

A C A D E M I C S E N A T E
O F
C A L I F O R N I A S T A T E U N I V E R S I T Y
S A C R A M E N T O

Minutes

Issue #17

March 15, 1990

ROLL CALL

Present: Barnes, Barrena, Brackmann, Burger, Campbell, Decious, Dillon (Parliamentarian), Figler, Freund, Gonzalez, Hallinan, Hayashigatani, Jakob, Kando, Kornweibel, Lewis, Lonam, Marsh, D. Martin, Mattos, Joan Maxwell, John Maxwell, McClure, McGeary, McGowan, Miller, Moore, Pacholke, Palmer, Pyne, Reinelt, G. Shannon, W. Shannon, Shek, Sullivan, Summers, Toder, Tooker, Torcom, Tzakiri, Wheeler, White, Winters, Wright

Absent: Amos, Bach, Cajucum, Clark, Cooper, Glovinsky, Harriman, Haq, Herman, Holl, Huff, Johnson, Kho, Kutchins, Low, L. Martin, Meyer, Nicola, Stroumpos, Swanson, Whitesel, Yousif

ACTION ITEMS

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

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 University is 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 of providing specific skills, information and insights which will enable students to make connections among disciplines and will expand their 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 general understanding of current theory, concepts and knowledge about the nature of the physical universe; a first-hand acquaintance with the methods of science,

including a general understanding of the role of hypothesis formation and testing in the development of theories; and the enhancement of conceptual and problem-solving skills in the sciences.

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) significant events and cultural developments and persons who played central roles in these; and (2) significant works in literature, philosophy and the Arts with which an educated person may be expected to be familiar.
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 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.

Carried.

*AS 90-31/G.E., Ex., Flr. 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)].

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.
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 following review and recommendation by the General Education Committee, initial course evaluation shall be conducted by 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, G.E. courses and area criteria will be reviewed periodically.

Carried.

*AS 90-32/Ex., Flr. 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 statements titled "General Education Advisory Committees Policies and Procedures" and "General Education Administration." The Arts and Sciences Curriculum Committee shall recommend revision, as necessary to insure the objectivity of the course review process and insure 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 prior to implementation of any revision of the G.E. Program.

Carried.

The hour of adjournment having been reached, the following items were postponed to the April 5 Senate meeting:

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

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

The meeting was adjourned at 4:30 p.m.

Janice McPherson
Janice McPherson, Secretary

*Presidential approval requested.



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ACADEMIC SENATE



M E M O R A N D U M

DATE: April 3, 1990

TO: Donald R. Gerth, President

FROM: Juanita Barrena, Chair
Academic Senate (x6593)

SUBJECT: Rationale and Objectives of the CSUS General Education Program (AS 90-30)

*Issue #17
Academic Senate
Minutes
March 15, 1990*

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At the suggestion of Senator Robert Johnson (Communication Studies), I request that the following editorial amendments (strikeover=deletion; underline=addition) be made to the subject document as forwarded for approval by the Academic Senate:

CSUS General Education Program Objectives

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 premies and assumptions comprising composing arguments and to distinguish these from the conclusions. ...

Attached is a copy of a portion of a letter from Senator Johnson expressing the rationale for these changes.

JB: jlm
Attachment
cc: R. Johnson