

YOU'LL NEED:

1. 2/7/90 memorandum from Chair Barrena to all Full-time Faculty on the subject of G.E. PROGRAM--PART II. The memorandum provides the text of all Fall '89 Senate actions to which the actions below respond.
2. 3/15/90 Senate Agenda.

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1989-90
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, April 19, 1990
2:30 - 4:30 p.m.
Forest Suite, University Union

INFORMATION

Academic Senate Meetings, Thursdays, 2:30-4:30 p.m.:
April 26, Forest Suite, University Union
(G.E.--Writing Component)
May 3, Forest Suite, University Union
2:30-4:00 (G.E.)
4:00-4:30 (1990-91 Nominations)
May 10, Forest Suite, University Union (Regular)
May 17, Forest Suite, University Union
2:30-4:00 (Unfinished Business)
4:00-4:30 (1990-91 Elections)
May 24, Forest Suite, University Union (?)

REGULAR AGENDA

Old Business

The following items being on page 7 of the March 15, 1990, Senate Agenda:

AS 90-34/G.E.,Ex. G.E. COMMITTEE, MEMBERSHIP AND CHARGE
[responds to AS 89-75]

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

FIRST READING

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

New Business

AS 90-53/Ex. G.E.--SEQUENCING OF COURSEWORK (responds to AS 89-77A)

The Academic Senate recommends that, effective Fall 1992, the following new course placement testing and enrollment requirements for entering students be implemented:

1. Entering students (including all transfer students who have not successfully completed English 1A/2A) are required to enroll in English 1A/2A in the first year at CSUS, or in an appropriate remedial course if EPT scores disqualify them from placement in English 1A/2A. Students in the latter category are required to enroll in the appropriate remedial courses and are to be afforded needed tutoring each subsequent semester until they have completed English 1A/2A.
2. Entering students (including all transfer students who have not successfully completed the G.E. Area B(4) requirement) are required to enroll in a suitable G.E. approved quantitative reasoning course their first year at CSUS, or in an appropriate remedial course based on ELM. Students in the latter category are required to enroll in the appropriate remedial courses and are to be afforded needed tutoring each subsequent semester until they have completed the quantitative reasoning requirement.
3. Students not otherwise exempt from EPT/EDT and ELM testing requirements cannot enroll in any classes during their second semester until the tests are taken and scored. Students may not enroll in classes other than English 1A/2A, quantitative reasoning or appropriate remedial courses, subsequent to the first semester unless they have completed or are enrolled in the English 1A/2A and required quantitative reasoning course or are enrolled in courses needed to progress toward completion of those requirements.

AS 90-54/Ex. G.E.--SEQUENCING OF COURSEWORK (responds to AS 89-77B)

The Academic Senate recommends:

1. All upper division courses approved for G.E. listing must require at least second semester sophomore standing and completion of all G.E. Area A requirements as prerequisites for enrollment. For the purpose of this requirement, "second semester sophomore standing" shall mean 45 completed units.

2. Upper division transfer students (i.e., students who transfer to CSUS with 56 or more transferable semester units) must have completed the Area A G.E. requirements.¹

AS 90-55/Ex. G.E.--SEQUENCING OF COURSEWORK (responds to AS 89-77A and 89-77B)

The Academic Senate recommends that CSUS revise the budget process and commit all resources necessary to ensure that:

1. Before or (at the latest) during their first semester at CSUS, all entering students are given appropriate placement tests for any G.E. Area A and B(4) English and Mathematics courses they have not yet satisfactorily completed.
2. There will be an adequate number of sections offered each semester of English 1A/2A and G.E. required Mathematics courses, or remedial courses for those who must take them, to ensure that all entering students can find the courses they need to comply with the enrollment requirements in these courses.
3. There will be adequate funding of tutorial services to ensure that each such student who needs remedial coursework in English and Mathematics has reasonable access to tutorial help in correcting English and Mathematics deficiencies.
4. There will be an adequate number of sections of Area A courses to ensure that each student can complete all Area A requirements by the end of the sophomore year. This means that enough sections must be offered to provide for the needs of new students, but also to clear the backlog of students under the current program who still have not completed Area A requirements.
5. There shall be appropriate and adequate computer and other facilities and staff necessary to allow meaningful enforcement of the G.E. provisions on Area and Area B(4) testing, placement and coursework.

¹The CSU system currently requires that upper division transfer students must have completed "all CSU general education requirements in communication in the English language (at least 9 semester units) and mathematics (usually 3 semester units)." However, this requirement is not now being enforced. This Senate action calls for enforcement of the system-wide requirement.

6. The funding for the preceding 5 items shall be from university-wide sources, so that individual departments which offer Area A and B(4) courses and remedial courses shall not be unfairly and unreasonably required to cut back on their other programs in order to meet the increased demands for faculty, staff and facilities which these provisions shall create.

AS 90-56/Ex. G.E. CONTENT AREA REVISION--LIBRARY COMPONENT
(responds to AS 89-81)

The Academic Senate receives the report of the G.E. Committee on the library skills requirements (Attachment A) responding to AS 89-81. Based on this report, the Academic Senate rejects the GERT recommendation to require a library skills component in all Area A courses. However, the Academic Senate continues to recognize and support the need for library literacy and provided both in the G.E. Program and in the major for the development of strong library skills. Therefore, the Academic Senate recommends that the English Department in developing its specific proposal for the second semester composition courses consider the explicit inclusion of a library skills component and urges departments to consider the inclusion of a library skills component as a major requirement.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

SCHOOL OF ARTS AND SCIENCES
OFFICE OF THE DEAN

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

M E M O R A N D U M

MAR 5 1990

March 2, 1990

Academic Senate Received
413

TO: Juanita Barrena, Chair
Academic Senate

FROM: Dick Kornweibel, Chair *Dick Kornweibel*
General Education Committee

SUBJECT: Basic Library Skills

The General Education Committee has reviewed and discussed the report of the ad hoc committee on basic library skills as well as a memorandum and proposal dated February 28, 1990 from Fred Batt, Associate Librarian. Following the discussion the Committee unanimously approved the following recommendation:

The General Education Committee has received and reviewed the attached report from the ad hoc Basic Library Skills Committee. The General Education Committee recognizes the centrality of the library and library skills to effective academic programs. The General Education Committee also recognizes that many students do not come to CSUS with acquired library skills that would support effective study. However, after careful review, the G.E. Committee cannot support a library skills requirement linked to general education. No single class in general education or category of classes is required of all students upon matriculation. Therefore, if the university were to develop a basic library skills requirement, it would likely be as some kind of an entrance requirement (all admissions technically provisional until library skills requirement is satisfied), a prerequisite requirement (prerequisite to a second semester's registration), or a graduation requirement.

Since the campus is in the midst of the most comprehensive review of general education in its history, the General Education Committee respectfully suggests that consideration of a campus-wide skills requirement be deferred until at least some of the major proposals of the general education review are settled.

Juanita Barrena
March 2, 1990
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One aspect of a consideration of library skills, that roughly reflecting the discussion in paragraph C (Demonstration of Library Competence) in the memo from the ad hoc committee, need not await the outcome of discussions on general education. In the opinion of several members of the General Education Committee, library skills are relatively field specific and students need to acquire skills useful to their areas of instruction. It would be useful if the standards used to evaluate academic programs were modified to require departments to demonstrate how instruction in library skills is handled in their academic programs. Some members of the General Education Committee also believe that all majors should have a capstone course or courses and that, with few if any exceptions, these courses should include instruction in library skills within the context of preparation of a senior thesis or similar culminating project.

The General Education Committee recommends that the Academic Policies or Curriculum Committee review standards for the measurement of academic programs and, if appropriate, recommend that all majors include a capstone requirement.

DK/ph

c: G.E. Committee
Fred Batt
Linda Goff
Charles Martell
Ad hoc committee members



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

SCHOOL OF ARTS AND SCIENCES
OFFICE OF THE DEAN

M E M O R A N D U M

March 5, 1990

TO: Fred Batt, Associate University Librarian

FROM: Dick Kornweibel, Chair *Dick Kornweibel/ph*
General Education Committee

The attached memorandum to Juanita Barrera records the official recommendation of the G.E. Committee. Let me add a few personal words that, while mine alone, likely reflect the thought of members of the committee.

The present G.E. Committee includes in its membership a former member of the Library committee, two persons from the G.E. review team and three persons who were on the ad hoc committee. Those persons and the rest of the committee have said nothing to indicate that they are uninterested in concerns over library skills. What seems to be clear is that they are very skeptical about effectively linking a library skills requirement to G.E. Close to two-thirds of our graduates are transfer students. Junior transfer students from California community colleges are expected to have completed all of their Area A requirements prior to transfer. Therefore any program that would focus on Area A would automatically miss a majority of students. Further many members of the committee expressed concern that neither students nor faculty would respond positively to a library requirement attached to (as opposed to embedded into or integrated into) a course. Your latest proposal (and I know that you have little time to develop it) asks instructors to perform a clerical function that is unrelated to their course. Whether rightly or wrongly faculty will resist or ignore this type of thing.

It seems to me that if you are to float a successful proposal it will be one that is not attached to a class, will be in the category of a university (not a G.E.) requirement and will apply to entering students regardless of class standing. In my opinion you will encounter insurmountable difficulties

Fred Batt
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attempting to link a general library requirement to a general education class or category. You would likely have more success influencing specific programs to link library skills to work in the discipline.

DK/ph
Enclosure

c: G.E. Committee
Juanita Barrena ✓
Linda Goff
Charles Martell