SAN JOSE STATE UNIVERSITY ONE WASHINGTON SQUARE SAN JOSE, CA 95192

SS-F17-2, SYbgY cZ h\Y SYbahY RYgc`ih]cb, Ob h\Y T]a Y`]bYg abX CcbhYbh cZ EIYWih]jY OfXYfg 1100 abX 1110.

LY[]g`ah]jY H]ghcfm: At its meeting of October 23, 2017, the Academic Senate approved the following Sense of the Senate Resolution presented by Chair Frazier for the Executive Committee.

SENSE OF THE SENATE RESOLUTION Ob h\Y T] a Y`]bYg abX CcbhYbh cZ E I YW i h] j Y Of XYfg 1100 abX 1110

BaW [fcibX abX Rah]cba'Y: In August 2017, Executive Order (EO) 1100 (Revised) and Executive Order 1110 were issued. Concerns about shared governance, the timeline, and the content of the resolutions existed both before distribution and are continuing. The Academic Senate CSU, the Chancellor's General Education Advisory Committee, and many individual campuses have asked for deferrals of the new requirements, withdrawal of one or both of the new executive orders, and/or more campus autonomy in achieving and defining student success. Additional concerns have been expressed about campus autonomy (e.g., Upper Division GE), negative impacts on diversity requirements, and on the implementation of the Quantitative Reasoning Task Force recommendations regarding what constitutes adequate and appropriate levels of quantitative reasoning proficiency in a baccalaureate degree (e.g., QRTF writing group statement [Oct 11, 2017]). A specific burden imposed by the EOs on SJSU is in curricular development. The EOs require us to revamp our curricular offerings to accommodate changes in expectations for quantitative reasoning capabilities at the point when many of our students will enter CSU GE B4 coursework (potentially with a co-requisite developmental support course). Part of the unreasonable time pressure is that the required changes in course structures and content need to be done in time to meet catalog deadlines.

Whereas, Many of the principles contained in Executive Orders 1100 (Revised) and

1110 are sound and welcome (for example, the principle of providing additional academic development for those frosh in need of it, in order for

them to succeed better and in a more timely fashion); and

Whereas, There has been widespread outcry over the development process, the

content, and the timeline of EO 1100 (Revised) and of EO 1110; and