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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 #9

February 13, 1992

ROLL CALL

Present: Barnes, Barrera, Bauerly, Bourg, Carlson, Cecil, Chopyak, Cloughley, Colberg, Colen, Cook, De Haas, Decious, Ernst, Farrand, Fitzgerald, Furukawa, Gelus, Gillott, Goldstene, Gregorich, Holl, Huff, Jacobs, Jakob, Jensen, Kelly, Kornweibel, Lam, Lee, Lo, Lonam, Martell, D. Martin, L. Martin, McClure, Merritt, Miller, Mitchell, Mogull, S. Moore, Moorehead, Morrow, Mrowka, Navari, Ostiguy, Palmer, Pugh, Pyne, Quade, Scott, Shannon, Sullivan, Tooker, Wade, Wheeler, White, Wiggins, Yousif, Zucker

Absent: Cajucom, Giles, Goldsworthy, Gonzalez, Gunston-Parks, Hernandez, Meier, Michael, J. Moore, Nelson, Novosel, Schuster, Seglund, Seid, Serrano, Weissman, Whitesel

INFORMATION

1. A Moment of Silence was observed in memory of:

VIVEK D. WAGLE
Professor of Civil Engineering
CSUS 1984-1992

2. Tentative Schedule--Spring 1992 Academic Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest Suite, University Union:

February 27
March 12 and 26
April 9 and 23
May 7 (1992-93 Nominations, 2:30-3:00), 14 and 21 (1992-93 Elections, 2:30-3:00)

3. CSU Senator Erwin Kelly reported on the January 9-10, 1992, CSU Academic Senate meeting.

4. President Gerth, responding to the Senate's request (AS 91-74), read a letter which he plans to send to the campus community announcing that he has informed the Department of Defense that, while the campus wishes to retain ROTC

programs, if the policy excluding homosexuals from military service is not eliminated by the spring of 1993 CSUS will begin an orderly phase-out of the campus ROTC program, insuring that previously enrolled students will be able to complete the program. In addition, he indicated plans to continue his efforts toward eliminating the policy so that the ROTC programs may be retained.

54. Chair Cook distributed a list of issues which the Senate will address during the remainder of the year and requested comments and/or volunteers to serve on ad hoc committees to consider the issues.
65. Certificates of Participation have been approved by the Curriculum Committee for the following: a. Not for Profit Management, b. Purchasing Management, c. Total Quality Management, and d. Telecommunications Management - Advanced Level. Copies of the proposals are on file in the Senate Office.
76. Senator Robin Wiggins, member of the Senate's Committee on Diversity and Equity/Affirmative Action, announced that CODE has scheduled a panel on "Struggles in Non-Discrimination: ROTC and CSUS," on Tuesday, February 18, 1992, 1:00-2:00 p.m., Forest Suite, University Union, immediately following a presentation by Visiting Scholar Allan Berube.

ACTION ITEMS

- *AS 91-110/UWC, GE, Ex., Flr. G.E.--WRITING COMPONENT IN UPPER DIVISION G.E. COURSES (Amends AS 91-42) [Responds to Senate's request AS 91-75]

The Academic Senate recommends revision, effective Fall 1992, of the "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with the Baccalaureate Degree," dated August 1991, Section I.D.b.2).a), page 10, as follows:

b. Writing Requirements

- 1) Writing Component in Lower Division G.E. Courses
...
- 2) Writing Component in Upper Division G.E. Courses
 - a) Upper division G.E. courses, unless granted an exception as provided in paragraph c) below, shall include substantial writing assignments (a minimum

of 1500 words of formal, graded writing assignments). In view of this requirement, class size shall be limited to 50 students per section. A request for exemption to this size limitation shall be submitted to the G.E. Course Review Committee which shall review the justification for the exemption and decide whether to recommend that it be granted. The writing in these ...

The Academic Senate further recommends that the University Writing Committee, in consultation with the General Education and the General Education Course Review Committees, develop the criteria for granting exceptions to both the writing requirement and the class size limitation.

Carried.

*AS 92-02/Ex. COMMENCEMENT--WEARING OF HONOR STOLES

The Executive Committee, on behalf of the Academic Senate, recommends that the wearing of honor stoles at commencement ceremonies be reserved only for those receiving honors from the university (Cum Laude, Summa Cum Laude, and Magna Cum Laude). Honor societies should single out their members in other ways (e.g., color tassel, pin).

Carried.

AS 92-03/Ex. COMMITTEE APPOINTMENTS--SENATE

Academic Policies Committee:

MIGUEL MOLINA, Professional Services-SA, 1993 (repl. C. Kenner)

Committee on Diversity and Equity/AA:

METTA ONGKASUWAN, SBA, 1992 (repl. A. Harriman)

International Programs Committee:

ELIZABETH HANSON-SMITH, At-large, 1994 (repl. G. McDaniel)

Carried unanimously.

*AS 92-04/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Lottery Fund Allocation Committee:

JENNIFER WARE, Library, 1994

Reprographics and Photocopy Services, Non-Academic Program Review Team for:

HAROLD KERSTER, Faculty At-large

Student Complaint Hearing Panel:

PATRICIA CLARK-ELLIS, At-large, 1992

Carried unanimously.

*AS 92-05/FisA, CC, Ex. PROGRAM CHANGES

The Academic Senate recommends approval of the following program change proposals:

School of Arts and Sciences

- a. English B.A.: Increase the unit requirement for the Bachelor of Arts in English from 48 units to 51 units; increase the Required Lower Division Courses from 12 units to 15 units by adding Engl 11A; increase the Required Upper Division Courses from 12 units to 18 units by adding 3 units from the Engl 170 series and a 3-unit course from among Engl 165, 180, and 185; decrease Electives from 24 units to 18 units; every English major must include in his/her program one 3-unit upper division course designated as a capstone course (see 2/13/92 Academic Senate Agenda Attachment A).
- g. Gerontology B.S.: Substitute Gero 103 for Social Work 145. Note: Recommended with the stipulation that no additional WTU need be allocated to the program (see 2/13/92 Academic Senate Agenda Attachment G).
- b. Government B.A., International Relations Concentration: Change core course requirements for the International Relations concentration within the Government major and increase the units required for the concentration from 36 to 42. The Senate notes that the concentration is not in compliance with the University requirement of five common courses among the concentrations for the degree (see 2/13/92 Academic Senate Agenda Attachment B).
- c. Music B.M., Voice Major: Add Ling 140 to the Bachelor of Music Voice Major (see 2/13/92 Academic Senate Agenda Attachment C).
- d. Physics B.A. and B.S.: Reorganize material in Physics 104, 140, 155, 160, and 166 and present it in new courses Physics 105, 135, 151, and 156; add new course Physics 162; revised BA remains at 28 units but shifts 6 units to electives; revised BS remains at 37 units but shifts 9 units to electives (see 2/13/92 Academic Senate Agenda Attachment D).

School of Education

- e. Single Subject Teaching Credential Program: Changes as presented in 2/13/92 Academic Senate Agenda Attachment E.

School of Health and Human Services

- f. Elementary Physical Education Minor: Changes as presented in 2/13/92 Academic Senate Agenda Attachment F.

Carried unanimously.

AS 92-05A/Flr. PROGRAM CHANGE--HEALTH AND SAFETY STUDIES

The Academic Senate refers AS 92-05.h [h. Health and Safety Studies: Option in Health Care Administration in the Health and Safety Studies program and rearrangement of core requirements in the current options (2/13/92 Academic Senate Agenda Attachment H). Note: The Department withdrew the request to change the name of the degree program to Health Science.] to the Executive Committee and delegates to that committee the authority to act on behalf of the Senate following a discussion with the two affected departments and their respective deans.

Carried.

***AS 92-06/FisA, GPPC, Ex. PROGRAM CHANGES**

The Academic Senate recommends approval of the following program change proposals:

School of Arts and Sciences

- a. Communication Studies M.A.: Restructures degree requirements including the institution of six major areas of study: Interpersonal and Small Group Communication, Rhetoric and Public Communication, Organizational Communication, Intercultural and International Communication, Media Studies and Public Affairs and Issue Management (see 2/13/92 Academic Senate Agenda Attachment I).
- b. Public Policy and Administration Degree: Change degree name from Master of Arts in Public Policy and Administration to Master of Public Policy and Administration (see 2/13/92 Academic Senate Agenda Attachment J).
- c. International Affairs M.A.: Changes as presented in 2/13/92 Academic Senate Agenda Attachment K.

School of Business Administration

- d. Master of Business Administration, Urban Land Development Specialization: Changes as presented in 2/13/92 Academic Senate Agenda Attachment L.

Carried unanimously.

*AS 92-07/CC, GPPC, FISA, Ex. MASTER PLAN PROJECTION--B.A. IN GRAPHIC DESIGN

The Academic Senate recommends placement of the B.A. in Graphic Design on the CSUS Academic Master Plan (see 2/13/92 Academic Senate Agenda Attachment M).

Carried unanimously.

*AS 92-08/CC, GPPC, Ex. PROGRAM REVIEW--REGIONAL AND CONTINUING EDUCATION

The Academic Senate receives the "Academic Program Review for Regional and Continuing Education," Fall Semester, 1991 [copy available for review in the Senate Office, Administration 264], and reserves the opportunity to comment on issues raised in the report pending clarification from the President and other campus entities on their positions on the issues including, but not limited to, 1) the President's understanding of a regional university, 2) whether or not the President envisions CSUS becoming a regional university, and, if so, 3) the relationship of regional university programs to on-campus programs.

Carried unanimously.

AS 92-09/Ex. BUDGET, AD HOC COMMITTEE TO RECOMMEND FACULTY POSITION SET-ASIDES FOR 1992/93

The Academic Senate establishes a Senate ad hoc Committee to Recommend Faculty Position Set-asides for the 1992/93 Budget, as follows:

Membership

FRED BALDINI, Chair/designee, Research and Creative Activity Committee
LEAH VANDE BERG, Chair/designee, Faculty Professional Development Committee
ART JENSEN, Member, previous "PCP" Committee and current Executive Committee

Charge

Develop a recommendation for Senate consideration for supporting both research and faculty professional development programs in 1992/93, including the Scholarly and Creative Activity program. Recommendations for support of these programs shall be made at varying levels of funding, beginning with fifty percent of the resources that were available in 1991/92 as a worst case scenario.

Carried unanimously.

*AS 92-10/G.E., Ex. ENTRY LEVEL MATHEMATICS TEST POLICY

The Academic Senate recommends adoption of revised Entry Level Mathematics Test Policies to be implemented May 9, the date of the first offering of the revised ELM Test, as follows:

Those students who are not exempt from taking the ELM Test will be required to take the ELM Test before or during their first semester of enrollment at CSUS. An ELM Test demand date will be provided on the Saturday following the first week of classes. Students who are subject to the ELM requirement may not enroll in a G.E. quantitative reasoning course at CSUS until they meet the ELM requirement, either by passing the ELM Test or by passing an appropriate course at CSUS.

Students not passing the ELM Test must either take appropriate ELM equivalency courses in the Learning Skills Center or Mathematics and Statistics Department or retake and pass the ELM Test.

Those students who plan to take Math 1 to satisfy their G.E. quantitative reasoning requirement should satisfy the ELM requirement by either retaking and passing the ELM Test or by passing Learning Skills Center ELM equivalency courses. The Learning Skills Center ELM equivalency courses will include intermediate algebra topics and topics which will help to prepare students for Math 1.

Those students who plan to take a course at CSUS other than Math 1 to satisfy the quantitative reasoning G.E. requirement should satisfy the ELM requirement by either retaking and passing the ELM Test or by passing Math 9.

An exit test will be required for Math 9 and the Learning Skills Center ELM equivalency courses. Those tests will comprise at least 60% of the student's grade in the course.

Students will be strongly advised to maintain continuous enrollment until their G.E. quantitative reasoning requirement is satisfied.

Carried unanimously.

*AS 92-11/AP, Ex. GRADING POLICIES--CREDIT/NO CREDIT (Amends AS 91-36A/CSUS Catalog)

The Academic Senate recommends that: 1) the second semester composition course may not be graded CR/NC, and 2) any courses used to satisfy the foreign language graduation requirements may not be graded CR/NC.

Carried unanimously.

*AS 92-12/AP, Ex. ACADEMIC DISHONESTY, POLICY ON

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

It is the intent of the students, the faculty, and the staff at CSUS that academic dishonesty not occur. The ideal is that a student attending CSUS will only be welcome by the community of students, faculty and staff if that student honors principles of academic integrity. Therefore all members of the campus community share the responsibility for fostering a climate of academic integrity. (As part of their responsibility, faculty are encouraged to include a statement on their course syllabi regarding academic dishonesty.)

Students are required to maintain a high standard of academic integrity. If a student is unclear about a specific situation, he/she should ask the instructor, who will explain what is and is not acceptable in that class. If a student is charged with academic dishonesty, then a process is set in motion which can result in severe consequences as specified in Title 5, Subchapter 4, Article 1, Section 41301, ranging from grade reduction in that course, to expulsion from the University and denial of a degree. If it is determined that a student has committed an act of academic dishonesty then this information may be made available to employers and other academic institutions as provided for by State and Federal law.

The following are examples of academic dishonesty:

Cheating: Copying from another student during an examination; using tests, notes, or software during an examination (in class or take-home) when not permitted to do so by the instructor; copying homework assignments prepared

by others; working together on a take-home exam or homework when specifically prohibited by the instructor; altering a graded work after it has been returned and submitting it for regrading.

Providing Information to Others: Allowing another to copy one's work as his/her own work; allowing others to copy answers during an examination; informing students in later sections of a course about questions which appear on an examination.

Plagiarism: Plagiarism is offering the work of others as your own. Specific examples of plagiarism include: reproducing essential parts of books, computer programs, journal articles, artistic work, literary work, or musical work done by others and falsely claiming credit for it as one's own work; submitting a paper obtained from a "research" or term paper service as one's own work; retyping someone else's paper and submitting it as one's own work; copying homework answers from a text and submitting them as one's own work.

Misrepresentation: Having another student take one's exam or do one's computer program, homework, or lab experiment; taking another student's exam or doing another's computer program, homework, or lab experiment; lying to an instructor to improve a grade; submitting work which is substantially the same for credit in two different courses without prior approval.

Unlawful entry or unauthorized presence in an office are also instances of academic dishonesty.

If an instructor believes that a student has committed an act of academic dishonesty then the instructor shall meet with the student and inform the Dean of Students Office (see the attached statement on academic dishonesty procedures).

The Academic Senate further recommends that the sections of the policy dealing with examples of academic dishonesty be published on the cover of the blue book.

Carried unanimously.

*AS 92-13A/CC, FisA, Ex., Flr.

PROGRAM CHANGE--PHYSICAL
EDUCATION B.S. (BIODYNAMICS
OPTION)

The Academic Senate recommends approval of the program changes, with the exception of the name change, as presented in 2/13/92 Academic Senate Agenda Attachment O.

Carried.

AS 91-113, Description of Scholarship (Call for Referendum), received a first reading and a substitute motion was adopted, as follows:

AS 91-113/Ex., Flr. SCHOLARSHIP, DESCRIPTION OF (CALL FOR REFERENDUM)

The Academic Senate recommends that the CSUS adopt the following statement on scholarship:

The work that students and teachers do at institutions of higher education differs qualitatively from that of secondary education. Professors, by virtue of their training, are at least nominally practitioners of their discipline as well as teachers of it. What they impart to students is not just information and skills, but some understanding of how their discipline goes about making information, and of how to use it. College students are invited to practice at a rudimentary level what their professors model at an advanced level, namely, working independently with the materials of a discipline, rather than being the passive recipients of the efforts of others to do so.

Further, the goals and standards of higher education are not fundamentally matters of private and local preference. At its narrowest, higher education must be seen as at least a nationwide enterprise, and definitions of what constitutes a liberal arts education, a bachelor's degree in a given discipline, or faculty professionalism cannot vary regionally to any significant degree. There is even less room for variability in defining standards within individual disciplines: practitioners of a discipline belong to a world-wide enterprise, and need to speak a common language. Institutional differences in resources or scale or orientation, therefore, must be accommodated not by adjusting definitions of our common work and values, but by adjusting the levels of intensity and productivity at which we undertake the various aspects of our work, and the amounts of work in each area that we do.

What faculty understands as scholarship must not differ fundamentally from what it means anywhere in the academy. Regardless of whatever broader meanings the word has come to have in general parlance, its meaning within the academy is rather specific: it entails an effort both to practice one's discipline and to share the work with one's peers. Practicing the discipline may be understood as creating, expanding, revising, refining, interpreting, synthesizing, evaluating or applying knowledge--or creating works of art in disciplines that encompass both art and the study of art. Such practice can take many forms, such as attendance at local, national and international conferences, creative achievement in the arts, presenting papers, seeking peer feedback on projects, reading current books and professional journals, participation in colloquia, reviewing, collaborative and independent research projects, and writing for publication. What marks it as scholarly, though, is not the difficulty of the task, the effort expended, the excellence of the result, or its usefulness to the community, but the degree to which it represents substantive interaction with one's peers in the practice of the discipline. Such work can and should be manifested in all areas of a professor's activities--teaching, service, consultation--but not all worthwhile and necessary professional activities are scholarly. Far from constituting an unwarranted diversion of resources from our teaching mission and a luxury incompatible with it, some level of scholarly activity is essential for maintaining the currency that is indispensable to effective teaching.

Consideration of AS 91-13B [AS 92-13B/Ex., Flr., PROGRAM CHANGE--PHYSICAL EDUCATION B.S. (BIODYNAMICS OPTION): The Academic Senate recommends against approval of changing the name of the option from Biodynamics to Exercise Science.] was postponed.

The hour of adjournment having been reached, the following items were postponed to a future meeting:

AS 91-111/AP, Ex. REGISTRATION PRIORITY
AS 91-112/LIB, Ex. LIBRARY CIRCULATION POLICY
AS 92-01/Flr. MINUTES

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


Janice McPherson, Secretary

*President's approval requested.