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

1. 1.1 The Chair’s Announcements:

1.1.1 I had the honor of representing the faculty at the Alumni Gala Awards Dinner on Friday, February 7th. 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](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

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

   GE Program
   (49 48 units)
   Required Courses
   Units
   GELOS
   EO 1065 Blocks

   Lower Division
   (40 39 units)

   Natural Science – including TWO COURSES, FROM AT LEAST TWO CATEGORIES: physical science (B1); and biological science (B2); OR INTERDISCIPLINARY PHYSICAL-BIOLOGICAL SCIENCE (B3)

   7 6
   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 integrated course or a course that addresses the application of scientific knowledge and technology to human beings and their concerns (4 units). Students majoring in biological

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

581
Students majoring in physical science-based field need only one biological science-based GE course and one other natural science GE course. COURSES IN MATHEMATICS OR QUANTITATIVE REASONING MUST BE COMPLETED WITH A GRADE OF C OR BETTER TO SATISFY THIS REQUIREMENT.

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

Block B. Natural Sciences AND MATHEMATICS/QUANTITATIVE REASONING OUTCOMES
Courses in this block must inquire into the physical universe and its life forms.
1. Courses in the natural sciences should promote an understanding and appreciation of the approaches and methodologies employed in the sciences.
2. Courses should be required in both the physical and biological sciences, each with laboratory practice that should include the fundamental general concepts necessary for understanding the discipline's scope and concern.

BLOCKS B1, B2, B3: NATURAL SCIENCES

THE GOAL OF LOWER DIVISION GENERAL EDUCATION IN THE NATURAL SCIENCES IS TO GAIN BASIC KNOWLEDGE AND LEARN KEY PRINCIPLES IN THE LIFE AND PHYSICAL SCIENCES AS ESSENTIAL FOR AN INFORMED CITIZENRY. IN ADDITION, STUDENTS SHOULD RECOGNIZE THE EXPERIMENTAL AND EMPIRICAL METHODOLOGIES CHARACTERISTIC OF SCIENCE AND UNDERSTAND THE MODERN METHODS AND TOOLS USED IN SCIENTIFIC INQUIRY. EVERY B1, AND B2, AND B3 COURSE OFFERED WILL HAVE A LABORATORY COMPONENT (B3) ASSOCIATED WITH IT. NATURAL SCIENCE COURSES SHALL BE 3 UNITS OF LECTURE WITH AN ASSOCIATED ONE UNIT LAB. STUDENTS ARE REQUIRED TO TAKE TWO COURSES IN BOTH TWO DIFFERENT BLOCKS B1, AND B2, OR B3, BUT NEED TAKE ONLY ONE LABORATORY COMPONENT WITH EITHER COURSE.

STUDENTS SUCCESSFULLY COMPLETING A NATURAL B1 PHYSICAL SCIENCE OR B2 BIOLOGICAL SCIENCE CLASS WILL BE ABLE TO:

2. Demonstrate knowledge of basic scientific principles as they apply to broader concepts (e.g., global climate change, the spread of infectious diseases, etc.), including historical developments of the disciplines and major contributions from various cultures of the world.

3. Evaluate the credibility of sources of scientific information.

4. Draw appropriate conclusions based on the analysis of qualitative and quantitative empirical data.

5. Demonstrate an understanding of the value of science in developing a rigorous understanding of the natural world and of the impact of science on societal, environmental, political, economic, and/or technological contexts.

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 interdisciplin ary 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.

**Block B3: Science Laboratory**

**Block B4: Mathematics/Quantitative Reasoning**

The goal of lower division general education in quantitative reasoning is to gain basic knowledge and develop key skills in mathematics and quantitative reasoning. The knowledge and skills developed in these courses are essential in a world where many arguments, claims, and decisions should rely on scientific
STUDIES AND STATISTICAL EVIDENCE. COURSES USED TO MEET THE REQUIREMENT FOR THIS BLOCK MUST BE COMPLETED WITH A GRADE OF C OR BETTER AND WITHIN THE FIRST 45 UNITS COUNTED TOWARD THE BACCALAUREATE DEGREE.

STUDENTS SUCCESSFULLY COMPLETING A MATHEMATICS/QUANTITATIVE
REASONING CLASS WILL BE ABLE TO:

1. USE MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING TO SOLVE PROBLEMS, BOTH IN A PURE MATHEMATICAL CONTEXT AND IN REAL-WORLD CONTEXTS.

2. INTERPRET INFORMATION PRESENTED IN A MATHEMATICAL FORM (E.G., EQUATIONS, GRAPHS, DIAGRAMS, TABLES, WORDS) AND CONVERT RELEVANT INFORMATION INTO A MATHEMATICAL FORM.

3. DRAW APPROPRIATE CONCLUSIONS BASED ON THE QUANTITATIVE ANALYSIS OF DATA, RECOGNIZING ANY UNDERLYING ASSUMPTIONS OR LIMITS OF THIS ANALYSIS.

4. USE DEDUCTIVE REASONING IN A PURE MATHEMATICAL CONTEXT TO DRAW CONCLUSIONS AND PROVIDE AN IRREFUTABLE LOGICAL JUSTIFICATION FOR THEM.

5. FORMULATE AND COMMUNICATE A POSITION ON A REAL-WORLD QUESTION AND USE APPROPRIATE QUANTITATIVE INFORMATION IN SUPPORT OF THAT 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.”
VI. CIVIC LEARNING/COMMUNITY ENGAGEMENT REQUIREMENT (6 3 UNITS)

STUDENTS ARE REQUIRED TO COMPLETE AT LEAST TWO ONE COURSES (SIX THREE UNITS)

CONTAINING A CIVIC LEARNING OR COMMUNITY ENGAGEMENT COMPONENT,

AT LEAST ONE OF THESE CIVIC LEARNING COURSES SHOULD BE AT THE UPPER DIVISION LEVEL. CIVIC LEARNING/COMMUNITY ENGAGEMENT COURSES WILL BE DESIGNATED AS (CE) IN THE CATALOG.

STUDENTS WHO SUCCESSFULLY COMPLETE THE CIVIC LEARNING/COMMUNITY ENGAGEMENT COURSES WILL BE ABLE TO:

1. DEMONSTRATE UNDERSTANDING OF THE CONNECTION BETWEEN ACADEMIC LEARNING/DISCIPLINARY KNOWLEDGE AND CIVIC PARTICIPATION.

2. DEMONSTRATE UNDERSTANDING OF THEIR IMPACT ON THEIR RESPECTIVE PHYSICAL, SOCIAL AND CULTURAL ENVIRONMENTS AND HOW SUCH ENVIRONMENTS IMPACT THEM.

3. DEMONSTRATE KNOWLEDGE OF WAYS TO MAKE CHANGE IN LOCAL AND GLOBAL COMMUNITIES.

4. DEMONSTRATE THE ABILITY TO COLLABORATE IN ORDER TO DEVELOP AND IMPLEMENT AN APPROACH TO A CIVIC ISSUE.

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.