

1988-89
ACADEMIC SENATE
California State University, Sacramento

AGENDA

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

INFORMATION

1. Moment of Silence:

CHARLES "CLAY" SMITH
Professor of Accountancy, Emeritus

2. CSU Academic Senate Resolution AS-1838-88: Opposition to Proposition 98

On October 28, 1988, the CSU Academic Senate unanimously adopted a resolution opposing Proposition 98.

3. Report on October 27-28, 1988, CSU Academic Senate meeting - Erwin Kelly, Senior Senator

4. Senate meeting schedule for Fall semester:

November 17, Special Meeting--Library

December 1, Special Meeting--reserve for possible meeting on General Education Transfer Curriculum

December 8, Regular Meeting

January 26, Special Meeting--Senate Structure and Function

5. Academic Policies Committee Report

The Academic Policies Committee has requested the opportunity to report on the status of their development of a policy statement on academic advising (Draft included as Agenda Attachment A). One-half hour of the meeting time has been allotted for the presentation and discussion of this information item.

CONSENT CALENDAR

AS 88-106/Ex. COMMITTEE APPOINTMENTS

CSUS Governmental Affairs Specialist:

JOHN SYER, At-large, 1991

Grade Appeals Procedural Appeals Board:

LUCIEN AGOSTA, At-large, 1989

WILLIAM DILLON, At-large, 1989

ANN HARRIMAN, At-large, 1989

Retention Model Task Force (Program for Excellence in Undergraduate Education):

SHARON ALEXANDER, At-large
O. ALFRED BROWN, At-large
MANFRED HOPFE, At-large
GARY SHANNON, At-large
NANCY TOOKER, At-large

University Center Board: HOWARD GOLDFRIED, At-large, 1991
CHARLES G. NELSON, At-large, 1990

AS 88-107/GPPC, FisA, Ex. PROGRAM CHANGE, SOCIOLOGY M.A.

The Academic Senate recommends approval of the revisions of the M.A. in Sociology [described in Attachments B and C].

AS 88-108/Ex. CONDITIONAL ADMISSIONS, POLICY ON [Amends AS 88-21, AS 88-43]

The Academic Senate recommends that the policy statement on "Removal of Subject Deficiencies" (1988-90 Catalog, page 58) be corrected as follows (underscore = addition):

6. Visual and Performing Arts

If you have deficiencies in visual and performing arts you may remedy 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 C1, Arts, Humanities, and Foreign Languages) or Physical Education 124.

AS 88-109/Ex. ADDING CLASSES

The Academic Senate recommends that the second paragraph of the CSUS Catalog statement on "Adding Classes" (Registration Procedures, 1988-89 Catalog, page 60) be amended as follows (underscore = addition):

"Instructor approval is required to add a course during the first three weeks of instruction. During the fourth week of instruction, ~~adds-must-be-approved-by~~ students may add only with the approval of the instructor and Department Chair on a petition available in department offices. ~~Once-approval-is-given,~~ The appropriate form completed petition, with all required signatures, must be submitted to the Registrar's Office."

AS 88-110/Ex. FACULTY TRUSTEE NOMINEE, CSU BOARD OF TRUSTEES

The Academic Senate endorses the nomination by faculty petition of Peter H. Shattuck for Faculty Trustee on the CSU Board of Trustees.

AS 88-111/Ex. CHRISTMAS FOOD DRIVE

The Academic Senate endorses the Campus Christmas Food Drive and encourages faculty participation.

AS 88-112/Ex. TASK FORCE TO STUDY NON-TRADITIONAL EDUCATION
[Amends AS 88-91A, AS 88-91B]

The ^{Academic Senate}~~Executive Committee~~, on behalf of the Senate, recommends that a Library faculty member be added to the Task Force to Study Non-Traditional Education and that MARILYN MERRITT serve in that capacity.

CONSENT - INFORMATION

AS 88-103, FPDC, Ex. MINI-GRANT PROGRAM, 1988-89

The Executive Committee, on behalf of the Academic Senate, approves the 1988-89 Mini-Grant Program. [Program description, application instructions and forms distributed to all faculty members by memorandum on October 24, 1988; charge to school-based faculty professional development committees and evaluation and reporting forms distributed to school associate deans and/or members of school faculty professional development committees at October 31 meeting.]

AS 88-104/Ex. FOREIGN LANGUAGE--CSU ADMISSION REQUIREMENT WAIVER GUIDELINES

The Executive Committee, on behalf of the CSUS Academic Senate, adopted the following resolution pertaining to CSU Resolution AS-1828-88/AA (Attachment D):

"The CSUS Academic Senate endorses CSU Academic Senate resolution AS-1828-88/AA on 'Waiver Guidelines for the CSU Foreign Language Admission Requirement,' but recommends that a resolve clause be added to AS-1828-88 that recommends that Section I, Paragraph 5 (page 1) of the 'Guidelines for Implementation of the Policy on Waiver of the CSU Foreign Language Admission Requirement' be amended to provide that 'alternate coursework' be recommended and approved by Departments of Foreign Languages, rather than the 'students' academic advisors'."

The above resolution is based, in part, on advice received from the CSUS Department of Foreign Languages (Attachment E).

[The "Guidelines for Implementation of the Policy on Waiver of the CSU Foreign Language Admission Requirement" are available for review in the Academic Senate Office, Adm. 264.]

REGULAR AGENDA

AS 88-105/Flr. MINUTES

Approval of Minutes of the special meeting of September 29 and the regular meeting of October 13, 1988.

AS 88-88A/Ex. DISRUPTIVE STUDENT, DEALING WITH THE

The Academic Senate shall postpone action on AS 88-88, pending development of procedures for implementing Title 5 (Article 1, Subchapter 3, Chapter 1, Part V of Title 5, California Administrative Code, Sections 41301, 41302, 41303 and 41304) and Executive Order 148 ("Student Disciplinary Procedures of CSU") regulations regarding disciplinary sanctions.

Carried over
* AS 88-88/AP, Ex. ^{FR} DISRUPTIVE STUDENT, DEALING WITH THE

The Academic Senate endorses the following statement as advisory to faculty in dealing with disruptive students:

THE RECOMMENDED WAY TO DEAL WITH THE DISRUPTIVE STUDENT

Due process is the key to handling the disruptive student. The student cannot be prevented from attending class or disenrolled from a course unless the student has been accorded due process.¹

Because of recent court cases in which universities have been ruled against, the following is the suggested procedure to use:

1. The disruptive student should be informed by the instructor that he/she is being disruptive.
 - a. Explain how the behavior exhibited is disruptive to your teaching.
 - b. Explain how the disruptive student is depriving others in the classroom of an education.
 - c. Advise the student at this time that he/she will be reported to the Dean of Student Affairs if behavior continues.
2. If the student's disruptive behavior continues after the student has been informed, contact the Assistant to the Dean of Student Affairs, Student Service Center, Room 206, ext. 6060, for assistance.²

All of the above steps must be followed to assure that the student has been accorded due process. ~~This process need take no longer than three class meetings.~~

The student should be allowed to attend class during the steps outlined above, so long as the student does not continue to be disruptive. However, the student can be dismissed for the remainder of any class period when his/her behavior impedes the regular activity of the class. IF AT ANY TIME YOU FEEL A STUDENT IS A PHYSICAL THREAT, IMMEDIATELY CALL THE CAMPUS POLICE AT EXT. 6900.

¹Disenrollment from class is a possible discipline sanction by the Dean of Student Affairs Office.

²Feel free to call the Discipline Coordinator, ext. 6060 for assistance anytime during the above process.

AS 88-113/FPDC, Ex. MINI-GRANT FUNDS, ALLOCATION OF 1988-89

Carried over

The Academic Senate recommends that the \$175,000 available for Mini-Grant funding during the 1988-89 academic year be allocated to the eligible program centers in the following manner:

1. The Student Affairs and Athletics program centers be allocated a total of \$6,048. These funds are to be administered through the Office of the Vice President for Academic Affairs.
2. The Library be allocated a total of \$7,000. These funds are to be administered by the Library's Faculty Professional Development Committee.
3. The remaining \$161,952 be allocated to the five schools, in the following amounts:

School	FTEF	Percent	Amount Allocated
Arts & Sciences.....	494.5	53.0	\$ 85,835
Business & Public Admin.....	129.8	14.0	22,673
Education.....	89.2	9.6	15,547
Engineering & Comp. Science..	87.9	9.4	15,224
Health & Human Services.....	130.1	14.0	22,673
TOTAL	931.5	100.0	\$161,952

4. Grants may be awarded ranging from \$100 to a maximum of \$3,500 (or the funding equivalent of three units of assigned time plus \$500) per project.

Carroll AS 88-114/Ex. UNIVERSITY STUDENT SCHOLARS PROGRAM

The Academic Senate endorses the establishment of a group to be known as the University Student Scholars, as outlined in President Gerth's memorandum of April 28, 1988 (Attachment F), with the recommendation that a model be designed that provides for more than one student from large departments.

AS 88-115/Ex. TRUSTEES OUTSTANDING PROFESSOR AWARDS

Whereas, The CSUS Academic Senate views the Trustees' Outstanding Professor Award Program as an inappropriate way to recognize superior teaching; but

Whereas, The Academic Senate recognizes the importance of teaching in the mission of CSUS; and

Whereas, Currently there is no campus programs whose sole purpose is to honor effective teaching; and

Whereas, Effective teaching in a discipline is best evaluated by faculty in the same or related disciplines; therefore, be it

Resolved: That the CSUS Academic Senate reaffirms the campus policy of declining to participate in the Trustees' Outstanding Professor Award Program; and, be it further

Resolved: That the Academic Senate directs the Faculty Affairs Committee to develop a proposal for a campus program that honors effective teaching on a school by school basis.

AS 88-116/Ex. COMMITTEE FOR PERSONS WITH DISABILITIES

The Academic Senate endorses the establishment of a University Committee for Persons with Disabilities (to replace the Blue Ribbon Commission on Persons with Disabilities) and the charge outlined in Dean Raske's memorandum dated September 13, 1988 (Attachment G); however, the Academic Senate recommends, for the reasons stated in the October 7 memorandum from the Department of Special Education and Rehabilitation (Attachment H), that the following membership be substituted for the membership recommended in Dean Raske's memorandum:

- 5 instructional faculty members (appointed by Academic Senate)
- 1 Librarian faculty member (appointed by Academic Senate)
- 1 Student Affairs professional (appointed by Academic Senate)
- 1 student (President of Disabled Students' Union/or designee)
- 1 student (designated by ASI)
- 1 staff (person designated by USA)
- 1 Dean of Students/or designee
- 1 Vice President for Academic Affairs/or designee

The Committee chair shall be selected by and from the voting membership of the Committee.

AS 88-117/Ex. EDUCATIONAL EQUITY, COMMITTEE FOR [Supercedes AS 86-55, 86-56 and 86-57]

The Academic Senate endorses the proposed revision of the membership and charge of the University Educational Equity Committee as described below:

The Educational Equity Committee is a committee of the University, established by the President.

Its charge is to:

- a. Review and provide recommendations on Educational Equity programs and activities within the University;
- b. Consider new directions and ways to improve the qualitative strength of Educational Equity efforts;
- c. Prepare an annual report on Educational Equity; this report will address present conditions and accomplishments and will focus on directions for the next and succeeding years.

The actions of the Educational Equity Committee are in the form of recommendations to the President. The Senate and other bodies, as appropriate, shall be informed of actions as they are discussed or recommended by the Committee. In addition, the Committee shall continue to coordinate the delivery of educational equity programs and activities in consultation with directors/coordinators of these programs.

The Vice President for Academic Affairs is designated as the senior University administrator responsible for Educational Equity. The Educational Equity Committee is within that responsibility. The membership of the Educational Equity Committee includes:

- 7 faculty: one from each of the five schools, appointed by the Senate in consultation with the Deans and their educational equity committees, one at-large faculty appointed by the Academic Senate, and one designee of the Academic Senate.
- 3 student affairs faculty or staff appointed by the Student Affairs Council.
- 2 students appointed through the established campus process.
- 1 Assistant Vice President for Academic Affairs (ex-officio).
- 1 Dean of Students/designee (ex-officio).
- 1 School-level administrator (ex-officio) appointed by the Vice President for Academic Affairs.

The appointments of the faculty members and student affairs faculty or staff will be staggered in 1 to 3 year terms. All others are annual appointments.

AS 88-118/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 3.01

The Academic Senate recommends approval of the amendment of Section 3.01, as follows [underscore = addition; strikeover = deletion]:

3.01

- C. The term of office for committee members shall be three years. They shall be eligible for reelection to the committee.
- D. The University ARTP Committee as constituted by elections held in the Spring semester shall be convened by the Secretary of the Academic Senate prior to the last day of classes in the Spring semester for the purpose of electing a Chair. The nomination and election of the Chair shall be administered by the secretary and both shall be conducted by secret ballot. The candidate receiving a majority of votes shall be declared Chair.
- E. The term of the Chair shall be one year beginning on the last day of classes in the Spring semester. The Chair shall be eligible for reelection.
- ef.

POLICY ON ACADEMIC ADVISING

I. Statement of Philosophy

Effective academic advising is essential to the realization of the University's instructional mission. The University strives to offer a sound program of academic advising for every enrolled student; it supports efforts of faculty, student affairs professionals, and others to provide services necessary to ensure that all students have access to accurate, reliable and consistent advising; and it encourages students to avail themselves of advising services.

II. Goals

A. The goals of the University's advising program are:

1. To provide every student with the opportunity to get to know a member of the faculty.
2. To assist students in choosing educational and career objectives compatible with their interests and abilities.
3. To assist students in planning their academic programs
4. To assist students in understanding the value of the University's General Education program and the relationship of this program to their major field of study.
5. To assist students in interpreting and applying University policies.
6. To facilitate use of the University's student services and resources.

B. Responsibility for the attainment of these goals is shared by students, faculty, staff, and administration

III. Responsibility of Students

A. The ultimate responsibility for academic success rests with the student. Students are expected to:

1. Be aware of and comply with the University's academic policies, regulations, and deadlines.
2. Maintain their own advising file, which should include unofficial and official evaluation of General Education courses taken, unofficial copies of transcripts of courses taken at other colleges/universities, reports of placement test scores, semester grade reports, copies of forms and petitions, notes on discussions with advisors.
3. Meet regularly, i.e., at least once per semester with an advisor in the student's major or, in the case of undeclared majors, an advisor in the Academic Advising Center.
4. Officially declare a major before the attainment of Junior standing, or, in the case of Junior and Senior transfer students, by the end of the first semester at CSUS.

B. Because of the importance of effective advising beginning as early as possible, students are expected to attend the University's orientation program before enrolling, and are required to meet with an advisor either before or during their first semester.

1. The purpose of the initial required advising meeting is for the student to meet his or her advisor, learn about departmental advising procedures, and make tentative course selections for the next two semesters. These tentative selections will be recorded on a form signed by the advisor.
2. Compliance with this policy will be verified with a form signed by the advisor and submitted to the Registrar's Office by the end of the first semester.
3. Students who do not comply with this policy during their first semester at CSUS will be assigned the lowest registration priority for subsequent semesters until the requirement is met.
4. The implementation date for first semester required advising will be Fall Semester 1989.

IV. Responsibilities of the University Administration.

- A. The Vice President for Academic Affairs with the Associate Vice President and Dean of Student Affairs is responsible for the development and overall coordination of the University's academic advising program.
- B. The Vice President for Academic Affairs will assign an appropriate administrator to coordinate University efforts to improve academic advising and to monitor the implementation of approved policies and practices relating to academic advising.
- C. The Associate Vice President and Dean of Student Affairs shall make available the fiscal and personnel resources from Student Affairs needed to support the objectives of this policy.

V. Responsibilities of the School Administrations

- A. The Dean will be responsible for the development and coordination of approval policies and practices relating to academic advising.
- B. The Dean will assign an associate or assistant dean to coordinate the School efforts and provide guidance and assistance to academic departments to improve academic advising.
- C. The Dean will be responsible for seeking the administrative and fiscal support necessary for the comprehensive academic advising program in the School.

VI. Responsibilities of Academic Departments

- A. Each academic department, major program, and the Academic Advising Center shall develop and publicize to their students a comprehensive plan outlining how students in the program will have access to accurate, reliable, and consistent advising on an ongoing basis.
- B. All departments/programs shall identify those faculty in the department who will be responsible for advising students in the major and, when appropriate, undeclared students.

- C. Each academic department and major program shall designate a faculty member as Advising Coordinator. The responsibilities of the Advising Coordinator will be to:
1. Organize the advising program in a manner which is appropriate to the department and consistent with this policy.
 2. Attend regularly scheduled training meetings with other Advising Coordinators.
 3. Coordinate the department's advising activities with orientation, the admission evaluation process, educational equity activities, and additional programs which may develop.
 4. Assure that advisors in the department are provided with the student data needed for advising.
 5. Communicate regularly with the departments designated advisors to keep them apprised of changes in major, General Education, and other University requirements and aware of appropriate campus resources.
- D. All departments shall include in their ARTP criteria consideration for advising effectiveness. *R. M. Cole*
- E. Departments shall maintain advising files for their students. These files should include:
1. General Education evaluation.
 2. Most recent CSUS grade report.
 3. Copy of the current semester enrollment.
 4. Copies of petitions.
 5. An anecdotal record summarizing contacts with the advisee.

VII. Responsibilities of the Academic Advising Center:

- A. To develop a comprehensive, faculty-based academic advising program for undecided students.
- B. To identify and train faculty who are interested in serving as advisors for undeclared students.
- C. To do General Education advising for undeclared students and, when needed, assist departmental faculty advisors with General Education advising problems.
- D. To organize and implement the University's orientation programs for new students and their parents and coordinate these programs with departmental advising activities.
- E. To assist the office of the Vice President For Academic Affairs in developing and implementing training activities and materials for departmental Advising Coordinators and faculty advisors.
- F. In cooperation with departmental Advising Coordinators, coordinate specialized advising activities for probationary and reinstated students.
- G. To develop the mechanisms necessary to provide departments with the student data needed for advising files.

- H. To develop the mechanisms which will enable the Vice President for Academic Affairs to assure compliance with required first-semester advising.

VIII. Responsibilities of Faculty Advisors

- A. The members of the University primarily responsible for the delivery of advising services are those full-time faculty designated by their department.
- B. Faculty designated as advisors have the following responsibilities:
1. Schedule a meeting with each advisee during the first semester. The objectives of this meeting should be for the advisor and student to begin to get acquainted, to discuss advising expectations, and to formulate a tentative list of course selections for the next two semesters. This list should be signed and placed in the student's file.
 2. In the above meeting or a subsequent meeting during the first semester, give the student his or her General Education evaluation which will be provided by the Evaluations Office. Discuss General Education requirements, particularly as they relate to the student's interests and major requirements.
 3. Make a strong effort to meet with each advisee once a semester.
 4. Participate in training meetings to maintain a current working knowledge of academic requirements and campus resources.
 5. Actively assist advisees in finding answers to their questions.
 6. Keep notes on content of meetings with advisees.

IX. Additional Areas of Support

- A. The Office of Admissions and Records shall:
1. Coordinate the implementation of priority and late registration with departmental advising activities and orientation.
 2. Provide in a timely manner the student data needed to maintain departmental advising files.
 3. Make staff available to assist with training faculty advisors and answering questions.
 4. Complete General Education evaluation before the end of the transfer student's first semester at CSUS.
 5. Complete a General Education evaluation for native students before attainment of Junior standing.
 6. Convey completed evaluations to departmental Advising Coordinators for distribution by faculty advisors.

B. The Computer Center shall:

1. Provide the programming support necessary to enhance the student record system and generate data and reports to facilitate faculty advising. Priority should be given to a degree audit system and an advisee profile report.
2. In coordination with the Registrar's Office, provide departmental advisors with student data in a timely manner.

X. Evaluation

- A. The Vice President's designee, the Director of Academic Advising, and Departmental Advising Coordinators shall develop a means of regularly evaluating advising services.
- B. Evaluative data should include feedback from both students and faculty
- C. The evaluation process should include evaluation at the individual level so that faculty advisors may benefit from feedback and departments will have additional data for ARTP decisions.
- D. Recommendation for significant changes in this policy should be submitted to the Academic Senate and the Vice President for Academic Affairs.

Form C

Change and Justification for substantive Program Change

1. Department of Sociology

2. M.A. in Sociology

3. The purpose of the change is to reduce the Department's current two-track MA (both applied and traditional) to one-track (traditional only). The proposed change deletes the applied option and slightly redesigns the traditional track.

4. The Department has a very modest enrollment of graduate students; it has not been possible to offer all of the required seminars in both tracks; consequently, the Department has been unable to provide students with the opportunity to complete required seminars for the degree within a two year period of time. As a result of the Department's self-study review and the Department's consultation with Dean Sullivan, the programmatic change below is one of several recommended initiatives to stabilize the MA program in Sociology. In addition to the proposed substantive change, the Department has submitted a plan to Dean Sullivan to increase enrollments in the program over the next year or two. The new program will allow the Department to offer all required and elective courses over a two year schedule with the reasonable anticipation that they will attract more than the minimum number of students.

5. There will be no programmatic or fiscal impact on other academic units' programs given this change.

6. Old Program
Plan A (Traditional MA)
Required Core Courses (21 units)
Sociology 235
Sociology 240
Sociology 215
Sociology 216
Sociology 500
Sociology 299

Electives from the
Following (9 units):
Sociology 296
Sociology 225
Sociology 193
Sociology 194
Sociology 217
Sociology 230
Sociology 220
One Upper Division Elective

Old Program
Plan B (Applied MA)
Required Core Courses (18 units)
Sociology 216
Sociology 250
Sociology 235
Sociology 210
Sociology 502
Sociology 240

Electives from the
Following (12 units):
Sociology 296
Sociology 215
Sociology 230
Sociology 220
Sociology 299
Sociology 295A
Sociology 295B
Sociology 295C
Two approved courses from other
Departments

New Program

(Traditional MA)

Required Core Courses (15 units)

Sociology 240
 Sociology 235 - *General Theory*
 Sociology 216 - *Research Methods*
 Sociology 500 or 502

Electives from the Following (15 units)

Sociology 225
 Sociology 220
 Sociology 215
 Sociology 296
 Sociology 299*
 Sociology 295A*
 Sociology 295B*
 Sociology 295C*

One approved upper division course in Sociology

One approved seminar from another department

* No more than six units of 299 and 295
 may be counted toward the degree.

7. a) Sociology 250, 210, 230, and 217 are deleted. Sociology 230 and 217 have not been taught recently; Sociology 210 when taught has been taught as an overload and Sociology 250 has not had the minimum number of students (5) the last two times it was offered. The deletion of these seminars will not affect the Department's FTE or WTU since they have had virtually no enrollment in them.

b) Not applicable.

c) The Department of Sociology proposes to reduce its offerings; hence no additional space, equipment, or operating expenses are necessary. In fact, it should save money.

Excerpt from May 4, 1988, memorandum from Michael Lewis, Chair, Fiscal Affairs Committee, to June Stuckey, Associate Vice President for Program Development and Evaluation:

3. Revisions in Sociology M.A.: The Sociology Department is attempting to streamline its M.A. by offering only one "track" for the degree; the Department hopes to be able to recruit more students for the revised program and to offer core courses and electives more reliably than in the past. As a result of the program change, Sociology 250, 210, 230, and 217 will be deleted. Given the scheduling and enrollment history of these courses, few resources will be recaptured by the Department when they are deleted. Any resources freed by the course deletions would be offset by the resource demands posed by the more frequent offering of some core and elective courses in the new program.

I hope this clarifies Fiscal Affairs' findings regarding the fiscal impact of these proposals. If you have any questions or concerns, please do not hesitate to call me.

ML/CD

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1828-88/AA
September 8, 1988

WAIVER GUIDELINES FOR THE CSU FOREIGN
LANGUAGE ADMISSION REQUIREMENT

- WHEREAS, The Joint California State University - State Department of Education Task Group on the CSU Foreign Language Admissions Policy has prepared recommendations for implementing the policy on waiver of the CSU foreign language admission requirement; and
- WHEREAS, The purpose of the recommendations is to establish guidelines which will serve to standardize the waiver provisions for CSU foreign language admission requirement; and
- WHEREAS, The recommendations represent a joint effort of several foreign language constituencies, the Chancellor's Office, and the State Department of Education; therefore be it
- RESOLVED: That the Academic Senate of the California State University endorse the recommendations contained in sections IV and V (attached) of the report by the Joint California State University-State Department of Education Task Force on the CSU Foreign Language Admissions Policy, and be it further
- RESOLVED: That the Academic Senate CSU urge the Chancellor to initiate a process to identify appropriate assessment methods for the waiver guidelines for the CSU foreign language admission requirement; and be it further
- RESOLVED: That the Academic Senate CSU urge the Chancellor to seek funding to implement fully the recommendations in Sections IV and V of the report by the Joint California State University-State Department of Education Task Group on the CSU Foreign Language Admissions Policy.

SECOND READING

October 27-28, 1988

1924g

9/22/88 To Claude Duval

GUIDELINES FOR IMPLEMENTATION OF THE POLICY ON WAIVER
OF THE CSU FOREIGN LANGUAGE ADMISSION REQUIREMENT

I. BACKGROUND INFORMATION: THE CSU FOREIGN LANGUAGE ADMISSION
REQUIREMENT

The California State University's comprehensive pattern of college preparatory subjects, to be phased in between Fall 1988 and Fall 1992, includes a requirement for at least two years' study of a single foreign language (or the equivalent). For purposes of admission, a foreign language is defined to mean any natural language other than English used by speakers sharing a common culture.* This requirement was adopted to assure that students entering the CSU have been exposed to understanding a culture other than the American and communicating in a language other than English.

Most graduates of California high schools entering the CSU meet the foreign language requirement through the satisfactory completion of course work in high school. Legal provisions also exist to enable students to receive credit for foreign language study outside the traditional school setting.** These provisions are particularly important in the case of languages not commonly taught in secondary schools.

Applicants may also meet the requirement by evidencing equivalent (or superior) levels of skills and knowledge obtained through experiences for which academic credit is not awarded. Attainment of a score of 450 (or higher) on the College Board's Foreign Language Achievement Test is one established means to show possession of such learning.

The requirement may be waived for applicants who have acquired comparable language and cultural skills that are not effectively measured through achievement or other currently available tests. Ways through which such comparable abilities can be documented or validated are discussed below.

For persons with certain speech/hearing impairments or specific learning disabilities involving central language problems, the requirement may be met by demonstrating proficiency in American Sign Language or, following admission, through the satisfactory completion of alternative university course work in language or culture as recommended by students' academic advisors in consultation with a counselor from Disabled Student Services.

*Excluded by this definition are all artificially created languages (e.g., computer programming languages, codes or manual spelling systems).

**California Education Code, Sections 51212, 51220, 51225.3, 51243 - 51245 and 51740; California Administrative Code, Title 5, Education, Sections 1632 and 1633.

II. WAIVER OF THE CSU FOREIGN LANGUAGE ADMISSION REQUIREMENT

The CSU admission requirement for two years of high school credit in a foreign language may be waived for applicants able to document or demonstrate acquisition of language and cultural skills comparable to or exceeding those expected of students successfully completing prescribed course work. This policy is consistent with statutory provisions requiring schools to provide alternatives to traditional classroom instruction, including demonstrations of competency, for students to meet high school diploma requirements.* It is also consistent with CSU practices that recognize competency-based measures of subject mastery as equivalent or prerequisite to conventional course credit.**

A specific goal of the waiver policy is to recognize, conserve and encourage the development of the linguistic and cultural resources of California represented in the diverse ethnicity of the student population. It is in the interest of the individual, the university and the society in general that diversity of language ability and cultural knowledge be preserved.

As a matter of general principle, students who possess abilities and knowledge comparable to or in excess of that required for admission to the CSU should have an opportunity to evidence this in lieu of formal course credits. This is often true of students who are native speakers of, or have through other circumstances acquired substantial mastery of, a non-English language. Failure to recognize such capabilities represents an undue hardship for those learning English as a second language. It forces them to study a third language, thus reducing time that may be directed toward other subjects required for college admission.

*Re high school graduation requirements, see California Education Code, Section 51225.3.

**Examples of relevant competency-based practices in the CSU include: waiver of required college preparatory courses for applicants who have successfully completed higher level work in the same field; award of baccalaureate credit and waiver of placement test requirement for applicants scoring at/above specific minimum on the English Equivalency Exam; award of baccalaureate credit for students achieving specified scores on Advanced Placement Exams; referral of students scoring below designated minimums on required placement tests into pre-baccalaureate courses.

III. DETERMINING FOREIGN LANGUAGE COMPETENCY: THE STATEMENT AND THE STANDARDS

As part of a coordinated effort to improve articulation with high schools and among the individual campuses in the respective systems, the academic senates of the University of California, California State University and California Community Colleges have adopted common standards for subject matter mastery in several college preparatory subjects. For foreign languages these standards are defined in the *Statement on Competencies in Languages Other Than English Expected of Entering Freshmen: Phase I - French, German, Spanish*.

The *Statement* was developed over a several year period in extensive consultation with foreign language teachers from the public schools. In concept and content it complements the educational objectives and curricular strategies embodied in the California State Department of Education's *Model Curriculum Standards, Grades Nine Through Twelve: Foreign Language* and the *Handbook for Planning an Effective Foreign Language Program*. Both the *Statement* and the *Standards* define the outcomes expected from formal study of foreign language in terms of students' capacities to function effectively in a second language and culture.

For purposes of the CSU foreign language waiver policy, the *Statement on Competencies in Languages Other Than English* and the *Model Curriculum Standards, Grades Nine Through Twelve: Foreign Language* provide a common ground for determining levels of language proficiency comparable to the successful completion of second year high school course work.

IV. WAIVER THROUGH DOCUMENTATION

As noted, applicants for admission to CSU campuses include a significant number of speakers of languages other than English. In many cases, the languages they speak are not taught in secondary schools or on CSU campuses. The levels of language and cultural proficiency these applicants possess range from native-like fluency to very limited comprehension and expressive facility. The abilities of the majority of such applicants lie somewhere between these extremes.

To ensure that the intent of the waiver policy is achieved with regard to these applicants, CSU campuses will accept documentation as described below as prima facie evidence of experiential learning equivalent to (or exceeding) that required to meet the foreign language admission requirement.*

*Research indicates that a normally endowed child acquires basic

Waiver of the two-year foreign language admission requirement will automatically be granted for any applicant whose school records or other official documents provide evidence that (s)he meets one of the following conditions:

1. Formal Schooling in a Non-English Language

The applicant, from the age of seven years or older, received at least three years of formal schooling in a school where a non-English language was used as a medium of instruction at least one third of the time (e.g., schools in foreign countries, bilingual or immersion language programs in the United States).

2. Limited English Proficiency/English as a Second Language

The applicant was identified by a U.S. school as having Limited English Proficiency and/or was enrolled in English as a Second Language at age ten or older.

3. Tutor/Interpreter in Non-English Language

The student was certified by the high school principal (or his/her designee) to serve as a peer or cross-age tutor or interpreter in a language other than English.

functional command of his/her primary language by the age of five or six. Children of primary school age typically possess a level of language mastery considerably beyond what is expected of students completing the second year in a traditional high school foreign language program. (CF. Robert Hopper & Rita J. Naremore: Children's Speech: Practical Introduction to Communication Development. 2nd ed., N.Y., Harper and Row, 1978; Ronald W. Langacker: Language and Its Structure. N.Y., Harcourt, Brace, World, 1968; Philip S. Dale: Language Development: Structure and Function. 2nd ed., N.Y., Holt, Rhinehart, Winston, 1976.)

The language development actually attained by individuals is, of course, determined by a large number of variables; e.g., the language spoken in the home, the quality of schooling and whether the primary language was the language of instruction, and the relative accessibility of the writing system.

Language skills learned through the study of a second language are quickly lost if not regularly used. Similarly, language proficiency acquired naturally prior to puberty may deteriorate if not maintained. Until such time as mastery of second language skills at point of entry to CSU campuses is assessed for all entering students, waivers will be based on comparable experience as defined in these guidelines.

V. WAIVER THROUGH DEMONSTRATION

The CSU will waive the two-year foreign language course requirement for any applicant whose competency in a foreign language has been certified, by persons whom the schools or CSU campuses authorize to do so, as comparable to (or exceeding) the Standards for Second Year, Nonrestricted Language Settings, of the *Model Curriculum Standards, Grades Nine Through Twelve: Foreign Language*, or the criteria for Stage 2, Level 1, of the *Statement on Competencies in Languages Other Than English Expected of Entering Freshmen: Phase I - French, German, Spanish*.

For the purposes of this policy, "comparable" means the general ability to communicate in appropriate cultural context at the level of sophistication described in the Standards or Stages. "General ability" means that demonstration of functional proficiency in excess of the Standards for Second Year, or of Stage 2, Level 1, in any one (or combination) of skills may compensate for performance below the Standards in any other skill(s).

This principle of compensatory scoring recognizes the range of educational values represented by language learning or acquisition of widely varying content and kind. Applicants who may have developed reading ability far above that anticipated in a curriculum emphasizing all four skills will not be penalized for inability to converse on everyday topics (e.g., in Latin or classical Greek). Similarly, applicants who have oral-aural communication skills well above the Standards for Second Year, or Stage 2, Level 1, will not be penalized for lack of reading and/or writing abilities. Compensatory scoring also provides for consideration of the relative difficulty posed by such distinguishing linguistic characteristics as the match between the spoken and written language, grammatical complexity, or cultural factors not accounted for in the *Model Curriculum Standards* or the *Statement on Competencies*.

There are no standardized tests currently available which can be used for comparing the language proficiency of native speakers with the skills and knowledge acquired by second language learners. Until adequate research has been completed and appropriate instruments devised, the CSU will accept certification of comparable learning based on the criteria outlined below.

GUIDELINES FOR ASSESSING COMPARABLE LEARNING

Instruments, and/or assessment procedures created or adapted to assess the eligibility of applicants for waiver of the CSU foreign language admission requirement should:

1. Be based upon the non-restricted descriptors of the Standards for the five foreign language skills as contained in the *Model Curriculum Standards, Grades Nine Through Twelve: Foreign Language*, or upon the criteria for Stage 2, Level 1 as outlined in the *Statement on Competencies in Languages Other Than English Expected of Entering Freshmen: Phase I - French, German, Spanish*.
2. Provide for demonstration of skills and knowledge ranging from first through fourth year.
3. Incorporate adjustments to the Standards or Stage 2, Level 1 as appropriate to specific languages.*

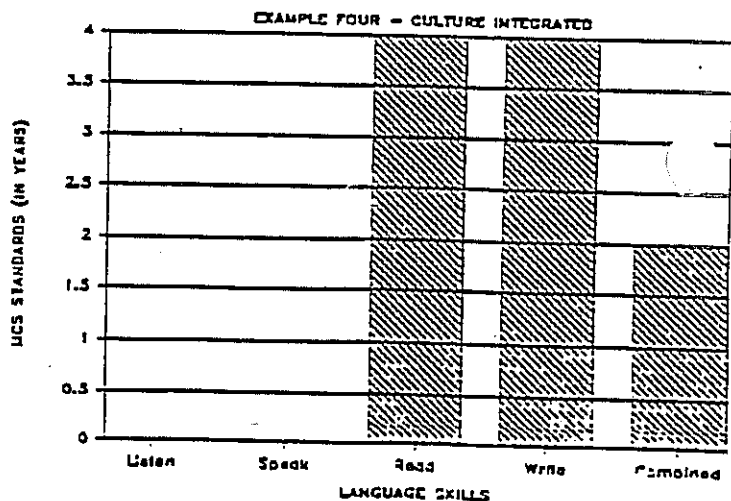
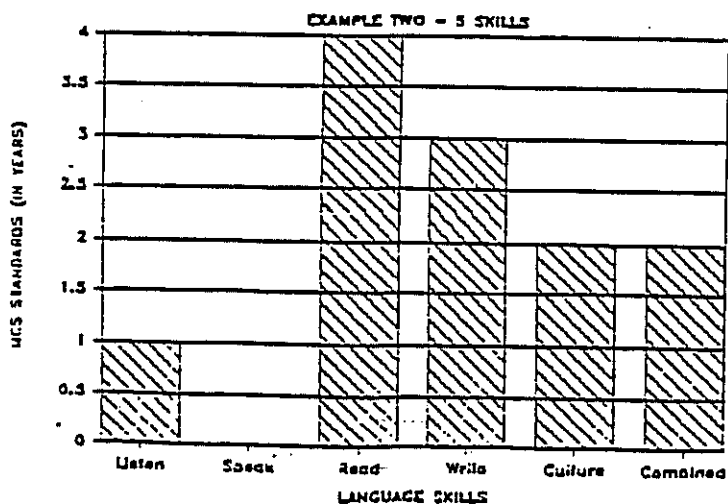
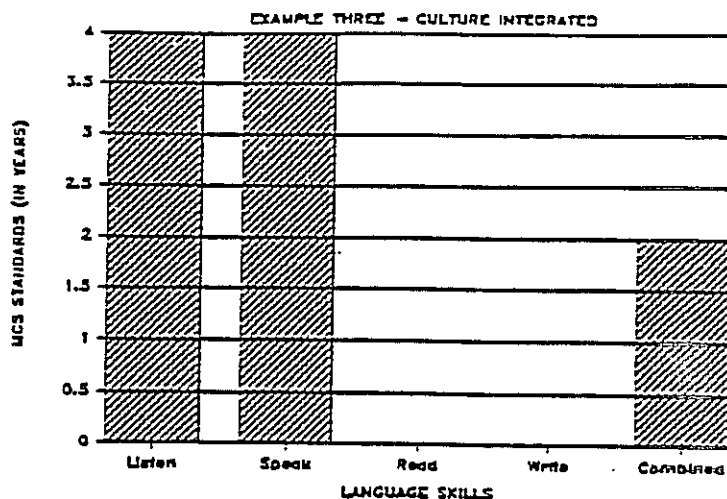
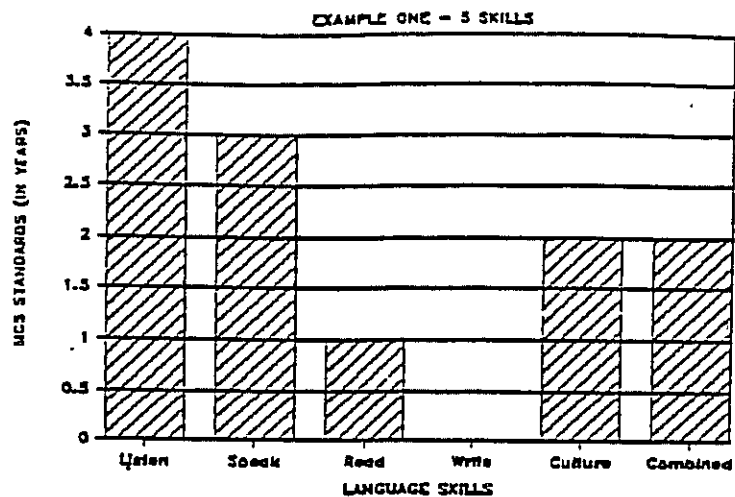
Determination of equivalency should:

- A. Reflect functional proficiencies rather than curriculum; i.e., it should not be based on achievement tests linked to specific textbooks or course content.
- B. Hinge upon communicative rather than formal accuracy. For functional purposes, ability to comprehend and express notions and nuances is more important than orthographic or grammatical flawlessness.
- C. Be based on a composite score derived from equally weighted subscores in each of the four/(five) skills. (Cultural skills may be integrated into demonstrations of language proficiency or assessed separately.)

Examples of how compensatory scoring might reflect the relative strengths of the two contrasting language ability profiles discussed above are shown on the following page.

*It generally takes English speakers much longer to reach levels of proficiency in Slavic, Asian, or Semitic languages comparable to what can be achieved over the same period of study of a Western European language. (*Model Curriculum Standards, Grades Nine Through Twelve*, 1st ed., p. FL-3.)

COMPENSATORY SCORING
FOUR EXAMPLES OF STUDENTS WHO DEMONSTRATE COMPARABLE LEARNING



The graphs above display subscores that might be achieved by two applicants with the kinds of disparate but comparable language abilities discussed on page 5. The top row shows how an applicant with highly developed oral-aural abilities might fare; the bottom row, the student who has learned the language and the grammar primarily for the purpose of reading.

In all four examples the applicant's composite score is shown by the bar at the right edge of the graph ("Combined"). Examples one and two (on the left) illustrate evaluation models in which cultural skills are measured discretely. Graphs three and four (on the right) show tests incorporating the assessment of culture in the evaluation of the four language skills.

DEPARTMENT OF FOREIGN LANGUAGES - CSUS

MEMORANDUM

TO: Dr. Juanita Barrena, Chair Date: October 13, 1988
Academic Senate

FROM:  Claude Duval, Chair Subject: Foreign Language
Foreign Languages Admission Requirement

The Department of Foreign Languages endorses the recommendations for implementing the policy on waiver of the CSU foreign language admission requirement as prepared by the CSU - State Department of Education Task Group on the CSU Foreign Language Admission Policy May 12, 1988.

The guidelines for implementation of the waiver policy are acceptable, and this department will assist students to the best of its ability within the time and resources available to the unit, the School of Arts and Sciences and the University. The Department has already assisted a few students this semester with specific advice and guidance on waiver policy. We have, for example, begun a list of qualified educated native speakers and persons trained in language assessment to evaluate students' abilities in languages not taught in our Department; these include Arabic, Farsi, Korean, Serbo-Croatian, Swedish, Vietnamese and several African languages. I am also seeking lists of additional qualified persons in different languages from area schools and colleges and from local and state foreign language organizations.

I do wish to raise a point of concern on the Guidelines and I hope it will be considered by the Senate:

1. Section -1, para 5, page 1: "alternative coursework" should be recommended, or at least approved, by Departments of Foreign Languages rather than just the students' academic advisors in consultation with a counselor from Disabled Student Services. It is imperative, and well-established professional courtesy, that alternate coursework or equivalencies remain the responsibility of the discipline affected.

The Department of Foreign Languages therefore endorses the ASCSU Resolution of September 8, 1988 (AS-1828-88/AA).


cc: Dr. Donald R. Gerth, President
Dr. Mary Burger, VP, Academic Affairs
Dr. William Sullivan, Dean, A&S

California State University
Sacramento



M E M O R A N D U M

TO: Professor Juanita Barrena
Chair, Academic Senate

FROM: Donald R. Gerth 

I am considering establishing a group to be known as the University Scholars or the President's Scholars.

These are students to be chosen by the chair and faculty of each academic department in the University. Customarily, each department would choose one student, an undergraduate senior, for the academic year either at the end or very beginning of each new academic year. Students would be chosen by departments on the basis of outstanding academic accomplishment and significant promise for the future, measured in professional, personal, and community terms.

These students would be recognized individually and also at an appropriate ceremony with the President at the beginning of each academic year. As a group, they would be invited to a luncheon with the President and others. During the year, there would be a number of seminars with the President, with distinguished leaders of the State of California, with significant academic leaders, and other leaders.

These students could also be included, sometimes by recognition and sometimes as part of an assisting working group, in various University ceremonies and functions.

I would appreciate your comment about it. Thank you.

DRG/rg



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

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Senate Received

DEAN OF STUDENT AFFAIRS

M E M O R A N D U M

September 13, 1988

TO: ✓ Juanita Barrena, Academic Senator
Jay Thornall, President, ASI

FROM: *D. Raske*
David E. Raske, Assoc. Vice President
Academic Affairs/Dean of Student Affairs

RE: Committee for Persons with Disabilities

The Committee for Persons with Disabilities is being formed for the 1988-89 academic year with the following charge:

1. Assist the University to increase the representation of persons with disabilities in its student enrollment and its employment of staff and faculty.
2. Assist the University to develop plans to provide full opportunities for persons with disabilities in its programs, activities, and facilities with respect to satisfying their academic, cultural, and social interests and to prepare them for further employment.
3. Assist the University in the evaluation, review and recommendation of campus-wide educational and administrative policies, procedures, and curricula that affect the equal access, retention and graduation of students with disabilities.
4. Assist the University in the evaluation, review, and/or establishment of campus-wide policies or procedures for state or non-state funded new architectural projects as well as facility modifications to ensure the safety and equal access for persons with disabilities in the university programs and activities.

5. Advise the President, School Deans, and CUP on federal law and state mandates; as well as the development of priorities, timelines, cost estimation and resources allocation required to make "reasonable accommodation" for persons with disabilities.
6. Promulgate and incorporate the fundamental and uncontestable principle -- to educate ALL students, in the skills and knowledge of their society, with equal access to programs and activities as required by law -- into the mission and goals of California State University, Sacramento.

Would you please recommend the members appropriate to your area as soon as possible. Give me a call at x6060, if you have any questions. Thank you.

Membership:

Vice President for Academic Affairs' designee*
Assistant Vice President for Facilities Management -
Howard Harris
Affirmative Action Officer - Stephanie Lieberman*
Area Director of Educational Support for Student
Affairs - Harriet Taniguchi
Director of Services to Students with Disabilities -
Pat Sonntag
Director of TRIO Special Services - Teresa Mendick*
Co-Director of Assistive Device Service Center
One disabled community representative
Two faculty members recommended by the Academic Senate
The President of Disabled Students' Union
One student designated by ASI

*Designates ex-officio appointed by the Dean of Student Affairs.

cc: P. Sonntag
H. Taniguchi
S. Uplinger

DER/rlp



California State University, Sacramento

Academic Senate Received
425

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

SCHOOL OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION
AND REHABILITATION

MEMORANDUM

October 7, 1988

TO: Juanita Barrena, Chair
Academic Senate

FROM: Dr. Michael John Lewis, Chair *mjl*
Department of Special Education
and Rehabilitation

SUBJECT: COMMITTEE FOR PERSONS WITH DISABILITIES (CPD)

Thank you for asking my opinion on the proposed composition and charge of CPD. I have consulted with a number of faculty and given the matter considerable thought.

I find the committee charge meaningful and well written. If CPD did accomplish the tasks outlined in the charge, our campus would model meaningful participation of persons with disabilities for the larger Sacramento community and for the CSU system as a whole. I do have a concern about the proposed membership. As presently outlined, the membership does not provide for the broad participation necessary if CPD is to respond to its charge. I believe CPD needs representatives who could effect the widest possible impact on our campus with regard to programs/services for persons with disabilities. With that in mind, I endorse the inclusion of members from the Disabled Students' Union, from ASI, and from the disabled community at large. Indeed, I would increase membership from DSU and ASI in order to enrich input from consumers and to enrich ASI's ability to represent all students. I recommend faculty appointments from each school and appointment of student affairs staff whose role is not exclusively related to disabled student services. Such membership would encourage integration of students with disabilities into the flow of campus life - rather than practices which may highlight disability at the expense of ability. Faculty from program areas or centers which provide training related to disability (e.g., my own department or Speech Pathology and Audiology) may be included in the membership or asked to serve on an ad hoc basis.

I do believe the membership of service providers should be reduced or eliminated; they are the agents CPD should be advising. Service providers may be asked to attend CPD meetings as needed. I have a final concern regarding a convener and staff support for CPD. I suggest the Dean of Students act as Convener and provide staff support from within Student Affairs.

If you would like to discuss any of my suggestions, I would be happy to meet with you and Dean Raske. Thank you, once again, for soliciting my opinion.

MJL:mf

Nine Suggestions for a Better Sac State:

11/10/88
(=P?) Chris McMaster
History Grad.
Student

1. Reduce G.E. required units from 55 to 24 units, to be taken during Freshman/First year only. This would allow more concentration and specialization in chosen major(s)/minor(s).
2. Generalize course requirements and testing procedure (where applicable). For example: course work to consist of 2 to 4 essays, final examination to consist of 2 question/ 2 hour examination, (final exam to be graded by an external examiner from a neighboring university).
3. Change course format (where applicable) from lecture to seminar style--to encourage the exchange of ideas and independent thought.
4. Change "required" book list to "recommended" reading list, to give students more say on authors, sources consulted, and money expended on books.
5. Abandon \$20 W.P.E. and Advanced Study G.E. requirement, as regards #2: if a student cannot write at this level, it will be detected (revealed in her/his grades), and thus qualify that student for free tutorial assistance.
6. Disband the current A.S.I. and Student "union" and form a Student Union modeled after trade unions, to voice student grievances, or disputes, and to address student needs. This would give students the power of strike, boycott, and picket, and an adequate voice in the policies of the university administration.
7. Transfer holdings of "non-profit" Hornet Foundation to the newly created Student Union, which could offer students such amenities at reduced/cost rates (one example: mineral water at grocery store--65¢, at HF--95¢).
8. Equalize budget in regards academic department, correcting, to a reasonable degree, the current imbalances between business and the liberal arts and social sciences.
9. Pressure the Federal Government to subsidize education, with the ultimate goal of free university education for any who desires it. (The "Star Wars" budget for FY 1988 would be enough to send over 1 million students to univ. for 4 years, and have enough left over to upgrade, expand and build new univs. all over the country. An added bonus would be to spur on the domestic construction industry, which would accelerate growth in related industries).