

1987-88
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, March 10, 1988
2:30 p.m.
Senate Chambers, University Union

INFORMATION

- ✓1. Special Senate meeting, Thursday, March 24, 1988 - General Education Review Process
- ✓2. Report on CSU Academic Senate meeting, March 3-4, 1988

CONSENT CALENDAR

AS 88-16/Ex. COMMITTEE APPOINTMENTS

Senate Committees:

Fiscal Affairs Committee: THOMAS SCHULTE, At-large, 1989
(repl. G. Sauls)

General Education Committee: GORDON LEIDAHL, Arts &
Sciences/sciences & math, S'88 (repl. J. Wilson, 1990)

Research and Scholarly Activity Committee: RICHARD BECKWITH,
Senator, 1989 (repl. P. Sharp)

University Committees:

Annual Fund Committee, University Trust Foundation:
JUANITA BARRENA, At-large, 1988

Commission on the Regional University:

JUANITA BARRENA, At-large
ANNE COWDEN, At-large
JAMES KHO, At-large
MICHAEL LEWIS, At-large
DAVID MARTIN, At-large
JOHN SYER, At-large
HORTENSE THORNTON, At-large
LOUISE TIMMER-HAWCK, At-Large

Dean of Faculty and Staff Affairs, Search Committee:

- FRAN TODER, At-large
- ELIJAH CHRISTIAN, At-large
- LARRY TAKEUCHI, At-large
- GILBERT HAMILTON, Member, Affirmative Action Committee

*AS 88-17/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF GEOGRAPHY [see AS 86-78]

The Academic Senate recommends approval of the Bachelor of Arts degree program in Geography for a period of five years or until the next program review.

[Note: This responds to AS 86-78: "It is recommended that approval of the Bachelor of Arts degree program in Geography be extended to Spring Semester, 1988, pending program planning and revisions as recommended by the self-study review."]

CONSENT INFORMATION

*AS 88-18/Ex. PROGRAM CHANGE--SOCIAL SCIENCE M.A. [see AS 87-105]

Adds three courses to the research methodology area of the Social Science M.A.

REGULAR AGENDA

AS 88-15/Flr. MINUTES

Approval of Minutes of regular meeting of February 11, 1988.

*AS 88-19/Fisa, Ex. LOTTERY FUND ALLOCATION COMMITTEE

The Academic Senate recommends the establishment of a Lottery Fund Allocation Committee that shall serve as the body responsible for recommending to the President plans for the annual use of Lottery funds. The Academic Senate further recommends that the membership and charge of the Committee be defined as follows:

Motion to amend AS 88-19

Membership

3. Two (2) STUDENTS, appointed by the ASI President for one-year terms the ASI President or designee and one student appointed by the ASI Senate, both serving one-year terms.

*① Jarrard
② Crackman
agreed*

*Approved
Carried*

Lottery Fund Allocation Committee (LFAC)Membership

The LFAC will be composed of thirteen (13) members:

1. Six (6) instructional FACULTY (two from Arts and Sciences and one from each of the four professional schools), one (1) non-instructional faculty from the Library, one (1) non-instructional faculty from Student Affairs, appointed for staggered 3-year terms by the Academic Senate in consultation with the administrators of the units represented. *Faculty members may serve no more than 6 consecutive years.* *(M) Special Student Affairs case*
2. One (1) INSTRUCTIONAL DEAN or ASSOCIATE DEAN, chosen by the Council of Deans
3. Two (2) STUDENTS, appointed by the ASI President for one-year terms
4. The VICE PRESIDENT for ACADEMIC AFFAIRS or designee who will serve as convener of the Committee
5. The *PP* VICE PRESIDENT for FINANCE or designee who will provide staff and technical support to LFAC's efforts

Charge to the Committee

1. To recommend to the President through the Academic Vice President a plan for use of lottery funds. In LFAC's work, special emphasis should be given to discretionary, endowment interest, and campus-based program categories. LFAC shall develop and recommend procedures for allocating funds in each fiscal year. Procedures may vary depending upon restrictions for fund use and changing campus needs. LFAC may request that other campus units or bodies (e.g., Educational Equity Committee) submit a plan to LFAC for lottery fund use in specific categories. While LFAC may consider any allocation process appropriate to the funding "blueprint" in a given year, it shall consider the following two models in formulating recommendations:
 - a) Program Center Allocations. Allocation of funds to eligible program centers for specific program enhancement activities (e.g., field trips, curriculum development, additional teaching materials) as defined by LFAC. Actual expenditures will be determined by program center administrators, after appropriate consultation with faculty.
 - b) Proposal-Based Allocations. Allocation of funds for special programs or activities, based on proposals

submitted to LFAC. Proposals will be solicited from faculty and students, providing student projects are endorsed by a faculty sponsor and funds are administered through a university account.

2. To consult with the President, the Academic Senate, URPC, COD and other appropriate bodies, in order to determine any special emphases in a given academic year for both program center allocations and proposal-based allocations. In developing its plan, LFAC shall be informed and guided by the University Planning Document including the program center plans and program and budget priorities as recommended by URPC and approved by the President.
3. To develop schedules and procedures for requesting proposals and recommending awards; to establish criteria for evaluating proposals; to evaluate proposals and recommend awards.
4. To coordinate the Committee's planning and allocation activities with other planning and budget sectors of the campus.
5. To submit ~~an~~ annual activity reports to the President, the Vice President for Academic Affairs, the Academic Senate, and the campus community. ~~The annual report~~ will include an accounting of how allocated funds were disbursed by centers as well as an evaluation of the effectiveness of enhancement activities in meeting stated objectives.
6. To report to the President, Academic Vice President, and the Academic Senate any deficiencies and/or problems related to the distribution and use of lottery funds; such information may be transmitted by the Administration to the Chancellor and Legislature or by the Academic Senate to the Statewide Academic Senate.

Proposed to submit regular Senate mtg
 *AS 88-20/AA, Ex. AFFIRMATIVE ACTION PLAN

- Whereas, The State of California's current and changing demographics point to a need for higher education to reflect the ethnic, linguistic and cultural diversity of its service population, and
- Whereas, The available pool of minority faculty is limited nationally in all disciplines, and
- Whereas, The CSU has made a system-wide push toward equity, non-discrimination and affirmative action as per Executive Order 340, and

Whereas, This campus, under the direction of President Gerth in his Memorandum to the Chair of the Academic Senate dated June 3, 1987, approved in principle affirmative action representation on search committees and recommended this be extended to faculty search committees, and

Whereas, President Gerth in his fall opening address to the campus community stressed the need to continue an aggressive affirmative action stance, therefore be it

Resolved, That President Gerth direct each department to update its affirmative action plans, and be it further

*(1) Select Brackmann
(2) Strike second paragraph clause.*

Resolved, That the President direct each department to select an affirmative action representative who will be trained and serve to advise the department on recruitment and hiring, and other means of increasing the ethnic diversity of the faculty.

and representation

Amended *AS 88-21/AP, Ex. POLICY ON CONDITIONAL ADMISSIONS

The Academic Senate recommends the following policy for satisfaction of subject area deficiencies for students admitted "on condition" for inclusion in the CSUS Catalog:

Sacramento

STUDENTS ADMITTED "ON CONDITION"
Making Up Subject Deficiencies

~~The CSU, allows first-time freshmen and lower-division transfers (1-55 college units completed)~~ *students* who meet academic eligibility requirements while phasing in the college preparatory subject requirement. Regular admission is granted in such cases, "on condition". If you were admitted "on condition", it means that you are expected to enroll early in your college program in courses that will make up those deficiencies and remove them all by the end of your first two years of enrollment at CSU, Sacramento.

The following regulations have been adopted to guide you in making up any subject deficiencies you have at the time of admission to CSU, Sacramento:

General

one semester college course (at least)

1. A ~~three semester unit~~ college course will satisfy one year of high school college preparatory subject deficiency.

2. All college courses completed to ~~satisfy~~ subject deficiencies must be completed with a C- or higher grade.
3. A course used to make up a deficiency in one area cannot also be used to make up a deficiency in another area.

Removal of Subject Deficiencies

1. ENGLISH

All entering freshmen and transfer students who have not satisfactorily completed English 1A (or equivalent) are required to take the English Placement Test (EPT) unless specifically exempted by test scores or prior course completion.

If you have a high school subject deficiency in the area of English your EPT, unless exempted, will indicate your skill level and the appropriate course in which you are expected to enroll: Learning Skills 12, 15, English 1 or 1A (or Learning Skills 14, 16, English 2A or 2B for students whose first language is not English). If the beginning course placement is lower than English 1A (2B for students whose first language is not English), enrollment is expected in appropriate courses each semester until English 1A (2B) has been completed with a C- or higher grade. Completion of English 1A (2B) will ~~satisfy~~ any high school English deficiency.

If you have a high school subject deficiency in English but are exempt from taking the EPT, you will also ~~satisfy~~ deficiencies in English when English 1A (2B for students whose first language is not English) has been completed with a grade of C- or higher.

2. MATHEMATICS

All entering freshmen and transfer students who have not completed the CSU General Education-Breadth quantitative reasoning course (Category B4) must take the Entry Level Mathematics (ELM) examination unless exempted by test scores or prior course completion.

If you have a high school subject deficiency in the area of mathematics your ELM exam, unless exempted, will indicate your skill level and the appropriate course in which you are expected to enroll: Learning Skills 7A or 7B for entering freshmen and Learning Skills 10 for transfer students. After completing these prerequisite

courses, you must take and pass the ELM in order to qualify for enrollment in the General Education quantitative reasoning requirement (Category B4). Completion of the quantitative reasoning requirement with a C- or higher grade will ~~satisfy~~ any high school subject deficiency in mathematics.

If you have a high school subject deficiency in mathematics but are exempt from the ELM, you will also ~~satisfy~~ deficiencies in mathematics when you complete the quantitative reasoning requirement with a grade of C- or higher.

3. LABORATORY SCIENCE

If you have deficiencies in laboratory science you may ~~satisfy~~ the deficiency by completing any science course and lab combination on the approved General Education list with a grade of C- or higher (Category B 1, 2 and 3, The Physical Universe and Its Life Forms).

4. U.S. HISTORY OR U.S. HISTORY/GOVERNMENT

If you have deficiencies in U.S. history or U.S. history/government you may ~~satisfy~~ the deficiency by completing required courses that meet the CSU, Sacramento graduation requirement in U.S. history, U.S. constitution and California state and local government with grades of C- or higher.

5. FOREIGN LANGUAGE

If you have deficiencies in foreign language you may ~~satisfy~~ the deficiency by completing the second semester of a campus foreign language class in the same language, studied in high school, by completing two semesters of ~~in~~ the same language, or by demonstrating stage two competency. These foreign language courses may also ~~satisfy~~ parts of General Education requirements if they are on the approved General Education list (Category C, The Arts and Humanities). Courses must be completed with grades of C- or higher. Consult the Foreign Language Department for specific course requirements.

6. VISUAL AND PERFORMING ARTS

If you have deficiencies in visual and performing arts you may ~~satisfy~~ the deficiency by completion of any course in Art, Drama, or Music on the approved General Education list with a grade of C- or higher (Category C2, Arts, Humanities, and Foreign Languages).

7. ELECTIVES

If you have deficiencies in the elective area you may ~~satisfy~~ satisfy these deficiencies by completion of any courses on the approved General Education list with grades of C- or higher (Categories A, B, C, D and E) providing the course is not also used to make up a deficiency in one of the above subject areas.

If you were admitted "on condition" with a subject deficiency, you will be granted early registration privilege in courses needed to make up the deficiencies for four consecutive semesters so that you will be able to enroll in appropriate courses for the removal of these deficiencies.

Approved *AS 88-22/AP, Ex. **SCHOLASTIC STANDARDS**

The Academic Senate recommends revision of the policy statement included on page 54 of the 1986/88 Catalog [see Attachment A] beginning with "Scholarship Standards for Continuation of Enrollment" and ending just prior to the section entitled "Administrative-Academic Probation and Disqualification". The revision, as follows, is proposed for the 1988/90 Catalog:

**SCHOLASTIC STANDARDS FOR CONTINUATION OF ENROLLMENT -
UNDERGRADUATE STUDENTS**

To be eligible for a bachelor's degree, students must have a grade point average of at least 2.0 (C) in their entire college record, in all courses attempted at California State University, Sacramento, in all upper division courses used to complete the major, in all courses used to complete the minor, and in all courses used to complete General Education.

The first two averages listed above, overall and CSUS, are used in determining if students are demonstrating satisfactory progress in degree completion. Failure to maintain a 2.0 (C) average in both the overall and CSUS averages, will subject the student to the loss of enrollment privileges as indicated in the rules described below.

GRADE POINT DEFICIENCY DEFINED

Students are expected to maintain at least a 2.0 (C) grade point average by earning at least twice as many grade points as units attempted. For example, if a student attempts 15 units and earns a "C" grade in all courses, he/she will receive 30 grade points and have no grade point deficiency for that semester. If 15 units are attempted but only 25 grade points are earned there is a minus 5 grade point balance (a grade

point deficiency) and the student becomes subject to academic status rules. NOTE: A "C-" (1.7 grade point) grade is lower than a 2.0 grade point average.

UNDERGRADUATE ACADEMIC STATUS CATEGORIES

Clear Status. Continuing CSUS students with no overall or CSUS grade point deficiency or new CSUS students with no transfer grade point deficiency are in "clear" academic status. Students who are in clear status at the end of a semester will be eligible to enroll in the subsequent semester.

Academic Probation. Students will be subject to academic probation any time the cumulative grade point average in all college work attempted or cumulative grade point average at CSUS falls below 2.0.

Former CSUS students returning to the campus who have less than a 2.0 CSUS grade point average or overall grade point average and transfer students admitted with less than a 2.0 grade point average will be placed on academic probation provided their grade point deficiency does not exceed class level limits (see Academic Disqualification). If their grade point deficiency exceeds class level limits, they will be placed on a Special Contract at the point of admission or readmission (see Special Contract).

Academic probation status is removed when the cumulative grade point average in all college work attempted and the CSUS cumulative grade point average becomes 2.0.

Continued Probation. Students will be placed on Continued Probation if they were on Academic Probation and earn a semester grade point average that maintains the grade point deficiency within class level limits (see Academic Disqualification).

Special Contract. NO CHANGE RECOMMENDED

Academic Disqualification. A student will be subject to academic disqualification if he/she is on academic probation and:

As a student with less than 60 semester units of college work completed the earned grade points total falls 15 or more grade points below a 2.0 (C) average in all units attempted at CSUS or in all college units attempted. (Example, if a student completes 45 semester units, 90 grade points would be required for a GPA of 2.00. If the student had only earned 75 grade points (15 less than

necessary for a 2.00 GPA) the student would be subject to disqualification).

OR

As a student with 60-89 semester units of college work completed the earned grade points total falls 9 or more grade points below a 2.0 (C) average in all units attempted at CSUS or in all college units attempted.

OR

As a student with 90 or more semester units of college work completed the earned grade point total falls 6 or more grade points below a 2.0 (C) average in all units attempted at CSUS or in all college units attempted.

The "Notification, Reinstatement and Readmission" section of the 1986/88 catalog would remain unchanged.

remanded postponed to April 14

*AS 88-23/AP, Ex. ADD/DROP POLICIES, INFORMATION TO STUDENTS RE

The Academic Senate recommends that the following statement be added to the list of important notes in the section of the Class Schedule detailing add/drop policy:

Add/drop practice varies among instructors, departments, and schools. You should inquire about the practice in each of your courses. Failure to drop a course according to University policy as stated below is likely to result in the assignment of a penalty grade of "U" in that course.

*AS 88-24/AP, Ex. ADD/DROP POLICIES, INFORMATION TO FACULTY RE

The Academic Senate recommends that the following statement be sent annually by the Registrar to all faculty:

The lack of uniformity in add/drop policy and practice across academic units and instructors poses problems for students, faculty, and staff. In an attempt to alleviate some of the problems, the Academic Senate requests the following of faculty:

Every course instructor make clear, either by wording included in a course syllabus or by verbal communication in class at the outset of a semester, his/her own policy on adding and dropping courses. If a Department or School policy governs, that should be made similarly clear.

The class schedule will henceforth include a statement to students that informs them of the variability in University add/drop practices and that urges them to acquaint themselves with the practice used in each course they take.

AS 88-25/Ex. AMERICAN SIGN LANGUAGE AS AN ALTERNATIVE TO MEET THE FOREIGN LANGUAGE ADMISSION REQUIREMENT

The Academic Senate, CSU, Sacramento, endorses the statement of the Foreign Language Council of the CSU regarding American Sign Language (Resolution FLC-01-101678) and urges the CSU to adopt this policy.

Resolution FLC-01-101678 adopted at the Fall Conference of the Foreign Language Council of the CSU, Friday, October 16, 1987, in Long Beach, California:

Subject: American Sign Language as an alternative to meet the foreign language admission requirement

Whereas, the Waiver Policies of the Foreign Language Admission Requirement to The California State University (as published in the "CSU School and College Review," September 1986), provide that this requirement may be waived upon "completion of alternative coursework in such related fields as linguistics or anthropology by persons with certain speech/hearing impairments or specific learning disabilities involving central language problems," now be it

Resolved, that the Foreign Language Council of the California State University recommend to the Academic Senate and the Vice Chancellor for Academic Affairs of The California State University, that competence in American Sign Language be included as an alternative "to satisfy the foreign language admission requirement for applicants with certain speech/hearing impairments or specific learning disabilities involving central language problems."

*AS 88-26/Ex. FEE WAIVER--CSUS CLASSES FOR PART-TIME FACULTY

The Academic Senate recommends that the Administration take steps to make it possible for part-time instructors who teach six (6) or more units in a semester to be allowed to enroll in classes offered at CSUS through the fee waiver program.

AS 88-27/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF
PHILOSOPHY

The Academic Senate recommends that the Bachelor of Arts degree program and the Minor in Philosophy be approved for a period of five years or until the next program. /

[Refer to Attachment B, "Commendations and Recommendations": the complete Academic Program Review is available in the Academic Senate Office, Adm. 264.]

AS 88-28/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF
HUMANITIES

The Academic Senate recommends that

1. The Bachelor of Arts degree program in Humanities, and the Religious Studies Concentration, be approved for another five years or until the next program review.
2. the Single Subject Teaching Credential program in English/Humanities be approved for another five years or until the next program review, and
3. the Minor in Humanities be approved for another five years or until the next program review.

[Refer to Attachment C, "Commendations and Recommendations": the complete Academic Program Review is available in the Academic Senate Office, Adm. 264.]

SCHOLARSHIP STANDARDS FOR CONTINUATION OF ENROLLMENT

To be eligible for a bachelor's degree, students must have a grade point average of at least 2.0 (C) for their entire college record, in all courses at California State University, Sacramento and in all courses used in the major and the minor. It is assumed that students will meet minimum competency (C or higher grade) in each course for which they enroll. Students who do are assured of eligibility to continue attendance through completion of bachelor degree requirements. Students who fail to maintain a 2.0 (C) average OR who receive NC (No Credit) grades are subject to the loss of enrollment privileges.

DEFINITION OF TERMS

Grade Point Deficiency. Students are expected to maintain at least a 2.0 (C) grade average by earning at least twice as many grade points as units attempted. For example, a student who attempts 15 units and earns "C" in all courses will have 30 grade points and no grade point deficiency. A student who attempts 15 units but earns only 25 grade points will have a minus 5 grade point balance (a grade point deficiency) and be subject to academic status rules. Units graded with a Credit (CR) or No Credit (NC) grade are not charged as units attempted in computing grade point average.

NC Grades. In specified courses students who do not achieve "C" or above grade level competency do not receive degree credit and are awarded NC (No Credit) grades. Selected courses including field work, workshops, supervised teaching and similar courses, are graded on CR (Credit)—NC (No Credit) system. Students receiving NC grades fail to make normal progress as expected and are also subject to academic status rules as explained below.

Class Level Grade Point Deficiency Limits. Students become subject to academic disqualification if at the end of any semester they exceed CSUS grade point deficiency limits (below a 2.0 grade point average) according to class level as noted below:

<i>Class Level</i>	<i>Grade Point Deficiency</i>
Freshman and Sophomore	Minus 15 or more (Fewer than 60 units completed)
Junior (60-89½ units completed)	Minus 9 or more
Senior (90 or more units completed)	Minus 6 or more
Post-baccalaureate	Minus 1 or more (Hold Baccalaureate Degree)

UNDERGRADUATE ACADEMIC STATUS CATEGORIES

Clear Status. New CSUS students and continuing students with no grade point deficiency or NC grades in a semester have "clear" academic status.

Academic Warning. Students are placed on Academic Warning when, in clear status and with a cumulative CSUS grade point average of 2.0 or better, they earn a semester grade point average below 2.0 or receive one or two NC grades.

Probation. Students are placed on Academic Probation when (a) their cumulative CSUS grade point average falls below 2.0; (b) while on clear status they receive 3 or more NC grades; (c) while on Academic Warning they receive any NC grades or fail to earn a semester gpa of 2.0 or better.

Continued Probation. Students are placed on Continued Probation when on (1) Probation because their cumulative CSUS gpa is below 2.0, they earn (a) a semester gpa of 2.0 or better but do not clear their CSUS grade point deficiency or (b) a semester gpa of 2.0 or better but receive 1 or 2 NC grades; or (2) when on Probation due only to previous NC grades they earn (a) a semester gpa of 2.0 or better but earn 1 or 2 NC grades or (b) they earn a semester gpa of less than 2.0 and no NC grades.

Special Contract. Students are placed on Special Contract when reinstated immediately after academic disqualification or when readmitted after a break in enrollment after having been disqualified at the end of their previous enrollment. A student on this status is allowed to continue for one semester at a time with his or her achievement reviewed at each semester's end to determine if continued enrollment is appropriate.

Disqualification. Students are placed on Academic Disqualification when, (a) while on any status their semester grades result in a cumulative grade point deficiency exceeding class level limits; (b) while on Probation their semester gpa is below 2.0 or they receive 3 or more NC grades; (c) while on Continued Probation their semester gpa is below 2.0 or they receive any NC grades; (d) while on Special Contract they earn a semester gpa below 2.0 or they receive 3 or more NC grades.

Students are invited to confer with the Records Office (Student Services Center, 111A, phone 278-7111) or with an Admissions Counselor (Student Services Center 111F, phone 278-6761) to discuss scholarship requirements.

ADMINISTRATIVE-ACADEMIC PROBATION AND DISQUALIFICATION

Undergraduate students may be subject to Administrative-Academic Probation for the following reasons:

1. Withdrawal from all or a substantial portion of their courses in two successive terms or in any three terms;
2. Repeated failure to progress toward a degree or other program objective, when such failure is due to circumstances within the control of the student;
3. Failure to comply, after due notice, with an academic requirement or regulation.

Students who do not meet the conditions for removal of administrative-academic probation may be subject to administrative-academic disqualification. Students will receive written notification of administrative-academic actions with an explanation of the basis for the action and the appeal processes available to them.

NOTIFICATION, REINSTATEMENT AND READMISSION

Students will be notified of their academic status (academic warning, probation, continued probation, special contract, disqualified) on their grade report form at the end of each semester. An explanation of the status and any requirements or restrictions will be included on the back of the grade report.

A status of Academic Warning is a notice that the prior semester achievement is below minimum standard for continuation. Probation and Continued Probation indicate that a student's enroll-

After reviewing thoroughly the attached Academic Program Review Report for the Department of Philosophy, 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 Department of Philosophy

The Department of Philosophy is commended for

- its leadership and scholarship in the area of critical thinking,
- its sponsorship of the innovative Nammour Symposia during River City Days,
- its solid, traditional, high quality philosophy major,
- its support of the General Education Program.

Recommendations to the Department of Philosophy

It is recommended that

1. the Department, in conjunction with the Dean, develop a comprehensive plan for restricting enrollments in Phil 3 and 4 to 30, while at the same time maintaining the integrity of the major, and implement that plan as soon as possible. (p. 8)
2. the Department consider establishing one or more standing committees to insure continuity and follow-through on matters such as curriculum, recruitment, and advising. (p. 9)
3. the Department correct the Program Planning Guide and the Catalog to show Required Upper Division Courses (9 units) rather than 19 units. (p. 9)
4. the Department review the consultant's recommendations for instituting a senior seminar and a required course or courses in symbolic logic to determine whether the recommendations are desirable and feasible. (p. 10)
5. the Department change independent study courses designated as 185 and 285 to 199 and 299 in keeping with common practice in the School of Arts and Sciences. (p. 10)
6. the Department consider giving more structure to the minor either through requiring one or more appropriate foundation courses or through developing several alternative sets of requirements appropriate for differing objectives, thereby providing some definition of the minor. (p. 10)
7. the Department review its curriculum along with the consultant's suggestions for the purpose of making modifications and/or changes calculated to attract more majors, minors, and students seeking electives. (p. 11)

8. the Department establish a policy about the minimum information to be included in each course syllabus and a procedure for monitoring compliance with that policy. (p. 11)
9. the Department make every effort to teach the core courses for the major once each year. (p. 12)
10. the Department consider dropping Phil 190 from the Catalog and use the 196 number for experimental offerings for occasional seminars. (p. 12)
11. the Department review the role of Phil 152 and 172 in its curriculum to determine whether they can be offered at least once every two years or should be dropped from the Catalog. (p. 12)
12. the Department drop Phil 203 and 204 as these courses have not been taught during the past three years. (p. 13)
13. the Department consider the consultant's recommendation for the development of a certificate program for K-12 critical thinking instruction through Extended Learning. (p. 13)
14. the Department consider changing prerequisites expressed in number of philosophy units only or sophomore standing to specific course prerequisites. (p. 14)
15. the Department correct the Catalog to show the appropriate prerequisites for Phil 140, 172, and 177. (p. 14)
16. the Department consider adopting a course evaluation instrument that includes students' beliefs about their own learning outcomes. (p. 14)
17. the Department examine its grading policies for the purpose of reducing grade inflation. (p. 16)
18. the Department actively seek and employ members of underrepresented ethnic minority groups and women when it has openings, particularly tenure-track and full-time openings. (p. 19)
19. the Department explore the desirability and feasibility of establishing a Computer Assisted Instruction lab for its critical thinking courses. (p. 21)
20. the Department gather more information about its majors and minors so that it has a better profile of student interests, backgrounds, vocational goals, current employment status, and so forth. (p. 22)
21. the Department increase its efforts to provide early and systematic advising to both majors and minors. (p. 22)
22. the Department consider developing a brochure that shows suggested patterns of electives that would be most appropriate for various areas of study. (p. 22)
23. the Department consider preparing a brochure for minors outlining patterns of courses appropriate for a number of majors. (p. 23)

24. the Department review whether it is realistic to continue to try to offer a major that can be completed by taking late afternoon and evening courses, and make corresponding changes in the Catalog if necessary. (p. 23)

Recommendations to the Dean of the School of Arts and Sciences:

It is recommended that

1. the Dean assist the Department in developing a comprehensive plan to reduce enrollments in Phil 3 and 4 to 30, while at the same time maintaining the integrity of the major, and implement that plan as soon as possible. (p. 8)
2. the Dean continue to provide support for the Center for the Reasoning Arts and expand that support to the extent feasible. (p. 18)
3. the Dean give serious consideration to the consultant's recommendations about the kind of support necessary if the Department is to successfully recruit ethnic minority and women faculty when it has openings. (p. 19)

Recommendation for Academic Senate Action:

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

12-7-87

After reviewing thoroughly the attached Academic Program Review Report for the Department of Humanities, 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 Department of Humanities

The Department of Humanities is commended for:

1. its exemplary programs,
2. its highly qualified, dedicated, and productive faculty,
3. its publication of the respected journal Studia Mystica,
4. its consistent service to the general education program of the university, and
5. its stable and cooperative departmental governance.

Recommendations to the Department of Humanities

It is recommended that the department

1. engage in long-range planning to determine its role in undergraduate education with regard to courses on western and non-western issues. (p. 4)
2. give consideration to establishing some standing committees so a few faculty can gain expertise in on-going areas of concern, such as curriculum and budget. (p. 4)
3. establish procedures that more effectively involve students in academic planning. (p. 4)
4. revise its Catalog material to explain more clearly its major and minor requirements. (p. 5)
5. in consultation with the new graduate dean, engage in long-range planning to determine the extent, if any, of the department's future involvement in graduate education. (p. 6)
6. consider a new joint faculty appointment with another department. (p. 8)
7. work with the Learning Skills Center to discover ways to make the major and the adjunct course to Humanities 10 more attractive to underrepresented students. (p. 9)
8. establish a procedure for academic advising that will identify majors, systematically inform majors of their options, and attempt to retain majors in the program. (p. 10)

9. establish a liaison with the Career Development and Student Employment Center to assist with the career development of humanities majors. (p. 10)

Recommendations to the Dean of the School of Arts and Sciences

It is recommended that

1. serious consideration be given to granting the department's request for an additional faculty position. (p. 4)
2. a meeting be held with the Chair of the Department of Humanities to plan a strategy for obtaining additional travel money, maps for classrooms, electric typewriters for faculty offices, and more accessibility to a seminar room. (p. 10)

Recommendation to the Vice President for University Affairs

It is recommended that a meeting be held with the Chair of the Department of Humanities and the Dean of the School of Arts and Sciences to consider ways of obtaining support for publication of the periodical Studia Mystica. (p. 11)

Recommendations to the Academic Senate

It is recommended that

1. the Bachelor of Arts degree program in Humanities, and the Religious Studies Concentration, be approved for another five years or until the next program review.
2. the Single Subject Teaching Credential program in English/Humanities be approved for another five years or until the next program review, and
3. the Minor in Humanities be approved for another five years or until the next program review.

Academic Senate, CSU
Meeting of March 3-4, 1988
Highlights

As its March meeting began, the Academic Senate faced a daunting agenda of twenty-five items, along with a number of reports. By the time of adjournment late Friday afternoon, the Senate had heard the reports, passed eleven resolutions, and given a first reading to six more. Seven items will be carried over to the May meeting. Two major issues, the General Education Transfer Curriculum and the course pattern requirement for admission, set off intense and serious debate. Chair Ray Geigle led the Senate through some prickly parliamentary thickets, maintaining his calm good humor during the process.

In his report to the Senate, Chair Geigle called attention to the highly successful reception for state legislators, sponsored by the Alumni Association and the Senate, held in the Capitol on March 1. He thanked the Governmental Affairs Committee, chaired by George Watson, for its excellent work in planning the reception and the day-long series of visits to key legislators. He also discussed the Legislative Analyst's positions on the CSU budget; the analysis is neutral on the \$2.5 million for faculty research.

The Joint Commission on the Master Plan and influential legislators agree that students often need to repeat courses after transferring from one segment of higher education to another. In response, the Intersegmental Committee of the Academic Senates, which includes faculty from the CCC, the CSU, and UC, has been struggling to define a General Education Transfer Curriculum. The latest version, with 31 common units and six units unique to each of the upper-division systems, came to the Senate in a first reading item from the Academic Affairs Committee. Supporters and opponents alike argued on the basis of important principles. We ought to do what we can to make transfer smoother; we ought to maintain the diversity and the special nature of each campus program. George Watson summed it up well when he noted the ideal of campus individuality and the reality of legislative concern. We would like to have 19 different General Education programs; the legislature would like us to have one -- and they represent the people of California.

CPEC has determined that the CSU is not now admitting one-third of high school graduates, partly as a result of the course pattern requirements initiated in 1986. Requirements for conditional admission need to be adjusted; at issue is just how much adjustment is needed. Should we require completion of ten, eleven, or twelve courses for admission in 1989? After lengthy debate, the Senate agreed with the Admissions Advisory Council, which recommended eleven courses in 1989, but would accept ten. Once more, the debate touched on vital principles. What message would we be sending? Are we cheating students by admitting them unprepared? The recommendation finally passed, 24-12.

Reports by committee chairs help the Senate know what to expect at future meetings. Sandy Wilcox, Chair of Faculty Affairs, gave an example of this service with her report on the activities of the Task Force on the Recruitment and Retention of a Quality Faculty. She pointed out that this body, established as a result of Trustee action last summer, is stressing the need for a CSU faculty which is highly qualified and which reflects the ethnic diversity of the state. To achieve this goal, we will need to find new and imaginative ways to increase the supply of faculty, as we try to hire some 11,000 new people during the next decade.

Dr. Frank Rizzardi, CSU Coordinator of Emergency Preparedness, reported on system efforts to prepare for earthquakes and other disasters. Senate questions emphasized the importance of involving faculty as well as administrators in preparing for emergencies. Dr. Helen Roberts informed the Senate about the Advisory Board of the Institute for Teaching and Learning, and about plans for the activities of the Institute. Senate comments stressed the importance of funding in making the Institute work. Responding to Senate questions, Vice-Chancellor Lee Kerschner outlined CSU proposals to modify the course pattern requirement for conditional admissions. He also discussed the Commission on Older, Part-Time Students which has recently been formed in response to suggestions in The Master Plan Renewed.

In addition, the Senate passed resolutions:

- Commenting on the place of the Human Corps within the academic community
- Defining procedures for nominating the faculty trustee
- Calling for funds to assist in the transfer process
- Seeking to lower barriers between faculty in schools of education and other areas of the university
- Opposing a new initiative concerning AIDS
- Calling for the CSU to consider participating in state efforts to establish Centers for Manufacturing Competitiveness
- Supporting Proposition 71 on the June ballot, a modification of the Gann limit
- Calling for revision of the process for allocating lottery funds
- and opposing state efforts to move concurrent enrollment money into the general fund

Given first reading were items on the AAUP Statement of Professional Ethics, the CPEC report on administrative growth, the Teacher Education Advisory Committee, high-prerequisite majors, and the 1988-89 Senate meeting schedule. The May meeting will be a full one!

Peter Shattuck
Secretary