ACADEMIC SENATE

OF

CALIFORNIA STATE UNIVERSITY

SACRAMENTO

Minutes	Issue #10

November 8, 1990

ROLL CALL

Present: Bach, Barnes, Barrena, Bourg, Brackmann, Brown, Burger, Burris, Carlson, Cook, Curry, de Haas, Decious, Freund, Gonzalez, Harriman, Hernandez, Holl, Huff, Jakob, Kando, Kenny, Kornweibel, L. Martin, Mattos, Meier, Moore, Mrowka, Muller, Navari, Novosel, Pacholke, Palmer, Quade, Shannon, Steward, Straukamp, Summers, Tooker, Tzakiri, Wade, Whitesel, Wright

Absent: Amos, Bauerly, Blake, Elfenbaum, Glovinsky, Goldfried, Hayashigatani, Johnson, Low, D. Martin, Maxwell, McClure, Michael, Miller, Olson, Pyne, Reinelt, Schuster, Serrano, Shek, Toder, Weissman, White, Winters, Yousif

INFORMATION

A November 7, 1990, letter from Claude Duval, Chair of the Department of Foreign Languages, applauding the Senate for its recent approval of the foreign lanuage graduation requirement and commending the Senate Chair for her leadership in the process was read by the secretary.

ACTION ITEMS

*AS 90-84A/Ex., Flr.   G.E. CONTENT REVISION--AREA D (UNIT DISTRIBUTION) [Responds to AS 89-87 and AS 89-88; see GREEN 8/28/90 agenda Attachment A (General Education Breadth Requirements) page 3 and GOLDENROD 8/28/90 agenda Attachment I (ad hoc Committee Report on "Fundamental and Secondary Courses") page 3.]

The Academic Senate recommends revision of Area D subarea titles and unit requirements as follows [underscore=replacement language]:

D.   The Individual and Society   (15 units)[a]

The nine units taken in Areas D-1 and D-2 must be taken in at least two different subject designations.

D-1   Foundations in Social and Behavioral
          Sciences/World Cultures   (6 units)
     D-1a Foundations in Social and
           Behavioral Sciences   (3-6 units)
     D-1b World Cultures   (0-3 units)
D-2 Major Social Issues of the
     Contemporary Era   (3 units)

Carried.

*AS 90-84B/Ex., Flr.   G.E. CONTENT REVISION--AREA D (UNIT
                       DISTRIBUTION) [Responds to AS 89-87 and AS 89-88; see GREEN
                       8/28/90 agenda Attachment A (General Education Breadth Requirements)
                       page 3 and GOLDENROD 8/28/90 agenda Attachment I (ad hoc Committee
                       Report on "Fundamental and Secondary Courses") page 3.]

The Academic Senate recommends revision of Area D category D-3 titles and unit requirements as follows [underscore=replacement language]:

D-3   American Institutions   (6 units)[a]
          [a]If a student passes a challenge examination in U.S. history or challenge examinations in U.S. constitution and Caliofrnia state and local government, the student need not take a course in the area of the examination or an additional course in another part of Area D. However, since all students must have a minimum of twelve units in Area D, any student who pases both challenge examinations must complete an additional course in category D-1 or D-2 for a minimum of 12 units in Area D.

Carried.

*AS 90-85/Ex., Flr.   G.E. CONTENT REVISION--AREA D CRITERIA
                       [Responds to AS 89-87 and AS 89-88; see GREEN 8/28/90 agenda Attachment
                       A (G.E. Breadth Requirements) pages 9-12; GOLDENROD 8/28/90 agenda
                       Attachment I (ad hoc Committee Report on "Fundamental and Secondary
                       Courses")pages 6-7; and IVORY 8/28/90 agenda Attachment J (Kornweibel
                       memorandum).]

The Academic Senate recommends revision of the criteria statement for Area D as follows [strikeover=deletion; underscore=addition]:

D.   THE INDIVIDUAL AND SOCIETY (~~9~~ 15 UNITS ~~MINIMUM~~)

   D-1   Foundations in Social and Behavioral Sciences/World Cultures (6 units)

   D-1a   Foundations in Social and Behavioral Sciences (3-6 units)

   Courses in this subcategory ~~should~~ shall:

   1.   constitute an introduction to a social or behavioral science. The term "introduction" does not categorically exclude upper-division courses; however, if upper-division courses are accepted in this category, they ~~should~~ may not require ~~neither~~ prerequisites ~~nor~~ consent of the instructor for enrollment, and shall be explicitly introductory in their course and catalog description;

   2.   communicate the unique perspective of one or more particular disciplines in furthering our understanding of a broad range of human behavior; or

   ~~3.~~   develop an understanding of at least one of the methodologies of the social sciences. Students should become aware of the ways in which source materials are used in the social sciences and the sense in which objective knowledge may or may not be attained in these disciplines; and

   ~~4~~3.   be broad in that they focus on the larger context of society and/or human behavior rather than on an individual institution, social process, or segment of the population.

   D-~~3~~1b.   World ~~Civilizations (Cross-Cultural)~~ Cultures (0-3 units)

   1.   Courses in this subcategory should expose students to an analysis of political, social, and economic institutions of societies other than the United States. In the case of western or central Europe, a course should not be limited to a single country.

   2.   An historical component may or may not be included. The primary emphasis of the course must be on the 20th century, with significant attention to the post-1945 period, thus emphasizing the "contemporary" nature of this category.

3. Courses should be broad in scope and not limited to one institution or social process.

D-2   Major Social Issues of the Contemporary Era (3 units)

Courses in this category are designed to transmit knowledge and understanding of one or more selected major issues confronting and dividing Americans today. Topics of world-wide concern may be included if their impact on domestic affairs is significant and extensive.

Courses in this category should:

1. impart knowledge of current information and materials as well as research methodology and techniques appropriate for the study of the issue in question; ~~and~~

2. examine various sides of the issue, study critically the strengths and weaknesses of supporting and refuting arguments, and present scholarly analyses of possible alternative solutions. A basic distinction is drawn between those courses which focus upon "issues" (and therefore are appropriate for this category) and courses which focus upon the "individual" (and therefore are considered more appropriate for the "Understanding Personal Development" category~~.~~); and

3. address issues in the context of appropriate social science theories, methods, and concepts.

Topics around which courses are to be developed and presented are: crime; energy; environment; biomedical issues; poverty; warfare; race; national economic policy; and ethnic, age, and sex discrimination. The selected topics will be reviewed every two years by the General Education Committee to determine their continued relevance to national concerns and priorities. Topics will be added or deleted (as appropriate) to maintain a list that reflects the major issues being debated in American society.

APPROVED TOPICS FOR ~~AREA~~ CATEGORY D-2 in 1988-90:

I.   Crime
II.   Energy
III.   Environment
IV.   Poverty
V.   Warfare
VI.   Racial, ethnic, age, and sex discrimination
VII.   National economic policy
VIII. Biomedical and health issues

       IX.   Education
       X.   Population growth

   D-4<u>3</u> American Institutions [statement is unchanged]

Carried.

*<u>AS 90-86/Ex.</u>   G.E. CONTENT REVISION--AREA E (ACTIVITY/SKILL
              COURSES) [Responds to AS 89-89; see GREEN 8/28/90 agenda Attachment A (G.E.
              Breadth Requirements), pages 3, 12, 13, and IVORY 8/28/90 agenda Attachment K (G.E.
              Committee Minutes).]

The Academic Senate recommends revision of Area E unit
distribution statement as follows:

E.   Understanding Personal Development   (3 Units)

     <u>No more than one unit of activity/skills coursework may be</u>
     <u>used to satisfy the Area E requirement.</u>

The Academic Senate further recommends that the Area E criteria
statement be revised as follows:

E.   UNDERSTANDING PERSONAL DEVELOPMENT[1] (3 UNITS)

Courses in this category are designed to enhance the student's
understanding of the development of the individual as an
integrated physiological, psychological, and social being.
Courses must include a study of how internal and external
influences interact in human development and behavior within
the context of the human life span. <u>Three unit courses in this</u>
<u>area may include an activity/skills component, but the</u>
<u>activity/skills component is not to exceed one-third of the</u>
<u>course content. No more than one unit of activity/skills</u>
<u>coursework may be used to satisfy the Area E requirement.</u>

1.   **Courses enhancing understanding of the self as a**
     physiological, social, and psychological entity:

     These courses are designed to promote critical self-
     understanding, and accordingly will involve consideration
     of such topics as individual behavior, the relation of the
     person to the social and natural environment, human
     sexuality, nutrition, health, stress, family, aging, and
     death.

_____

     [1]For engineering students only, this requirement may be met
by approved courses in the major.

2. **Courses developing an art or a skill:**

These courses are designed to promote the lifelong understanding and development of students as integrated physiological and psychological entities, through the acquisition of a recreational, avocational, or artistic skill. The course proposal must specify how the activities or performances will contribute to understanding the personal development of an integrated individual.

Carried.

*AS 90-87A/Flr.   G.E. CONTENT REVISION--CULTURAL DIVERSITY
                       [Responds to AS 89-91; see SALMON 8/28/90 Agenda Attachment L (Lewis
                       memorandum and attached letters).]

The Academic Senate recommends revision of the criteria statements for Areas C and D to include in a preamble statement to each area the following requirements that shall apply to all categories of Areas C and D. All courses in Area C(D), unless granted an exception as provided in paragraph 3 below, shall be infused with content, materials, readings, examples or assignments intended to develop an understanding and appreciation of the diversity of the human community and of the contributions and perspectives of women and of ethnic, religious, and other minorities.

The course syllabus and/or justification submitted to the G.E. area committee for initial G.E. listing of the course, or, in the case of periodic review, continued G.E. listing, shall indicate how this requirement is met. Specifically, the course syllabus/justification shall identify how the diversity of the human community and the perspectives of women and of ethnic, religious or other minorities are included in the course, provide a rationale for the appropriateness of the methods/means of inclusion and specify the methods/means for evaluating the achievement of the objective of developing an understanding and appreciation for the contributions and perspectives of diverse human groups and of women, ethnic and religious or other minorities.

Requests for exception to the requirement specified in paragraph 1 shall also be submitted to the G.E. area committee which shall determine whether the justification provided warrants an exception.

Carried.

AS 90-88/Ex., Flr.   G.E. CONTENT REVISION--COMPUTER LITERACY
[Responds to AS 89-126C; see GREENTINT 8/28/90 agenda Attachment M (ad hoc Committee memorandum and attached memos on the subject).]

The Academic Senate commends the ad hoc Committee on Basic Computer Skills and Competency (E. Christenson, T. Hebert, M. J. Lee, and J. Kho) on their work to date on the development of a proposal on computer literacy and endorses the statement of goals and objectives for computer skills and competency proposed by the ad hoc Committee and specified below.

The Academic Senate further authorizes the ad hoc Committee to continue consultation on and development of the proposed course modules provided in Attachment M (see GREENTINT 8/28/90 Attachment M) and to conduct a study of the implementation and resource issues associated with implementation of a requirement in computer literacy for submission to the Senate by December 15, 1990.

Computer Skills and Competency

Goal: To give students the skills to make effective use of computers in their academic program and in their chosen careers. The advantages of using computers and software will be available to all students whether or not they have private access to a computer.

Objectives:

1. To give students the skills to independently use computers in support of their university courses. (For example, students would be able to use word processing with no instruction from the professor.)

2. To give students the skills and ability to learn and use computers as part of class assignments. (For example, with the basic skills, students should be capable of learning new software packages for class assignments with limited instruction from the professor.)

3. To give students the skills and knowledge to make effective use of computers in their chosen fields.

4. To make the students aware of the legal, ethical, and social issues of computer usage.

5. To give the students awareness of current uses and future trends of computers in society.

Carried.

Members agreed to cancel the November 15 meeting and conduct a regular business meeting on November 29. The meeting was adjourned at 4:29 p.m.

Janice McPherson
Janice McPherson, Secretary

*President's approval requested.