciences in matters regarding general education policies, curriculum, budget and support services. In addition, because of the all-university importance of the General Education program and policy development, the Associate Dean also shall serve as a member of the Council of Deans and the Academic Deans Group.
2. The Associate Dean and Director shall be selected through a campus-wide search procedure, restricted to tenured associate and full professors. The search committee shall be composed in majority by faculty from the School of Arts and Sciences. It shall include members from the other schools and representatives from USESS as well as an administrative designee of the Vice President for Academic Affairs. The Associate Dean and Director will be appointed by the President after consultation with the Search Committee, the Dean of the School of Arts and Sciences and the Vice President for Academic Affairs.
3. The Associate Dean and Director shall request and receive a faculty allocation and support budget that is distinct from the Arts and Sciences major programs and service courses budgets. It will be the responsibility of the Associate Dean annually to identify the budgetary needs of the General Education program, including necessary faculty positions, instructional support resources, and resources for the student services offered by the departments in direct support of the General Education program. When allocated, these resources will go directly to the schools and be administered in the departments.
4. The Associate Dean and Director shall prepare an annual schedule for General Education courses with special attention to offering an adequate number of General Education courses each semester, with sufficient sections at appropriate times. He/she will work with Deans and Chairs both in and out of the School of Arts and Sciences in the development of the General Education schedule and will have the authority to negotiate with the Deans and their appropriate departments to ensure the availability of courses in general education to accomplish the General Education objectives.
5. The Associate Dean and Director shall regularly review (with appropriate committees) curricular offerings in General Education to ensure that the courses adhere to program objectives and criteria.

6. The Associate Dean and Director shall monitor and promote special curricula and support services for high risk students in the General Education program.
7. The Associate Dean and Director shall advise and provide budgetary assistance to units and groups on campus which offer support services for the General Education program. These services include but are not limited to registration, articulation, transfer evaluations, advising, tutoring and mentoring activities.
8. The Associate Dean and Director shall be responsible for implementation of system and campus General Education policies, including appropriate student outcomes assessment, and compliance with other current WASC standards for general education.

10-10-89

Model B: The General Education Administrator shall have Joint Appointment in the School of Arts and Sciences and Undergraduate Studies and Educational Support Services

1. As Associate Dean for University General Education, the General Education Administrator shall be delegated the responsibility for the administration of the General Education instructional program by the School Deans and delegated the responsibility for the administration of educational support services by the Dean of Undergraduate Studies and Educational Support Services. He/she shall be administratively accountable to the Dean of Arts and Sciences and the USESS Dean for accomplishing these delegated tasks. In this capacity, the Associate Dean shall be responsible for administering both the General Education instructional program and the services to students and faculty that are necessary to support the program.
2. The Associate Dean shall be selected through a campus-wide search procedure, restricted to tenured associate and full professors. The search committee shall be composed in majority by faculty from the School of Arts and Sciences. It shall include members from each of the schools, representatives from USESS, and an academic administrative designee. The Associate Dean will be appointed by the President after consultation with the Search Committee, the Dean of the School of Arts and Sciences and other school deans, the Dean of USESS and the Vice President for Academic Affairs.
3. The Associate Dean shall be charged with assisting the School Deans prepare an annual budget request that reflects programmatically the Schools' General Education needs. Also, she/he shall be charged with assisting the Dean of USESS prepare an annual budget request that reflects programmatically the educational support needs necessary to sustain the general education program.
4. The Associate Dean shall prepare an annual schedule for General Education courses with special attention to offering an adequate number of general education courses, with sufficient sections at appropriate times. He/she will work with Deans and Chairs both in and out of the School of Arts and Sciences in the development of the GE schedule and will have the authority to negotiate with the Deans and their appropriate departments to schedule courses in general education to accomplish the GE objectives.
5. The Associate Dean shall regularly review (with appropriate committees) curricular offerings in General Education to ensure that the courses adhere to program objectives and criteria.

6. The Associate Dean shall monitor and promote special curricula and support services for high risk students in the general education program.
7. The Associate Dean shall be responsible for implementation of system and campus General Education policies, including appropriate student outcome assessment and compliance with other current WASC standards for general education.

10-10-89



Model C: The General Education Administrator shall be located in Undergraduate Studies and Educational Support Services

1. The General Education Administrator shall be Dean of Undergraduate Studies and Director of the General Education program. In this capacity she/he will be accountable to the Vice President for Academic Affairs in matters regarding policies, curriculum, budget, and support services for General Education. The Dean and Director will be considered an instructional dean and will also serve as a member of the Council of Deans.
2. The Dean of Undergraduate Studies shall be selected through a national search procedure. His/her continuing appointment shall be subject to satisfactory yearly performance evaluations by the Vice President for Academic Affairs. The search committee shall be composed in majority by faculty from the School of Arts and Sciences. It shall include representatives from USESS, faculty members from all Schools and an administrative designee of the Vice President for Academic Affairs. The Undergraduate Dean and Director will be appointed by the President after consultation with the School Deans, the Vice President for Academic Affairs and other campus officers and groups.
3. The Dean of Undergraduate Studies shall request and receive annually, a budget for General Education support services including registration, advising, transfer evaluations, articulation, tutoring and other special programs. In consultation with the Dean of Undergraduate Studies, each School Dean shall request an adequate number of faculty positions for general education instruction. When allocated, these resources shall go directly to the schools offering the courses. The Undergraduate Dean also shall request and receive annually a supplemental faculty budget which he/she shall use specifically for enhancement and contingencies in the General Education program. The Undergraduate Dean, in collaboration with the School Deans, shall monitor and can recommend changes in the general education allocations to the Vice President to ensure sufficient support for and balance between major degree programs and General Education offerings.
4. The Dean of Undergraduate Studies shall prepare an annual schedule for General Education courses with special attention to offering sufficient numbers of general education courses, with sufficient numbers of sections, at appropriate times. To accomplish this objective, the Dean will, in a timely manner, work with and through the Deans of the Schools in which the General Education curricular offerings are formally housed.

5. The Dean shall regularly review (with appropriate committees) curricular offerings in General Education to ensure that the courses adhere to program objectives and criteria.
6. The Dean shall monitor and promote special curricular offerings and support services for high risk students in the General Education program.
7. The Dean of Undergraduate Studies shall be responsible for implementation of system and campus General Education policies, including appropriate student outcome assessment and compliance with other current WASC standards for General Education.

10-10-89

Model D: The General Education Administrator shall be located in Academic Affairs

1. The General Education Administrator shall be University Dean for General Education. In this capacity, she/he will be accountable to the Vice President for Academic Affairs for decisions regarding General Education curriculum and budget. The Dean shall serve as a member of the Council of Deans and the Academic Deans Group.
2. The Dean for General Education shall be selected through a national search process. The search committee will be comprised of faculty representatives of all instructional and student support units, with all members having some experience in teaching or providing student support services to the General Education program. The General Education Dean will be appointed by the President after consultation with the Council of Deans.
3. The Dean for General Education, the Dean of Arts and Sciences, and the Head of USESS, in consultation with other schools offering General Education courses, shall prepare and request annually, a combined budget to support the needs of the General Education program. The budget, when acted upon by the President, will be distributed by the Vice President to the appropriate administrators for use in offering and supporting General Education courses. Faculty allocations and other resources shall stay within the unit (school or USESS) offering the academic program or support services, but there shall be some overall University coordination and monitoring in the office of the Dean for General Education.
4. The Dean shall assist in preparing and have final review of the annual schedule for general education courses; giving special attention to their being sufficient numbers of General Education courses available each semester, with sufficient numbers of sections offered at appropriate times. To accomplish this objective, the School Deans shall be responsible to the General Education Dean in the delivery of the University's General Education program as it relates to their School. Together, they and the General Education Dean are responsible to the faculty for providing intellectual leadership in maintaining the integrity of the program.
5. The Dean for General Education shall work closely with and assist the Head of USESS in planning for and delivering adequate student support services for the General Education program.
6. The Dean shall regularly review (with appropriate committees) curricular offerings in General Education to ensure that the

courses adhere to program objectives and criteria. He/she will submit a report annually to the Vice President for Academic Affairs and the Academic Senate on how the general education resources were used and on his/her evaluation of the program's effectiveness and success during the past year.

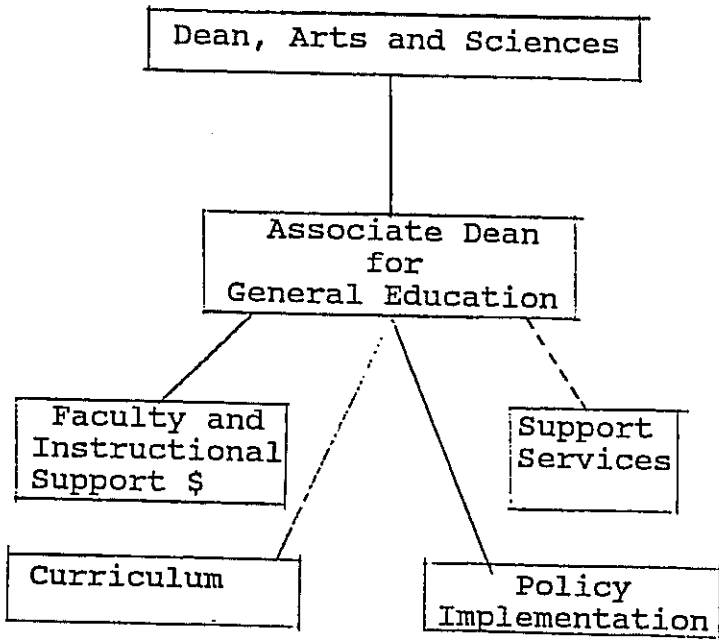
7. The Dean shall monitor and promote special curricular offerings and support services for high risk students in the General Education program.
8. The Dean shall be responsible for implementation of system and campus General Education policies, including appropriate student outcome assessment and compliance with other current WASC standards for General Education.

10-10-89

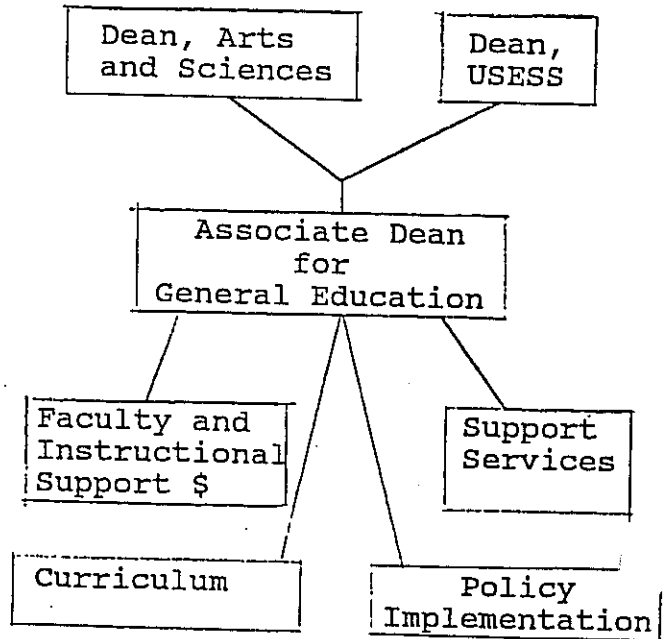
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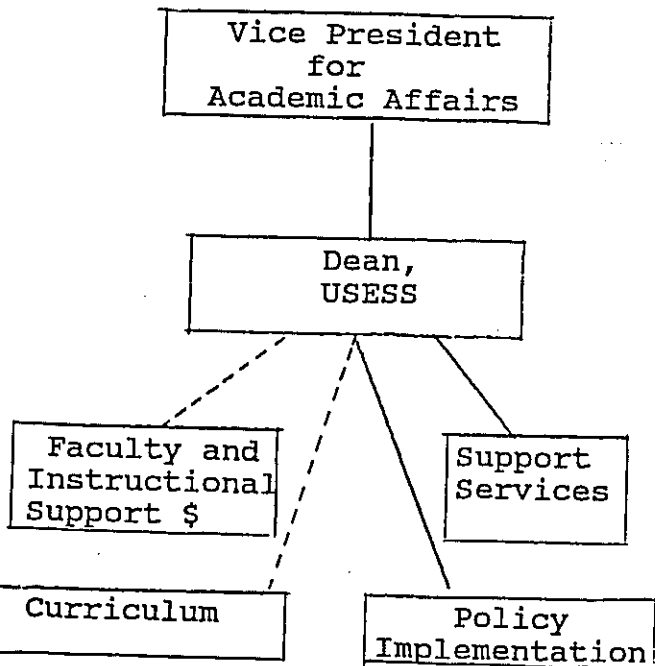
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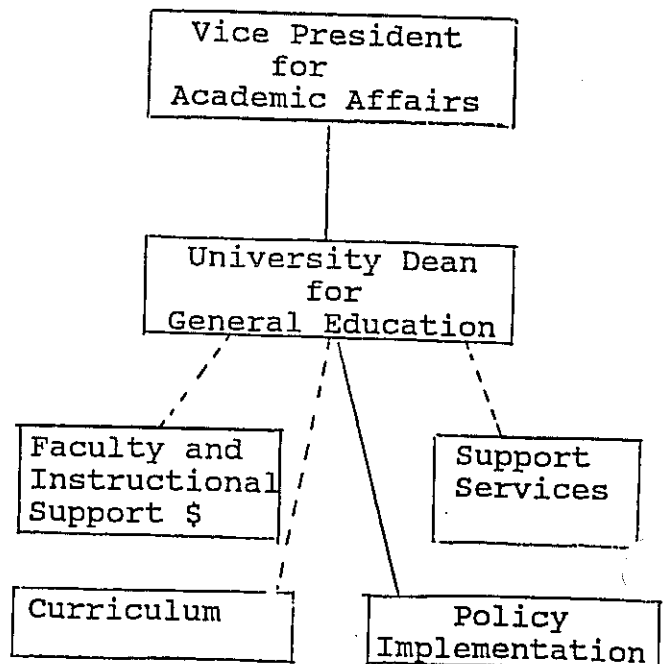
MODEL B



MODEL C



MODEL D



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

January 22, 1990

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

FEB 13 1990

Academic Senate Received  
413

TO: Juanita Barrena, Chair  
Academic Senate

FROM: Arts and Sciences Department Chairs

SUBJECT: Administration of General Education

General Education is an integral part of Arts and Sciences academic departments. GE courses in A & S are both service courses for the entire University, and in many, perhaps most departments, also courses which serve the academic major. This is only natural, since the content of General Education has always been inextricable from the content of the liberal arts and sciences. It is virtually impossible, especially in Areas A, B, C, and D, to separate GE from the major.

Moreover, the vast majority of courses offered in the GE program are offered by Arts and Sciences departments. A count of courses listed under the current (Pattern H) GE program in the Fall 1989 Schedule of Classes reveals that, of the 390 courses approved for GE credit, 311, or approx. 80%, are offered in A & S. The other 79 courses, approx. 20% of the GE curriculum, are distributed among the other four schools of the University: one in Business, four in Education, nine in Engineering and Computer Science, and sixty-five in Health and Human Services. The latter figure breaks down as follows: Recreation and Leisure Studies, 3; Nursing, 3; Criminal Justice, 6; Social Work, 8; and Physical Education, 45. Of all GE courses offered outside A & S, Health and Human Services accounts for approximately 16.7% of the total, and Physical Education alone accounts for 11.5%. Were it not for the anomaly of one department outside A & S offering 11.55 % of all GE courses, the participation of non-A & S departments would be miniscule. Even so, the vast majority of non-A & S courses are found in a single area--Area E, with 65 of the 79, or 82.8% of all non-A&S courses, and 16.7 % of the total number of all GE courses. Only 14 courses, or 3.6% of all GE courses, are taught by non-A & S departments in Areas A through D. In short, most of GE, and nearly all of GE in the traditional GE categories, is taught in the School of Arts and Sciences.

If one considers the actual numbers of sections of courses taught in General Education, again it is manifestly clear that Arts and Sciences carries the overwhelming bulk of the workload. There are 891 sections of GE courses listed in the Fall 1989 Schedule of Classes under Arts and Sciences departments. Among the other schools, of their total of 258 sections of classes, the distribution is as follows: Education, 11; Business, 14; Engineering and Computer Science, 35; and Health and Human

Services, 198. H & HS offers 17.2% of all sections of classes taught in the GE program; the other three schools among them offer 5.2% of all GE classes. Physical Education offers 132 of the H & HS sections, all but one in Area E, or 14.3% of all sections of GE classes. Again, the data strongly suggest that, with the exception of the very heavy participation of Physical Education in Area E, the other four schools of the University are only peripherally involved in General Education, while Arts and Sciences is heavily and inextricably involved.

At the department level, moreover, A & S departments' extensive involvement in GE is evident in the large numbers of sections of GE classes they offer: Mathematics, 92; English, 88; Foreign Languages, 63; History, 62; Government, 43; Biological Sciences, 42; Humanities, 37; Anthropology, 36; Economics, 35; Philosophy, 35; Communication Studies, 34; and so on. In some departments, well over half of all course sections offered are in GE. For example, of the 44 sections of classes offered by the Humanities Department, 37 are in GE. Of 105 class sections in Foreign Languages, 63 are in GE. Of History's 105 sections, 62 are in GE. Mathematics offers 150 sections of classes, of which 92 are for GE credit. Philosophy offers 42 classes, 35 of which are in GE. These and other departments are providing indispensable General Education service to the University, through courses which, by the very nature of their disciplines, are integral parts of their curriculum.

Beyond the evidence of the necessary connection between Arts and Sciences and the General Education Program, the above facts raise another issue of considerable importance. It is burdensome for departments from other schools to participate in the GE course approval process, in large measure because of the unavoidable awkwardness of crossing school boundaries. However, only a relatively few such courses have been submitted, especially outside Area E. If the administration of GE were shifted out of the School of Arts and Sciences, all GE course approval would occur outside existing schools, vastly increasing the burden upon departments in dealing with additional layers of administration, making the process even more complex and time consuming. Removal of the administration of GE from A & S would create a fiscal, administrative, and scheduling nightmare. Personnel management under such a system would be even more forbidding. Each faculty member who proposed or taught a GE course would have to deal with at least two deans' offices, as well as his/her own department, in developing a teaching schedule.

Removal of GE administration from Arts and Sciences would create a "shadow school" of A & S, with divided loyalties, raising serious questions of budget and faculty allocation, and creating unhealthy competition for resources which would divide A & S and its departments against themselves. What appears on the surface to be a relatively innocuous change, upon examination, threatens immense fiscal and personnel frictions which could severely damage A & S departments and programs.

Arts and Sciences has, over the years, developed an effective system for administering GE, and is experienced in matters of GE policy and its implementation. A new locus of GE administration would place enormous new and unfamiliar burdens upon administrative offices which are inexperienced in GE matters, and already overburdened. At the present time, considering the limited resources available, the administration of GE within A & S is efficient and effective. Most of the dissatisfaction surrounding the GE program appears to be concerned with policy, not administration. Simply setting up some sort of "autonomous" GE school or division would not change the policy that appears to disturb critics.

It is important to keep in mind that GE policy is now, has always been, and must remain an all-University function, properly vested in the GE Committee and the Academic Senate. Arts and Sciences has never been the policy-making body for GE. Retaining the administration of GE in Arts and Sciences will in no way alter these facts.

The Arts and Sciences Department Chairs, therefore, in concert with the Office of the Dean of the School of Arts and Sciences, strongly recommend retaining the administration of the General Education program in the School of Arts and Sciences. We further recommend that administration of the GE Program be assigned to a single administrator within the School of Arts and Sciences.

cc: Dean Sullivan  
Associate Deans  
A & S Department Chairs