

A C A D E M I C S E N A T E
O F
C A L I F O R N I A S T A T E U N I V E R S I T Y
S A C R A M E N T O

Minutes

Issue #15

Wednesday, May 8, 1985

ROLL CALL

Present: Addicott, Alexander, Bess, Chmaj, Comstock, Cowden, Farrand, Figler, Gelus, Glenn, Good, Harriman, Hernandez, Holl, Jensen, Kelly, Koester, Knepprath (Parliamentarian), Kramer, Madden, Maxwell, McGillivray, Nelson, Robbins, Scott, Shattuck, Spray, Stroumpos, Swanson, Torcom, Wade, Wheeler, Winters

Absent: Aichele, Anderson, Beckwith, Collins, Deaner, Hitchcock, Huff, Kostyrko, Pettay, Pucci, Radimsky, Wilson

INFORMATION

1. A Moment of Silence was observed in memory of:

JAMES W. DOMICO, Supervisor
Electronic Support Center
School of Arts and Sciences

2. Attached for your information is a report on May 2-3, 1985, CSU Academic Senate meeting (Attachment A)

ACTION ITEMS

AS 85-27/Ex. COMMITTEE APPOINTMENTS

ad hoc Committee on Hispanic Underrepresentation:

Affirmative Action Officer, ex officio
Director, Educational Opportunity Program, ex officio

Committee on Periodic Review of Academic Administrators:

TOM KNUTSON, Communication Studies
ANNE HARRIMAN, Organizational Behavior and Environment
ARTHUR JENSEN, Management

AS 85-27/Ex. (continued)

Energy Management Committee: HOMER IBSER, 1986
ROBERT METCALF, 1987

Carried unanimously.

*AS 85-29/CC, GPPC, Ex. CURRICULUM REVIEW - DEPARTMENT OF
MILITARY SCIENCE

The Academic Senate accepts the recommendations of the Curriculum Committee and the Graduate Policies and Programs Committee presented in the Academic Program Review for the Department of Military Science. [A copy of the Academic Program Review is available for review in the Academic Senate Office, Adm. 264.]

Carried unanimously.

*AS 85-30/FisA, CC, Ex. CERTIFICATE PROGRAM - THERAPEUTIC
RECREATION ASSISTANT

The Academic Senate approves the certificate program for Therapeutic Recreation Assistant (Attachment B).

Carried unanimously.

*AS 85-31/FisA, GPPC, Ex. CERTIFICATE PROGRAM - CURRICULUM
SPECIALIST: COMPUTERS IN THE CLASSROOM

The Academic Senate approves the certificate program for Curriculum Specialist: Computers in the Classroom (Attachment C).

Carried unanimously.

AS 85-32/Ex. EULOGY POLICY

The Academic Senate interprets the term "colleague" in its eulogy policy (AS 84-08) to refer to all members of the campus community. Therefore, a moment of silence shall be observed whenever the death of any member of the university community is brought to the attention of the Academic Senate.

Carried unanimously.

AS 85-33/Ex. OPEN FORUM

The Academic Senate shall continue the policy of the Open Forum (AS 84-57) for the 1985-86 academic year.

Carried unanimously.

*AS 85-35/FacA, Ex. SEXUAL HARASSMENT, UNIVERSITY POLICY AGAINST

The Academic Senate approves the draft "University Policy Against Sexual Harassment," as amended (Attachment D).

Carried.

The meeting was adjourned at 4:00 p.m.


Janice McPherson, Secretary

JM/CD

*President's response requested.

REPORT TO ACADEMIC SENATE, CSUS,
ON THE MEETING OF THE STATE ACADEMIC SENATE
MAY 2-3, 1985, IN LONG BEACH

Committee Reports

The campus will be permitted to admit 15% on exceptions to admission GPA standards for Teacher Education. This change upward from 10% is to account for how major categories were lumped together by HEGIS codes and within these categories there can be expected some variation in GPA due to grading practices within majors. The issue was definition of the upper half for entrance requirements to teacher preparation programs.

The CSU is going to accept the UC practice of accepting passage of an entry level baccalaureate course as overcoming an entrance pattern deficiency. We were in the curious position of requiring students to take remedial classes even after they had passed (usually at a community college) the pertinent baccalaureate course.

On the retention of the \$2+ million generated by concurrent enrollment--there is now agreement by the Sacramento political forces that it would be okay for the CSU to retain these self generated funds. Apparently this can be achieved if we can state a position that makes Finance, the Governor, the Democrats and Republicans all look good simultaneously. (The money is gone!)

The Senate is going to try a mailgram effort to the Legislature on the pending hearing on "Phoenix type universities" operating in California. There will be a separate PR piece coming on this. Our position is one of professionals concerned about the quality of this type of education program.

Chairman's Report

The Intersegmental Committee of the Academic Senates is completing the science competency statement. Pending are the foreign language competency statement (Fall to AS) and social science competency statement (late Fall to AS).

Lottery money bills now envision giving us a 90-day window to determine how to spend these monies. The time to begin is the day after the budget is signed.

There is a very interesting and factual survey on student satisfaction levels in the CSU. Copies are available. Based on a large sample, 70% of students expressed satisfaction in the CSU, while less than 14% expressed a negative response.

The State Student Association endorsed the State Senate's document on Collegiality in the CSU. It is on the Trustees' agenda for May 14-15, 1985.

Senate Action

- Passed a resolution calling for 2.0 GPA for satisfactory completion of the GE Breadth program requirements.
- Called for a study of the CBES Exam to evaluate its predictive value, reliability, freedom from cultural bias, etc.
- Passed a resolution recommending that the current version of Area E be retained at this time. Campus response on this item expressed concern about the meaning and purpose of Area E and possible changes. However, no mutually agreeable changes were determined. The campus responses are now forwarded to the General Education Breadth Advisory Committee.
- The Senate took a position on 13 legislative bills.

Bernard Goldstein of San Francisco State University was re-elected Chairman, James Highsmith of Fresno SU was elected Vice-Chairman, Harold Charnofsky of Dominguez Hills SU was re-elected Secretary, Carole Barnes of Fullerton SU was re-elected as an at-large member of the Executive Committee and Frieda Stahl was elected to the remaining at-large position on the Executive Committee.

The State Senate participated in the NIE Western Regional Conference on Quality in Higher Education on the afternoon and evening of May 2, 1985.

Please contact your State Senators if you have any questions:
Bill Neuman, Peter Shattuck, Stoakley Swanson.

State of California

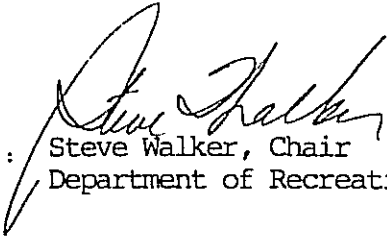
California State University, Sacramento

Memorandum

To : John Colen, Dean
School of Health and Human Services

Date : September 12, 1984

Subject: TR Certification
Program

From : 
Steve Walker, Chair
Department of Recreation and Leisure Studies

Enclosed is the proposed Certificate Program in Therapeutic Recreation for para-professional training.

This program has the support of the RLS faculty and can be offered without any new courses or additional faculty.

We request that this proposal be processed through the appropriate channels as soon as possible.

Enclosures

SAW/jb



Approved by
Curr Com.

2-11-85

Proposal for Certificate Program for para-professional training
in Therapeutic Recreation.

1. Title of the Program.

Therapeutic Recreation Assistant Certificate

2. Type of Certificate.

Certificate of Academic Achievement

3. Objectives of the Program.

The program is designed to provide competencies in the field of Therapeutic Recreation to prepare an individual to perform specified tasks as an assistant to a Recreation Therapist. This certificate program includes a curriculum that is designed to prepare the entry-level therapeutic recreation para-professional with the skills required for job functioning.

The objectives of the Therapeutic Recreation Assistant Certificate program are as follows:

- To provide the student with a basic understanding of the concepts and philosophy of therapeutic recreation.
- To assist the student in gaining a greater sense of self-awareness and the use of self as a therapeutic agent in the provision of recreation services for disabled and handicapped persons. This includes establishing effective methods of communication.
- To provide the student with basic information required in understanding normal human growth and development as well as the understanding of those conditions which affect the disabled and handicapped persons with whom they will be working.
- To provide the student with an understanding of the process employed in a therapeutic interaction in which the recreative experience is the primary modality of intervention, and acquaint the student with the implicit and explicit roles employed in the delivery of recreation services.
- To develop student leadership skills in working with individuals and groups.
- To provide the student with an understanding of the principles of therapeutic recreation programming, and develop skills in applying those principles in practical situations. This would include skill development in analyzing and adapting activities to meet specific client needs.
- To provide the student with a basic orientation to professionalism and the meaning of professionalism in the enrichment of therapeutic recreation services. This would include an understanding of the roles and inter-relationships with other disciplines.
- To provide the student with opportunities to gain practical experiences in working with disabled and handicapped persons in "true-life" situations.

4. The objectives for this program will be achieved by the students when they have completed the following 24 semester units.

RLS	32	(3)	Recreation Activity Leadership
RLS	106	(3)	Recreation for Special Groups
RLS	116	(3)	Therapeutic Recreation Service
PE	179	(3)	Games and Physical Activities for the Handicapped
RLS	195C	(6)	Directed Field Experience

Any 6 units of activity courses or courses approved by the academic advisor. Possible activity courses might include courses in Art, Physical Education or the related areas such as Nursing 10: Health: Issues and Delivery Systems or Social Work 151: Health Service Systems. See Appendix A for course outlines.

Completing this certificate program will meet the requirements for State and National Registration.

Students completing this certificate program will meet the minimum requirements of the California Board of Park and Recreation Personnel for Recreation Therapist Assistant Registered (RTAR).

Enclosed are the suggested California Board of Park and Recreation Personnel requirements for Recreation Therapist Assistant Registered.

Recreation Therapist Assistant Registered (RTAR)--Minimum Qualifications

- 1.1 Completion of the National Therapeutic Recreation Societies 750 hour Training Program for therapeutic recreation personnel verified by an official certificate of completion.

or

- 1.2 Completion of academic coursework of at least 24 semester units (or 36 quarter units) with coursework that includes:
- A minimum of two courses (each course at least 3 semester units) dealing exclusively with therapeutic recreation content; one must be a therapeutic recreation survey course; the other course may be an additional therapeutic recreation course or an approved 36 hour training course.
 - A minimum of 12 semester units (or 18 quarter units) of supportive coursework selected from recreation and related areas (psychology, sociology, the sciences, human services, and activity skill classes).
 - Completion of a 360 hour field experience in a clinical, residential or community-based therapeutic recreation program.

The course content will also provide the requirements for the National Therapeutic Recreation Society's 750 hour Training Program for Therapeutic Recreation Technician I. See appendix C for National Therapeutic Recreation Society's approval of curriculum.

5. Names and qualifications of the Initiators.

The initiators of the program are Dr. Sally Bolan and Dr. Shirley Kammeyer, faculty in the Department of Recreation and Leisure Studies, a unit within the School of Health and Human Services. Dr. Bolan and Dr. Kammeyer have taught these classes for several years and are both well qualified in the Recreation Therapy field. Both are Registered Recreation Therapists with the California Board of Park and Recreation Personnel and Dr. Bolan is registered with the National Council of Therapeutic Recreation Certification as a Therapeutic Recreation Specialist. See appendix D for vita.

6. Duration of the program.

This program will be offered on a continuing basis. It is possible that a student could complete this 24 unit certification program in one year. A Baccalaureate degree is not necessary for this Therapeutic Recreation Assistant certificate.

7. This program would not require any additional faculty, library resources, media, physical facilities or budgetary support. This program will be offered with existing faculty and facilities.

8. Expected number of participants and their probable background.

Studies undertaken at the national level in the late 1960's provide some empirical data on manpower and training needs in the field of Therapeutic Recreation. One of the major revelations of these early studies was the discovery that those recreation personnel who had greatest contact with disabled and handicapped people, of all age categories and in all disability groups, had little or no formal training. This certificate program, geared to entry level workers, attempts to remedy this condition.

There is in existence a 36 hour course required of all Activities Directors in skilled nursing and convalescent hospital facilities in the State of California. This course is mandated by the State Code. The course is inadequate in terms of the competencies required of an Activities Director. The Therapeutic Recreation Assistant Certificate program is an excellent substitution and enhancement for the 36 hour course.

This curriculum has the endorsement of the Northern California Council of Activity Directors. This is an active professional group concerned with the need for well trained activity personnel.

I. **Title of the Certificate Program**

Curriculum Specialist: Computers in the Classroom

II. **Type of Certificate**

Certificate of Academic Achievement

III. **Objectives**

This certificate program will provide participants with a broad understanding of the applications of microcomputers to classroom instruction and instructionally related tasks in the public schools, K-12. While the use of computers may once have been limited to scientific and business uses, microcomputers have moved into virtually every school in the state, both public and private. The presence of computers in the schools is a reality. Schools and teachers are looking to universities, districts and the Teacher Education and Computer Centers (TECC) for guidance in their use. Recent actions have been taken by the Commission on Teacher Certification, the State Board of Education, the State Legislature and the California State University system which call for the preparation of teachers and/or students to understand and use this emerging technology.*

The proposed certificate program is designed to provide the needed competencies for curriculum specialists who will guide the integration of computers into the curriculum, their uses in instruction, and their applications in instructionally related tasks.

* These are outlined in "Section IX. Other Information."

Curriculum Specialist: Computers in the Classroom

IV. Program Structure

Required Courses (12 units)

- (3) T. Ed. 229.0 Introduction to Computers in the Classroom
- (3) T. Ed. 229.1 Educational Applications of Computers
- (3) T. Ed. 229.2 Teaching Problem-Solving Skills using Computers
- (3) T. Ed. 229.3 Curriculum Development with Microcomputers*

Elective Courses (3 units)

Elective work may be completed through approved courses and workshops related to the use of computers in education. Three such courses are:

- (3) Ed. SS. 266.7 Microcomputers in Special Education
- (3) Ed. CAPS 208.1 Microcomputers and Technology in Educational Administration
- (3) Art 196.0 Art and the Microcomputer

* Computer Science courses as identified by the Departments of Computer Science and Teacher Education.

Credit may be granted for experience gained in school district or TEC Center courses. This credit will be determined on a case-by-case basis except where equivalency has been determined. The total limit on credit through equivalent experience will be six units, three of which may be applied to the required coursework.

* May be repeated for credit with instructor permission.

Curriculum Specialist: Computers in the Classroom

V. Initiators

The Certificate Proposal was initiated by:

Larry Hannah, Teacher Education
John Doolittle, Psychology
Steve Gregorich, Acting Dean, School of Education
Terry Thomas, Acting Assoc. Dean, School of Educ.
Robert Edwards, Teacher Education
Bruce Ostertaag, Special Services
A. Maurice Poe, Teacher Education
Warren Prentice, Teacher Education
Patricia Roberts, Teacher Education

VI. Duration

The Curriculum Specialist: Computers in the Classroom Certificate will become a permanent part of the University Catalog to be offered on a continuing basis.

Curriculum Specialist: Computers in the Classroom

VII. Resources

Faculty will be drawn primarily from the current staff of the Department of Teacher Education.

Administrative and secretarial support will be provided by the Department of Teacher Education within its current resources.

The primary instructional facility will be the Education Microcomputer (Apple) Laboratory (ED 211).

The primary media and instructional materials will be School of Education Instructional Software Collection which has been developed with purchases from all three departments in the School of Education. The cost of maintaining this collection will vary from year-to-year. Most of the materials purchased for this collection would be necessary with or without this certificate due to the need to provide instruction related to the applications of computers to subject matter areas within our regular teacher preparation programs.

The resources within the University Library will need to be augmented to provide a broader base, particularly in the area of educational computer journals.

VIII. Participants

The certificate program is designed for certificated classroom teachers and resource specialists working in California public schools.

Curriculum Specialist: Computers in the Classroom

IX. Other Information

In April, 1984, the Commission on Teacher Certification adopted the recommendation that they seek legislation to establish two new certificates. The first, an "Educational Computer and Technology Science Resource Specialist Certificate," would authorize its holder to coordinate, supervise, and serve as a resource person and facilitator of technology education programs. The objectives of this CIC proposed certificate would be met by the proposed "Curriculum Specialist: Computers in the Classroom" certificate.

The second, a "Computer and Technology Science Certificate of Competence," would authorize its holder to teach computer and technology science as the subject of a course or courses. Plans for this certificate are being developed in conjunction with the Computer Science Department.

In July, 1984, the California State Department of Education adopted a framework for computer instruction in the schools titled "Computers in Education: Goals and Content." One of the stated goals is that "teachers at every level and in all subject areas should recognize and take advantage of the computer as a powerful and creative device for teaching critical-thinking and problem-solving skills." Another goal is that "Extensive hands-on experience should be provided for all students at all grade levels. The document outlines five major strands that are a basic core of skills that all students should be expected to master. These are: operation of computer systems, computer-assisted learning, computer applications, problem solving with computers, and societal impact of computers. The proposed certificate is designed to train teachers and resource specialists to design and implement the goals and content of this framework. The "Computers in Education" framework from the State Department of Education is a report to the California Legislature as required by Section 226 of Senate Bill 813.

Curriculum specialist: Computers in the Classroom

In July, 1984, the CSU Office of the Chancellor issued the "Report of the Committee on Computing in Teacher Education." The Subcommittee on Computing Competencies Needed by Specialist Teachers and Services Personnel identified the following competencies needed by curriculum supervisors that are beyond those needed by regular teachers:

1. Assist in the integration of computers into the existing curriculum.
2. Develop curriculum utilizing computer assisted instruction.
3. Provide in-service training integrating computer assisted instruction into the curriculum.
4. Direct teachers in the design, production, and evaluation of educational courseware.
5. Communicate current research findings in the effectiveness of computer based education.

T. Ed. 229.0, Introduction to Computers in the Classroom*

The course is a practical introduction to computers and their applications in the classroom. Each participant will learn to: 1) instruct students on the operation of microcomputer systems; 2) apply the computer as a discovery, problem-solving and learning tool; and 3) evaluate hardware (computers and accessories) and software (available programs) to determine appropriate educational applications. No prior experience with computers is required.

T. Ed. 229.1, Educational Applications of Computers*

This course focuses on the integration of computer-based instruction into all aspects of the regular curriculum. Application and utility programs (e.g., information management and word processing) will be examined and evaluated for teacher and student use. Participants will prepare simple instructional materials using an authoring language (e.g., PILOT) as well as with application and teacher utility programs.

T. Ed. 229.2, Teaching Problem-Solving Skills using Microcomputers*

This course focuses on methods of teaching elements of critical-thinking and problem-solving skills through microcomputer applications. Participants will learn how to create and use microworlds through which these skills can be developed.

T. Ed. 229.3, Curriculum Development with Microcomputers*

This course will focus on applying sound educational principles to the design and evaluation of computer-assisted instruction. A major project will be designing and programming a CAI lesson using the full capabilities of an authoring language (e.g., PILOT). May be repeated for credit with permission of the instructor.

*All courses are three semester units.

UNIVERSITY POLICY AGAINST SEXUAL HARASSMENT

It is the policy of California State University, Sacramento to maintain a working and learning environment free from sexual harassment of students, staff and faculty and those who seek such status. All students, staff and faculty should be aware that this University is concerned and will take action to eliminate sexual harassment. Sexual harassment is not only a violation of the law, it is also conduct subject to disciplinary action at the campus level.

This policy recognizes the University's commitment to the understanding that the maintenance of ethical standards and the concerns for academic freedom prohibit the exploitation of faculty, staff, and students. The University is required by law and by system policy to take all steps necessary to prevent sexual harassment. These steps include informing individuals of their rights and responsibilities, developing educational programs to sensitize the campus community to the issue, and developing sanctions against harassment. The University is also legally liable for sexual harassment perpetrated by its employees. Additionally, employees may also be held personally liable for acts of discrimination or sexual harassment.

Since sexual harassment is a complex, emotionally charged topic which raises questions about the nature of relationships among and between women and men in academic and work environments, the University establishes a policy whereby the Affirmative Action Officer takes responsibility for ensuring the development of an educational program in which all supervisors-managers and all faculty, full-time and part-time, temporary and permanent, will be required to participate, beginning with mandatory participation in educational awareness workshops. With education and strict enforcement, the University expects that incidents of sexual harassment will be reduced and that there will be a change in the attitudes and expectations that perpetuate it.

Definition

An individual's behavior constitutes sexual harassment when it is sexual in nature and unwanted by the person toward whom it is directed. A finding of sexual harassment will be made when one or more of the following circumstances are present:

1. Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
2. Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;

3. The conduct has the purpose or effect of interfering with the work performance of faculty or staff or creating an intimidating, hostile, offensive or otherwise adverse working environment.
4. The conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment, or adversely affecting any student.

Examples of sexual harassment might include: inappropriate personal attention by an instructor or person with power or authority over another, inappropriate touching, personal questions or comments of a sexual nature, pressure for dates or sexual activity, attempted sexual relations, sexual relations, sexual cartoons or posters and sexual jokes or comments.

COMPLAINT PROCEDURE

Prevention is the best tool for the elimination of sexual harassment. The University will take all steps necessary to prevent sexual harassment from occurring, by affirmatively raising the subject, expressing strong disapproval, applying appropriate sanctions, informing employees and students of their rights and how to raise the issue of harassment under Titles VII and IX, raising the consciousness of would-be victims, and developing methods to sensitize all concerned. It is the legal responsibility of department heads, deans, supervisors, and managers to take all necessary and appropriate steps to prevent and correct sexual harassment problems. The first corrective step should be informal. If informal steps are unsuccessful, the matter will be pursued via the formal corrective action or complaint process.

A determination of sexual harassment must consider two (2) factors:

1. The conduct itself.
2. The context in which it occurred.

Informal Process

As stated above, whenever possible, complaints should be resolved informally. Students may receive informal advice and assistance by contacting advisors in the offices of the campus

Affirmative Action Office, the ASI, the Counseling Staff, Sierra Hall, Student Health Center, the Student Services Center, any of the schools, or from a trained sexual harassment resource person. Names of such resource persons will be published periodically. Faculty and employees may receive advice and assistance by contacting the offices of their immediate supervisors, Faculty and Staff Affairs, the campus Affirmative Action Office, Union representatives, or any one of the sexual harassment resource persons.

Formal Process - Internal

If informal discussion does not resolve the problem, then a formal written complaint procedure may be initiated. The Affirmative Action Officer will investigate complaints through the following process:

1. The Filing of a Written Complaint

The written signed complaint must include the following:

- a. The specific act(s) or circumstances that are the basis of the complaint, including the time and place of the alleged action, and
- b. The remedy or action requested.

Each complainant is entitled to only one formal written complaint for review arising out of a single set of facts.

2. Time Limits for the Complaint

A formal complaint will be considered if it is filed with the Affirmative Action Office within ninety (90) calendar days of the alleged act. If the act(s) are continuous, then the time for filing may be within 90 calendar days of the most recent occurrence of the act.

If circumstances arise which might deter the victim from timely filing, the time may be extended by the President or his/her designee or the Affirmative Action Officer. Any time limit that expires on a day observed as a day off by the University shall be extended to the next regular work day. Once the formal complaint has been filed, the President or his/her designee or the Affirmative Action Officer may extend any other time limits; however, a written reason for the extension must be given.

3. Acceptance of Complaint

The complaint shall be reviewed by the Affirmative Action Officer to determine whether the alleged act(s) are within the scope of this procedure. If the complaint meets the above criteria and is acceptable, it shall receive an administrative review. A copy of the complaint shall be forwarded to the accused and to his/her supervisor (department chair, dean, or administrator of the accused).

4. Administrative Review

The Affirmative Action Officer shall review the complaint and, if appropriate, institute an investigation. After conducting an investigation, the Affirmative Action Officer shall make a written recommendation to the President, or his/her designee, as to any action to be taken.

If disciplinary action is recommended against a faculty or staff member by the Affirmative Action Officer, procedures outlined in the appropriate MOU shall be followed.

If disciplinary action is recommended against a student, procedures as outlined in the Students Rights Handbook shall be followed.

5. Representation

The complainant and/or the University may be self-represented or represented by another person at any stage of the formal process.

6. Written Response to the Complaint

Following the Affirmative Action Officer's review, a written response to the complaint shall be sent by the Affirmative Action Officer to all persons involved. This shall be done no later than thirty (30) calendar days from receipt of the written complaint by the administrator. The time may be extended by the President or his/her designee.

If the complainant is not satisfied with the written response by the President and/or administrator, she/he may initiate formal external procedures.

Attachments (2)

ATTACHMENT I

REGULATIONS and LIABILITY

Sexual harassment has been defined for faculty and staff by the Equal Employment Opportunity Commission as a violation of Sec 703 of Title VII of the Civil Rights Act of 1964, as amended.

1. Under Title VII , the University is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment. This responsibility is imposed on the University regardless of whether the specific acts complained of were authorized or even forbidden by the University and regardless of whether the University knew or should have known of their occurrence. The university will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether an individual acts in either a supervisory or agency capacity.

2. With respect to persons other than those mentioned in subsection (1) above, the University is responsible for acts of sexual harassment in the workplace where the University, or its agents or supervisory employees, knew or should have known of the conduct. The University may rebut apparent liability for such acts by showing that it took immediate and appropriate corrective action.

3. Individuals are also liable for their acts. Such liability may include tort or criminal liability for assault and battery.

Students

Students' complaints against a faculty member or staff are covered under Title IX of the Civil Rights Act of 1964. Title IX prohibits discrimination based on sex in all federally assisted educational programs. Title IX requires the institution to adopt and publish a procedure for prompt and equitable resolution of the students' complaints. (The impact of sexual harassment on students has great potential for harm. They may fear academic reprisals such as lower grades or denial of recommendations.)

ATTACHMENT II

FORMAL EXTERNAL REVIEW

A formal external review may be done by any of the following:

Fair Employment and Housing Commission	365 days from last incident
Equal Employment Opportunity Commission	300 days (10 Mos.) from last incident
Office of Federal Contract Compliance	Compliance must be met on a day-to-day basis in accordance with Executive Order 11246
U.S. Department of Education	180 days from last incident or outcome of grievance
Courts:	
Civil	One year from date of discovery
Criminal	Misdemeanor - 1 year Felony - 3 years

(*) Procedures and time limits are subject to change and the complainant is responsible to determine his/her rights and the agencies' procedures.