

YOU'LL NEED:

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.

Attachments referenced are included in March 15 and April 19 Agendas.

1989-90
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, May 3, 1990

2:30 - 4:00 p.m.

(Nomination of 1990-91 Senate Officers 4:00-4:30 p.m.)
Forest Suite, University Union

INFORMATION

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

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

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

[AS 90-35, which was amended on April 19 as follows (strikeover = deletion; underscore = addition).]

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*:

consultation with the Dean of Arts & other deans of schools offering GE courses
for inclusion in the units budget process
May 3, 1990

*McHenry/Hallinan
Carried*

12. The ~~Director~~ G.E. Administrator 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~~ G.E. Administrator 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.

*Wheeler/Sorenson
Carried*

21. The ~~Director~~ G.E. Administrator 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~~ G.E. Administrator will have the authority to negotiate with the Deans and their appropriate departments to ensure the availability of G.E. courses which the ~~Director~~ G.E. Administrator, in consultation with the G.E. Committee, determines to be needed to accomplish the G.E. objectives. The ~~Director~~ G.E. Administrator 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~~ G.E. Administrator, 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~~ G.E. Administrator shall, with the appropriate academic committees, regularly review curricular offerings to ensure that the courses adhere to program objectives and criteria.

4. The ~~Director~~ G.E. Administrator shall monitor and promote special curricula and support services for high risk students in the G.E. Program.

5. The ~~Director~~ G.E. Administrator 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~~ G.E. Administrator 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, 3/15/90 Academic Senate Agenda) in response to AS 89-74, but are neutral on the question of where the position is housed.

5/17/90 AS 90-36/Ex. 1 ¹⁸ G.E. ADMINISTRATOR, LOCATION AND TITLE (responds to AS 89-74) [First Reading Item]

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, 3/15/90 Senate Agenda) 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:

Admin.
 The Associate Dean/~~Director~~ of G.E. shall be selected ^{BY} through a campus-wide search procedure, ~~restricted to~~ ^{from the} 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/~~Director~~ of G.E. shall 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.

*Note: See Attachment F (3/15/90 Senate Agenda) 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.

Carried AS 90-53/Ex. ^{FILE} 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 ^B 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. _B
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 ^B quantitative reasoning or appropriate remedial courses, subsequent to the first semester unless they have completed or are enrolled in the English 1A/2A ^B and required quantitative reasoning course or are enrolled in courses needed to progress toward completion of those requirements. ✓

Carried The AS further

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

Carried 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 A 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.

*5/1/90
Agreed*
AS 90-56/Ex. ^{KR} 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. 4/19/90 Senate Agenda) 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.

AS 90-49A.2/Ex. G.E.--CONTENT REVISION, LOWER DIVISION WRITING REQUIREMENTS [responds to AS 89-90]

[Substitute introduced on April 26, 1990.]

The Academic Senate recommends the following revision of the General Education program structure and course criteria:

Writing Component in lower division G.E. courses:

1. All lower division courses listed in the G.E. Program shall include writing which encourages students to think through concepts of the course. This may be accomplished in a variety of ways, including use of laboratory reports, essay examinations, formal writing assignments, and/or informal writing assignments. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
2. Whenever possible, an early writing sample should be obtained to assess whether any students in the course should be advised concerning appropriate available tutoring or ancillary courses for students with writing difficulties.

3. The course syllabus submitted to the G.E. area committee for initial G.E. listing of the course and periodic course review shall indicate how the writing objectives for lower division G.E. courses are met by the course.

AS 90-49A.1/Ex., Flr.

G.E.--CONTENT REVISION, LOWER
DIVISION WRITING REQUIREMENTS
[responds to AS 89-90]

[AS 90-49 as divided on April 5, 1990.]

The Academic Senate recommends the following revision of the General Education program structure and course criteria:

Writing Component in lower division G.E. courses:

1. All lower division courses listed in the G.E. Program shall include several informal and/or formal writing assignments spread over the entire semester. Writing assignments should be designed to encourage students to use writing to think through the concept of the course. Lower division writing assignments instituted to satisfy these G.E. requirements need not be graded, but satisfactory completion of them shall be required for a satisfactory course grade (i.e., "C minus (C-)" in a graded course or "pass" in a "pass/fail" course).
2. The nature of course writing assignments and their relation to the general course goals shall be indicated in the course syllabus submitted to the G.E. area committee.
3. For all courses listed in G.E., an early assignment shall be used to assess whether any students in the course need to be advised concerning appropriate available tutoring or ancillary courses for students with writing difficulties.

AS 90-49B.2/Ex.

G.E.--CONTENT REVISION, UPPER DIVISION
WRITING REQUIREMENTS [responds to AS 89-90]

[Substitute introduced on April 26, 1990.]

The Academic Senate recommends the following revision of the General Education program structure and course criteria:

Writing Component in upper division G.E. courses:

1. Upper division G.E. courses shall include a minimum of 1500 words of formal, graded, out of class writing assignments (approximately seven typewritten double-spaced pages). The writing in these assignments, as well as mastery of

content, shall be evaluated and shall enter into the determination of the grade for the assignment and the final grade in the course. Criteria for evaluation of the writing shall, at a minimum, include: clarity of focus, organization and sentence structure; adequacy of idea development; and pertinence of the response to the specific assignment. Preferably there should be more than one formal writing assignment and each writing assignment should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. In addition, informal writing assignments ideally should be included to move the student forward toward completion of the formal writing assignments.

2. Whenever possible, an early writing sample should be obtained to assess whether any students in the course should be advised concerning appropriate available tutoring or ancillary courses for students with writing difficulties.
3. The course syllabus submitted to the G.E. area committee for initial G.E. listing of the course and periodic course review shall indicate how the upper division writing objectives are met.
4. All upper division G.E. courses are to require prior completion of Area A coursework.

AS 90-49B.1/Ex., Flr. G.E.--CONTENT REVISION, UPPER DIVISION WRITING REQUIREMENTS [responds to AS 89-90]

[AS 90-49 as divided on April 5, 1990.]

Writing Component in upper division G.E. courses:

1. Upper division G.E. courses shall include a minimum of 1500 words of formal, graded, out of class writing assignments (approximately seven typewritten double-spaced pages) that will account for at least 25% of the evaluation for the final grade for the course. Preferably there should be more than one writing assignment. At the upper division level, the writing itself as well as the mastery of content should be assessed. Each formal writing assignment should be due in stages throughout the semester to allow the writer to revise after feedback from the instructor and from peers. Informal writing assignments should be included to move the student forward toward completion of the formal writing assignments. Satisfactory completion of formal and informal writing assignments shall be required

for a satisfactory course grade (i.e., "C-" in a graded course or "pass" in a "pass/fail" course).

2. The nature of course writing assignments and their relation to the general course goals shall be indicated in the course syllabus submitted to the G.E. area committee.
3. For all courses listed in G.E., an early assignment shall be used to assess whether any students in the course need to be advised concerning appropriate available tutoring or ancillary courses for students with writing difficulties.
4. All upper division G.E. courses are to require prior completion of Area A coursework.

*Carried
5/10/90*
AS 90-50/Ex. G.E.--ADDITIONAL COMPOSITION COURSE [responds to AS 89-80]

[Amended version distributed at April 5 meeting.]

The Academic Senate recommends adoption of a second semester composition course as a University graduation requirement, effective Fall 1992, subject to agreement upon a funding plan that insures sufficient resources to support the requirement that distributes the cost of implementation of the requirement equally to all schools and departments of the University. All students, including G.E. certified transfer students, shall be held to this requirement. Completion of the a second semester composition course with a C- grade or better or earning the course credit equivalent through the English Equivalency Exam# shall be prerequisite for upper division G.E. courses and the Writing Proficiency Examination. Although the requirement is not a G.E. Program requirement, the Academic Senate recommends that, for advising convenience, the requirement be identified, with an appropriate footnote, under Area A of the G.E. Program description in the Schedule of Classes.

Specifically, the Academic Senate recommends that the second semester composition course be a lower division course which focuses on composition writing and on reading.

Generally, the course shall continue instruction and practice in the kinds of writing tasks introduced in English 1A and shall include readings in and writings based on multicultural literature. Course grades shall be assigned primarily on the

#Systemwide policy mandates the use of this exam to give students who score above a certain point six units of college credit for English 1A and 1B. CSU Sacramento now awards these students credit for English 1A and three additional elective units of course credit.

student's demonstrated writing ability. The curriculum of the course shall emphasize the following:

- a review of composition principles
- continued work on the thesis, organization, development
- continued work on revision
- close reading of texts
- summarizing texts in writing
- reviewing texts in writing
- evaluating texts in writing
- integrating texts of others into students' own prose
- constructing an argument, marshalling evidence, persuading
- research techniques
- writing longer papers than are required in 1A
- refining style
- writing precisely and concisely
- improving use of language

At CSUS, this requirement shall be met by a course developed by the English Department. The English Department shall submit its course proposal and other documents normally required in the G.E. course approval process to the G.E. Committee for G.E. Committee review and approval.

Carried
AS 90-51/Ex. UNIVERSITY WRITING COMMITTEE [responds to
AS 89-90]

The Academic Senate recommends establishing a University Writing Committee with the following charge and membership:

1. Charge

A University Writing Committee shall be established which shall have responsibility for recommending to the G.E. Committee, or other committee, as appropriate, concerning changes in requirements and policies regarding writing requirements. Initial tasks shall include:

- a. Assisting in the initial G.E. course approval and review processes by examining and recommending criteria and procedures for insuring course compliance with the G.E. writing component requirements.
- b. Evaluation of the Advanced Study requirement in relation to other writing requirements and consideration of the English Department's recommendation to satisfy the Advanced Study requirement in the major.

- c. Evaluation, in consultation with the Composition Committee of the English Department, of the junior level writing proficiency requirement (WPE) in relation to the writing requirement.

2. Membership:

English Department's Composition Coordinator, who shall serve as chair

ESL Coordinator

Five faculty members appointed by the Academic Senate for staggered three-year terms, as follows:

Two additional English Department faculty, nominated by the Composition Committee

Three at-large faculty with no more than one from any school

G.E. Administrator (non-voting)

*Wheeler
Jensen*

Carroll

Alternate Motion

90-35 - G.E. Administrator: Duties and Responsibilities

#1 (Old #2)

The G.E. Administrator shall, in consultation with the Dean, review the General Education and basic skills preparatory courses offered each semester to determine if there are a sufficient number of courses with sufficient sections to meet student needs. This review will be done early in each semester, after the departments submit their schedules for the following semester.

If the number of courses and/or sections is not sufficient to meet student needs, the G.E. Administrator shall have the authority to negotiate with the appropriate Dean and Department Chair(s) to increase the availability of needed courses.

To do this, the G.E. Administrator shall request and receive annually a supplemental faculty budget to be drawn on to staff these additional sections and/or courses.

*Jorcom/Back
Carroll*

Proposed amendments to
AS 90-49-B. 2/Ex. G.E. Content Revision, Upper Division Writing Requirements

In number 1

1. Normally, upper division G.E. courses shall include substantial writing assignments (a minimum of 1500 words of formal, graded writing assignments). The writing in these assignments, as well as mastery of content,
and all the rest the same

In number 3, add the following sentence at the end:

3. . . . Requests for exception to this requirement shall also be submitted to the G.E. area Committee which shall determine whether the justification provided warrants an exception.

Proposed amendments to
AS 90-49A. 2/Ex. G.E. Content Revision, Lower Division Writing Requirement

*Jorcom/Back
Carroll*

In number 1, add at the beginning the word "Normally"

Thus, it would read:

Except by formal exception as provided in paragraph 3

1. Normally, lower division courses listed in the G.E. Program . . .
and the rest the same

In number 3, add the following sentence at the end:

2. . . . Requests for exception to this requirement shall also be submitted to the G.E. area Committee which shall determine whether the justification provided warrants an exception.

The following ~~substitute~~ amendment is presented by the Library:

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

5/17/90

The Academic Senate receives the report of the G.E. Committee on the library skills requirements (Attachment A. 4/19/90 Senate Agenda) 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~~ the development of the second semester composition course, consider the explicit inclusion of a library skills component based on consultation with the Library User Education Committee, and the Library Instruction Librarian. The Senate further recommends that departments consider the inclusion of a library skills component as a major requirement and that the library component be based on consultation with the appropriate subject specialist librarians.

*Masah
Murtani
Carried*