


YOU'LL NEED YOUR MARCH 9 AND APRIL 13 AGENDA ATTACHMENTS!

1988-89
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, April 27, 1989
2:30 p.m.
Psychology 151



INFORMATION

1. Search--Assistant Vice President for Academic Affairs (Attachment A)
2. Retirement reception: Thursday, April 27, 4-5:30 p.m., Forest Suite, U.U.
3. Assembly Bill 510, "Higher Education Employer-Employee Relations: Organizational Security (Attachment B)

CONSENT CALENDAR

AS 89-39/Ex. COMMITTEE APPOINTMENTS

Affirmative Action Committee: SURESH VADHVA, 1992 (repl. L. Gabriel)

AS 89-40/Ex. COMMITTEE APPOINTMENTS (University)

Committee for Educational Equity:

LESTER GABRIEL, School of Engineering and Computer Science

University Committee for Persons with Disabilities:

ANNE GRAVES, Instructional Faculty
JIM KENNEY, Instructional Faculty
MARYJANE PEARSON, Instructional Faculty
ESTELA SERRANO, Instructional Faculty
MARINA SNOW, Librarian
THERESA MENDICK, Student Services Professional

AS 89-41/Ex. UNIVERSITY MISSION STATEMENT

The Academic Senate endorses the following revision of the CSUS Mission Statement for inclusion in the 1990-92 Catalog (See Attachment C for current Catalog statement):

STATEMENT OF UNIVERSITY MISSION

California State University, Sacramento is a regional comprehensive public institution that is authorized to offer

*To Registrar
agenda
#1*

educational programs at the baccalaureate and master's levels, and, jointly with the University of California or approved private institutions, at the doctorate level. It fulfills related research and public service roles and maintains support services for students.

The basic mission of the University is to preserve, communicate, and advance knowledge, to cultivate wisdom and encourage creativity, and to promote values ensuring the survival of humankind and improving the quality of life. We reaffirm the value of and need for education of the whole person, the traditional ideal of liberal education, as it adapts itself to the needs of society. We are dedicated to fostering the "human dimension" in education as we prepare our graduates to function productively in a changing society. The University is committed to helping students develop a sense of self-worth, self-confidence, respect for diverse cultures, awareness of important social and moral issues, and concern for others. Students, through active participation in academic and extracurricular activities, contribute to the fulfillment of the University's mission.

The University is committed to the principle that responsible and knowledgeable persons freely exercising reason in the pursuit of individual and community interests play a significant and beneficial role in addressing society's problems and enriching life. Education liberates individuals from ignorance, intolerance, and dogmatism, freeing them for the critical and reflective thought, and for the wise and effective action that is the hallmark of the educated person. We strive to provide educational opportunities for all eligible students and encourage multi-cultural understanding and perspectives throughout the University community and region. The University is enriched by diversity in its membership and in its curriculum. The campus is attentive to issues of race, national origin, gender, sexual preference, and human disability.

The University faculty's primary responsibility is teaching. They maintain direct and regular contact with students in all courses. Faculty enhance their teaching capabilities by maintaining currency in their fields and by engaging in ~~independent~~ scholarship and creative activity.

The University's programs incorporate three curricular objectives reflecting the values that underlie our emphasis on a liberal education. These objectives--the acquisition of knowledge, the development of critical thought processes, and the synthesis of knowledge--are all essential for living fully and effectively in our complex, pluralistic, and competitive world. Acquisition of knowledge is accomplished through a

Marsh (1)
Martin (2)
delete
agreed

broad curriculum designed to expose students to a core of knowledge common to educated persons in our society. Critical thinking pervades the curriculum through coursework designed to promote the ability to distinguish wisdom, truth, and relevance from ignorance, falsity, and irrelevance. We promote synthesis of knowledge through a variety of educational experiences necessary for a coherent and harmonious integration of creativity and practicality, of feeling and intellect, and of action and principles.

The University offers undergraduate programs in the traditional liberal arts disciplines and selected professional studies programs in business, education, engineering, and health and human services. Emphasis is placed on general education, which provides fundamental knowledge in areas of universal interest and applicability--natural sciences, social sciences, humanities and fine arts--as well as a solid foundation for a broad range of studies including pre-professional and professional programs.

At the graduate level, the University offers master's degree and post-baccalaureate certificate programs. Major research centers based at the University inform its intellectual life and enrich its graduate programs. Our graduate programs prepare students to pursue doctoral studies, enter advanced professional training programs, and secure leadership positions in the workplace.

The University is a regional resource that provides educational opportunities to a large geographic area through extended learning programs and other off-campus offerings. We contribute to the cultural and economic development of the region. We encourage a vigorous exchange of ideas and resources with government, social and cultural agencies, and businesses and industries located within our region. University personnel promote the University's public service role through community service and the related tasks of an informed citizenry.

Our location in the State's capital makes us unique among California's public universities. We use this setting to advance the public good and to provide students and faculty with unequalled opportunities to be involved directly in public policy--its formation, its implementation, its interaction with the private sector, and its linkages with public service.

AS 89-42/UTEC, CC, Ex. ENGLISH/DRAMA WAIVER

The Academic Senate approves the revisions of the English/Drama Waiver program as shown in Attachment D-1 (see also the Fiscal Affairs Committee's evaluation, Attachment D-2).

AS 89-43/CC, Ex. FOREIGN LANGUAGE--BACCALAUREATE CREDIT [Refer to Attachments E-1, E-2, and E-3]

The CSUS Academic Senate endorses the CSU Academic Senate resolution AS 1849-899 (Attachment E-3). Specifically, the CSUS Academic Senate supports adoption of a systemwide policy which would 1) prohibit the award of baccalaureate credit for college level foreign language course work equivalent to that already completed in high school, and 2) equate a minimum of two successful years of high school foreign language study with one year at the college level.

REGULAR AGENDA

Carried AS 89-41/ FIR.

Carried AS 89-17/Ex. / FIR. STUDENT ECONOMIC SUPPORT, UNIVERSITY COMMITTEE ON

The Academic Senate recommends that the Financial Aid Advisory Committee be replaced by a University Committee on Student Economic Support with the charge and membership described (Attachment D, 3/9/89 Agenda) and that the functions of the proposed Task Force on Student Employment and the existing Instructional Materials and Activity Fees Committee be subsumed within this committee.

Carried AS 89-18/RSA, Ex. MONETARY GRANT AWARD PROGRAM, AUGMENTATION OF

The Academic Senate supports the request of the Research and Scholarly Activity Committee (RSAC) dated November 22, 1988 (Attachment E, 3/9/89 Agenda), to augment the \$25,000 that has been provided annually by the Hornet Foundation for support of the Monetary Grant Award Program. Specifically, the Academic Senate recommends, 1) that the additional \$25,000 provided to the University by the Hornet Foundation (which is identified as "undesigned" in the 1988-89 Hornet Foundation Budget, and intended for support of research) be designated by the President as an augmentation to the Monetary Grant Award Program to be carried forward, if necessary, to the 1989-90 Academic Year, and 2) that the President seek from the Foundation, in future years, a similar amount to maintain the level of support of the Monetary Grant Award Program at \$50,000.

2 GE
AS 89-19/CC, Ex. FOREIGN LANGUAGE REQUIREMENT

Based on the recommendation of the CSUS Department of Foreign Languages (Attachment F-1, 3/9/89 Agenda) and the Senate's Curriculum Committee (Attachment F-2, 3/9/89 Agenda), the CSUS Academic Senate endorses, in principle, the CSU Foreign Language Council's proposed CSU foreign language requirement (Attachment F-3, 3/9/89 Agenda) and urges the CSU to provide

competency

appropriate needs assessment, impact studies, and timelines to adopt eventually a foreign language requirement in the CSU.

Carried

AS 89-34/Ex. ^{FR} SMOKING POLICY (Amends AS 85-23)

3:00 p.m. time certain

The Academic Senate recommends amendment of the University policy on smoking (PM 85-16; AS 85-23) as follows:

1. Smoking is not permitted in buildings designated as smoke-free, classrooms, laboratories, theatres, restrooms, elevators, gymnasiums or enclosed stairways. Lobbies adjacent to these areas are designated smoking areas, except where posted "No Smoking." All hallways adjacent to faculty offices are designated "No Smoking" areas. A smoking area may be provided in a building otherwise intended to be smoke-free when it is requested and when it is feasible to do so (e.g. when proper ventilation can be provided at a reasonable cost).

2. Smoking is not permitted in the Library. Patrons and staff may smoke in the Library breezeway. Library staff may smoke on the patio outside the Staff Room.

3. In eating/drinking areas seating fifty (50) or more people, at least fifty (50) percent of the area must be set aside and posted for non-smokers. Eating/drinking areas seating ~~fewer~~ ^{more} than 50 people shall be smoke free.

Smoking is not permitted during formal meetings, which includes office hours. A formal meeting is defined as an assembly of two or more persons by prior announcement for the purpose of conducting business. Individuals responsible for conduct of formal meetings will, if possible, arrange for breaks at least every two hours to accommodate those who smoke. If the meeting is small (no more than four) and everyone agrees, an exception may be made. No exceptions are permitted during interviews.

5. Smoking may be permitted during informal meetings (gatherings of two or more persons in the course of daily work), provided no objection is made by any one of those present and smoking is otherwise permitted in that location.

6. In those events which are organizationally self-operated and held in the University Union or Hornet Foundation facilities, the individual organization ^{shall} ~~may~~ present a plan to ensure compliance with the intent of these rules (i.e., ensure recognition of the rights and health of non-smokers) to the responsible managers of the University Union and Hornet Foundation activities.

BACH (M)
HDL (2)
MARTIN (M)
JIRSEWS (2)
"Indoor enclosed"
y=10 n=11
VADHYA (M)
"less than 30"
White (M)
Sudo (JB) (2)

Marsh (M)
Pfeckmann (2)
Carried

Figler (M)
Martin (2)
agree

7. ~~Each employee Staff working in any area where smoking is otherwise permitted is encouraged to may identify their his/her individual work spaces as either a non-smoking or a smoking area.~~
8. Supervisors/managers will pursue various options in an effort to accommodate everyone's needs in their respective work areas.
9. ~~The office of Faculty and Staff Affairs Executive Vice President will have responsibility shall be responsible for this policy. The Environmental Health and Safety Officer or designee shall administer this policy and resolve conflicts which may arise.~~
10. All newly constructed buildings shall initially be designated as non-smoking.
11. Notwithstanding any of the foregoing, staff whose workplace is within a particular building may request in writing that the smoking/non-smoking status of that building be modified. In reviewing such requests the following shall be considered: The number of occupants making the request, the impact of the decision on smokers/non-smokers including options open to them, building ventilation, efforts to reach consensus and economic impact. Each such request will be considered on its merits and there shall be no "hard and fast" formulas. Rather, the goal shall be achievement of an environment which best satisfies the needs of all members of the University community.

NOTE: This policy does not apply to residence hall living quarters.

Carried AS 89-35 /GPPC, Ex. CENTERS AND INSTITUTES, SELF-STUDY QUESTIONNAIRE AND REVIEW CRITERIA FOR

The Academic Senate recommends approval of the "Review Criteria and Guidelines" and "Self Study Questionnaire" for Center and Institutes shown in Attachment E, 4/13/89 Agenda.

Carried AS 89-36/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 5.05.B (Criteria for Retention, Tenure, and Promotion)

5.05 Criteria for Retention, Tenure and Promotion

- B. The following criteria are ~~the minimum~~ set by the university for retention, tenure, and promotion. Each primary evaluation level shall ~~and each secondary level may~~ establish a value for each criterion in relation to

the values it establishes for the other criteria. It may do so by means of a qualitative or quantitative statement. The first criterion, "Competent Teaching Performance," shall be the primary and essential, but not sufficient, criterion in the evaluation process at each review level.

Carried
AS 89-37A/Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 5.05.B
 (Criteria for Retention, Tenure and Promotion)
 [substitute motion for AS 89-37 below]

5.05 Criteria for Retention, Tenure and Promotion

- B. The following criteria are ~~the minimum~~ set by the university for retention, tenure, and promotion. Each primary evaluation level shall establish a value for each criterion in relation to the values it establishes for the other criteria. It may do so by means of a qualitative or quantitative statement. The first criterion, "Competent Teaching Performance," shall be the primary and essential, but not sufficient, criterion in the evaluation process at each review level.

When making its substantive evaluation and final recommendation in a particular case, each secondary evaluation level shall apply the relative values established by the primary unit in which that case has arisen.

VOID
AS 89-37/UARTP UNIVERSITY ARTP POLICY--AMEND SECTION 5.05.B
 (Criteria for Retention, Tenure, and Promotion)

5.05 Criteria for Retention, Tenure and Promotion

- B. ...Each primary evaluation level shall and each secondary level may establish a value for each criterion in relation to the values it establishes for the other criteria. It may do so by means of a qualitative or quantitative statement. The first criterion, "Competent Teaching Performance," shall be the primary and essential, but not sufficient, criterion in the evaluation process at each review level.

AS 89-38/AP, Ex. DISCIPLINARY ACTION NOTATION POLICY

Carried
 The Academic Senate recommends approval of the "Disciplinary Action Notation Policy" as recommended by the Academic Policies Committee and amended by the Executive Committee (strikeover = deletion; underscore = addition):

Disciplinary Action Notation Policy

As a disciplinary sanction, students may be expelled, suspended, placed on probation or given a lesser sanction as provided in Section 41301 of Title 5, California Administrative Code.

In the event of expulsion or suspension, a notation is made on the student's transcript. No notations will be made for probation or lesser sanctions.

PROCEDURES FOR MAKING DISCIPLINARY ACTION NOTATIONS ON TRANSCRIPTS

Without a disciplinary hearing:

The Coordinator of Judicial Affairs (CJA) will send a copy of the Disciplinary Action Notation Form to the Office of Admissions/ Records. This serves as notification to the Director of Admissions/Records that a student has been suspended or expelled and the proper notation needs to be made on his/her transcript.

With a disciplinary hearing:

After a disciplinary hearing and ~~the President has~~ after the student has been notified the student of Presidential action (if such action includes suspension or expulsion) the CJA will send a copy of the Disciplinary Action Notation Form to the Office of Admissions/Records. This serves as notification to the Director of Admissions/Records that a student has been suspended or expelled and the proper notation needs to be made on his/her transcript.

DISCIPLINARY NOTATION DELETIONS

Suspension

Disciplinary notations for suspension will remain on the transcript for ~~the duration of the~~ a minimum of three years from the date of suspension. ~~Once the~~ After this three year period of suspension is over, the student may make a written request to the CJA Dean of Students to have the disciplinary notation deleted from his/her transcript. The Dean of Students will then empanel a three member Student Disciplinary Hearing Panel which will review the facts of the case and the student's subsequent record to determine whether the disciplinary notation should be deleted.

If the student's request is denied, the student has the right to file a written appeal of the denial with the President of the University. The President's decision shall be final.

Expulsion

Disciplinary notations for expulsions become a part of the student's permanent record and are typically not deleted. However, ~~five seven~~ years ~~from after~~ the date of expulsion, a student can ~~petition in writing~~ make a written request to the Dean of Students to have the disciplinary notation deleted. ~~The decision will be made by the Dean of Students and will be based on the facts or issues and the severity of the offense.~~ will then empanel a three member Student Disciplinary Hearing Panel which will review the facts of the case and determine whether the disciplinary notation should be deleted.

~~The Dean of Students will normally inform the student of the decision within ten (10) working days of the receipt of the written petition.~~

If the request is denied, the student has the right to file a written appeal of the denial, in writing to with the President of the University ~~or his/her designee.~~ The President's decision shall be final.

~~The student will normally be informed of the President's decision within ten (10) working days of the receipt of the petition.~~

Procedures for Deleting Disciplinary Notations

If the student's request for deletion is approved, ~~the~~ CJA will complete the Disciplinary Action Notation Deletion Form, give the student a copy, submit a copy to the Office of Admissions/Records, and retain a copy for the student's file.

Once the disciplinary transcript notation has been deleted, the student ~~will receive~~ may request an unofficial transcript in ~~about~~ after three (3) weeks from the Office of Admissions/Records. ~~This~~ Such an unofficial transcript will serve as verification that the disciplinary notation has been deleted. A copy of the unofficial transcript will also be sent to the Dean of Students Office to be placed in the student's file.

Any questions regarding the procedures or interpretation of this document shall be decided by the Dean of Students Office.

AS 89-31/CC, GPPC, Ex. UNIVERSITY PROGRAMS, FUNDING CRITERIA FOR, AND DEFINITION OF TERMS USED IN FUNDING OF ACADEMIC AND ACADEMICALLY RELATED PROGRAMS

The Academic Senate endorses the "Proposed Funding Criteria for university Programs'," the "Recommended Definitions of Terms To Be Used in the Funding of Academic and Academically Related Programs," and the "Guidelines for Funding Academic and

University Planning and amended by the Curriculum Committee and the Graduate policies and Programs Committee, as shown in Attachment C (4/13/89 Senate Agenda).

AS 89-44/Ex. NAMING OF CAMPUS FACILITIES (Supercedes AS 69-193)

The Academic Senate recommends adoption of the policy and procedures for naming campus facilities as stated in Attachment F.

AS 89- /Fir. POSSIBLE RECONSIDERATION OF FACULTY ALLOCATION MODEL

AS 89- /Fir. ASSEMBLY BILL 510

California State University
Sacramento



The President
Sacramento, CA 95819-2694
(916) 278-7737
FAX # (916) 278-6959

April 19, 1989

M E M O R A N D U M

California State University Sacramento
6000 J Street
Sacramento, California 95819


APR 19 1989

TO: Professor Juanita Barrera
Chair, Academic Senate

Ms. Karen Hardy
Chair, University Staff Assembly

Vice President Mary Burger
Academic Affairs

Academic Senate Received
413

FROM: Donald R. Gerth 

On July 1, 1989, Dr. June Stuckey will move, on a full-time basis, to responsibility for Undergraduate Studies and Educational Services. She has agreed to coordinate the reorganization process that is taking place in Student Affairs and Academic Affairs. It is envisioned that this process will take two years to finalize. During that time, we will need someone to assume responsibility for the duties of Dr. Stuckey's current position. We are, therefore, initiating recruitment for an Interim Assistant Vice President for Academic Affairs who will serve in that capacity for the 1989-90 and 1990-91 academic years. Recruitment for this position will be on campus with all full-time probationary and tenured faculty eligible to apply.

Dr. Stuckey's position will be supported from July 1 by the Student Affairs budget. As you know from previous announcements, that configuration will continue for two years. We expect to appoint a Dean of Undergraduate Studies and Educational Services in the 1990-91 academic year to be effective in the summer of 1991.

For this two-year interim period, I am establishing the position of Interim Assistant Vice President for Academic Affairs. The

April 19, 1989

Page 2

specific responsibilities related to this position are addressed in a memorandum from Vice President Burger. The appointment is to be made from among current faculty members at the university. A permanent Dean will be appointed at the end of the two years, after a national search.

I would like to request the Chair of the Academic Senate, the Chair of the University Staff Assembly, and the Vice President for Academic Affairs to assume responsibility for the nomination of members to the Advisory Committee for this appointment. The procedures to be followed should generally be those established by the University.

The advisory committee is to include the following:

- a. Four faculty members recommended by the Executive Committee of the Academic Senate, including one faculty member from the appropriate Senate committee.
- b. One dean or associate dean of a school recommended by the school deans.
- c. One staff member from a school or Academic Affairs recommended by the Executive Committee of the University Staff Assembly.
- d. The Vice President for Academic Affairs or her designee.

The office of Faculty and Staff Affairs has prepared announcements on the position, a timetable for the search, and a flowchart of the process; these are attached.

Dr. Burger will meet with the Committee at its first meeting to discuss its charge. I would ask that the selection advisory committee have as its goal the recommendation of three to five candidates, unranked, evaluating their strengths and potential. That list should be forwarded to Dr. Burger and me by May 30, 1989. The appointment will be effective over the summer and no later than the beginning of the fall term.

Thank you.

DRG/rg

cc: Ms. Sheila Orman
Dean David Wagner

arrangement shall take effect only if a majority of those members of the negotiating unit voting approve the arrangement.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. Section 3563.5 is added to the
2 Government Code, to read:
3 3563.5. The board shall have the right, power, duty,
4 and responsibility to decide contested matters involving
5 organizational security elections in the faculty unit in the
6 California State University pursuant to subdivision (b) of
7 Section 3583.

8 SEC. 2. Section 3583 of the Government Code is
9 amended to read:

10 3583. Permissible forms of organizational security
11 shall be limited to ~~an~~ the following:

12 (a) An arrangement pursuant to which an employee
13 may decide whether or not to join the recognized or
14 certified employee organization, but which requires the
15 employer to deduct from the wages or salary of any
16 employee who does join, and pay to the employee
17 organization which is the exclusive representative of such
18 employee, the standard initiation fee, periodic dues, and
19 general assessments of such organization for the duration
20 of the written memorandum of understanding. However,
21 no such arrangement shall deprive the employee of the
22 right to resign from the employee organization within a
23 period of 30 days prior to the expiration of a written
24 memorandum of understanding.

25 (b) For the faculty unit in the California State
26 University, an arrangement that requires an employee to
27 either join the recognized or certified employee
28 organization, or to pay the organization a fair share
29 service fee in an amount not to exceed the standard
30 initiation fee, periodic dues, and general assessments of
31 the organization. The board, upon a showing of interest
32 by 30 percent of the members of the negotiating unit,
1 shall conduct an election at the campus worksite, and this
2 form of organizational security arrangement shall take
3 effect only if a majority of those members of the
4 negotiating unit voting approve the arrangement.
5 Part-time employees shall have a vote proportionate to
6 their employment time base.

ASSEMBLY BILL, No. 510

Introduced by Assembly Member Roos

February 7, 1989

An act to amend Section 3583 of, and to add Section 3563.5 to, the Government Code, relating to higher education employer-employee relations.

LEGISLATIVE COUNSEL'S DIGEST

AB 510, as introduced, Roos. Higher education employer-employee relations: organizational security.

Existing law governing higher education employer-employee relations provides that organizational security is within the scope of representation, and that the only permissible form of organizational security is an arrangement which permits employees to decide whether or not to join the employee organization and requires the employer to deduct from the wages of employees who do join the fees, dues, and assessments of the exclusive representative for the duration of the written memorandum of understanding. The employee has the right to resign from the employee organization within 30 days prior to the expiration of a written memorandum of understanding.

This bill would provide that for the faculty unit in the California State University, organizational security may include an arrangement that requires an employee to either join the employee organization or to pay the organization a fair share service fee in an amount not to exceed the fees, dues, and assessments of the organization.

This bill would require the Public Employment Relations Board, upon a showing of interest by 30% of the members of the negotiating unit, to conduct an election at the worksite, and would provide that this type of organizational security

Excerpted from
1988-90 CSUS Catalog,
pages 8-9:

University Mission and Goals

California State University, Sacramento is a regional multipurpose public institution which is authorized to offer educational programs at the baccalaureate and master's level, to fulfill related research and public service roles and to maintain support services for students.

Our basic mission is to preserve, communicate, and develop knowledge, to cultivate wisdom and encourage creativity, and to promote the understanding of values ensuring the survival of humankind and improving the quality of life. We reaffirm the value of and need for education of the whole person, the traditional ideal of liberal education, as it adapts itself to the needs of a career-oriented society.

We are committed to the principle that responsible and knowledgeable persons freely exercising reason in the pursuit of individual and community interests can play a significant and beneficial role in addressing society's problems and enriching our lives. We believe that education helps liberate individuals from ignorance, intolerance, and dogmatism, freeing them for the critical and reflective thought, and for the wise and effective action that is the hallmark of the educated man or woman.

To achieve the above stated ends, our University programs incorporate three curricular objectives: breadth of study, critical thought, and synthesis of knowledge, all essential elements for living fully and effectively in our complex, pluralistic, and competitive world.

Breadth of Study. Curricular breadth helps a person acquire and expand a core of knowledge common to educated persons in our society.

Critical Thought. Critical thinking promotes the separation of wisdom, truth and relevance from defect, falsity and irrelevance. It is our purpose to assist in the development of an independent cast of mind based on a respect for knowledge and human experience.

Synthesis. Whereas breadth of study extends knowledge and critical thought, sharpens understanding and appreciation of the human enterprise, synthesis of knowledge and thought is necessary for a coherent and harmonious union of creativity and practicality, of feeling and intellect, of action and principles.

As a comprehensive university, we offer a fundamental core of undergraduate degree programs in the traditional liberal arts disciplines and in selected professional studies programs. Emphasis is placed on the liberal arts program and on an extensive general education curriculum. The offerings in general education are intended to broaden the students' knowledge in areas of universal interest and applicability—natural sciences, social sciences, humanities and fine arts—as well as to provide a solid academic foundation preprofessional and professional programs. Complementing the University's liberal arts offerings at the undergraduate level are degree programs in business, education, engineering, and health and human services. All students, regardless of their areas of specialization, are expected to acquire a foundation in the liberal arts.

At the graduate level, selected programs leading to the master's degree and a number of advanced credential programs in education are offered. Whereas the transmission of knowledge is the major task of undergraduate education, the utilization and advancement of knowledge are the major goals of graduate study. In keeping with those goals, graduate offerings at California State University, Sacramento are focused in programs which stress the achievement of excellence in scholarship, as well as the promotion of high professional standards. The fundamental objective of the programs is the preparation of students for leadership positions by the development of expertise in theory and its application.

Teaching is the primary responsibility of the University faculty who are expected to maintain currency in their respective fields and to enhance their teaching capabilities by independent scholarship, taking additional course work, attending relevant workshops and seminars, and through active participation in research and other creative activities. All University personnel are encouraged to promote the

University's public service role through community service and related tasks of informed citizenry.

Recognizing our partnership with the people of California, we strive to use our unique setting in the capital city to advance the public good as well as higher education. In cooperation with state and local governments, we work for the improvement and enhancement of educational opportunity for all eligible students. We encourage a vigorous exchange of ideas and resources with government, social and cultural agencies, and businesses and industries located within our region.

As a major regional resource for higher education, the University fulfills in part its public service role by extending curricular offerings as well as activities and services to the community at large. Our Extended Learning Program is designed to meet educational needs of the community not served otherwise by our regular on-campus offerings. The courses offered through the program are expected to reflect the same high-quality standards as shown in the regular curriculum.

We are dedicated to fostering the "human dimension" in the educational process as we prepare our graduates to function productively in a changing society. To this end we pledge ourselves to maintain the spirit of concern for the individual student as we reach to accomplish our mission.

ENGLISH/DRAMA WAIVER PROGRAM

Present Program		Revised Program	
Basic Core			
Drama 102	3	Drama 102	3
Engl 40A	3	Engl 40A	3
Engl 50A	3	Engl 50A	3
Engl 50B	3	Engl 50B	3
Engl 140	3	Engl 140	3
One from Engl 145B, 145C	3	One from Engl 145B, 145C	3
Engl 125A	3	Engl 125A	3
Engl 115A	3	*Engl 110A	3
Engl 120A	3	Engl 120A	3
Engl 125B	3	Engl 125B	3
	30	*Passage of English Dept. Traditional Grammar Exam or Engl 110J	(3)
			(33)
 Breadth and Perspective			
Drama 2	3	Drama 2	3
Drama 3	3	Drama 3	3
One from Drama 10A, 30	3	One from Drama 10A, 30	3
Drama 11A	3	Drama 11A	3
Drama 16	3	Drama 16	3
Drama 105	3	*Drama 20	3
Drama 107	3	Drama 107	3
Drama 131	3	Drama 131	3
Theater Literature Series		Theater Literature Series	
One from Drama 104, 140, 148, 152, 153, 170, 173A, 173B	3	One from Drama 104, 140, 148, 149*, 152, 153, 170, 173A, 173B	3
	27		27

*Revision



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M

TO: June Stuckey,
Associate Vice President

DATE: March 30, 1989

FROM: Michael Lewis, Chair
Fiscal Affairs Committee

SUBJECT: English/Drama Waiver
Program

=====

UTEC has forwarded proposed changes in the English/Drama Waiver Program to the Fiscal Affairs Committee for its consideration. The changes should have been considered when the English Single Subject Waiver Program and the English/Humanities Waiver Program were altered in 1987 (refer to attached materials). I have reviewed the proposed changes and they do not hold substantial fiscal impact. The changes affect the few students that pursue the waiver program (approximately 6-7 students annually); no new courses are proposed; the courses affected by the changes can absorb a small increase in enrollment. You may wish to note that English 110A has been running close to its enrollment limit; it cannot be expected to accommodate much enrollment growth without the addition of a new section.

Please call me if you have any additional questions or concerns.

ML/CD

cc: J. Barrena
M. Goodart
G. Wheeler

4
MAR 1989
RECEIVED
CSU SACRAMENTO
ACADEMIC AFFAIRS



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

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

APR 13 1989

Academic Senate Received
413

M E M O R A N D U M

April 12, 1989

To: Juanita Barrena, Chair
Academic Senate

Margaret Goodart

From: Margaret M. Goodart, Chair
Academic Senate Curriculum Committee

Subject: Baccalaureate Credit for Elementary Foreign Language
Study

At its meeting on Monday, April 10, the Academic Senate Curriculum Committee concurred with the Department of Foreign Languages' endorsement of the Statewide Senate Resolution AS-1849-89/AA concerning baccalaureate credit for elementary foreign language study.

A copy of the resolution and the Department of Foreign Languages' endorsement are attached for your information.

MMG/cb
Atts.

cc: Claude Duval, Chair, Department of Foreign Languages

State of California

Memorandum



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2594

To: Dr. Margaret Goodart
Chair, Curriculum Committee
Academic Senate
CSUS

Date: March 20, 1989
California State University, Sacramento
6000 J Street
Sacramento, California 95819

Subject:

MAR 21 1989

Academic Senate Receiver
413

From: Claude Duval, Chair
Department of Foreign Languages

A handwritten signature in cursive script that reads "Claude Duval".

The Department of Foreign Languages fully supports and endorses State-wide Senate Resolution AS-1849-89/AA concerning baccalaureate credit for elementary foreign language study. We agree with the Foreign Language Council of the CSU on a system-wide adoption of the formula which equates one year of high school foreign language study with one semester at the college level. We also agree with the recommendation of the Academic Senate of the CSU which prohibits the awarding of baccalaureate credit for college level foreign language coursework equivalent to that already completed in high school. We would hope that the Admissions and Records services will be able to appropriately inform entering students of this policy and provide foreign language departments with lists of students who have successfully completed one or more years of foreign language at the secondary level.

I remain available at any time to provide any additional information.

Thank you very much for your assistance and cooperation.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1849-89/AA
March 2-3, 1989

BACCALAUREATE CREDIT FOR
ELEMENTARY FOREIGN LANGUAGE STUDY

- WHEREAS, The California State University requires applicants for admission either to complete satisfactorily at least two years of high school course work in a (single) foreign language or to demonstrate equivalent competence; and
- WHEREAS, Although the rate of language acquisition is accelerated at the postsecondary setting, the general content and expected outcomes of high school and basic college-level foreign language study are similar, as evidenced through students' performance on common tests of learning and competency; and
- WHEREAS, The Foreign Language Council of the California State University has expressed support for systemwide adoption of a formula which equates one year of high school foreign language study with one semester at the college level; and
- WHEREAS, The ad hoc Advisory Committee on Implementation of the CSU Foreign Language Admission Requirement has recommended that restrictions be applied to the award of baccalaureate credit for foreign language course work equivalent to that completed in high school; and

(OVER)

WHEREAS, The Academic Senate of the California State University, in recognition of the need to improve articulation between high school and college foreign language curricula has endorsed the Statement on Competencies in Languages Other Than English Expected of Entering Freshmen: Phase I - French, German, Spanish, which identifies performance criteria applicable equally to high school and college curricula; and

WHEREAS, Precedent exists to deny the award of baccalaureate credit for CSU courses offered to assist students who do not meet entry-level expectations in subjects for which they received high school course credit (i.e. English and mathematics); therefore be it

RESOLVED: That the Academic Senate of the California State University recommend a systemwide policy which would prohibit the award of baccalaureate credit for college-level foreign language course work equivalent to that already completed in high school; and be it further

RESOLVED: That the Academic Senate CSU recommend systemwide policy which equates a minimum of two successful years of high school foreign language study with one year at the college level.

SECOND READING

May 4-5, 1989

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

POLICY AND PROCEDURE FOR
NAMING CAMPUS FACILITIES

The following policy and procedure implement Board of Trustee policy governing the naming of campus buildings and properties. It is the further intent of this document to provide an orderly process to assure appropriate consultation.

POLICY

California State University policy on naming of facilities and properties is set forth in PPD 84-21, "Policy and Procedure for Naming of Facilities and Properties," issued on July 30, 1984. It states:

The Board of Trustees of The California State University retains authority for naming all CSU facilities and properties; e.g., all buildings; major portions of buildings; university or college streets or roads; stadium and baseball fields and other areas of major assembly or activity; plazas, malls and other large areas of campus circulation; and all other highly visible facilities and properties. The Board delegates to the Chancellor the authority to name individual rooms, limited areas and individual items or features within buildings, individual landscape items or features, limited outdoor areas, and other minor properties. The Chancellor may sub-delegate as she deems appropriate. (The Chancellor subdelegated this authority to Presidents in Executive Order 335, on September 9, 1980.)

Each proposal for naming of CSU facility or property shall be considered on its own merits. No commitment for naming shall be made prior to Trustee approval of the proposed name.

A name of CSU facility or property must meet one or more of the following criteria:

1. It must designate the function of a facility or property.
2. It must reflect natural or geographic features.
3. It must reflect a traditional theme of a university or college.

4. It must honor an individual.

4.1 When no gift is involved:

- 4.1.1 It must honor a person who has achieved unique distinction in higher education or other significant areas of public service.
- 4.1.2 It must honor a person who has served the CSU in an academic capacity and has earned a national or international reputation as a scholar, or made extraordinary contributions to a CSU campus or the system which warrant special recognition.
- 4.1.3 It must honor a person who has served the CSU in an administrative capacity and who, during administrative service, made extraordinary contributions to a CSU campus or the system which warrant special recognition.

- 4.1.4 When a proposal for naming in honor of an individual involves service to the university or college in an academic or administrative capacity, a proposal shall not be made until the individual has been retired or deceased at least one year.

- 4.2 When a gift is involved, the Board will take into consideration the significance and amount of the proposed gift as either or both relate to the realization or completion of a facility or to the enhancement of the facility's usefulness to the university or college. For an amount to be considered "significant," it shall either fund the total cost to the facility to be named, or provide funding for that portion of the total cost which would not have been available from any other source (such as federal or state loans or appropriations, student fees, bon issues, etc.).

5. In special circumstances, the Board of Trustees may waive any or all of the above criteria.

The request to name a specific facility or property on a campus shall be sent by the campus President to the Vice Chancellor for University Affairs.

PROCEDURE

1. Any member of the university community may request that a specific facility or property at CSUS be named.
2. Requests are directed to the Campus Environment Committee of the Council on University Planning via the Executive Vice President.
3. Each request must:
 - a. Be made in writing and state reasons for the proposed name.
 - b. Comply with Trustee policy, including, when appropriate, justification for proposing waiver of particular criteria.
 - c. Identify any individual or campus constituent or other group(s) proposing and endorsing the request.
 - d. Include complete biographical data if the naming is to honor an individual.
4. Confidentiality shall be maintained at all levels of review.
5. Upon receipt of the request, and after ensuring that it is complete, the Executive Vice President shall direct it to the Campus Enrollment and Environment Committee for initial review.

If the request does not comply with this policy and procedures, it shall be returned to the originator(s) with appropriate explanation.
6. If the request complies with this policy and procedures the Committee shall appoint an ad hoc sub-committee consisting of individuals who are or will be principal occupants, members of the Academic Senate, and such others as it deems appropriate.

The charge to the ad hoc sub-committee is to study the history and significance of the facility, the concerns of the University and community users of the facility and other interested groups, financial implications, and possible alternatives. Upon completion of its study, the ad hoc sub-committee shall report its findings to the Campus Environment Committee.
7. The Committee shall then make a determination whether to endorse the request.

8. The request, documentation, report of the ad hoc Committee, and Committee recommendation, shall then be forwarded to the Academic Senate Executive Committee and such other bodies as CEEP may deem appropriate for deliberation and recommendation.
9. The Executive Committee of the Academic Senate shall review documentation and shall forward the request, documentation, report of the ad hoc committee, and Campus Environment Committee to the President together with its recommendation. When circumstances cause the Committee to conclude that advice of the entire Senate should be sought, the referral shall take place only after conferring with the Executive Vice President in any case where the proposal involves the name of an individual, group of individuals or an organization.
10. Other bodies who may be asked to make a recommendation shall proceed as in step nine above.
11. After receipt of all documentation and recommendations, the President shall decide whether to make a request to The California State University (Vice Chancellor for University Affairs) for forwarding to the Board of Trustees. The decision of the President shall be final and binding on the University.
12. More than a single request to name a specific facility or property may be forwarded to the President with affirmative recommendations. In such cases, the President shall advise all concerned bodies as to his tentative decision and shall allow reasonable time for additional comment.
13. The President shall notify the originator of the request whether or not the request is being forwarded to the Board of Trustees for consideration.

PERIODIC REVIEW

From time-to-time or upon request of the President or the Council on University Planning, the Campus Enrollment and Environment Committee shall review the names of campus facilities and shall make recommendations to the president concerning the appropriateness of such names. The Committee may or may not initiate the process for recommending new name(s) at its discretion.

RECOMMENDED DEFINITIONS OF TERMS
TO BE USED IN THE FUNDING OF ACADEMIC AND ACADEMICALLY RELATED PROGRAMS

Program Centers are a collection of campus academic or administrative units that have been combined for the purpose of planning and resource allocation. Each Program Center has a chief administrative officer that heads the unit. For example: School of Arts and Sciences, Division of Student Affairs, the Library.

University Centers and Institutes (title used interchangeably on CSUS campus) are those entities or units created within the University to administer one or more activity which is related directly to the academic mission of the University, such as

- 1) enhance the conduct of faculty research and scholarship;
- 2) promote the instructional programs of the university;
- 3) enhance the university's ability to obtain external funding;
- 4) provide for and coordinate public service programs.

Instructional programs are not normally offered by a center although the activities of a center may be related to a department's or school's instructional program. For example: Center for California Studies, Critical Thinking Resource Center, Real Estate and Land Use Institute.

Academic Departments/Units are those entities or units created within a School and organized around one or more related disciplines to administer academic programs. For example: Dept. Anthropology, Environmental Studies.

Academic Programs are courses of study leading to a specific educational or academic objective, e.g., a credential or certificate, a major, a minor, or a degree program. Academic Programs may be either disciplinary or interdisciplinary in nature.

Interdisciplinary Academic School Programs are developed by the faculty of more than one academic department/unit within a School and administered by that School. For example: Interior Design Major, Film Studies Minor, BA Degree Government/Journalism.

Interdisciplinary Academic Inter-School Programs are developed by the faculty of more than one School and administered through a School designated by the Vice President for Academic Affairs. For example: Women's Studies Minor, Gerontology Certificate, MA Degree in International Affairs.

Academically Related Programs are programs, including Centers and Institutes, that encourage or support scholarly and creative activities, promote student development, provide professional or community services, or otherwise support, but do not offer, academic programs.

Academically Related School Programs are those that are tied in a substantial way to one or more academic programs within a School. Such School programs are developed and administered by the faculty and staff within a single school. For example: English Tutoring Center, Center for Small Business, Achievement Institute, Polymer Research Institute.

Academically Related Inter-School Programs are those academically related programs that are tied in a substantial way to academic programs in two or more Schools, but whose jurisdictional interests are contained within the sponsoring Schools. Inter-School Programs may be developed and staffed by individuals from a number of Program Centers, but are administered through a School designated by the Vice President. For example: Accelerated College Entrance Center, Assistive Device Center, Gerontology Center.

University Programs are those academically-related programs that:

(a) transcend the jurisdictional interests of, or generate benefits which go significantly beyond, any single Program Center; (b) are tied in significant and broad ways to the overall mission and goals of the University; and (c) promote the instructional mission of the University through faculty and student research and scholarship and/or public service.

This definition may apply to some Centers and Institutes, established through existing University procedures (EM 87-04), as well as other academically related programs and activities that are not established Centers and Institutes.

GUIDELINES FOR FUNDING ACADEMIC AND ACADEMICALLY RELATED PROGRAMS

- I. Centers and Institutes may receive for up to three years support from University-wide resources to help establish their activities and functions. After the start-up period, Centers and Institutes are expected to be self supporting.* However, if Program Centers wish to help support these entities after University funding has expired, Program Centers may do so out of their own budgets. In determining what support, if any, is appropriate, Program Centers may consider how central the Center's or Institute's activities are to the mission and goals of the Program Center, and how these activities rank among its other program priorities.
- II. Academic Programs, including Interdisciplinary Programs, are to receive funding through the Program Center that administers them.
- III. Academically Related School Programs, including Inter-School Programs, are to receive funding, if any, through the Program Center that administers them, unless they meet the conditions of a University Program.
- IV. University Programs must satisfy all of the following conditions:
 - A. Definition of Programs
 1. Transcend the jurisdictional interests of, or generate benefits which go significantly beyond, any single Program Center;
 2. are tied in significant and broad ways to the overall mission and goals of the University, and
 3. promote the instructional mission of the University through faculty and student research and scholarship and/or public service.

This definition may apply to some Centers and Institutes, established through existing University procedures (PM 87-04), as well as other academically related programs and activities that are not established Centers and Institutes.
 - B. The program must fulfill reporting and review requirements specified by PM 87-04, in cases of Centers and Institutes, and, in the case of other programs which are not established Centers or Institutes, must submit annual reports of activities, expenditures, and progress toward meeting goals and objectives.
 - C. An annual budget request must be submitted through the Program Center that has been designated by the Vice President for Academic Affairs as the lead administrative unit for the program.

*Exception to the rule is noted in Guideline IV.

Priority for Funding University Programs

The selection of University Programs for funding will be made within available resources, according to the approved University budget process. In establishing priorities among programs which meet the eligibility criteria stated above, the following factors will be considered:

1. The degree to which the program speaks to one or more of the University's goals and objectives, and the breadth of its potential impact on the University community and the region;
2. Demonstration of distinction, or its potential, in either (1) scholarship, research, or creative activity, or (2) university or community service;

In addition to the above factors, continuing university programs must also provide information regarding the following:

3. Demonstration of significant achievements in fulfilling its stated goals and objectives;
4. Evidence that the program is administered efficiently;
5. Evidence that previously-allocated University funds have been spent effectively (if applicable) and that the budget proposal reflects real needs.

Endorsed by Academic Senate Curriculum and Graduate Policies and Programs Committees: February 27, 1989, as an amendment to the statement approved by URPC: March 25, 1988