

C. Gutierrez, J.Rudd

ABSENT

D. Peterson, L. Judson, B. Yorker

EXCUSED ABSENCE

CSU Students, Members of the Community

GUESTS

Chair Baaske convened the meeting at 1:36 p.m.

1. 1.1 The Chair's Announcements:

ANNOUNCEMENTS

1.1.1 I had the honor of representing the faculty at the Alumni Gala Awards Dinner on Friday, February 7<sup>th</sup>. It was a wonderful event. What struck me was that each recipient, student and alum, thanked a faculty member who supported and encouraged them. I wish all of you had been able to hear the recipients laud these important individuals who contributed so significantly to their achievements. Despite all of the challenges we face, it is good to keep in mind the impact we have on student lives. Thank you to all of you. You make a difference.

Here is a list of recipients:

Outstanding Senior: Ethan Min Chen (BS Biology)

Outstanding Graduate Student: Monique Holguin (Master of Social Work)

Distinguished Faculty Alumnus: Dr. Paul De Castro (Music)

Distinguished Alumni Awards:

Arts & Letters: Norma Roque '92

Business & Economics: Wesley Ru '78

Education: Dr. Arturo Delgado '79, '84

Engineering, Computer Science, & Technology: Anthony von Behring Reese '91

Health and Human Services: Liz Herrera '79

Natural and Social Sciences: JoAnn Copperud '78

University Service Award: Carol Jackson

Alumnus of the Year Award: Michael A. Lucki '78

1.1.2 The attached document from 30 Chairs of CSULA Departments and Programs asks the Senate to move expeditiously to approval of the GE policy.

1.1.3 Provost and Vice President for Academic Affairs, Ashish Vaidya, is pleased to announce the appointment of Eric Bullard as Dean of the College of Extended Studies and International Programs, effective March 1, 2014. The Senate welcomes Dr. Bullard and looks forward to working with him.

1.1.4 From the CFA – Colleagues, recently Governor Brown released his budget proposal, which called for additional – yet still inadequate – funding for the CSU. Assembly Speaker John Perez has offered an alternative plan that would increase funding beyond what the governor has proposed. Please consider advocating for the Speaker's proposal, which you can do by clicking this link: <http://www.calfac.org/headline/tell-your-state-legislators-more-csu-priority>. Thank you for considering taking action – CFA, LA Chapter.

1.1.5 Attached you will find the latest list of CSULA undergraduate majors that currently exceed the 180 unit ceiling that has been mandated by the CO.

1.1.6 Cari Flint (Communication Disorders) has accepted the appointment by the Academic Senate to serve on the Ad Hoc Advisory Selection Committee for The Dean of Natural and Social Sciences.

1.1.7 In the last week there has been a change to the Senate membership for the

ANNOUNCEMENTS  
(continued)

quarter. For the College of Arts and Letters, Emily Moss will be serving as an alternate for Kristiina Hackel.

INTENT TO RAISE  
QUESTIONS

2. Senator Baker-Cristales announced her intent to raise the following questions of the Academic Senate Executive Committee:

Why did the Senate Executive Committee decide to make clickers mandatory for Senate voting without consultation from the entire body? Can the use of clickers be brought to a vote?

APPROVAL OF THE  
MINUTES

3. It was m/s/p (Porter) to approve the minutes of the meeting of January 28, 2014 (ASM 13-11).

APPROVAL OF THE  
AGENDA

4. It was m/s/p (Prabhu) to approve the agenda.

SENATE CHAIR'S REPORT

5. Chair Baaske presented his report.

PROPOSED POLICY  
REVISION: DEFINITION,  
PHILOSOPHY AND

6. 6.1 It was m/s/p (Porter) to amend lines 268-269 of document 13-3 (40/3/1);

GE Program (49 <del>48</del> units)	Required Courses	Units	GELOS	EO 1065 Blocks
Lower Division (40 <del>39</del> units)				
	Natural Science – including <b>TWO COURSES, FROM AT LEAST TWO CATEGORIES:</b> physical science (B1); <u>and</u> biological science (B2); <b>OR INTERDISCIPLINARY PHYSICAL-BIOLOGICAL SCIENCE (B3)</b>	<u>7 6</u>	K, P	B

EDUCATION BREADTH  
REQUIREMENTS, FACULTY HANDBOOK, Chapter IV  
(13-3) *Second-Reading*

lines 576-586 of document 13-3 to read as follows;

576 Block B Natural Sciences AND MATHEMATICS (8-12 ~~10 9~~ units). **THERE ARE THREE CATEGORIES OF NATURAL SCIENCE GE COURSES: PHYSICAL SCIENCE [B1 (3 units)], BIOLOGICAL SCIENCE [B2, (3 units)], AND INTERDISCIPLINARY PHYSICAL-BIOLOGICAL SCIENCE [B3 (3 units)]; ALL THREE INCLUDE LABORATORY. STUDENTS WILL TAKE TWO SCIENCE COURSES FROM ANY TWO CATEGORIES.**

577 One course each from THE physical sciences and from THE biological sciences, both with lab

578 (8 units) ONE OF WHICH MUST INCLUDE A LAB. The third required course may be an

579 integrated course or a course that addresses the application of scientific knowledge and

580 technology to human beings and their concerns (4 units). Students majoring in biological

581 science-based fields need only one physical science GE course and one other natural science GE

582 course. Students majoring in physical science-based field need only one  
583 biological science-based  
584 GE course and one other natural science GE course. **COVERS**  
585 **MATHEMATICS OR**  
586 **QUANTITATIVE REASONING. COURSES IN MATHEMATICS/**  
**QUANTITATIVE**  
**REASONING MUST BE COMPLETED WITH A GRADE OF C OR**  
**BETTER TO SATISFY**  
**THIS REQUIREMENT.**

PROPOSED POLICY REVISION;  
DEFINITION, PHILOSOPHY AND  
EDUCATION BREADTH  
REQUIREMENTS, FACULTY  
HANDBOOK, Chapter IV (13-3)  
*Second-Reading (continued)*

and lines 604-685 of document 13-3 to read as follows:

604 Block B. Natural Sciences AND MATHEMATICS/QUANTITATIVE  
605 REASONING  
606 OUTCOMES  
607 Courses in this block must inquire into the physical universe and its life forms.  
608 1. Courses in the natural sciences should promote an understanding and  
609 appreciation of the approaches and methodologies employed in the  
610 sciences.  
611 2. Courses should be required in both the physical and biological sciences,  
612 each with laboratory practice that should include the fundamental general  
613 concepts necessary for understanding the discipline's scope and concern.  
614 BLOCKS B1, B2, **B3**: NATURAL SCIENCES  
615  
616 THE GOAL OF LOWER DIVISION GENERAL EDUCATION IN THE  
617 NATURAL  
618 SCIENCES IS TO GAIN BASIC KNOWLEDGE AND LEARN KEY  
619 PRINCIPLES IN THE  
620 LIFE AND PHYSICAL SCIENCES AS ESSENTIAL FOR AN INFORMED  
621 CITIZENRY. IN  
622 ADDITION, STUDENTS SHOULD RECOGNIZE THE EXPERIMENTAL  
623 AND  
624 EMPIRICAL METHODOLOGIES CHARACTERISTIC OF SCIENCE AND  
625 UNDERSTAND  
626 THE MODERN METHODS AND TOOLS USED IN SCIENTIFIC INQUIRY.  
627 EVERY B1,  
628 AND B2, AND B3 COURSE OFFERED WILL HAVE A LABORATORY  
629 COMPONENT (B3)  
630 ASSOCIATED WITH IT. **NATURAL SCIENCE COURSES SHALL BE 3**  
631 **UNITS OF**  
632 **LECTURE WITH AN ASSOCIATED ONE UNIT LAB.** STUDENTS ARE  
633 REQUIRED TO  
634 TAKE **TWO** COURSES IN **BOTH TWO DIFFERENT** BLOCKS B1, **AND**  
**B2, OR B3. BUT NEED TAKE ONLY ONE**  
**LABORATORY COMPONENT WITH EITHER COURSE.**  
635  
636 STUDENTS SUCCESSFULLY COMPLETING **A NATURAL B1 PHYSICAL**  
637 **SCIENCE OR B2 BIOLOGICAL SCIENCE CLASS** WILL BE  
638 ABLE TO:  
639  
640 1. DEMONSTRATE AN UNDERSTANDING OF THE PRINCIPLES OF  
641 SCIENTIFIC  
642 INQUIRY (I.E., THE “SCIENTIFIC METHOD”), THE NATURE OF  
643 SCIENCE, THE  
644 POTENTIAL LIMITS OF SCIENTIFIC ENDEAVORS, AND THE VALUE  
645 SYSTEMS  
646 AND ETHICS ASSOCIATED WITH SCIENTIFIC INQUIRY.

PROPOSED POLICY  
REVISION: DEFINITION,  
PHILOSOPHY AND  
EDUCATION BREADTH  
REQUIREMENTS, FACUL-  
TY HANDBOOK, Chapter IV  
(13-3) *Second-Reading*  
(continued)

- 635 2. DEMONSTRATE KNOWLEDGE OF BASIC SCIENTIFIC PRINCIPLES AS  
THEY  
636 APPLY TO BROADER CONCEPTS (E.G., GLOBAL CLIMATE CHANGE, THE  
637 SPREAD OF INFECTIOUS DISEASES, ETC.), INCLUDING HISTORICAL  
638 DEVELOPMENTS OF THE DISCIPLINES AND MAJOR CONTRIBUTIONS  
FROM  
639 VARIOUS CULTURES OF THE WORLD.  
640 3. EVALUATE THE CREDIBILITY OF SOURCES OF SCIENTIFIC  
INFORMATION.  
641 4. DRAW APPROPRIATE CONCLUSIONS BASED ON THE ANALYSIS OF  
642 QUALITATIVE AND QUANTITATIVE EMPIRICAL DATA.  
643 5. DEMONSTRATE AN UNDERSTANDING OF THE VALUE OF SCIENCE IN  
644 DEVELOPING A RIGOROUS UNDERSTANDING OF THE NATURAL WORLD  
AND  
645 OF THE IMPACT OF SCIENCE ON SOCIETAL, ENVIRONMENTAL,  
POLITICAL,  
646 ECONOMIC, AND/OR TECHNOLOGICAL CONTEXTS.  
647 **6. STUDENTS SUCCESSFULLY COMPLETING A SCIENCE  
LABORATORY WILL BE ABLE TO DEMONSTRATE HANDS-ON SKILLS  
APPLYING SPECIALIZED METHODS AND TOOLS OF SCIENTIFIC  
INQUIRY (SUCH AS COLLECTING, ANALYZING, AND INTERPRETING  
THE DATA, PRESENTING THE FINDINGS, AND USING THE  
INFORMATION TO ANSWER QUESTIONS).**

**STUDENTS SUCCESSFULLY COMPLETING B3 INTERDISCIPLINARY  
PHYSICAL-BIOLOGICAL SCIENCE, WILL BE ABLE TO, IN ADDITION  
TO THE OUTCOMES DESCRIBED FOR B1 AND B2:**

- 1. EXPLAIN THAT THE NATURAL SCIENCES ARE INTEGRATED.**
- 2. DESCRIBE ELEMENTS OF THE NATURAL SCIENCES THAT ARE  
COMMON TO BOTH THE PHYSICAL AND THE BIOLOGICAL  
SCIENCES.**
- 3. DEMONSTRATE THROUGH EXAMPLES THAT MANY OF TODAY'S  
PROBLEMS REQUIRE AN INTERDISCIPLINARY APPROACH FOR  
RESOLUTION.**

648 **BLOCK B3: SCIENCE LABORATORY**

649

650 **STUDENTS SUCCESSFULLY COMPLETING A SCIENCE LABORATORY  
WILL BE**  
651 **ABLE TO DEMONSTRATE HANDS-ON SKILLS APPLYING SPECIALIZED**  
**METHODS**  
652 **AND TOOLS OF SCIENTIFIC INQUIRY (SUCH AS COLLECTING,**  
**ANALYZING, AND**  
653 **INTERPRETING THE DATA, PRESENTING THE FINDINGS, AND USING**  
**THE**  
654 **INFORMATION TO ANSWER QUESTIONS).**

655

656 **BLOCK B4: MATHEMATICS/QUANTITATIVE REASONING**

657

658 **THE GOAL OF LOWER DIVISION GENERAL EDUCATION IN  
QUANTITATIVE  
659 REASONING IS TO GAIN BASIC KNOWLEDGE AND DEVELOP KEY SKILLS  
IN  
660 MATHEMATICS AND QUANTITATIVE REASONING. THE KNOWLEDGE  
AND  
661 SKILLS DEVELOPED IN THESE COURSES ARE ESSENTIAL IN A WORLD  
WHERE  
662 MANY ARGUMENTS, CLAIMS, AND DECISIONS SHOULD RELY ON  
SCIENTIFIC**

- 663 STUDIES AND STATISTICAL EVIDENCE. COURSES USED TO MEET  
THE  
664 REQUIREMENT FOR THIS BLOCK MUST BE COMPLETED WITH A  
GRADE OF C OR  
665 BETTER AND WITHIN THE FIRST 45 UNITS COUNTED TOWARD THE  
666 BACCALAUREATE DEGREE.  
667  
668 STUDENTS SUCCESSFULLY COMPLETING A MATHEMATICS/  
QUANTITATIVE  
669 REASONING CLASS WILL BE ABLE TO:  
670  
671 1. USE MATHEMATICAL CONCEPTS AND QUANTITATIVE  
REASONING TO SOLVE  
672 PROBLEMS, BOTH IN A PURE MATHEMATICAL CONTEXT AND IN  
REAL-  
673 WORLD CONTEXTS.  
674 2. INTERPRET INFORMATION PRESENTED IN A MATHEMATICAL  
FORM (E.G.,  
675 EQUATIONS, GRAPHS, DIAGRAMS, TABLES, WORDS) AND CONVERT  
676 RELEVANT INFORMATION INTO A MATHEMATICAL FORM.  
677  
678 3. DRAW APPROPRIATE CONCLUSIONS BASED ON THE  
QUANTITATIVE  
679 ANALYSIS OF DATA, RECOGNIZING ANY UNDERLYING  
ASSUMPTIONS OR  
680 LIMITS OF THIS ANALYSIS.  
681 4. USE DEDUCTIVE REASONING IN A PURE MATHEMATICAL  
CONTEXT TO  
682 DRAW CONCLUSIONS AND PROVIDE AN IRREFUTABLE LOGICAL  
683 JUSTIFICATION FOR THEM.  
684 5. FORMULATE AND COMMUNICATE A POSITION ON A REAL-  
WORLD QUESTION  
685 AND USE APPROPRIATE QUANTITATIVE INFORMATION IN SUPPORT  
OF THAT  
686 POSITION, AND EVALUATE THE SOUNDNESS OF SUCH AN  
ARGUMENT.
- 6.2 It was m/s/ (G. Peterson) to amend lines 840-843 of document 13-3 by deleting the words TO THINK ABOUT after the word “and” and inserting the words CIVIC LEARNING AND COMMUNITY ENGAGEMENT HAVE, AS AN INTEGRAL COMPONENT, THE USE OF REFLECTIVE ACTIVITIES INTENDED TO INTEGRATE COURSE CONTENT AND SKILLS AND KNOWLEDGE WITH CIVIC PARTICIPATION AND/OR COMMUNITY INVOLVEMENT AND TO DEVELOP OR STRENGTHEN STUDENTS’ COMMITMENT TO SOCIAL RESPONSIBILITY AND CIVIC ENGAGEMENT.  
IN PRACTICE, CIVIC LEARNING INCLUDES LEARNING EXPERIENCES OUTSIDE THE CLASSROOM – BUT NOT NECESSARILY OFF CAMPUS – THAT PLACES DISCIPLINARY KNOWLEDGE IN A CIVIC CONTEXT AND THAT LINKS COURSE CONTENT WITH CIVIC PARTICIPATION OR COMMUNITY SERVICE EXPERIENCES.  
IN COMPARISON, COMMUNITY ENGAGEMENT REFERS TO ACADEMIC SERVICE LEARNING ACTIVITIES IN LOCAL, REGIONAL/STATE, NATIONAL AND GLOBAL COMMUNITIES BEYOND THE CAL STATE LA CAMPUS after the word “experience.”

PROPOSED POLICY  
REVISION: DEFINITION,  
PHILOSOPHY AND  
EDUCATION BREADTH  
REQUIREMENTS, FACUL-  
TY HANDBOOK, Chapter IV  
(13-3) *Second-Reading*  
(continued)

and lines 978-99 of document 13-3 to read as follows:

978 VI. CIVIC LEARNING/COMMUNITY ENGAGEMENT REQUIREMENT  
(6 3 UNITS)  
979  
980 STUDENTS ARE REQUIRED TO COMPLETE AT LEAST **TWO ONE**  
**COURSES (SIX THREE** UNITS)  
981 CONTAINING A CIVIC LEARNING OR COMMUNITY ENGAGEMENT  
COMPONENT.  
982 **AT LEAST ONE OF THESE CIVIC LEARNING COURSES SHOULD**  
**BE** AT THE UPPER  
983 DIVISION LEVEL. CIVIC LEARNING/COMMUNITY ENGAGEMENT  
COURSES WILL  
984 BE DESIGNATED AS (CE) IN THE CATALOG.  
985  
986 STUDENTS WHO SUCCESSFULLY COMPLETE THE CIVIC  
LEARNING/COMMUNITY  
987 ENGAGEMENT COURSES WILL BE ABLE TO:  
988  
989 1. DEMONSTRATE UNDERSTANDING OF THE  
CONNECTION BETWEEN  
990 ACADEMIC LEARNING/DISCIPLINARY KNOWLEDGE AND  
CIVIC  
991 PARTICIPATION.  
992 2. DEMONSTRATE UNDERSTANDING OF THEIR IMPACT  
ON THEIR  
993 RESPECTIVE PHYSICAL, SOCIAL AND CULTURAL  
ENVIRONMENTS AND  
994 HOW SUCH ENVIRONMENTS IMPACT THEM.  
995 3. DEMONSTRATE KNOWLEDGE OF WAYS TO MAKE  
CHANGE IN LOCAL  
996 AND GLOBAL COMMUNITIES.  
997 4. DEMONSTRATE THE ABILITY TO COLLABORATE IN  
ORDER TO DEVELOP  
998 AND IMPLEMENT AN APPROACH TO A CIVIC ISSUE.  
999

6.3 Senator Fernando suggested as a friendly amendment to change “CE” to **CL** where designated.

6.4 It was agreed by consensus to accept Senator Fernando’s amendment as friendly.

6.5 The G. Peterson motion was APPROVED as amended (45/1).

6.6 It was m/s (Sonnenschein) to amend line 227 of document 13-3 by inserting the words AT LEAST ONE OF TWO REQUIRED DIVERSITY COURSES MUST BE TAKEN IN ONE OF THE FOUR ETHNIC/AREA STUDIES DEPARTMENTS/PROGRAMS: ASIAN/ASIAN AMERICAN STUDIES, CHICANO STUDIES, LATIN AMERICAN STUDIES, OR PAN-AFRICAN STUDIES, INCLUDING ALL CLASSES CROSS-LISTED WITH THE AFOREMENTIONED DEPARTMENTS/PROGRAMS.

6.7 Debate ensued.

6.8 Senator Porter suggested as a friendly amendment by deleting **INCLUDING ALL CLASSES CROSS-LISTED** and inserting the words OR BE A COURSE CROSS-LISTED WITH COURSES after “Pan-African Studies,”.

6.9 It was agreed by consensus to accept Senator Porter's amendment as friendly.

7. It was m/s/p (Prabhu) to adjourn at 3:15 p.m.