

1986-87
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Wednesday, May 6, 1987
2:00 p.m.
Student Senate Chambers, University Union

INFORMATION

Report on April 30-May 1 meeting, CSU Academic Senate: Erwin Kelly

CONSENT CALENDAR

AS 87-38/Ex. COMMITTEE APPOINTMENTS

Affirmative Action Faculty Development Program: DIANE CORDERO DE NORIEGA,
At-large, 1987 (repl. A. Harriman)

Board of the University Trust Foundation: PETER SHATTUCK, At-large, 1990

AS 87-39/CC, Ex. CURRICULUM REVIEW, ENVIRONMENTAL STUDIES CENTER

The Academic Senate recommends that the Bachelor of Arts degree program in Environmental Studies be approved for a period of five years or until the next program review.

[See Attachment A for commendations and recommendations; the complete Academic Program Review is available in the Academic Senate Office, Adm. 264.]

AS 87-40/CC, FisA, Ex. CERTIFICATE PROGRAM, MUSEUM TECHNOLOGY CERTIFICATE

The Academic Senate recommends approval of the Certificate in Museum Technology [see Attachment B].

AS 87-41/CC, Ex. CERTIFICATE PROGRAM, CAREER DEVELOPMENT

The Academic Senate recommends approval of the Certificate Program in Career Development [see Attachment C].

AS 87-42/Ex. CONVOCATION--FOUNDER'S DAY

The Academic Senate endorses the plans for a Founder's Day Convocation to be held on November 19, 1987.

REGULAR AGENDA

Approved
AS 87-37/Flr. MINUTES

Approval of Minutes of regular meeting of April 8, 1987.

Approved
man. AS 87-34/GPPC, CC, Ex. CURRICULUM REVIEW, ETHNIC STUDIES CENTER

The Academic Senate recommends that the undergraduate major in Ethnic Studies be approved for five years, or until the next program review. This action should not affect the process of consultation and review established in the Program Review (including the dates in recommendations 1, 2 and 8).

[See Attachment I OF YOUR APRIL 8 AGENDA, for commendations and recommendations; the complete Academic Program Review for the Ethnic Studies Center is available for review in the Academic Senate office, Adm. 264.]

Failed
AS 87-35/GE, Ex. GENERAL EDUCATION (QUANTITATIVE REASONING)--GRADES

Courses taken to satisfy Quantitative Reasoning (Category B.4 of the General Education-Breadth Program 1983/84 to present pattern) must be completed with a grade of C minus (C-) or higher.

Approved
man. AS 87-43/Ex. AIDS POLICY, CSUS

[The Executive Committee unanimously endorses the proposed campus policy on AIDS. The Executive Committee wishes to underline its belief that it is critical for educational institutions to take a visible and unequivocal role in responding to the AIDS issue in a humane and nondiscriminatory manner. The proposed policy reflects current medical knowledge about AIDS, its transmission and treatment, yet is sufficiently flexible to allow the University to respond appropriately to any changes in medical understanding about AIDS.]

The Academic Senate recommends approval of the policy statement on AIDS [see Attachment D].

Approved
AS 87-44/AP, Ex. "DEAD WEEK" POLICY

The Academic Senate recommends the deletion of Section 6.05.00 of the CSUS Faculty Manual and references to "dead week" in the University Catalog, class schedule, and documents relating to student rights [see Attachment E].

Approved
man. AS 87-45/Ex. AFFIRMATIVE ACTION REPRESENTATION ON SEARCH COMMITTEES

Whereas, CSU, Sacramento, has made a commitment to affirmative action, as well as to equal opportunity employment, and

Whereas, Affirmative action considerations are particularly important at administrative levels, since such appointments provide an example for the university and the community, and

Whereas, Search committees can benefit from the insights of people who are particularly sensitive to affirmative action considerations, and

Whereas, The Affirmative Action Committee is charged with examining University policy and practice in this area, therefore be it

Resolved, That relevant sections of University policy shall be revised to provide that one member of all search committees for positions at the level of Associate Dean and above shall be nominated by the Affirmative Action Committee.

*Approved
March*

AS 87-46/Ex. CENTER FOR PACIFIC ASIAN STUDIES

The Academic Senate recommends the establishment of a Center for Pacific Asian Studies [see Attachment F].

*Approved
March*

AS 87-47/AP, Ex. STUDENT GRADE APPEAL PROCEDURES

The Academic Senate recommends amendment of the Student Grade Appeal Procedures (AS 83-06) [as indicated in Attachment G].

After reviewing thoroughly the attached Academic Program Review Report for the Environmental Studies Center, prepared by the Review Team jointly appointed by our respective groups, the Academic Senate Curriculum Committee and the Graduate Policies and Programs Committee make the following responses in terms of commendations and recommendations and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

Commendations to the Environmental Studies Center

The Environmental Studies Center is commended for

1. being able to maintain within the University, a viable, active interdisciplinary program dedicated to a strong liberal arts education in spite of its small size.
2. the extensive participation of its faculty in a variety of research, publication, and community activities.
3. providing one of the best examples of the creative use of part-time faculty for something other than lower division general education to be found on this campus.
4. surveying recent graduates to obtain information relative to program evaluation and development as well as surveying current classes to obtain profiles of the students enrolled.
5. publishing a newsletter for students three times each year that provides information about courses and suggestions for program planning.
6. maintaining a complete set of course outlines.
7. including the recommendations from the 1982 review in its Program Review Document along with a discussion of actions taken in response to those recommendations.

Recommendations

Recommendations to the Environmental Studies Center

It is recommended that

1. the Center consider rewriting the objectives of the program for the Program Planning Guide and the Catalog as discussed by the consultant. (p. 4)
2. the Center consult with the Dean of the School of Arts and Sciences about procedures for resolving the matter of the extended leave of one of its faculty and then act to resolve the matter as expeditiously as possible. (p. 5)
3. the Center consider the consultant's recommendation to expand the functional core of the Center's faculty by using rotating temporary appointments of full-time faculty who teach in the environmental studies program. (p. 5)

4. the Center develop and implement a reporting procedure for Center activities in accord with the outcome of the review of the mission and goals statement. (p. 5)
5. the Center, in consultation with the Dean of the School of Arts and Sciences, develop a budget format that identifies needs and expenses for Center activities separate from those for its regular academic program. (p. 5)
6. information in the Program Planning Guide and Catalog show that Econ 1B is required, rather than as an alternate for Econ 1A, since 1B is a prerequisite for each of the economics courses that can be used to meet the economics requirement. (p. 7)
7. the Center provide more information about appropriate minors and consider including a statement in the next Program Planning Guide and Catalog about the need to consult an advisor in selecting a minor. (p. 8)
8. the Center study the possibility of developing concentrations through combining the major with selected minors and then promoting such concentrations as a way of stimulating interest in the program. (p. 8)
9. the Center review its intended prerequisites for Bio S 160, as agreed upon with the Department of Biological Sciences, and make appropriate corrections in the Program Planning Guide and Catalog, including changing the unit requirement if necessary. (p. 9)
10. the Center delete Env S 130 from the list of optional courses for the minor: (p. 9)
11. the Center actively promote the minor in environmental studies through dissemination of information to departments whose majors would find this minor relevant to their interests. (p. 9)
12. the Center provide more structure for the internship program by establishing expected learning outcomes and criteria for evaluating those outcomes along with such other considerations as the Center deems appropriate. (p. 10)
13. the Center delete Env S 108, Disease, History, and Environment from the Catalog. (p. 11)
14. the Center actively seek ethnic minority faculty when it has openings. (p. 13)
15. the Center consult with the Dean of Arts and Sciences about strategies to attract and retain ethnic minority students in its program. (p. 13)

Recommendations to the Dean of the School of Arts and Sciences

It is recommended that

1. the Academic Vice President and the Dean of the School of Arts and Sciences review with the Center the mission and goals statement to determine whether it remains appropriate or is in need of modification. This recommendation should be deferred until the Director of the Center returns from sabbatical leave. (p. 5)
2. the Dean assist the Environmental Studies Center to develop a budget and budget request format that separates budgetary needs for Center activities from those of its regular academic program. (p. 5)
3. the Dean consult with the Environmental Studies Center about strategies to attract and retain ethnic minority students in its program. (p. 13)
4. the Dean give serious consideration to the Environmental Studies Center's need for computer access along with similar needs of several other departments housed in the Psychology Building. (p. 14)

Recommendation to the Vice President for Academic Affairs

It is recommended that the Academic Vice President and the Dean of the School of Arts and Sciences review with the Center the mission and goals statement to determine whether it remains appropriate or is in need of modification. This recommendation should be deferred until the Director of the Center returns from sabbatical leave. (p. 5)

Recommendation to the Executive Vice President

It is recommended that the Executive Vice President give serious consideration to housing the Environmental Studies Center along with the Department of Anthropology and the Department of Geography in the new office and classroom building in order to form a cluster of programs having common interests and in need of laboratory space and conference rooms that can be shared. (p. 16)

Recommendation for Academic Senate Action

It is recommended that the Bachelor of Arts degree program in Environmental Studies be approved for a period of five years or until the next program review.

3-30-87



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M

April 28, 1987

To: Peter Shattuck, Chair
Academic Senate

Dan Decious

From: Daniel R. Decious, Chair
Academic Senate Curriculum Committee

Subject: Certificate in Museum Technology

At its meeting on April 27, 1987, the Academic Senate Curriculum Committee approved a Certificate of Academic Achievement in Museum Technology.

DRD/cb

cc: Professor Rich
Dean Sullivan

FISCAL AFFAIRS COMMITTEE

FISCAL IMPACT EVALUATION
CERTIFICATE IN MUSEUM TECHNOLOGY
March 24, 1987

The proposed certificate program is expected to process five to six students per year utilizing already existing courses and internships. No administrative overhead is anticipated.

The two required courses from Anthropology (176 and 197) will be offered in alternate semesters. This compares to an average rate of offering one or the other of the two courses per year; thus, the new pattern of scheduling will require on average an additional 1.5 WTU's per semester compared to the past scheduling pattern. The chair of Anthropology says these added WTU's can readily be absorbed within their existing semester scheduling.

The two courses in the program external to Anthropology, Home Economics 31 and Photography 40, both are taught every semester with multiple sections and apparently can easily absorb the anticipated extra one to three students per semester.

In summary, as presently conceived, the proposed certificate in museum technology appears to have no significant fiscal impact.



California State University, Sacramento

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DEPARTMENT OF ANTHROPOLOGY

MEMORANDUM

TO: June E. Stuckey
Associate Vice President
for Academic Affairs

FROM: George W. Rich, Chair *G. W. Rich*
Department of Anthropology



March 6, 1987

Attached are 20 copies of Form H, the proposal for a Certificate Program in Museum Technology, and the completed Form B, reformatted according to the new and current procedures.

This proposal may look familiar to you since it initially entered the approval mill on April 16, 1986, when I sent 15 copies of the proposal to you according to the guidelines then in effect. The proposal was forwarded to you by Arts and Sciences on April 22, 1986 and I filed a Fiscal Impact Statement for Program Proposals on April 22, 1986. We had hoped to have the program approved effective Fall 1986.

This program was approved by the Arts and Sciences Academic Council on September 23, 1986, pending consideration of a title change. The title issue was resolved by the Academic Council on February 17, 1987, and the entire proposal approved for transmission to your office. Because we have been keeping students on hold for almost a year while the gears turn ever so slowly, I would very much appreciate your expediting the approval of the certificate program by urging the appropriate committee of the Academic Senate to move quickly.

Thank you for your assistance.

GWR/sp

Enclosures

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM CHANGE PROPOSAL

Academic Unit: ANTHROPOLOGY Date of Submission
to School Dean: 4-25-86

Requested Effective Fall X Spring _____, 1986

Type of Program Change:	Required forms attached:
<u> </u> Modification in Existing Program	
<u> </u> Substantive Change	<u> </u> Form C
<u> </u> Non Substantive Change	<u> </u> no form required
<u> </u> Deletion of Existing Program	<u> </u> Form D
<u> </u> Initiation (Projection) of New Program	<u> </u> Form E
<u> </u> Implementation of New Program	<u> </u> Form F
<u> </u> Addition of New Minor, Concentration, Option, Specialization, Emphasis	<u> </u> Form G
<u> X</u> Addition of New Certificate Program	<u> H</u> Form H

Briefly describe the change requested and the justification for the change:

See Form H, Nos, 3 and 4

Transaction:
School Review Completed (date): September 23, 1986
University Review Completed (date): _____
Chancellor's Review Completed (date): _____

Approvals:
Department Chair: [Signature] Date: 3/6/87
School Dean: [Signature] Date: 3/6/87
Associate Vice President-Curriculum: _____ Date: _____

CERTIFICATE PROGRAM PROPOSAL

1. **Academic Unit:** Department of Anthropology
2. **Title of Certificate Program:** Certificate in Museum Technology
(a Certificate of Academic Achievement)
3. **Purpose of Program:**

The Certificate in Museum Technology is designed to attract a small number of students from those fields which traditionally generate museum personnel: anthropology, history, art history, and recreation and leisure studies. It is a strong (20 unit) program which emphasizes the acquisition of knowledge and practical experience in general museology. The hallmark of the program is a small core of relevant and practical coursework (9 units) with a programmatic emphasis (600 hours) on internship placement in working museum environments.

The program will take advantage of opportunities that exist for students to work alongside professional staff at the California State Museum Collections Unit (W. Sacramento), the Sacramento History Center, the Lowie Museum of Anthropology (U.C. Berkeley), and small regional museums. It will also place students in contact with professionals in the areas of museum registration, textile conservation, museum entomology, exhibit preparation, and interpretation, who will be brought onto campus to participate in one of the core courses (Anthropology 176).

The program is to be taken concurrently or following completion of degree requirements in related disciplines.

4. **Need for the Program:**

There has been a recent, dramatic growth of interest in the preservation and interpretation of our historical and cultural heritages. Traditional, large museums are receiving a degree of public support unmatched in history; but, more importantly, the expansion of public interest has led to a demand for new types of public-oriented institutions, such as local or neighborhood historical centers, regional museums, interpretation centers, outdoor museums, living history centers, corporation archives, and outreach exhibit programs. CSUS is in an ideal position to offer a superior program of training for degree recipients who wish to pursue career opportunities in museum and exhibit work.

This program has been designed in consultation with the Supervisor of State Collections, California Department of Parks and Recreation, and will eventually serve to help qualify individuals for entry-level museum technologist positions to be developed by the State in the near future.

5. Programmatic and Fiscal Impact on Other Academic Units; and Consultation:

This is a proposal to establish an academic certificate combining 9 units of existing courses on campus, 8 units of practical internship training, and 3 units in a culminating experience. No additional resources will be required to establish and administrate the certificate program on a continuing basis. Participating departments on campus (Home Economics and Photography/Journalism) have expressed enthusiasm for the program and have indicated a willingness and ability to accommodate the limited additional demand for Home Economics 31 and Photography 40, respectively.

The Museum Collections Management Unit (California Department of Parks and Recreation) has expressed strong support for the proposed program and expressed its willingness to accommodate and train program interns on a regular basis. The Department of Anthropology maintains an ongoing relationship with the Sacramento History Center, which has also indicated its support for the program and its willingness to accommodate program interns. The Lowie Museum of Anthropology, University of California, Berkeley, has consented to accept certificate program interns on a limited basis.

Consultation: In the course of developing this certificate program, the Department of Anthropology has consulted and received endorsements from the following individuals:

Sheridan Hatch, Registrar, Sacramento Museum and History Department,
City of Sacramento.

Philip Hitchcock, (then) Chair, Department of Art, CSUS.

Hartman Lomawaima, Assistant Director, Lowie Museum of Anthropology,
University of California, Berkeley.

Jo Lonam, (then) Chair, Department of Home Economics, CSUS.

Joan Moon, Chair, Department of History, CSUS.

Frank A. Norick, Principal Anthropologist, Lowie Museum of
Anthropology, University of California, Berkeley.

Kris N. Quist, Collections Manager, Museum Collections Management
Unit, California Department of Parks and Recreation.

Elizabeth Smart, Supervisor of State Collections, Museum Collections
Management Unit, California Department of Parks and Recreation.

Ralph Talbert, Chair, Department of Journalism, CSUS.

Stephen Walker, Chair, Department of Recreation and Leisure Studies,
CSUS.

6. Certificate Program Requirements:

A. CORE REQUIREMENTS (9 units)

3 units Anthropology 176. Museum Techniques for Anthropologists.

3 units Anthropology 197. Techniques of Archaeological Analysis:
Typologies and Synthesis.

AND

3 units Home Economics 31. Textiles.

or

2 units Photography 40. Basic Techniques in Photography.

and
1 unit Anthropology 199/299. (technical photography practicum).

B. OFF-CAMPUS INTERNSHIP (6 units)

3 units Anthropology 178/278. Internship (State Collections).

3 units Anthropology 178/278. Internship (State Collections,
Sacramento History Center, or other pre-approved).

C. DEPARTMENT INTERNSHIP (2 units)

2 units Anthropology 178/278. Exhibit or collections internship.

D. CULMINATING EXPERIENCE (3 units)

A 199/299 course or Master's Thesis, completed in the student's major department. Acceptable projects must entail museum-focused work, such as the independent curation of a significant exhibition or the completion of a professional-quality collection-catalogue or research paper based on independent research and documentation. An acceptable thesis must focus on material culture and entail museum research or research with historical, ethnological, or archaeological collections. A prospective project or thesis must be approved by the Anthropology Department's Certification Committee prior to submission for credit.

* Post-graduate certificate of academic achievement that must be taken concurrently or following matriculation in a related B.A. degree program.

** A minimum grade of "B" (3.0) is required for each graded course used toward the certificate.

7. Academic Unit Responsible for Offering and Monitoring the Quality of the Program: Department of Anthropology.

8. Duration of the Program: Continuous.

9. Expected Number of Participants and Their Probable Academic Background

The Department anticipates an annual average enrollment of between 10-12 students in the certificate program: 70 percent Anthropology majors, 30 percent History, Art, and Recreation and Leisure Studies majors.

10. Resource Needs:

a. The proposed certificate program does not entail the addition, deletion, or modification of any courses. The anticipated increase in demand for existing courses comprising the program is relatively small and can easily be accommodated in the present routine of offerings.

COURSE	SECTIONS ADDED (+)		ENROLLMENT		STAFFING		+/- FTE	
	SECTIONS DELETED (-)		PER SECTION		+/- WTU'S			
	F	S	F	S	F	S	F	S
HM EC 31	n/a		+1-2	+1-2	0	0	+ .4	+ .4
PHOTO 40	n/a		+3	+3	0	0	+ .4	+ .4
ANTH 176	n/a		0	+5	0	0	0	+1
ANTH 197	n/a		+8	0	0	0	+1.6	0
ANTH 178	n/a		+5	+5	0	0	+ .66	+ .66

b. Affected academic units have indicated that the anticipated increase in demand for courses can easily be absorbed within present course offerings.

c. Anticipated increases in Anthropology Department operating expenses and instructionally-related travel will likely not exceed \$800 per annum, and have already been included in budget projections.



California State University, Sacramento

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M E M O R A N D U M

April 28, 1987

To: Peter Shattuck, Chair
Academic Senate

From: *Dan Decious*
Daniel R. Decious, Chair
Academic Senate Curriculum Committee

Subject: Career Development Certificate

At its meeting of April 27, 1987, the Academic Senate Curriculum Committee approved a Certificate of Academic Achievement in Career Development to be offered through the Extended Learning Programs, with the provision that the Curriculum Committee would receive from the Extended Learning Subcommittee its review of the Certificate program after three years of operation.

DRD/cb

cc: Dean Arellanes



California
State
University,
Sacramento

Complete
Educational
Services

650 University Avenue
Suite 101A
Sacramento, CA 95825
916-923-9833

M E M O R A N D U M

TO: RAY BANDUCCI, CAREN MCNEW-DEMETRE, SHEL WEISSMAN

FROM: ROBERT V. ARELLANES
DEAN OF EXTENDED LEARNING PROGRAMS

SUBJECT: EXTENDED LEARNING PROGRAM SUBCOMMITTEE'S ACTION

The Extended Learning Program Subcommittee has approved your Certificate in Career Development Proposal with the following conditions:

1. There will be a review of the program in three years.
2. Approval is contingent upon receipt by the committee of course descriptions that include applicability to the graduate program.
3. Entry level admissions criteria should be stated, and a description of how students are to be screened with respect to the criteria.

Please submit information to Laurel Morris, ELP Subcommittee Secretary, by April 8th.

cc: Dave Martin Chair, ELP Committee
Members of the Committee

approved 4/12/87
cc

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Education
Department of Counseling, Administration, and Policy Studies

M E M O R A N D U M

TO: Robert V. Arellanes
Dean of Extended Learning
Programs

DATE: April 6, 1987

SUBJECT: Extended Learning Program
Subcommittee Action -
March 25, 1987

FROM: Ray Banducci, Caren McNew-Demetre,
Shel Weissman

The Career Development Certificate Program Committee appreciates the approval of our certificate program and the relevant questions raised by the ELP Subcommittee. Specifically, we respond to the questions as follows:

1. We agree that the program should be reviewed in three years.
2. Course descriptions of the certificate program offerings are attached for your persual. Nine to 15 units of these offerings may be applicable to the CSUS graduate program in Career Development. Coursework is contingent upon approval by the coordinator of the Career Development specialization area in the Department of EDCAPS.
3. a. Entry level criteria are as follows: prospective students must substantiate: Possession of an AA degree or 2 years of college experience, 2 years minimum experience in the field, or permission of the instructor.
b. Screening of prospective students will be accomplished by a committee representing the Career Development Certificate Program and will require:
 - (1) Submission of evidence of completion of an AA degree or 2 years of college experience and
 - (2) Letters from past or present supervisors and/or agency which detail the individual's experience and recommendation for this program.

We hope the above statements adequately address your concerns. Please contact us if there are further questions regarding our proposal.

RB:am

cc: Steve Gregorich, Dean, School of Education
Tom Cottingim, Chair, Department of EDCAPS
Lynn Wilcox, CE Program Coordinator, Department of EDCAPS
Dave Martin, Chair, ELP Committee
Members of ELP Committee

A CERTIFICATE PROGRAM IN CAREER DEVELOPMENT

1. TITLE OF THE PROGRAM:

Career Development Certificate Program

2. TYPE OF CERTIFICATE TO BE AWARDED:

Certificate of Academic Achievement

3. OBJECTIVES OF AND NEED FOR THE PROGRAM:

The Certificate program in Career Development is designed for individuals who wish to develop and/or improve skills and knowledge in the field of Career Development. Basic objectives for the program include:

1. The acquisition of a career model to apply career development techniques to a work environment.
2. Demonstration of the ability to successfully lead, conduct, and conclude a career development interview.
3. Demonstration of knowledge and skill with standardized tests and appraisal instruments.
4. Demonstration of knowledge and skill in conducting non-test assessment of attitudes, needs, values, interests, and skills.
5. Demonstration of the use of occupational and industrial information to improve career decision making.
6. Assessment and improvement of a client's decision making skills.
7. Integration of attitudes, values, interests, skills, aptitudes, and career information into a career plan.
8. Demonstration of the use of group techniques to accomplish certain goals.
9. Awareness and proficiency with national, state, and local labor market information and the appropriate use of information for the purpose of job search.
10. To investigate, and modify as necessary one's practices in regard to the career development issues of special populations (eg, re-entry individuals, minorities, substance abusers, displaced workers, etc.).

The need for this type of program is indicated below:

a. GREATER AVENUES FOR INDEPENDENCE (GAIN):

This is the California employment and training services program for recipients of Aid to Families with Dependent Children

(AFDC). It requires that all recipients with children over the age of 6 participate in some kind of educational, training, or job-seeking program. The recipients are initially assessed for both basic and job-seeking skills and are secondarily assessed in relation to appropriate preparatory training. Proper assessment demands a trained person knowledgeable and skilled in certain aspects of career development. The GAIN legislation specifies the requirements one must meet in order to qualify as an assessor. The proposed certificate program intends to provide the requisite career training which will allow prospective assessors to qualify.

POTENTIAL IMPACT: MULTIPLE COUNTY WELFARE DEPARTMENTS.

b. EMPLOYEE ASSISTANCE PROGRAMS (EAP):

There are Business, Industry, and Government programs which provide personal, financial, grievance, career counseling, and referral services to employees and their dependents. Since Employee Assistance programs have proven to be cost-effective, the need for well-trained EAP counselors is increasing. Often, however, individuals desirous of obtaining this type of work (for e.g., LCSW's, personal counselors, informally trained personnel) lack the necessary career skills to successfully implement an individualized Career Development plan. The proposed certificate program will provide prospective EAP personnel with the kinds of career development skills needed to effectively work in EAP settings.

POTENTIAL IMPACT: IN-SERVICE TRAINING, POST-GRADUATE TRAINING IN THE PUBLIC AND PRIVATE SECTOR.

c. EDUCATIONAL INSTITUTIONS:

The field of Education is experiencing an increasing need for career development at all levels. The overall recognition of the importance of career and vocational development is growing. Concurrently, school drop-out problems in California (averaging 37%) and elsewhere in the nation have increased dramatically. State legislators are generating various bills (e.g., SB 813, AB 65) in an attempt to stem the tide of drop-outs. Regardless of whether schools are proactive or reactive however, the need for students to better understand the relationships between education, work, and the ability to lead a satisfying life is evident and on-going. This certificate program will be of particular benefit to all school personnel who are attempting to maximize the collaboration between education and work and bridge the school to work transition.

POTENTIAL IMPACT: PRE-SERVICE, IN-SERVICE TRAINING OF COUNSELORS, WORK-EXPERIENCE COORDINATORS, VOCATIONAL EDUCATION TEACHERS, ROP COUNSELORS, ETC.

d. COMMUNITY AGENCIES AND/OR OUTREACH PROGRAMS:

An emerging population that warrants career planning services is "re-entry" people. This group includes displaced homemakers (male/female), mid-life career changers, older workers, service veterans, re-entry women, and displaced workers. The need for increased services to re-entry people is well-documented, for e.g., a recent study (Educational Evaluation and Research, Inc., 1984) estimates there are 600,000 displaced homemakers in California alone. The proposed program will provide coursework applicable to the effective career development of re-entry individuals.

POTENTIAL IMPACT: PROVIDES EFFECTIVE LEADERSHIP TRAINING FOR PROFESSIONALS IN THE HELPING PROFESSIONS TO MEET THE UNIQUE NEEDS OF A GROWING CLIENTELE.

e. POST MASTERS DEGREE STUDENTS:

There is currently a substantial movement toward the national certification of counselors through the National Board for Certified Counselors (NBCC). In 1985, NBCC also implemented a specialty certification for career counselors. In order to be eligible for recertification, counselors must complete a minimum of 100 hours of continuing education credit within a 5 year time period. This certificate program will be an approved provider of continuing education units which can be applied for recertification purposes. Furthermore, there is no current post-masters training through the universities in Northern California. Due to NBCC requirements and various changes in the field, this training is essential.

POTENTIAL IMPACT: THERE ARE NUMEROUS CAREER COUNSELORS IN THE PUBLIC AND PRIVATE SECTORS IN THE SACRAMENTO SERVICE AREA WHO COULD BE AFFECTED.

4. STRUCTURE OF THE PROGRAM AND METHOD OF ACHIEVING THE OBJECTIVES:

The Certificate Program is designed to facilitate career development preparation in several areas. Coursework is structured to help one learn to: assess a person's strengths, personality, interests, skills, aptitudes, etc. and to facilitate a client's growth in areas of deficit; help someone plan for a career or vocation; use appropriate resource materials to encourage exploration and to effect a compatible fit with a person's personality, interests, skills, etc. Attention to the unique needs of special populations is also emphasized. the proposed program does not duplicate other programs or offerings at CSU, Sacramento and is unique to the Sacramento Service area.

The following courses are designed to accomplish the objectives of the Career Development Certificate Program:

	<u>Units</u>
1. CAREER/LIFE PLANNING	3
2. CAREER ASSESSMENT INSTRUMENTS & TECHNIQUES	2
3. COMMUNICATION/INTERVIEWING SKILLS IN CAREER DEVELOPMENT	2
4. GROUP CAREER DEVELOPMENT	2
5. USE OF OCCUPATIONAL/INDUSTRIAL INFORMATION IN CAREER DEVELOPMENT	1
6. JOB SEARCH KNOWLEDGE & TECHNIQUES	1
7. CAREER DEVELOPMENT FIELD STUDY/PRACTICUM	1
8. CAREER NEEDS FOR SPECIAL POPULATIONS (1 UNIT EACH--3 REQUIRED)	3
--MINORITIES	
--REENTRY WOMEN	
--DISABLED	
--ADOLESCENTS	
--DISPLACED/OLDER WORKERS	
--SUBSTANCE ABUSERS	
--MID LIFE CAREER CHANGE	

TOTAL

15

5. NAMES AND QUALIFICATIONS OF THE INITIATORS AND THE ACADEMIC UNIT:

The Career Development Certificate Program is supported by the Department of Counseling, Administration, and Policy Studies at CSUS, which is encouraging its development. The initiators of the program include:

- a. Dr. Ray Banducci, Professor, Coordinator of the Career Development specialization in the Master of Science program in Counseling, CSUS (See attached resume).
- b. Dr. Shel Weissman, Professor, Counselor Education and CSUS Testing Center. Past president of the California Career Development Association. (See attached resume).
- c. Ms. Caren McNew-Demetre, M.S. Degree with specialization in Career Development and Counseling, CSUS, presently in private practice in Career Counseling and Consulting. (See attached resume).

6. DURATION OF THE PROGRAM:

The program will be a continuing one and will hopefully encourage more students to further their Career Development education in the Master of Science program in Counseling at CSUS. The certificate program will be carefully monitored and evaluated in terms of continuing need. The entire program can be completed within 3 semesters, assuming that students average at least 5 units per semester.

7. RESOURCE NEEDS:

Faculty will be recruited locally, and will include individuals holding a doctorate or a master's degree, with demonstrated expertise and experience in Career Development or a related field. Use of physical facilities and library/media resources can be arranged through CSU, Sacramento and the Extended Learning Program. Appropriate reimbursement for the administrator of the certificate program will also be required. It should be noted that other successful Career Development Certificate Programs have been implemented in the past at sister CSU institutions at Long Beach, Northridge and San Jose.

8. EXPECTED NUMBER OF PARTICIPANTS AND THEIR PROBABLE BACKGROUND:

It is quite difficult to estimate the expected number of participants with any degree of accuracy. The required preparation for becoming an assessor in the GAIN program alone should encourage many to acquire the requisite skills. The state has established \$125 as the average assessment fee for each GAIN client. Since it is estimated that there will be 240,000 AFDC recipients initially engaged in this program, this can be a real incentive for preparation. The need for career counseling in the schools and Employee Assistance programs should additionally encourage more participants in the Career Development Certificate Program. Given the needs of the populations cited earlier in item 3, a gross estimate of potential participants would range from 150-200 people. Regarding participant background, it is anticipated that prior preparation will be varied, ranging from those who have not yet obtained a bachelors degree to Post Masters students.

APPENDIX A
A POSSIBLE PROGRAM PLAN FOR STUDENTS

	<u>Units</u>
<u>Semester 1</u>	
Career/Life Planning	3
Career Assessment Instruments and Techniques	2
Career Needs: Re-entry Women	1
<u>Semester 2</u>	
Communication/Interview Skills in Career Development	2
Use of Occupational/Industrial Information	1
Career Needs: Minorities	1
Career Needs: Substance Abusers	1
<u>Semester 3</u>	
Group Career Development	2
Job Search Knowledge/Techniques	1
Career Development Field Study/Practicum	<u>1</u>
Total	15

#9,140



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

MEMORANDUM

April 22, 1987

California State University, Sacramento
6000 J Street
Sacramento, California 95819

APR 23 1987

TO: Peter Shattuck, Chair
Academic Senate

Academic Senate Received
413

FROM: Suzanne A. Snively, M.D., Director
Health & Counseling Services

SAS
by SK

SUBJECT: Campus AIDS Policy, Revision

Last year, the Chancellor's Office issued a system-wide policy regarding AIDS, which required each campus to develop their own policy within established guidelines. Our campus' AIDS Advisory Committee has developed the attached revised document as a proposed policy statement for CSUS to be used in dealing with the potential impact on our campus of the current AIDS epidemic. The AIDS Advisory Committee requests that the Executive Committee of the Senate review this revised proposal and approve it for full Senate concurrence.

We have also forwarded copies of this policy to the University Staff Assembly and the Associated Students, Inc. for their review. It is our informed and considered recommendation that this policy be adopted in its entirety as our official campus policy. It will be amended as medically and scientifically validated information about AIDS becomes available.

SAS/lm

INTRODUCTION

The emergence in the past few years of acquired immune deficiency syndrome (AIDS) as a major public health problem that has impact on all segments of society, including the California State University, has generated not only compassion for those who suffer from this disease, but also anxiety about its spread. In order to be able to protect the rights of persons with AIDS and of those who interact with them in the course of their normal University-related activities, the University recognizes the need to examine its policies affecting faculty, students and staff and to determine whether the existing policies are adequate, insofar as they bear on AIDS-related issues.

To address these issues, President Gerth appointed a committee that is chaired by the Director of Health and Counseling Services and consists of administrators responsible for faculty, student, and staff affairs and of additional individuals trained in law, medicine, and ethics. This committee, the AIDS Advisory Committee, undertook a detailed analysis of the systems' policies, reviewed the medical and epidemiologic information on AIDS available to date, examined relevant guidelines issued by several responsible bodies, and considered the legal and ethical issues involved.

After the review of this information and extensive deliberations, the Advisory Committee concluded that existing system policies and practices needed to be updated and modified with the AIDS-related situations that can be anticipated to occur at CSUS, given the available information about AIDS and the evidence that the AIDS virus is not transmitted by casual contact. The committee recognizes that the AIDS epidemic places new responsibilities on the University to reduce anxiety about the public health aspects of the disease, to be sensitive to the concerns of both individuals with AIDS and those who come in contact with them in the course of their University activities, and to apply all University policies in a nondiscriminatory manner and in compliance with

applicable laws. Moreover, as neither a cure nor a vaccine for AIDS is likely to be available in the near future and therefore education about the mode of transmission of the AIDS virus is the best defense against its widespread dissemination, the University has a moral obligation to make current medical information available on our campus. Once such information is being provided, the University may have a legal obligation to continue this practice, unless formal notice is given that it will be discontinued.

BACKGROUND

AIDS was first recognized as a clinical entity in 1981. It represents the severe end of a broad clinical spectrum and is characterized by a defect in natural immunity that leaves the patient vulnerable to certain infections and malignancies which are not a threat to individuals whose immune system functions normally. Most of the patients appearing at clinics and doctors' offices present with swollen lymph glands, minor irregularities in the immune response, and generalized complaints of fatigue, night sweats, fevers, weight loss, chills, and diarrhea. To date, about 10-15% of these patients have developed full-blown AIDS, a diagnosis that is made only when a patient has fulfilled certain clinical criteria established by the Centers for Disease Control (CDC) of the United States Department of Health and Human Services. These include the presence of unusual opportunistic infections, such as Pneumocystis carinii pneumonia, and/or unique malignancies, such as Kaposi's sarcoma without the usual predisposing conditions. The mortality rate in patients with the full-blown disease is 100%. In the patients who do not progress to full-blown AIDS, the early symptoms, which have come to be known as AIDS-related complex (ARC), persist for variable lengths of time. Many ARC patients have died from these debilitating conditions. Some patients with AIDS or ARC also suffer from neurological disturbances.

According to the Center for Disease Control, by mid-November 1986 28,000 cases, of AIDS (including a 56% mortality rate) had been reported in the United

States. The number of new cases is expected to rise significantly within the next five years. Thirty-two percent of the reported U.S. cases are from New York, and 22 percent are from California. Cases have been reported in at least 44 states, and in more than 74 countries world-wide.

AIDS is caused by a virus, the Human Immunodeficiency Virus (HIV), formerly known as HTLV-III, LAV and ARV. Infection with HIV does not necessarily result in AIDS. Many (perhaps most) infected individuals will remain healthy and display none of the symptoms of AIDS, though they may transmit the virus to others. A smaller group of people will develop ARC - AIDS Related Complex - which is characterized by mild to severe illnesses. An even smaller group of infected persons go on to develop AIDS, indicated by the presence of life-threatening diseases as described above. Because HIV can also attack brain cells, people with HIV infection can experience various forms of dementia or a loss of mental functions.

Although AIDS, ARC and HIV are relatively new, much is known and medically documented about how the virus is transmitted. HIV can be transmitted through sexual contact involving the exchange of infected fluids (semen, blood and vaginal secretions). It can also be spread through direct blood-to-blood contact such as the sharing of hypodermic needles. Blood transfusions and the use of blood products have transmitted the virus, but many experts believe this should no longer occur as a result of screening programs now in use.

In the United States, the great majority of AIDS patients falls into certain high-risk groups, i.e., sexually active homosexual and bisexual men, intravenous drug abusers sexual partners of AIDS patients or members of high risk groups, recipients of blood transfusions blood products (before the screening of blood), persons with hemophilia and other coagulation disorders, and children born of mothers who have AIDS or are members of high-risk groups.

However, many people confuse high risk individuals with high risk behavior. Anyone who engages in risky behavior - especially unprotected sexual contact and drug abuse involving shared needles and syringes - is potentially at risk for infection with HIV.

According to materials provided by a number of authorities, including the Centers for Disease Control, the U.S. Public Health Service, and the American Hospital Association, there is no evidence to support the idea that the AIDS virus is transmitted by casual social contact in occupational, public or family settings. Nor is there evidence of airborne, foodborne, or insect borne transmission of the illness. There is no evidence that the disease is transmitted through objects handled by individuals with AIDS or by contaminated environmental surfaces. Although the AIDS virus has been found in saliva and tears, there is no evidence that the disease is transmitted through these fluids.

It must be stressed that infection with the AIDS virus is not synonymous with the presence of clinical disease, either ARC or AIDS. The incidence of infection (as detected by the presence of serum antibodies to the AIDS virus) is high in high-risk populations, but most infected individuals have no symptoms and may never develop any. Nevertheless, such individuals rarely become free of the virus and must be considered to be carriers who can transmit the infection to others under appropriate circumstances. The time interval between viral infection and the appearance of symptoms (the incubation period) can vary from several months to five or more years in adults, suggesting that the course of the infection may be influenced by the virulence of the infecting virus strain or by cofactors, such as immunosuppressive drugs, severe malnutrition, infection with other viruses, and development of autoimmune manifestations.

While current knowledge about the epidemiology, pathogenesis, and clinical features of AIDS is still far from complete and changing rapidly, it has

provided a basis for instituting measures aimed at controlling the infection. The adoption of stringent procedures to ensure the safety of the blood supply and of clotting factor concentrates has virtually eliminated the risk of infection through administration of these products. Recommendations have been made to high-risk groups to modify sexual practices, to avoid the sharing of needles, and to refrain from donating blood or organs. Infected women are advised to avoid pregnancy. Although the effectiveness of such measures has not been fully demonstrated, adherence to these recommendations can be expected to increase, and to some extent already has decreased, the dissemination of the virus. As it is unlikely that safe and effective measures that can prevent infection with the virus and eliminate an established infection, i.e., a vaccine and an antiviral therapy, respectively, will be available in the immediate future, reduction of the rapid spread of the AIDS virus can be achieved at this time only by an educational program that emphasizes recognition of the need to change personal behavior patterns.

There are no antiviral drugs currently available that have been proven to cure AIDS, although the search for such drugs is being pursued vigorously. Some drugs such as Azidothymidine (AZT) have been found that slow the growth of the AIDS virus, but they are only available for use by patients with certain specific disease histories. Although no treatment has yet been successful in restoring the immune system of persons with AIDS, the medical community has had some success in using drugs, radiation, and surgery to treat the various illnesses of AIDS patients thereby prolonging the opportunity for a useful life.

POLICY AND GUIDELINES

The following policy and guidelines are provided in order to create an informed and supportive campus community, to prevent the spread of the virus, to reduce fears and dispel myths, to protect the rights of persons with HIV, ARC or AIDS infections. The policy and guidelines are based on information obtained from several sources, including the American College Health

Association, the American Council on Education, and the Centers for Disease Control. The guidelines are based upon current knowledge and are intended to provide direction for dealing with AIDS-related issues. As this knowledge changes, these guidelines will be modified.

General Policy

1. California State University, Sacramento has established an AIDS Advisory Committee to plan a comprehensive educational program and develop administrative procedures that address campus issues related to HIV and persons with ARC or AIDS. This committee is broadly representative of the campus community thus enabling it to address the medical, personal, administrative, personnel and legal issues associated with the disease. Where appropriate and necessary, procedures developed will be consistent with provisions specified in collective bargaining agreements for employees duly covered.

2. CSUS shall develop and implement a comprehensive AIDS education program for students and employees. The implementation of an effective program, based on current medical evidence, provides the best way to inform people and dispel fears which may exist in our academic and employment environment.

3. CSUS will analyze the individual circumstances and respond to persons with AIDS or AIDS-related complex on a case-by-case basis. Flexibility is necessary in order to evaluate each case based upon the individual's ability to function, the needs of our campus community, and the legal obligations involved. The CSUS AIDS Advisory Committee shall establish a mechanism to ensure consistent and reasonable analyses and recommendations regarding each case.

Guidelines

The following guidelines are based on current epidemiological data indicating that students or employees with AIDS, AIDS Related Complex, or a positive HIV antibody test, do not pose a health risk to other students and employees in an academic setting.

1. Students and employees with AIDS, AIDS Related Complex, or a positive HIV antibody test ^{must} should be afforded normal classroom attendance, working conditions, and participation in cocurricular and extracurricular activities in an unrestricted manner, ~~as long as they are physically and psychologically able to do so.~~

2. CSUS will provide reasonable accommodation to employees and students with AIDS and related illnesses in a manner consistent with those provided for other medical problems.

3. Students and employees with AIDS, AIDS Related Complex, or a positive HIV antibody test will be given assistance consistent with other illnesses in obtaining appropriate medical care, education, and accommodations.

4. As AIDS is a reportable disease in the State of California, medical personnel are required to report diagnosed cases to the local county health department within 24 hours. Except for such legally required reporting, confidentiality of medical conditions shall be maintained.

5. In accordance with existing University procedures and requirements, an employee's or student's medical record is confidential information, and such information will not be released without the individual's permission except as otherwise provided by law, positive HIV antibody test will not be part of the admission decision for prospective students, or hiring decisions for prospective employees.

6. Programs will not be implemented to require screening of students and employees for AIDS, AIDS Related Complex, or HIV antibodies.

7. Consideration of the existence of AIDS, AIDS Related Complex, or a positive HIV antibody test will not be part of the admission decision for prospective students, or hiring decisions for prospective employees.

8. Persons with AIDS, AIDS Related Complex, or positive HIV antibody tests will not be restricted access to residence halls; libraries; student unions; social, cultural and athletic events; dining areas; gymnasias; swimming pools; recreation facilities; and other common areas.

9. Procedures will be established to ensure the safety of individuals participating in laboratory experiments involving blood, blood products, and body fluids.

10. Students participating in field work experiences in health care settings must be provided assurance by the training facility that it is in compliance with the California Department of Health Service's guidelines for the handling of blood, blood products, and body fluids.

11. If an employee or student has concerns about the presence of a person with AIDS, ARC or HIV that individual should be directed to a knowledgeable counselor or administrator to help alleviate these concerns. Appropriate educational programs and/or counseling services will be provided on campus, or referrals will be made to appropriate agencies, e.g., a health educator is available in the Student Health Center. The AIDS Advisory Committee will make available a list of knowledgeable counselors and/or administrators on an annual basis. It should be understood that refusal to work with a person with AIDS, ARC or HIV does not excuse an employee from fulfilling assigned responsibilities.

12. Regular medical follow-ups should be encouraged for those who have AIDS, ARC or a positive HIV antibody test. Special provisions to protect the health of these persons should be considered during periods of prevalence of such contagious diseases as measles, rubella, and chicken pox.

13. The CSUS Student Health Center is familiar with sources for the diagnosis of AIDS, AIDS Related Complex, or the HIV antibody test, and will refer persons requesting such testing to appropriate community agencies.

14. Only to the extent of its capabilities, the Health Service will provide diagnostic and follow-up care for students with AIDS, AIDS Related Complex or positive HIV antibody tests.

15. The CSUS Student Health Center will review its protocols to ensure that they are consistent with the guidelines proposed by the California Department of Health Services for the handling of blood, blood products, and body fluids for persons with AIDS, AIDS Related Complex, or a positive HIV antibody test.

16. The CSUS Student Health Center has established and will maintain communication links with agencies within our service area, including, but not limited to, the Sacramento AIDS Foundation and county health agencies in order to obtain current medical and referral information.

GLOSSARY

- AIDS:** Acquired Immune Deficiency Syndrome.
- Acquired** - a condition which is not inherited.
- Immune** - the body's defense systems responsible for fighting disease.
- Deficiency** - a breakdown or inability of certain parts of the immune system. This makes a person more susceptible to certain diseases to which the person would not ordinarily be susceptible.
- Syndrome** - a group of symptoms and diseases that together are characteristic of a specific condition.
- Antibody:** A protein developed by the body in response to infection with disease organisms. It usually counteracts the effects of germs (i.e., bacteria and viruses); however AIDS antibodies are apparently not protective. They do serve as indicators of infection with HIV.
- Antibody negative:** An HIV antibody test result which indicates no presence of HIV antibodies in the blood. Negative test results are generally assumed to mean the individual is not infected with HIV. (See False negative)
- Antibody positive:** An HIV antibody test result which indicates the presence of HIV antibodies in the blood. Positive test results are generally assumed to mean this individual is infected with HIV, but do not predict if or when the person will become ill with ARC or AIDS. Persons who are antibody positive are presumed to be capable of passing the virus to others through sexual fluids, blood, and pregnancy or nursing. (See False positive)
- ARC:** AIDS-Related Conditions, AIDS-Related Complex. Illnesses and symptoms related to HIV infection. These are usually not life-threatening. ARC can be characterized by unexplained and prolonged (several weeks or longer) fever, weight loss, swollen lymph glands, oral yeast infection, night sweats and other symptoms. Some individuals with ARC will eventually develop AIDS; others will not.
- ARV:** See HIV.
- Carrier:** An HIV-infected individual with no overt symptoms. (See antibody positive)

- Co-factors:** These are characteristics of HIV-infected individuals which can make them more susceptible to developing symptoms, ARC or AIDS. They include substance abuse, general health history, incidence of other sexually transmitted diseases, heredity, and stress factors.
- ELISA:** See HIV Antibody Test.
- False negative:** A negative antibody test in someone who in fact has been infected with HIV, but has not developed antibodies. This is usually due to testing too soon after time of infection; antibodies are generally produced within 2-12 weeks after infection. It can also be the result of testing defects.
- False positive:** A positive antibody test in someone who in fact has not been infected with HIV. This can be due to the subjectivity inherent in ELISA testing, other substances in the blood which cause the test to look positive, and more.
- HIV:** Human Immunodeficiency Virus, the virus which can cause AIDS. This term replaces HTLV-III, ARV, and LAV, all of which are names for the same organism.
- HTLV-III:** See HIV.
- HIV antibody test:** The test used to screen blood for antibodies to HIV. The presence of antibodies is generally assumed to indicate infection with HIV. This tests only for HIV antibodies, not HIV (the virus) itself, ARC or AIDS. Three tests are available: ELISA, the most available and least expensive; Western blot, more sensitive and costly, sometimes used for confirming positive ELISA's; and Immunofluorescent Assay (IFA).
- High risk behavior:** Behavior which puts an individual at increased risk for infection with HIV. This primarily refers to unsafe or unprotected sexual contact with infected individuals, or multiple partners, and sharing needles and syringes in IV drug abuse.
- Incubation period:** The time between infection with HIV and the onset of symptoms. This seems to average between 18 months and 3 years, but the maximum is not known and could be as long as seven plus years. Not everyone infected with HIV develops symptoms.

- Kaposi's sarcoma (KS): A type of cancer found in many people with AIDS. It can first appear as lesions on the skin or in the mouth, but often spreads internally to body organs.
- LAV: See HIV.
- Opportunistic infections: These are illnesses caused by germs which are already present in the body before the immune system becomes suppressed. They can be life-threatening to people with immune deficiencies, including AIDS, but not a threat to anyone whose immune system functions normally.
- Pneumocystis Carinii Pneumonia (PCP): An opportunistic infection of the lungs; it is very common in people with AIDS. It rarely if ever affects anyone whose immune system functions normally.
- Risk Reduction: See "Safe Sex," this also includes not using or sharing ~~contaminated~~ needles.
- Safe Sex: Relatively "safer sex" is choosing or adopting sexual activities which minimize or avoid transmission of HIV. They include the use of condoms and those spermicides which will kill HIV. (See also "Unsafe Sex")
- T-helper cells: White blood cells which play a major part in carrying out the immune response. HIV can invade and take over these cells, causing the immune system deficiency known as AIDS.
- Unsafe Sex: Any sexual practices which can lead to transmission of HIV. These include unprotected vaginal and anal intercourse and oral sex, and any activities which lead to tissue injury, especially if the injury allows transmission of sexual fluids or blood.
- Virus: A minute organism which depends on nutrients inside cells for its metabolic and reproductive needs. They are responsible for various infectious diseases and are not affected by antibiotics. HIV is unable to survive long outside of the body.
- Western blot: See HIV antibody test.



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M

DATE: March 31, 1987

TO: Peter Shattuck, Chair
Academic Senate

FROM: Robert Jensen, Chair
Academic Policies Committee

SUBJECT: Recommended Change to "Dead Week" Policy

The issue of "dead week" came to us in the context of the academic year calendar, specifically a memo to Sheila Orman from Betty Moulds dated October 1, 1985.

Members of the Academic Policies Committee contacted other CSU campuses to obtain information regarding policies and practices at those campuses. After examining the policies and practices at other CSU campuses, it was evident that the policy and practice of having an interval of time between scheduled classes and the beginning of finals (day, week, etc.) in which students receive no new material, attend classes only for review, or have no classes at all, is atypical.

Our own practice appears to be widely varying across faculty, although the Faculty Manual calls for a "dead week."

The recommendation of the Academic Policies Committee, therefore, is to retain the flexibility for faculty with regard to the last week of classes so that students with widely different scheduling needs can be accommodated. Such flexibility can best be retained by deleting Section 6.05.00 of the CSUS Faculty Manual, and references to "Dead Week" in the University Catalog, class schedule, and documents relating to student rights.

RJ/CD

FACULTY MANUAL:

6.05.00 Dead Week.

No midterms, quizzes, or examinations, other than those authorized on an individual basis, will be given in the period five academic days before the beginning of the University's final examination schedule. Each semester, classes will end on Friday and final examinations will begin the following Monday. (AS 68-49)

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES:

I. Rights in the Classroom

L. That the students not be given tests or additional work beyond what has already been assigned during the week prior to final examinations of each semester.

CSUS CATALOG: References to "dead week" in the academic calendars.



ATTACHMENT F
Academic Senate Agenda
May 6, 1987

California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

April 28, 1987

M E M O R A N D U M

TO: Peter Shattuck, Chair
Academic Senate

FROM: Mary W. Burger
Vice President
for Academic Affairs

SUBJECT: Proposal for the Establishment of a Center for
Pacific Asian Studies

Attached is a proposal from Arts and Sciences to establish a Center for Pacific Asian Studies. Attached also are the Dean of Arts and Sciences' statement of approval from the appropriate committees and the comments and evaluation of the Director of Research and Sponsored Projects.

I strongly endorse the proposal to establish a Center for Pacific Asian Studies and request that it be placed on the agenda of the Executive Committee of the Academic Senate. However, Professor Jay Crain and Dean Sullivan have agreed to defer the proposal's request for a recommendation regarding the Center's administration of major and minor degrees in Pacific Asian Studies until further discussion and consideration of this issue have occurred. They request, at this point, your positive recommendation only to establish the Center for Pacific Asian Studies.

104/khm

Attachments

cc: Dr. Golub (w/o attachments)
Dr. Stuckey (w/o attachments)
Dean Sullivan (w/o attachments)
Dr. Crain (w/o attachments)

PROPOSAL TO ESTABLISH A CENTER FOR PACIFIC ASIAN STUDIES

Jay B. Crain, Ph.D.
Department of Anthropology

INTRODUCTION

Pacific Asia, including the nation states on the Asian shores of the Pacific Rim -- the Koreas, Japan, China, Taiwan, the Philippines, Vietnam, Laos, Kampuchea, Thailand, Burma, Malaysia, Singapore, Brunei and Indonesia -- is a region of rich cultural heritage and great economic, political and strategic importance. Possessing immense natural and human resources, Pacific Asia is not only developing, but has the potential of becoming the most dynamic region in the world. The impact of this development can be seen in the shift of American attention away from Europe toward the nations of Pacific Asia. The traditionally Eurocentric economies of the United States and Canada and, most especially Australia have shifted their orientations under the impact of the growing influence of Pacific Asia. Substantial movements of capital and people following political and economic change in areas of Pacific Asia have also begun to profoundly influence the economies and social systems of Canada, the United States and Australia. Economic and social developments in Pacific Asia portend tremendous growth in economic, technological and cultural exchanges across the Pacific.

The working draft of the California State University Mission Statement clearly recognizes the need to provide students with the knowledge and skills necessary to live in a more interdependent yet culturally diverse world. As the Capital Campus of the California State University System, we should be in the forefront of preparing the students in this system to live in and contribute to the next century. The role of the Pacific Asian region in this period promises to make pale by comparison the developments discussed above.

The CSUS Pacific Asian Studies Center will serve to bring focus and direction to already existing faculty, curriculum and inter-institutional concerns for the region. The Center will also provide institutionalized support for a variety of functions which recognize the importance of the Pacific Asian region.

PURPOSE OF THE CENTER

The purpose of the Center is to foster the understanding of Pacific Asia. The Center will organize the resources of the University for this purpose by bringing together existing faculty and staff, their expertise, research and courses relating to this important region.

FUNCTIONS OF THE CENTER

The Center will 1) support and/or coordinate ~~existing~~ campus programs and activities relating to Pacific Asia (e.g., Sister Cities relationships, Summer Program for Japanese teachers and university students, Programs with Chinese Universities, Waseda University Program, travel courses to Asia, etc., 2) ~~initiate, coordinate and administer regular academic programs (the proposed Major/Minor in Pacific Asian Studies, Certificate programs to be proposed),~~ 3) organize on-campus summer institutes (language and culture institutes for the business sector, language and culture institutes for educators), 4) initiate and support summer and year-long programs of study in Asia, along with supporting CSU International Programs in the region 5) provide consultative and informational support on Pacific Asia to the campus and the wider community, 6) establish collaborative links with other programs and centers in the area and with community, business and government entities 7) promote faculty research and curricular development related to Pacific Asia, 8) encourage students to study the region through scholarships and other supports, 9) sponsor seminars, colloquia and visiting scholars, and 10) seek funding for the above activities from federal funding sources (NEH, U.S.D.E., etc.), private foundations, Pacific Asian nations, and local groups and businesses.

ORGANIZATION OF THE CENTER

The Center for Pacific Asian Studies will be an administrative sub-unit of the School of Arts and Sciences. Faculty who participate in the center, however, may come from any of the schools of the university. There are no "core" faculty nor joint appointment faculty in the Center. Faculty participate in the activities of Center by virtue of their expertise and interest in Pacific Asia and in coordination with their regular departmental duties.

GOVERNANCE STRUCTURE OF THE CENTER

Under the School of Arts and Sciences, its Dean and governance structure, responsibility for the Center for Pacific Asian Studies rests with (a) the Committee of the Pacific Asian Studies Center and (b) the Director of the Center for Pacific Asian Studies. Responsibility for the Major and Minor in Pacific Asian Studies, if implemented, rests with the Pacific Asian Studies Program Committee chaired by the Director of the Center for Pacific Asian Studies.

I. Committee of the Pacific Asian Studies Center

A. Membership shall consist of at least the following:

1. **Members of the Pacific Asian Studies Program Committee (see below, II-)***
2. **The Director of the International Center.**
3. **Associate Dean for Curriculum Development, School of Arts and Sciences.**
4. **At least five at large members from outside Arts and Sciences (at least one from each other school and one from the University Library).**

*Substitute for I.A.1: Director, Chair of Foreign Languages, one faculty from each of the following: Japanese Studies, Chinese Studies, General Pacific Asian Studies.

5. Non-voting Associates of the Center from outside the university nominated by the members by the Committee and meeting the university guidelines for such appointments.
- B. Terms and Selection.
- With the exception of the Director, elected faculty will serve two-year terms. At-large committee members will be selected by the committee from those faculty nominated by school deans, the University Librarian, faculty at large or committee members. The terms of members will be staggered, with one-half being elected each year.
- C. Responsibilities
1. Elect Director (see below, III.).
 2. Elect Pacific Asian Studies Program Committee
 3. Initiate, review and approve Center policies and activities.
 4. Carry out activities consistent with the functions of the Center for Pacific Asian Studies as outlined above (see "Functions of the Center").

II. Pacific Asian Studies Program Committee

A. Membership

1. Director of the Center
2. Chair of the Department of Foreign Languages
3. One faculty member in Chinese Studies who will serve as the Chinese Studies Concentration Advisor
4. One faculty member in Japanese Studies who will serve as the Japanese Studies Concentration Advisor
5. One faculty member in General Pacific Asian Studies who will serve as the General Pacific Asian Studies Concentration Advisor
6. One faculty member who will serve as the Pacific Asian Studies Minor Advisor
7. One faculty member at large
8. One representative from Asian-American Studies

B. Terms and selection

Except for the Director and the Chair of Foreign Languages, members are elected by the Committee for Pacific Asian Studies for two-year terms. Terms will be staggered, so one-half of the elected members will be elected each year.

C. Responsibilities

1. Supervise the major and minor in Pacific Asian Studies. (See attached Proposal)
2. Assist Director in coordinating of schedule and staffing with major departments
3. Initiate proposals for additions and changes to the Program in Pacific Asian Studies
4. Administer Special Problems courses, waivers, etc

IV. Director of the Center for Pacific Asian Studies.

A. Selection.

In consultation with the Dean of Arts and Sciences and subject to presidential approval, the Director will be elected for a three-year term by the Committee of Pacific Asian Studies Center.

B. Duties.

The Director will:

1. Administer the Center office.
2. Supervise the Center office staff.
3. Prepare and administer the Center budget.
4. Develop and propose schedules and staffing in consultation with major departments.
5. Coordinate student recruitment, advisement and placement.
6. Coordinate the promotion of symposia, lectures and conferences.
7. Serve as Chair of the Center and Program Committees.
8. Recommend policy to the Center and Program committees.
9. Coordinate the functions of the Center as described above (see "Functions of the Center").
10. Upon approval of the proposed Major and Minor in Pacific Asian Studies, the Director will serve as a chair consistent with the role of the chair in the School of Arts and Sciences.

Provisions for Constituting the initial Committees.

1. Upon approval of the establishment of the Center and the governance structure, a meeting of Pacific Asian faculty (see attached list) will be convened who will then elect the initial Committee of the Center for Pacific Asian Studies and the initial Pacific Asian Studies Program Committee.
2. Prior to this meeting, nominations for at-large faculty will be requested from school deans and the University Librarian.
3. Initial members of both committees will be elected after nominations and paper ballot. Balloting will be conducted by a representative of the Dean of Arts and Sciences. One-half of the elected members of each committee will be assigned one-year terms, the other half, two-year terms. The terms of initial members will be assigned by drawing lots.
4. In consultation with the Dean of Arts and Sciences and subject to presidential approval, the Committee for the Pacific Asian Studies Center will elect the Director.
5. While approval for the Center is being sought at the same time as the Major and Minor in Pacific Asian Studies is being proposed, the latter involves a more complex and lengthy approval process. Prior to the completion of this process the Pacific Asian Studies Program Committee will function in the curriculum and grant submission process and serve to advise students who wish to use the proposed program as the basis of a Special Major/Minor.

Support being Requested.

Start-up support being requested: 6-units assigned time for a director, half-time secretarial support and overhead (telephones, supplies, reproduction). Office space is being provided in the Goethe facility. It is anticipated that grant support for many of the functions of the center will be available before the end of the second year. In particular are a variety of types of support from the new endowment-wide initiative on foreign studies of the National Endowment for the Humanities.

It is hoped that the Center can be approved so that elections can take place at least by the beginning of the Fall semester. While this may make it impossible to provide the assigned time feasible, it is preferable, given grant deadlines, to waiting any longer.



California State University, Sacramento

FEB 1987

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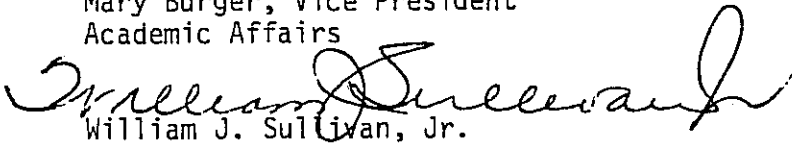
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CSU, SACRAMENTO
ACADEMIC AFFAIRS

SCHOOL OF ARTS AND SCIENCES
OFFICE OF THE DEAN

M E M O R A N D U M

February 16, 1987

TO: Mary Burger, Vice President
Academic Affairs

FROM: 
William J. Sullivan, Jr.
Dean

SUBJECT: Center for Pacific Asian Studies

The proposal to establish a Center for Pacific Asian Studies has been approved by the Budget and Curriculum Committees and the Academic Council of the School of Arts and Sciences.

I concur with the recommendation and am sending it forward for action and consideration.

SJS:CG:rp



California State University, Sacramento

RSA7-276

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OFFICE OF RESEARCH AND
SPONSORED PROJECTS

APR 1987
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CSU, SACRAMENTO
ACADEMIC AFFAIRS

April 6, 1987

MEMORANDUM

TO: Mary W. Burger
Vice President for
Academic Affairs

FROM: Arnold M. Golub
Director of Research

SUBJECT: Establishment of a Center for Pacific Asian Studies

The Office of Research and Sponsored Projects has been given a proposal which seeks to establish a Center for Pacific Asian Studies as a sub-unit of the School of Arts and Sciences. The Governing Board of the Center would consist of a committee comprised of a Director, the Chair of the Department of Foreign Languages, a faculty member in Chinese Studies, a faculty member in Japanese Studies, two faculty members in General Pacific Asian Studies (a concentration advisor and a minor advisor), one faculty member at large, and a representative from Asian-American Studies. The Associate Dean of the School of Arts and Sciences and five additional at large members from outside the School of Arts and Sciences would also sit on the committee.

The Center would organize the resources of the university by bringing together faculty whose expertise relates to the Pacific Rim. It would support and coordinate existing programs such as the Summer Program for Japanese teachers, programs with Chinese universities, travel courses to Asia, etc., and would initiate, coordinate, and administer regular academic programs (such as the proposed Major/Minor in Pacific Asian Studies and Certificate programs), on-campus summer institutes, summer and year-long study programs in Asia. The proposed center would provide Pacific Rim information resources for the campus and community, would establish links with community programs, and would promote faculty research. It would also engage in curricular development related to Pacific Asia, provide scholarships and other support to students, sponsor seminars, colloquia, and invite visiting scholars to CSUS.

As required by the University Policy on Centers and Institutes, the Office of Research has reviewed the proposal. The Office of Research finds that, while the proposal essentially meets the criteria specified for Centers and Institutes, substantial portions of the proposal appear to be so directly related to the instructional mission of the university as to place the proposed center in partial conflict with the Policy on Centers and Institutes.

Certainly, the instructional role proposed for the Center for Pacific Asian Studies goes far beyond the instructional role of other proposed centers we have reviewed. This raises the general issue of whether Centers and Institutes should compete with departments and programs which already have responsibility for instructional programs.

In reviewing this proposal relative to the four criteria specified in the Policy, we find the following:

Clearly, the Center would have the capacity to "enhance the conduct of faculty research and scholarship" by providing an interdisciplinary environment and an intellectual core for the program.

Centers and Institutes are to "promote the instructional programs of the university." The proposed Center may go far beyond the intent of this criterion by, in effect, offering its own academic programs. Centers and Institutes were never intended to replace academic departments and programs, and this aspect of the proposed center's mission requires additional inquiry.

The Center would have the potential to "enhance the university's ability to obtain external funding," given that it applies for outside funding.

Finally, the Policy specifies that a Center should "provide for and coordinate public service programs." Clearly, the proposed center would meet this criterion.

Other concerns are related to the administration of the center and to its budgeting source. The Director of the Center would be elected for a three year term. It is unclear, however, who would be eligible for consideration. Further, the responsibilities of the Director include preparation and administration of the Center's budget and development of (teaching) schedules and staffing. From what source(s) are the budget and staff of the Center to come from. Will this be from existing sources and allocations, or will additional staffing and budgeting be required?

M. Burger

Page 3

The proposal makes it clear that six units of assigned time are requested for a Director, and additional resources for a half-time secretary, supplies, telephone, and reprographics. The proposed center is currently housed in the Goethe building, so presumably its space requirements are being met out of some available university contribution.

I hope this review provides you with the information you require to make a recommendation. If you have any questions, or would like to discuss the proposed Center further, I recommend that we meet with Dr. Crain, the proposer of the Center, who undoubtedly would be able to answer any questions and provide additional information.

[BOLD indicates addition; strikeover indicates deletion]

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
STUDENT GRADE APPEAL PROCEDURES

I. WHAT GRADES MAY BE APPEALED?

Letter grades or Credit/No Credit grades may be appealed.

II. GROUNDS FOR APPEAL: A GENERAL STATEMENT OF POLICY

A. Faculty have the right and responsibility to provide careful evaluation and timely assignment of appropriate grades.

B. There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise.

C. In the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final.

III. GRADE APPEAL PROCEDURES: SUMMARY OF BASIC STEPS

A. INFORMAL PROCEDURES

1. Student-Instructor Meeting
2. Student-Department Chair Meeting
3. Student-Department Chair-Instructor Meeting

B. FORMAL PROCEDURES

1. Student Grade Appeal Form
2. Grade Appeal Review Panel

Drawn from "Assignment of Grades and Grade Appeals," Executive Order 320, Office of the Chancellor, The California State University and Colleges, January 18, 1980.

2/9/83 - Approved by the Academic Senate (AS 83-06)

IV. GRADE APPEAL PROCEDURES: DETAILED STEP GUIDELINES

A. INFORMAL PROCEDURES

1. Student-Instructor Meeting

Students who believe that they have not received an appropriate grade must seek to resolve, in good faith, the matter informally with the instructor who assigned the grade. This should be done as soon as possible, but no later than the end of the fourth week of classes of the ~~one~~ semester following the semester in which the grade was received earned.

2. Student-Department Chair Meeting

If the informal student-instructor meeting does not result in a solution satisfactory to the student, the student must present his/her appeal to the chair (program coordinator or director) of the academic unit (division, department or program) in which the course was listed. This should be done as soon as possible, but no later than the ~~semester~~ end of the sixth week following the semester in which the grade was received.

The chair will attempt to seek a solution. Within ten (10) working days after meeting with the student, the chair will notify the student of the result of the chair's effort to resolve the matter. If unsatisfied, the student may then continue with the informal procedure or initiate a formal grade appeal.

3. Student-Department Chair-Instructor Meeting

If the informal student-department chair meeting does not result in a solution satisfactory to the student, it is recommended--but not required--that the student, chair and instructor have a joint meeting to attempt a resolution of the appeal. The student and/or chair may propose such a meeting within five (5) working days of the receipt by the student of the chair's report of his/her effort to resolve the matter. If the student, chair, and instructor agree to the meeting, it will be convened by the chair within ten (10) working days after being proposed. If still unsatisfied, the student may initiate a formal appeal. This appeal must be initiated within ten (10) working days following the failure of the informal procedures.

B. FORMAL PROCEDURES

1. Student Grade Appeal Form

Students wishing to initiate a formal grade appeal must fill out the Student Grade Appeal Form (see attached) and submit it in triplicate to the chair (program coordinator or director) of the academic unit in which the course was listed within ~~the time specified above~~ **ten (10) working days as specified in IV. A.3.** One copy will be retained by the student, one forwarded to the instructor and one held for the Grade Appeal Review Panel. Upon receipt of the appeal form, the chair will establish a Grade Appeal Review Panel as outlined below.

An initial meeting of the panel will be held within fifteen (15) working days of receipt of the grade appeal form by the chair ~~after the selection of the panel.~~ The chair will designate a faculty member of the panel as convener for the initial meeting.

2. Grade Appeal Review Panel

The Grade Appeal Review Panel will consist of ~~three~~ **two** tenured or tenure-track faculty from the academic unit in which the course was listed, and ~~two~~ **one** student who ~~are~~ **is** a major in that same academic unit (or, if there are no majors, a student who ~~has~~ **has** taken courses in the academic unit in question and maintains an on-going involvement in it). One faculty member will serve as ~~non-voting chair of the panel and only vote in situations where the panel cannot render a decision because it is evenly divided between the positions of the two parties.~~

a. The department chair will randomly select ~~seven~~ **six** prospective panel members (who will be numbered in order of selection) from the list of full-time faculty members within the department (excluding those on leave and those involved in the appeal) or related disciplines in those cases where there is an insufficient number of eligible faculty members. The first ~~three~~ **two** selected will be designated as panel members and the ~~fourth~~ **third** through ~~seventh~~ **sixth** will be alternates. If any faculty member selected is unable to serve, random selection will continue until the names of ~~seven~~ **six** consenting faculty members have been drawn.

The department chair will inform the student and the faculty member of the ~~seven~~ six names that have been drawn. Each of the principals will then have 48 hours to challenge up to two names from the panel (for whatever reason) who will then be replaced by the alternates following the order in which these alternates were drawn. If the two principals do elect to challenge panel members, they will do so in alternate order beginning with the student.

- b. The Student Senate Chair will randomly select ~~six~~ five prospective panel members (who will be numbered in order of selection) from among the majors in the academic unit (or, if there are no majors, from among all of those who have taken courses in the academic unit and maintain an on-going involvement in it). The first ~~two~~ one will be designated as the panel members and the ~~third~~ second through ~~sixth~~ fifth will be alternates. If any student member selected is unable to serve, random selection will continue until ~~six~~ five consenting members have been drawn.

The Student Senate Chair will inform the student and the faculty member of the ~~six~~ five names that have been drawn. Each of the principals will then have 48 hours to challenge up to two names from the panel (for whatever reason) who will then be replaced by the alternates following the order in which these alternates were drawn. If the two principals do elect to challenge the student panel members, they will do so in alternate order beginning with the student.

- c. The panel will select its own chair from among the ~~three~~ two faculty members at the initial meeting of the panel. The chair will be responsible for seeing to it that the appeal review is carried out in an orderly fashion and a decision arrived at as promptly as possible. ~~The~~ Decision of the panel must be rendered within fifteen (15) working days of the initial meeting, and such judgment must be conveyed in writing to the student, instructor, and unit chair (program coordinator or director), and Dean of Students within the same time limit.
- d. Insofar as possible, panel hearings shall be conducted at times and places of mutual convenience to all participants. The panel hearing will be open unless either party requests that it be closed. The grade appeal hearing CANNOT be taped or video recorded, without the consent of both parties.

- e. The panel hearing shall not be conducted according to technical rules of evidence and examining witnesses. The chair shall admit the sort of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, but shall exclude evidence that is irrelevant or unduly repetitious. Rulings of the chair may be overruled by a majority of voting members of the panel.
- f. Both the student and the ~~instructor~~ faculty member shall have the right to present whatever relevant evidence they want that supports their positions--including but not limited to written statements, other documents and witnesses.
- g. Both the student and the ~~instructor~~ faculty member have the right to be present during the examination by the panel of all documents and witnesses, to offer whatever clarifications they may choose, and to ask questions of witnesses.
- h. Both the student and the ~~instructor~~ faculty member have the right to have an advocate of their own choosing present at all panel hearings. The advocate is not to be an attorney. Within reasonable limits imposed by the chair (and subject to appeal by the whole panel), advocates have the same rights to offer clarifications and question witnesses as the student and the ~~instructor~~ faculty member.
- i. If neither the faculty nor the student can attend, an advocate shall be present in her/his place. This advocate shall have all the privileges and rights of the person being represented. The advocate is not to be an attorney.
- ij. Generally, the hearing should follow the basic format outlined below:

Presentation by the student of his/her appeal, followed by questions from the panel and any clarification by the student's advocate (if one is present and wishes to be heard at this time);

Response by the ~~instructor~~ faculty member, followed by questions from the panel and any clarification by the ~~instructor's~~ faculty member's advocate (if one is present and wishes to be heard at this time);

After both parties have made their initial presentations, questions may be raised by the panel, either party or the advocates (if present);

If requested by either party, witnesses will be heard by the panel. After making whatever statements they care to make, witnesses will be questioned by the panel, either party or their advocates (if present);

When all witnesses have been heard and any additional documents, statements, or other relevant materials reviewed by the panel, the chair will call for a summation by both parties;

After the summation, the panel will retire in closed session (neither the parties nor the advocates will be present) to discuss the appeal and render a decision. The written decision, together with the panel's reasons for the decision, shall be sent to the faculty member, the student, and the department chair, and the Dean of Students.

The panel may find either that the grade be allowed to stand or that it be changed. If a change is recommended, the faculty members of the panel, in accordance with Executive Order 320, shall determine the new grade.

- jk. If the recommendation of the panel is not accepted by the ~~instructor~~ faculty member, then it is the responsibility of the department chair (program coordinator or director) to change the grade.
- kl. A record of the judgments arrived at by each grade appeals panel shall be maintained by the Office of the Dean of Students. A summary report of such judgments shall be prepared by the Dean of Students on an annual basis, and copies forwarded to the Academic Senate and the ~~Executive~~ Vice President for Academic Affairs.

4/24/87
1:74
CD

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
STUDENT GRADE APPEAL FORM

_____		_____
Name		Telephone
_____		_____
Street Address		Zip
Course: _____	_____	_____
Department No.	Course Title	Instructor
Term Course Was Taken _____		

Student's Statements

1. Following provisions of the Student Grade Appeal Procedures, I appeal the grade of _____ received in the course cited above. The grade I believe I should have received is _____. The basis for my appeal is:

_____	_____
Date Signed	Student's Signature

2. I have followed the informal procedures outlined in the Student Grade Appeal Procedures and have been unable to reach a satisfactory resolution of my appeal.

_____	_____
Date Signed	Student's Signature

(NOTE: PLEASE PREPARE 3 COPIES)

1. Student Copy
2. Instructor Copy
3. Chair Copy (for Grade Appeal Review Panel)