**BRING YOUR FEBRUARY 14 AGENDA--SAVE A TREE! IF YOU DON'T HAVE
YOUR COPY, CONTACT SENATE OFFICE STAFF (x6593).**

1990-91
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, March 7, 1991
2:30 - 4:30 p.m.
Forest Suite, University Union

INFORMATION

1. Spring 1991 Academic Senate Meetings (Tentative Schedule)
    Thursdays, 2:30-4:30 p.m.
    Forest Suite, University Union (unless noted otherwise)

    March 14 (ad hoc Committee on Resource Allocations)
    March 21
    April 4   CLS 1003 (if needed)
    April 11
    April 25
    May 2
       2:30-3:00, '91-92 Nominations
       3:00-4:30, '90-91 Senate
    May 9
    May 16
       2:30-3:00, '91-92 Elections
       3:00-4:30, '90-91 Senate

REGULAR AGENDA
Old Business

**Text of the following items appears on your February 14, 1991,
Academic Senate Agenda. Please bring it to the meeting.**

Carried AS 90-130/AA, Ex.   AFFIRMATIVE ACTION COMMITTEE, REVISE NAME AND
                              CHARGE OF (Revises Senate Statute 3.08.02)

Carried AS 90-124B/Flr. MINUTES

Carried AS 90-134/AA, Ex. DIVERSITY GOALS, GUIDELINES FOR DEVELOPING
                             FACULTY

Carried AS 90-135/Ex. FACULTY PROFESSIONAL DEVELOPMENT PLAN--
                         PARTICIPATION OF ADMINISTRATORS

~~AS 90-135A/FPDC~~ FACULTY PROFESSIONAL DEVELOPMENT PLAN--
                    PARTICIPATION OF ADMINISTRATORS

Carried AS 90-136/UARTP, FA, Ex. ENDOWED PROFESSORSHIPS, ADMINISTRATIVE
                                 GUIDELINES FOR CAMPUS IMPLEMENTATION OF
                                 CSUS POLICY ON

Carried AS 91-01/Flr.   MINUTES

New Business

Carried AS 91-13/Flr.   MINUTES

Approval of Minutes of meetings of February 14 (#14) and
February 21 (#15), 1991.

Carried AS 91-14/AP, Ex.   FOREIGN LANGUAGE GRADUATION REQUIREMENT,
                              SUBSTITUTIONS FOR

The Academic Senate recommends adoption of the following
"Policy on Substitutions for the Foreign Language Graduation
Requirements":

Policy on Substitutions for the
Foreign Language Graduation Requirements

Basic Requirement

Students who have acquired brain injury, language disabilities
due to a specific learning disability, are deaf, hard of
hearing, or speech impaired may, on the recommendation of the
director of Services to Students with Disabilities (or
designee), satisfy the basic foreign language graduation
requirement (or equivalently, the admission requirement for
foreign languages) as follows:

a.   Complete the usual basic foreign language graduation
      requirement (two years high school or one year college of
      one foreign language, or equivalent) with the necessary
      support services (e.g., readers, interpreters, tutoring,
      and testing accommodations).

b.   Pass a Foreign Language Department test that demonstrates
      second semester competency in reading _or_ writing.

c.   If students who have an acquired brain injury or a language
      disability due to a specific learning disability are unable
      to satisfy one of the above options then they may satisfy
      the basic foreign language graduation requirement by
      completing (with a grade of C- or higher) any one (1)
      course offered in English by the Department of Foreign
      Languages (list of specific courses attached).

d. As an alternative to a foreign language, students who are deaf, hard of hearing, or speech impaired may satisfy the basic foreign language graduation requirement (but not the admission requirement for foreign languages) by completing (with a grade of C- or higher) an intermediate (second semester) course in American Sign Language (ASL).

Graduation Proficiency Requirement

Students who have acquired brain injury, language disabilities due to a specific learning disability, are deaf, hard of hearing, or speech impaired may, on the recommendation of the director of Services to Students with Disabilities (or designee), satisfy the foreign language proficiency graduation requirement as follows:

a. Complete the usual foreign language proficiency graduation requirement with the necessary support services (e.g., readers, interpreters, tutoring, and testing accommodations).

b. Pass a Foreign Language Department test that demonstrates proficiency in reading and writing the language at the intermediate level.

c. If students who have an acquired brain injury or a language disability due to a specific learning disability are unable to satisfy one of the above options then they may satisfy the foreign language proficiency graduation requirement by completing (with a grade of C- or higher) any two (2) courses offered in English by the Department of Foreign Languages (list of specific courses attached).

d. As an alternative to a foreign language, students who are deaf, hard of hearing, or speech impaired may satisfy the foreign language proficiency graduation requirement by completing (with a grade of C- or higher) an advanced course (which requires the ability to communicate) in American Sign Language (ASL).

The University must provide (through Services to Students with Disabilities) the necessary support services (e.g., counseling, readers, interpreters, tutoring, and testing accommodations).

Refer to
Ex com
carried

~~Dee~~ AS 91-15
5/16/91 *for final action*

Considerations

AS 91-15/Ex.   NEW ACADEMIC DEPARTMENTS, ~~CRITERIA~~ FOR ESTABLISHING

The Academic Senate recommends adoption of the following policy
statement on the establishment of academic departments:

Policy on Establishment of New Academic Departments

The following guidelines are established in recognition that
disciplines evolve, and the university's academic programs grow
and change. The faculty who administer and teach in an
academic program may, therefore, seek changes in the
administrative status of the program. Most frequently, the
change sought is department status. Adjustments in
administrative status of programs must be based on both
programmatic and fiscal considerations.

An academic department is defined as an entity within a school,
created around a discipline, that administers academic
programs, develops curriculum and makes personnel decisions,
subject to school and university approval processes.

Process for evaluation of applications for department status:

1. Applications for department status shall be submitted to
    the relevant school and university curriculum committees,
    in accordance with procedures for program change proposals,

2. applications shall be considered on a case by case basis,

3. applications shall include information relative to the
    following considerations, which shall serve as guidelines
    for the decisions-making bodies.

    Considerations:

    a. The program(s) represents a distinct discipline.

        *Are the courses offered under a separate Hegis code? Do the faculty teaching
        in the program(s) hold degrees or specializations in the discipline? Are there
        journals, textbooks, and/or bodies of research and analysis pertaining to the
        discipline?*

    b. The number and size of the academic program(s) is
        sufficient to generate the resources needed to support
        a department office.

        *Is a major or minor offered? Are graduate programs offered? What is the
        FTES and FTEF for each program?*

c.   *There is a group of faculty whose responsibilities are primarily in this program(s).*

     How many faculty are teaching/advising full-time in the program? How many faculty are teaching part-time in the program, and what percentage of them hold appointments in other programs/departments?

d.   A significant number of department functions are being executed by the program faculty at the present time.

     Does the program prepare and manage its own budget? Are program faculty responsible for primary level RTP decisions? recommendations on faculty appointments? curriculum development? student advising? Does the coordinator/director of the program(s) report directly to the school dean?

e.   Department status would enable faculty teaching in the program to achieve greater parity with colleagues in areas such as academic freedom and participation in ARTP decisions.

     How are curriculum decisions for the program(s) made under the current administrative entity? How are faculty currently involved in the ARTP processes?

f.   Department status for the program(s) would be appropriate to the organizational structure of the school.

g.   Budget adjustments required by the granting of department status for the program(s) would not have a negative fiscal impact on other programs within the school.

h.   Establishment of the new department would result in a clear, significant improvement in the delivery of the program(s) to students, and would enhance the mission of the university.

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