

ACADEMIC SENATE  
OF  
CALIFORNIA STATE UNIVERSITY  
SACRAMENTO

Minutes

Issue #9

November 1, 1990

**ROLL CALL**

Present: Bach, Barnes, Barrena, Bauerly, Blake, Bourg, Brackmann, Brown, Burris, Carlson, Curry, de Haas, Decious, Freund, Glovinsky, Gonzalez, Harriman, Hayashigatani, Hernandez, Holl, Huff, Kando, Kelly, Kenny, Kornweibel, Low, Martell, Maxwell, McClure, Michael, Moore, Mrowka, Muller, Navari, Novosel, Olson, Pacholke, Palmer, Quade, Reinelt, Serrano, Shannon, Shek, Steward, Straukamp, Toder, Tooker, Tzakiri, Whitesel, Winters, Wright, Yousif

Absent: Amos, Cook, Elfenbaum, Goldfried, Jakob, Johnson, D. Martin, L. Martin, Mattos, Meier, Miller, Pyne, Schuster, Summers, Weissman, White

**INFORMATION**

A Moment of Silence was observed in memory of:

JAMES J. WESTON

Professor of Organizational Behavior and Environment  
CSUS 1968-1990

**ACTION ITEMS**

\*AS 90-80A/Ex., Flr. FOREIGN LANGUAGE--UNIVERSITY GRADUATION REQUIREMENT, BASIC REQUIREMENT IN [Responds to AS 89-84; refer to TAN 8/28/90 agenda Attachment H, Duval memorandum.]

The Academic Senate recommends adoption of the following basic foreign language requirement as a University graduation requirement, effective Fall 1992:

All<sup>1</sup> students graduating from CSU, Sacramento with a baccalaureate degree must complete one year of college level foreign language coursework or its equivalent. Students may satisfy this requirement as follows:

1. Satisfaction of the CSU subject requirement in foreign language prior to admission to CSU, Sacramento as follows:

a. Completion of two years of high school coursework in the same language with a C grade or better,

or

b. completion of one year of college level coursework in foreign language with a C grade or better.

OR

2. Satisfaction of the requirement after admission to CSU, Sacramento by completion of one of the following options:

a. Successful completion (C grade or higher) of one year of foreign language coursework (e.g., 1A and 1B) in any foreign language at CSU, Sacramento, or other college or university.

or

b. Passing an examination administered by the Department of Foreign Languages designed to confirm competency equivalent to successful completion of 1B with a C grade or higher.

or

c. Demonstration, through transcripts or other CSU admission documents, that secondary education was completed in a country whose language was not English.

<sup>1</sup>Although the CSU has a foreign language admission requirement, some students (e.g., transfer students who have completed 56 units) are not required to satisfy this requirement. This action extends the requirement to undergraduate students currently excepted from the requirement. Substitutions for students with disabilities that affect performance in foreign language courses shall be prescribed in a separate policy document.

Carried.

\*AS 90-80B/Ex., Flr. FOREIGN LANGUAGE--UNIVERSITY GRADUATION REQUIREMENT, PROFICIENCY IN [Responds to AS 89-84; refer to TAN 8/28/90 agenda Attachment H, Duval memorandum.]

The Academic Senate recommends adoption of the following proficiency requirement in foreign language as a graduation requirement, effective Fall 1992:

All<sup>1</sup> students graduating from CSU, Sacramento with a baccalaureate degree must demonstrate proficiency in a foreign language.<sup>2</sup> Students may satisfy this requirement by completion of one of the following options:

1. Satisfactory completion (C grade or higher) of the fourth year level of high school foreign language, or equivalent.

OR

2. Proficiency Test: demonstrate proficiency in at least two skills (speaking, listening, reading and writing) at the intermediate level. One of these two skills must be reading or writing.

OR

3. Reading Proficiency Test: demonstrate proficiency in reading at the advanced level.

OR

4. Coursework:

- a. In a language used for the basic requirement (i.e., CSU admission requirement): satisfactory completion (C-grade or higher) of a minimum of 3 semester units of the same language from the college level third semester or more advanced courses approved for this requirement by the Department of Foreign Languages.

OR

<sup>1</sup>Substitutions for students with disabilities that affect performance in foreign languages shall be prescribed in a separate policy document.

<sup>2</sup>Programs leading to the Bachelor of Science degree may request an exemption from the foreign language proficiency requirement on the basis of high unit requirements in the major.

- b. In a language not used to satisfy the basic requirement (i.e., CSU admission requirement): satisfactory completion (C- grade or higher) of a minimum of 7 semester units of a language (other than the one used to satisfy the basic requirement) from the college level first semester or more advanced courses approved for this requirement by the Department of Foreign Languages.

OR

5. Demonstration, through transcripts or other CSU admission documents, that secondary education was completed in a country whose language was not English.

Carried.

\*AS 90-80C/Ex. G.E. CONTENT REVISION--AREA C (DELETION OF SELECTED FOREIGN LANGUAGE COURSES) [Responds to AS 89-84; refer to TAN 8/28/90 agenda Attachment H, Duval memorandum.]

The Academic Senate recommends that, effective Fall 1992, introductory foreign language courses (i.e., 1A and 1B) be deleted from Area C. Intermediate foreign language courses (i.e., 2A and 2B) and other foreign language courses may be included in Area C if they meet Area C subarea criteria.

Carried.

\*AS 90-81/Ex., Flr. G.E. CONTENT REVISION--AREA B (FOUNDATION AND ELECTIVE COURSES) [Responds to AS 89-88; see GREEN 8/28/90 Agenda Attachment A (G.E. Breadth Requirements) pages 3, 7-8, and GOLDENROD 8/28/90 Agenda Attachment I (ad hoc Committee report on "Fundamental and Secondary Courses") pages 3-5.]

The Academic Senate recommends the following revisions in G.E. Area B (revises AS 82-19, as amended by AS 83-33 and AS 85-15, with revisions indicated by strike-overs and underlining):

1. The Area B subarea descriptions and unit requirements shall be revised as follows:

B. The Physical Universe and its Life Forms (12 units minimum)

At least one course ~~with a~~ from B-1 or B-2 must include a laboratory component (B3) must be taken in B1 or B2.

- B-1 Physical Science (3 units minimum)  
 B-2 Life Forms (3 units minimum)  
 B-3 Laboratory Component with B-1 or B-2  
 B-4 Mathematical Concepts and Quantitative Reasoning (3 units minimum)  
 B-5 Further Studies in the Physical Science and Life Forms or Quantitative Reasoning (as needed for 12 units total)

2. The area B course criteria shall be revised as follows:

B. THE PHYSICAL UNIVERSE AND ITS LIFE FORMS (12 UNITS MINIMUM)

**Physical Sciences and Life Forms w/Laboratory Component**

B-1, B-2, B-3 Courses in this category shall be introductory or survey courses, and shall have no college level prerequisites (i.e., no prerequisites the student would not have been able to complete in high school, whether or not the student has actually done so). The courses are designed to transmit a knowledge and understanding of natural phenomena. In satisfying this category, each student must take at least one course having a life science designation and one course having a physical science designation. There must be a laboratory component in at least one of the courses taken by each student in satisfying the unit requirement in this area.

B-3 This Laboratory experience should components of B-1 and B-2 courses shall emphasize the learning of laboratory techniques and verification of facts and principles in a the relevant discipline of physical science and life forms discipline; it should shall involve at least two hours per week spent in the laboratory.

Courses in this category should B-1, B-2 and B-3 shall:

1. emphasize general principles and concepts having a broad range of application, and not be restricted to specialized topics;
2. develop an understanding of the principles underlying and interrelating natural phenomena, including the



foundations of our knowledge of living and non-living systems;

3. introduce students to one or more of the disciplines whose primary purpose is to acquire knowledge of the physical universe and its life forms rather than to apply existing knowledge; and
4. develop an appreciation of the methodologies of science, the requisite features of scientific endeavors, and the limitations of scientific inquiry.

B-4 Mathematical Concepts and Quantitative Reasoning (3 units minimum)

"The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of intermediate algebra. Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analyses and criticism of statistical arguments in public discourse."  
(Intersegmental G.E. Transfer Curriculum, 7/30/90).

General Education eCourses in this category shall be introductory courses with no college level prerequisites (i.e., no prerequisites the student would not have been able to complete in high school, whether or not the student has actually done so).

These courses provide instruction in basic mathematical or logical concepts and in the comprehension and manipulation of abstract symbols and the development of quantitative reasoning skills, and shall have general applicability in solving problems. They should shall include the development of useful computational skills or some degree of competence in the analysis of arguments. They should also include some consideration of general principles of quantitative reasoning. At least three units from the area of Mathematics or the area of Statistics must be taken in this category. Additional units in this category may be taken in the area of Computer Science. Such courses may be offered in the following areas:

1. Mathematics: Courses that provide mathematical concepts which have general applicability in solving problems.

~~2. Statistics: Course that provide instruction in concepts of descriptive and inferential statistics and have general applicability in testing hypotheses.~~

~~3. Computer Science: Courses that provide instruction in solving problems through the use of computer language and operation. These courses must contain a large programming component.~~

B-5 Further Studies in the Physical Sciences and Life Forms or Quantitative Reasoning

To satisfy the 12 unit requirement for Area B, students may take additional courses already listed in B-1, B-2, or B-4, or may take courses listed separately in this category (B-5) only. Courses listed in this category need not be introductory courses and need not be as broad in scope as courses included in B-1, B-2, B-3, or B-4 (i.e., they may deal with a specialized topic). Courses in this category may have as prerequisites courses listed in B-1, B-2 or B-4 (or similar courses), and may build on or apply concepts and knowledge covered in those courses. Except as provided above, physical science and life forms courses in this category shall comply with the general course criteria specified for categories B-1, B-2 or B-3. Courses in quantitative reasoning shall not be limited to courses in mathematics and statistics, but shall comply with the general course criteria for category B-4, third paragraph.

Carried.

\*AS 90-82/Ex. Flr. G.E. CONTENT REVISION--AREA C (FOUNDATION AND ELECTIVE COURSES) [Responds to AS 89-85 and AS 89-88; see GREEN 8/28/90 agenda Attachment A (General Education Breadth Requirements) pages 3 and 9; GOLDENROD 8/28/90 agenda Attachment I (ad hoc Committee Report on "Fundamental and Secondary Courses"), pages 3, 5, 6; and IVORY 8/28/90 agenda Attachment J (Kornweibel memorandum) page 2.]

The CSUS Academic Senate recommends the following revisions in G.E. Area C (revises AS 82-19, as amended by AS 83-33 and AS 85-15, additions indicated by underlining, and deletions indicated by strike-overs):

1. The Area C subarea descriptions and unit requirements shall be revised as follows:

C. The Arts and Humanities (12 units minimum)

No more than two courses may be taken from the same subject designation.

C-1	World Civilization	(3 units minimum)
<del>C-2</del>	<del>Arts, Humanities, and Foreign Languages</del>	<del>(9 units minimum)</del>
C-2	<u>Introduction to the Arts</u>	<u>(3 units minimum)</u>
C-3	<u>Introduction to the Humanities</u>	<u>(3 units minimum)</u>
C-4	<u>Further Studies in the Arts and Humanities</u>	<u>(as needed for 12 units total)</u>

2. The Area C course criteria shall be revised as follows:

C. THE ARTS AND HUMANITIES (12 UNITS MINIMUM)

C-1 World Civilizations (3 units minimum) [statement is unchanged]

~~C-2 Arts, Humanities, and Foreign Languages~~

~~This category shall be designed to transmit a knowledge and appreciation of the Western and non-Western cultural heritage in the humanities and the arts. Courses shall be broad in scope and seek a comprehensive understanding of the heritage being studied. Courses will cultivate the intellect and imagination through the examination of one or more of the following: ideas, values, foreign languages, and aesthetic forms. These courses shall also meet one or more of the following objectives:~~

- ~~1. Courses in the history or analysis of art will seek to enhance aesthetic appreciation and to give an understanding of the nature of a particular art form, or to study the principles on which aesthetic judgments are made.~~
- ~~2. Studio, performance, and creative writing courses will seek to develop skill and aesthetic sensitivity through active participation in one of the arts.~~
- ~~3. Courses in ideas and values in the humanities will aim to develop the ability to recognize ideas and values of various cultures and traditions as expressed in their literatures, philosophies, and religions.~~
- ~~4. Foreign language courses will offer instruction in linguistic structures and their use in literature; these courses must also contain a cultural component and not be solely skills-acquisition courses.~~



### C-2 Introduction to the Arts

Courses in this category are to be introductory courses and shall have no prerequisites. They shall be broad in scope or survey in nature and shall have as a primary goal the development of a comprehensive understanding and appreciation of the heritage being studied. These courses are designed to transmit a knowledge of the Western and non-Western cultural heritage in the arts. Courses in this category shall be in the history or analysis of the art and will seek to enhance aesthetic appreciation and to give an understanding of the nature of a particular art form, or to study the principles on which aesthetic judgments are made.

### C-3 Introduction to the Humanities

Courses in this category are to be introductory courses and shall have no prerequisites. They shall be broad in scope or survey in nature and shall have as a primary goal the development of a comprehensive understanding and appreciation of the heritage being studied. These courses are designed to transmit a knowledge of the Western and non-Western cultural heritage in the humanities. Courses in this category shall be in ideas and values in the humanities and will aim to develop the ability to recognize ideas and values of various cultures and traditions as expressed in their literatures (whether in English or another language), philosophies or religions.

### C-4 Further Studies in the Arts and Humanities

To satisfy the 12-unit requirement for Area C, students may take additional courses already listed in C-2, or C-3, or may take courses listed separately in this category (C-4) only. Courses listed in this category need not be introductory courses and need not be as broad in scope as courses included in C-2 or C-3 (i.e., they may deal with a more specialized topic). Courses in this category may have as prerequisites courses listed in C-2 or C-3 (or similar courses), and may build on or apply concepts and knowledge covered in those courses. In other respects, courses in this category shall comply with the general criteria for courses in categories C-2 and C-3. Courses in the Arts and Humanities that have as their primary goal the development or application of skills (e.g., studio, performance, and creative writing courses) may be included in this category if they seek to develop aesthetic sensitivity through active participation in one of the arts or include a significant cultural component.

Carried.

\*AS 90-83/Ex., Flr. G.E. CONTENT REVISION--AREA D ("CODE" COURSES) [Responds to AS 89-87; see IVORY 8/28/90 agenda Attachment J (Kornweibel memorandum).]

The Academic Senate recommends that "code courses" (courses meeting the American Institutions requirement of Title 5, Section 40404) continue to be listed in Area D of the General Education Program, provided that 1) they are included in a separate subarea, and 2) a separate advisory and review subcommittee is established for this subarea, which subcommittee shall report directly to the Arts and Sciences Curriculum Committee as do other subarea subcommittees. The Academic Senate recommends that the question of whether courses that satisfy "code" requirements can be applied toward meeting the twelve-unit minimum requirement in Social and Behavioral Science specified in E.O. 338 or must be taken as additional units if "code" requirements are not satisfied by examination be addressed as recommended in the lettered option of AS 90-84 adopted by the Academic Senate.

Carried.

AS 90-113/Flr. FOREIGN LANGUAGE, PROFICIENCY REQUIREMENT

- Whereas, Instruction in foreign language contributes to the development of language skills, generally, and fosters the development of an understanding and appreciation of the culture of the people who speak the language; and
- Whereas, The study of another culture and language provides the student with an invaluable set of insights and knowledge of his/her own culture and language; and
- Whereas, It is incumbent upon a multicultural society to recognize, understand and value the cultural heritage of its citizenry, including the language spoken; and
- Whereas, Both the political and economic units of planet Earth have become increasingly and inextricably interdependent, thus making enhanced communication a vital component to insure planetary survival; and
- Whereas, The Joint Legislative Committee for the Review of the Master Plan for Higher Education, in its March 1989 report, titled "California Faces ... California's Future, Education for Citizenship in a Multicultural Democracy," recommends "requiring competency in a second language for all college

graduates both to meet the needs of a multicultural world and to have the opportunity to understand a different culture through its primary mode of expression" (page 104); and

Whereas, The CSU, Sacramento, Academic Senate, in April 1989, endorsed, in principle, the Foreign Language Council's recommendation for a foreign language proficiency graduation requirement (AS 89-19); and

Whereas, The CSU, Sacramento, Academic Senate recognizes that the objectives of a foreign language proficiency requirement can be addressed in a variety of ways; and

Whereas, Providing a relatively wide range of options for satisfying a foreign language proficiency requirement is both sensitive to differences in the background and abilities of students and cost effective; and

Whereas, The CSU, Sacramento, Academic Senate, on November 1, 1990, adopted a resolution recommending institution of a foreign language proficiency requirement for graduation, to become effective in 1992, which provides a relatively wide range of options for satisfying the requirement (see AS 90-80B, attached); therefore, be it

Resolved: The CSU, Sacramento, Academic Senate urges other campus senates to consider recommending adoption of a foreign language proficiency requirement for graduation similar to that recommended by this campus senate; and, be it further

Resolved: The CSU, Sacramento, Academic Senate urges the CSU Academic Senate to resume consideration of the Foreign Language Council's recommendation for a systemwide proficiency requirement in foreign languages; and, be it further

Resolved: The CSU, Sacramento, Academic Senate recommends that any CSU Academic Senate recommendation for a systemwide foreign language proficiency requirement provide for a relatively wide range of options for satisfying the requirement, including coursework, examination, equivalency, and experiential options; and, be it further

Resolved: The CSU, Sacramento, Academic Senate commends the CSU, Sacramento, Department of Foreign Languages and

the CSU Foreign Language Council for their dedication to the effort of meeting the needs of California's multicultural society, strengthening the individual's grasp of his/her own culture, and promoting international communication and enhancing the flow of economic goods, through instruction in foreign languages and the implementation of a graduation proficiency requirement.

[Note: The above text includes amendments proposed by Senator Kelly at the Senate's request and approved by the Executive Committee at its meeting of November 6, 1990.]

Carried.

The hour of adjournment having been reached, the following items were postponed to the November 8 Senate meeting:

AS 90-84/Ex., Flr. G.E. CONTENT REVISION--AREA D (UNIT DISTRIBUTION)

[The suggested editorial revision (page 8, 11/1/90 Academic Senate Agenda) was adopted as the substitute motion.]

AS 90-85/Ex., Flr. G.E. CONTENT REVISION--AREA D CRITERIA

AS 90-86/Ex. G.E. CONTENT REVISION--AREA E (ACTIVITY/SKILL COURSES)

AS 90-87A/Flr. G.E. CONTENT REVISION--CULTURAL DIVERSITY

AS 90-88/Ex., Flr. G.E. CONTENT REVISION--COMPUTER LITERACY

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

  
Janice McPherson, Secretary

\*President's approval requested.