

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

Minutes

Issue #24

May 17, 1990

ROLL CALL

Present: Bach, Barnes, Barrena, Campbell, Clark, Decious, Dillon (Parliamentarian), Freund, Gillott, Glovinsky, Gonzalez, Hallinan, Harriman, Haq, Herman, Holl, Huff, Kelly, Kornweibel, Lonam, Low, Marsh, Martell, D. Martin, L. Martin, Joan Maxwell, John Maxwell, McClure, McGeary, McGowan, Meyer, Miller, Moorehead, Nicola, Pacholke, Palmer, Pyne, Reinelt, G. Shannon, Swanson, Toder, Tooker, Torcom, Tzakiri, Wade, Wheeler, White, Winters, Wright

Absent: Amos, Brackmann, Cajucom, Cooper, Cross, Figler, Hayashigatani, Jakob, Johnson, Kando, Kutchins, Lewis, Mattos, Moore, W. Shannon, Shek, Stroumpos, Summers, Whitesel, Yousif

INFORMATION

A Moment of Silence was observed in memory of:

CHARLES HOWARD
Professor Emeritus, Education
Founding Faculty 1948-1972

ACTION ITEMS

*AS 90-36A/Ex., Flr. G.E. ADMINISTRATOR, LOCATION (responds to AS 89-74)

The Academic Senate recommends that the position with responsibility for administration of the G.E. Program be an administrative appointment in the School of Arts and Sciences.

Carried.

*AS 90-36B/Ex., Flr. G.E. ADMINISTRATOR, LEVEL AND REPORTING RELATIONSHIP (responds to AS 89-74)

The Academic Senate recommends that the G.E. Administrator shall hold an appointment at the level of Associate Dean. The G.E. Administrator shall be assigned duties and

responsibilities defined in AS 90-35. The G.E. Administrator shall report to the Dean of Arts and Sciences and the Dean of Arts and Sciences shall be responsible for conducting periodic evaluations of the G.E. Administrator's performance, with input from other school deans, academic departments, relevant faculty committees, and relevant student support service units. Because of the all-university importance of the G.E. Program and policy development, the G.E. Administrator shall serve as a member of the Council of Deans and the Academic Deans' Group.

Carried.

*AS 90-36C/Ex., Flr. G.E. ADMINISTRATOR, SEARCH PROCESS
(responds to AS 89-74)

The Academic Senate recommends that the G.E. Administrator shall normally be selected from the tenured associate and full professors in a campus-wide search. The search committee shall be composed in majority by faculty from the School of Arts and Sciences. It shall include members from the other schools and representatives from USESS as well as an administrative designee of the Vice President for Academic Affairs. The G.E. Administrator shall be appointed by the President after consultation with the search committee, the Dean of the School of Arts and Sciences and the Vice President for Academic Affairs.

In the event that a campus-wide search does not yield an appointment, the President, after consultation with the Vice President for Academic Affairs, the Academic Senate Chair, the Dean of Arts and Sciences, and the General Education Committee, may initiate a nationwide search.

Carried.

*AS 90-56/Ex., Flr. G.E. CONTENT AREA REVISION--LIBRARY
COMPONENT (responds to AS 89-81)

The Academic Senate receives the report of the G.E. Committee on the library skills requirements (Attachment A, 4/19/90 Senate Agenda) responding to AS 89-81. Based on this report, the Academic Senate rejects the GERT recommendation to require a library skills component in all Area A courses. However, the Academic Senate continues to recognize and support the need for library literacy both in the G.E. Program and in the major. Therefore, the Academic Senate recommends that the English Department, in the development of the second semester composition course, consider the explicit inclusion of a library skills component based on consultation with the Library User Education Committee and the Library Instruction Librarian. The Senate further recommends that departments consider the

inclusion of a library skills component as a major requirement and that the library component be based on consultation with the appropriate subject specialist librarians.

Carried.

*AS 90-61/AP, Ex. ENTRY LEVEL MATHEMATICS (ELM) PLACEMENT AND
QUANTITATIVE REASONING REQUIREMENTS--
SUBSTITUTION FOR STUDENTS WITH SELECTED
LEARNING DISABILITIES

The Academic Senate recommends adoption of the following policies and procedures regarding mathematics placement and quantitative reasoning requirements for students with selected learning disabilities that affect performance in mathematics. (It should be noted that implementation will require additional resources for materials, tutoring and the instructor of the proposed alternative Math 1 course.)

ENTRY LEVEL MATHEMATICS (ELM) PLACEMENT
AND QUANTITATIVE REASONING REQUIREMENTS--SUBSTITUTION
FOR STUDENTS WITH SELECTED LEARNING DISABILITIES

Students with selected learning disabilities that affect performance in mathematics may satisfy the quantitative reasoning requirement by satisfactory completion of an alternative Math 1 course¹. The conditions and process for placement in the alternative Math 1 course are specified below.

A. For Students with Documented Disability Resulting from Head Trauma Injury

Students who have been professionally diagnosed as having a learning disability resulting from head trauma injury (documentation must be on file in the Office of Services to Students with Disabilities (SSWD)), and who have undergone much evaluation and diagnostic work that demonstrates a learning disability in mathematics as a result of the head trauma, may request to substitute a committee review for the ELM examination to determine their placement in an

¹ The proposed alternative Math 1 course for satisfying the G.E. quantitative reasoning requirement is the following: The student enrolls in Math 99, and (in a one-to-one setting) is given a Math 1 course with the instruction and guidance of an appropriate mathematics instructor. The methods for covering the material and testing the student will be designed in a manner that is appropriate for the student. It might be necessary for this course to extend over more than one semester.

appropriate mathematics course. The review committee shall consist of the Director/designee of SSWD; the Chair/designee of the Department of Special Education, Rehabilitation and School Psychology; the Math Coordinator/designee of the Learning Skills Center; and, the Chair/designee of the Department of Mathematics and Statistics. The committee shall review relevant documents and determine whether the student should be required to take the ELM examination or should be placed by the committee in the usual Math 1 or in the alternative Math 1 course.

B. Students with Other Learning Disabilities in Mathematics

Students with learning disabilities in mathematics, other than disability resulting from head trauma injury, may satisfy the quantitative reasoning requirement with the alternative Math 1 course under the following conditions:

1. The student takes the ELM examination, and if he/she does not pass then he/she enrolls in a specific Learning Skills course that is designed to prepare the student for the ELM examination. This course will take from two to four semesters, depending on the student's score. Furthermore, the student is provided with a tutor from either the Learning Skills Center or from the Math Lab, who will work with the student on a one-to-one basis in order to help the student understand the ideas.
2. The Math Coordinator of the Learning Skills Center determines that the student has attended the tutoring and remediation sessions, has done his/her homework, and in general, has made a strong effort to pass the examination.
3. After completing the prescribed coursework, and with the recommendation of the Math Coordinator of the Learning Skills Center, the student takes the ELM examination for a second time and does not pass it.
4. Both the Math Coordinator of the Learning Skills Center and a Learning Disabilities Specialist from SSWD recommend that the student satisfy his/her quantitative reasoning requirement by the alternative Math 1 course. (It may be the recommendation of the Math Coordinator and the Learning Disabilities Specialist that the student first try the usual Math 1 course, with the help of a tutor from the Learning Skills Center or the math Lab, before he/she enrolls in the alternative Math 1 course.)

The Academic Senate further recommends that the catalog statement on the "Mathematics Placement Test (page 56 of the 1988-90 Catalog)" be amended to include the following statement:

"Students with diagnosed learning disabilities in mathematics should contact the Office of Services for Students with Disabilities for information related to meeting these requirements."

Carried.

AS 90-63/Flr. MINUTES

The Minutes of the meetings of March 29, April 5, April 19, April 26, and May 3 (with corrected page 4), 1990, are approved.

Carried.

AS 90-64/Ex. COMMITTEE APPOINTMENTS--SENATE

ad hoc Committee to Develop a Statement of Faculty Rights and Responsibilities (per AS 90-9):

LORRAINE HEIDECKER, Department Chair
DON CARPER, Department Chair
TOM PYNE, At-large
HARRIET NEAL, Faculty Affairs Committee Member
LINDA MARTIN, Temporary Faculty

ad hoc Committee on Criteria for Department Status:

(Pending), Designee of VPAA
JEAN TORCOM, Department Chair
CHARLOTTE COOK, Senate Chair/Designee
MICHAEL BALLARD-CAMPBELL, Designee of Curriculum

Carried unanimously.

*AS 90-65/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Administrative Fellows Program Review Committee:

DAVID MARTIN, At-large, 1991
JEAN TORCOM, At-large, 1992

Committee for Diversity Award:

JOHN MAXWELL, At-large faculty member
JANELLE REINELT, At-large faculty member
RICARDO TORRES, At-large faculty member (Student Affairs
Professional)

--continued on next page

Committee for Diversity Awards: (continued)

(Pending), faculty member, Affirmative Action Committee
JEANNE PFEIFER, faculty member, Faculty Professional
Development Committee
ROBYN NELSON, faculty member, Graduate Policies and
Programs Committee
MARJORIE LEE, faculty member, Campus Educational Equity
Committee

Multicultural Center, Search Committee for the Director of the:

FRED FURUKAWA, At-large
FRANK LAPENA, At-large
JUAN HERNANDEZ, Affirmative Action Committee Member
PATRICIA KEARLY, At-large

Task Force on Child Care Needs of Student Parents:

PATRICIA ACKERMAN, Instructional Faculty

Carried unanimously.

AS 90-66/Ex. PARKING TASK FORCE REPORT

The Academic Senate endorses the report of the Parking Task
Force (Attachment A, 5/17/90 Senate Agenda).

Carried unanimously.

AS 90-67/FEFC, Ex. FACULTY ENDOWMENT FUND COMMITTEE

The Academic Senate approves of increasing the membership of
the Faculty Endowment Fund Committee from three to five faculty
members. Further, whenever possible, an effort shall be made
to have appointments from each of the five schools.

Carried unanimously.

*AS 90-68/FisA, GPPC, Ex. PROGRAM CHANGES

a. **Mathematics, M.A.:**

The Academic Senate recommends approval of revision of the
Mathematics M.A. to require a written comprehensive
examination as the culminating requirement for all M.A.
candidates. [FisA: 3/6/90, No Fiscal Impact]

b. **Interior Design Major:**

The Academic Senate recommends approval of the program
changes in the Interior Design major [i.e., replacement of
Art 122 (Art and Microcomputers) and Drama 122 (Intro. to
Lighting Design) with two new courses, IntD 122C (Computer

Application in Interior Design) and IntD 127 (Lighting Design), respectively]. As recommended by the Fiscal Affairs Committee, the Academic Senate requests that the School of Arts and Sciences address the issue of multiple coverage of basic introductory computer material in various courses applied to the same major, e.g., IntD 122C as a required course and Art 122 as an elective) and report the result of its analysis of the issue to the Senate's Curriculum and Fiscal Affairs Committees. (FisA: 3/14/90, No Fiscal Impact)

c. Social Work B.A.:

The Academic Senate recommends approval of the program change in the B.A. in Social Work (i.e., to reduce the upper division Social Science content requirement from nine units to six units in order to increase the field education unit requirement by three units). (FisA: 3/20/90, No Fiscal Impact)

Carried unanimously.

***AS 90-69/FisA, CC, Ex. AFRICAN STUDIES MINOR AND CERTIFICATE**

The Academic Senate recommends approval of a new minor and certificate of academic achievement in African Studies subject to the following: 1) that the Department of Ethnic Studies, in consultation with other departments offering courses in the program, develop and publish a two-year schedule of courses that will insure that students can complete the certificate or minor in two years, and 2) that enrollment in this program be monitored closely by the Dean of Arts and Sciences to insure either that sufficient resources are allocated to support the program or that enrollment is kept to a level that is supported adequately by the available resources.

Carried unanimously.

***AS 90-70/FisA, GPPC, Ex. INSTITUTE FOR SOCIAL RESEARCH**

The Academic Senate recommends approval of the establishment of a CSUS Institute for Social Research (described in Attachment C-1, 5/17/90 Senate Agenda) and forwards the report of the Fiscal Affairs Committee (Attachment C-2, 5/17/90 Senate Agenda) to the President for consideration of the recommendations contained in that report.

Carried unanimously.

*AS 90-71/Ex. COOPER-WOODSON COLLEGE, ESTABLISH

The Academic Senate endorses the establishment of the Cooper-Woodson College program described herein (Attachment D, 5/17/90 Senate Agenda) as a component of African-American student recruitment and retention at CSU, Sacramento.

Carried unanimously.

*AS 90-72/GPPC, Ex. SOCIAL SCIENCE M.A., DISCONTINUE

The Academic Senate recommends discontinuation of the Social Science M.A. (Attachment E, 5/17/90 Senate Agenda).

Carried unanimously.

AS 90-73/FisA, Ex. LOTTERY FUNDS

In adopting the following resolution, the CSU, Sacramento Academic Senate joins with the CSU Fullerton and San Jose State Academic Senates in seeking more campus-based flexibility in the use of lottery funds:

Campus Response
to
1990/91 Lottery Revenue Budget Developmental Process

Whereas, Lottery funding is a helpful source of resources to support the academic programs offered by the campuses of the California State University, providing funds for the instructional equipment and projects that might not otherwise be available; and

Whereas, The CSU arrangements for the administration of lottery funds include reporting requirements which exceed the need for reasonable accountability thereby taxing campus time and resources required for other important instructional purposes; and

Whereas, The CSU allocates lottery funds to the campuses in categories, providing little flexibility to transfer funds among categories, thereby limiting the ability of campus faculty, students, and administrators to determine the most productive use of the funds; therefore be it

Resolved, That the CSU, in consultation with the campuses, identify ways to simplify campus reporting requirements associated with lottery funds; and be it further

Resolved, That the CSU provide the campuses with broader discretion over lottery fund allocations, such as the allocation of a lump sum, single category amount to each campus; and be it further

Resolved, That copies of this resolution be sent to the Academic Senate CSU, the Chancellor, and to the senates and councils of the other CSU campuses and CFA and CSSA.

Carried unanimously.

*AS 90-74/AP, Ex. REPEAT GRADE POLICY [AS 89-141]--
IMPLEMENTATION

The Academic Senate recommends the following modifications of procedures for implementation of the repeat grade policy to effect fully the general intent of the policy and specific amendments recommended in AS 89-141.

A. Transcript Notation

Revise the current practice of leaving the grade in the grade column and placing the notation "R" in the comments column to inserting the notation "R" in the grade column and transferring the original grade to the comments column.

B. Petition Forms

1. Revise the repeat grade petition form to:
 - a. include the notation that the signature of the major or academic adviser must be obtained before the student requests the approval of the chair, and include a place for the adviser's signature.
 - b. include a "comments" section so that the chair may indicate his/her comments about why the repeat is or is not appropriate.
2. Revise the current practice of allowing students to turn in the form to:
 - a. allowing students to turn in the form when only an adviser's signature is required, and
 - b. having departments turn in the form when a department chair's signature is required.

Carried unanimously.

AS 90-75A/MSAB ROTC

- WHEREAS, It is important to have ROTC on campuses throughout this country to insure a future officer corps representative of the ethnic, cultural, and geographical diversity of our society; and
- WHEREAS, CSU, Sacramento, seeks the participation in all its activities of all individuals without regard to race, ethnicity, religion, national origin, sex, sexual preference, marital status, pregnancy, age, disability, or Vietnam veteran status; and
- WHEREAS, Discrimination based on any of these factors is specifically prohibited by University policy; and
- WHEREAS, The Army and Air Force ROTC Programs are available to students seeking to obtain a commission in the Army or Air Force; and
- WHEREAS, Neither the ROTC programs on campus nor Department of Defense policy prohibit any CSUS student from enrolling in, attending, or receiving academic credit for ROTC classes; and
- WHEREAS, Sexual preference (i.e., homosexuality) is specifically cited as a mandatory ground for exclusion from the commissioning process; and
- WHEREAS, Both the Army and Air Force Programs received recognition for outstanding performances in the Academic Program Reviews conducted by the University in 1985; therefore, be it
- RESOLVED, The Academic Senate of CSU, Sacramento, urges the President to seek the support of the Chancellor and the Council of President's in petitioning the Congress of the United States, its individual members (particularly the local representatives), and the Department of Defense to remove the discriminatory clauses associated with the commissioning process; and, be it further
- RESOLVED, The Academic Senate of CSU, Sacramento, requests that the President establish an umbrella Task Force to examine all contractual arrangements between the University (including the Foundation) and outside agencies (public and/or private) to determine if affirmative action guidelines are being followed and/or investment is being conducted in South Africa.

Where there is found to be a violation, the Task Force should recommend to the President steps to address the violation.

Defeated.

*AS 90-75/Ex. ROTC

The Academic Senate of CSU, Sacramento endorses AS-1939-90, "CSU Policy on Non-discrimination and Reserve Officer Training Corps (ROTC) Programs," approved unanimously by the CSU Academic Senate on May 4, 1990, as presented below:

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1939-90/AA
May 3-4, 1990

CSU POLICY ON NON-DISCRIMINATION
AND RESERVE OFFICER TRAINING CORPS (ROTC) PROGRAMS

- WHEREAS, Any policy or practice of improper discrimination against California State University students is inimical to the values of the University; and
- WHEREAS, The U.S. Department of Defense's policy and regulations* exclude homosexuals from military ranks including commissioning programs involving the Reserve Officer Training Corps (ROTC) of various branches of the armed services; and
- WHEREAS, There is no scholarly evidence that the policy of discrimination on the basis of sexual orientation is beneficial to the national defense; and
- WHEREAS, Department of Defense regulations categorically exclude homosexual students on CSU campuses from the ROTC stipends available to other students; and
- WHEREAS, The CSU is a public institution supported by the tax dollars of its citizens, including its homosexual citizens; and
- WHEREAS, It would be a violation of California law and CSU policy for the CSU system, or any part of it, to discriminate in employment or access on the basis of sexual orientation; and

- WHEREAS, The Department of Defense policy and practice of discrimination on the basis of sexual orientation is inimical to the values of the university; and
- WHEREAS, The CSU should not assist the Department of Defense so to discriminate or to facilitate such discrimination through the extension of university academic credits or otherwise; and
- WHEREAS, Allowing the extension of CSU academic credits to ROTC courses and the publication in university catalogs and bulletins of information regarding programs from which some students are excluded gives support to Department of Defense's discriminatory practices; and
- WHEREAS, The awarding of faculty status to instructors who teach in ROTC programs lends institutional support and respectability to the Department of Defense's policy of discrimination; therefore be it
- RESOLVED: That the Academic Senate of the California State University condemn the discriminatory regulations of the Department of Defense that exclude homosexuals from military service; and be it further
- RESOLVED: That the Academic Senate CSU urge the Governor, California legislators, the members of the CSU Board of Trustees, the Chancellor, and the campus President's to join with other leaders in government and higher education in using the moral force of their offices to cause the Department to abandon its discriminatory policy against homosexuals serving in the military; and be it further
- RESOLVED: That the Academic Senate of the California State University call upon the President of the United States, the Congress of the United States, and the Secretary of Defense of the United States to end the discriminatory policy based on sexual orientation against United States citizens desiring to serve their country in the military; and be it further
- RESOLVED: That the Academic Senate CSU urge the campus senates to consider the following if the military's policy discriminating against homosexuals is not rescinded by January 1, 1991:
- (a) the elimination of the granting of academic credit for ROTC courses and programs;

- (b) the withdrawal of faculty status accorded to ROTC instructors;
- (c) the exclusion of advertisements, notices, listings, and other references to the ROTC programs in university catalogs, bulletins, and announcements;
- (d) the termination of contracts with the U.S. military regarding the offering of ROTC programs at the University;
- (e) the refusal in the interim to initiate any new ROTC program at the University;

and be it further

RESOLVED: That the Academic Senate CSU review this issue in the 1990/91 academic year.

* "Homosexuality is incompatible with military service. The presence in the military environment of persons who engage in homosexual conduct or who, by their statements, demonstrate a propensity to engage in homosexual conduct, seriously impairs the accomplishment of the military mission. The presence of such members adversely affects the ability of the Military Services to maintain discipline, good order, and morals; to foster mutual trust and confidence among servicemembers; to ensure the integrity of the system of rank and command; to facilitate assignment and worldwide deployment of servicemembers who frequently must live and work under close conditions affording minimal privacy; to recruit and retain members of the Military Services; to maintain the public acceptability of military service; and to prevent breaches of security."

(32 C.F.R., part 41, App. A part H)

Carried.

The hour of adjournment having been reached, the following items were not considered.

AS 90-76/UARTP, FA, Ex. UNIVERSITY ARTP POLICY--ADD SECTION 6.08

AS 90-77/FA, Ex. DEPARTMENT CHAIR, ROLE AND RESPONSIBILITIES OF THE--Amends PM 89-14

AS 90-78/AP, Ex. GRADE CREDIT FROM FOREIGN INSTITUTIONS, POLICY
ON

AS 90-79/AP, Ex. DROP POLICY

The meeting was adjourned at 4:40 p.m.

Janice McPherson
Janice McPherson, Secretary

*Presidential approval requested.