

1997-98
FACULTY SENATE
California State University, Sacramento

AGENDA
Thursday, March 26, 1998
Forest Suite, University Union
3:00-5:00 p.m.

INFORMATION

1. Spring Senate meeting dates (tentative):
April 2, 16, 23, 30
May 7, 14, 21
2. Lottery Funds Utilization (Attachment A, November 10, 1997, memo from Provost Koester to Deans re Lottery Budget)
Time Certain: 3:15 p.m., Jolene Koester, Provost and Vice President for Academic Affairs
3. A+ Grade: In response to a request from the floor at a prior Senate meeting, the Academic Policies Committee examined the desirability of introducing A+ grading. The Committee concluded that even though, under Title V, an A+ grade carries the same 4 point weight as an A grade and is only symbolic of a student's outstanding work in the course, the introduction of A+ grading would lead to grade inflation. The Academic Policies Committee voted unanimously, not to consider adding A+ to the grading scale.
4. Senate Home Page (<http://www.csus.edu/acse/> or CSUS Home Page then Departments then Faculty Senate)

CONSENT CALENDAR

FS 98-17/CPC, Ex. PROGRAM CHANGE PROPOSALS

The Faculty Senate recommends approval of the following program changes proposals:

1. English Subject Matter Program: The California Commission on Teacher Credentialing (CTC) has decreed that the existing Single Subject Waiver Program in English be phased out by January 1998. Henceforth all students who want to teach English in California secondary schools must complete a Subject Matter Program that meets new CTC guidelines.
2. Level 1 Specialist Training Program: The California Commission on Teacher Credentialing (CTC) has dramatically reformed the content and structure of special education teacher credentialing programs in the State. The new regulations go into effect

on July 1, 1998. This proposal changes the current Learning Handicapped, Severely Handicapped, Multiple Subject/Learning Handicapped, and Multiple Subject/Severely Handicapped with Internship Programs in response to these regulations. This proposal meets the CTC Level 1 requirements for the Mild/Moderate and Moderate/Severe Specialist Credentials with options for Internship, Multiple Subject, Single Subject or Middle School Emphasis credentials.

3. American Sign Language: The Department of Special Education, Rehabilitation, and School Psychology seeks to constitute its existing three service courses in American Sign Language (Beginning, Intermediate, and Advanced) as a Certificate Program. The courses currently may be used to meet the CSUS Foreign Language Graduation Requirement and the language requirement for the Commission on Teacher Credentialing's Cross-cultural, Language, and Academic Development (CLAD) Emphasis for teacher trainees. The Certificate would benefit our students by enabling them to demonstrate to potential employers their knowledge and skill in communicating with coworkers and clients who are deaf.
4. Minor in Environmental Studies: The Economics Department elected to remove Economics 125 from their list of course offerings. Economics 125 is listed in the upper division Economics choice in the EnvS minor. Economics 100 (Introduction to Public Economics) would be an appropriate substitute in the major upper division Economics choice category.

FS 98-18/CPC, Ex. CERTIFICATES OF ACADEMIC ACHIEVEMENT

The Faculty Senate recommends approval of the following program changes proposals for certificates of academic achievement:

1. Direct Marketing Certificate Program: To provide education in all facets of designing and implementing an integrative direct market campaign. Direct marketing is the fastest-growing sector of marketing activities. Currently, no direct marketing program exists in the Sacramento Valley. Required courses are: Fundamentals of Marketing OR Public Sector Marketing, Basics of Direct Marketing, Creative Message Design, Internet Marketing, Target Marketing, List and Database Management, Direct Mail, Telemarketing, Integrated Direct Marketing, Field Project. Elective courses are: Focus Group Techniques, Introduction to Internet & Web Publishing, Communication Design.
2. Purchasing Management Certificate Program: Addition of one required course and deletion of one elective. Several existing courses have change of emphasis on recommendation of Purchasing Advisory Committee, because of changes in the field. Logistics. New elective courses are: Manufacturing Purchasing, Public Purchasing, International Purchasing.

FS 98-19/FEFC, Ex. FACULTY ENDOWMENT FUND--UNDERGRADUATE
SCHOLARLY AND CREATIVE ACTIVITY
AWARD PROGRAM (Amends AS 95-67)

The Faculty Senate adopts amendments to the Undergraduate Scholarly and Creative Activity Award Program (AS 95-67) as follows [strikeover = deletion; underscore = addition]:

FACULTY ENDOWMENT FUND
Undergraduate Scholarly and Creative Activity Award Program

PROGRAM: The "Undergraduate Scholarly and Creative Award Program" is funded by the Faculty Endowment Fund and provides a stipend to selected undergraduate students participating in scholarly and creative activity under the mentorship of a CSUS faculty member. The stipend amount is \$1,500 for ~~the~~ an individual student's participation in a summer project (40 hours/week for six weeks), semester project (20 hours/week), or academic year project (10 hours/week). The scholarly or creative activity project may be either a student or faculty conceived project. However, project proposals must be prepared and submitted by a CSUS student and accompanied by a detailed mentorship plan prepared and submitted by a CSUS faculty mentor. Each faculty member may sponsor only one project per year.

PURPOSE: The purpose of the "Undergraduate Scholarly and Creative Activity Award Program" is to encourage undergraduate students to engage in scholarly and creative activity. Specifically, the program is intended to help undergraduate students develop and/or expand their scholarly and/or creative abilities, encourage their continued participation in such activities in the future, and through the establishment of mentorship relationships foster a sense of intellectual community and excitement between students and faculty. It is the intent of the Committee to encourage applications from students with little previous research experience and only one in-progress degree.

ELIGIBILITY: Student participants must be:

1. upper division undergraduate students who have completed at least one semester at CSUS;
2. enrolled students during the period of the grant program (note: students participating in a summer program need not be enrolled in summer session, but must have at least one semester remaining at CSUS);
3. in good academic standing, and
4. sponsored by a CSUS faculty member.

CRITERIA: Proposals will be evaluated in relation to the following (unranked) criteria:

1. Potential for encouraging the student's continued participation in scholarly or creative activity.
2. Benefits to the student in terms of his/ha development of familiarity with the methodologies and approaches to scholarly and creative activity in a particular field.

3. Feasibility (e.g., time, resources required, student's preparation to perform the work required) of the project.
4. Quality of the proposed plan for mentoring (i.e., nature and extent of student/faculty interaction).

PROJECT PROPOSALS SHALL INCLUDE THE FOLLOWING DOCUMENTS:

—FROM THE STUDENT:

1. A description of the proposed scholarly or creative activity project.
2. A description of the nature of the student's involvement in the proposed scholarly or creative activity project.
3. A time-table for the project.
4. A statement addressing why the student is interested in the project and what he/she hopes to gain from participation in the program.

—FROM THE FACULTY MENTOR:

1. A description of the nature of the faculty member's mentoring of the student.
2. A statement of his/her reasons for agreeing to sponsor and mentor the student.
3. At the conclusion of the project the faculty sponsor will submit to the Faculty Endowment Fund Committee (c/o Faculty Senate Office) a one-page summary of the project's results.

FS 98-20/CPC, Ex. CURRICULUM REVIEW--GRADUATE PROGRAM IN LIBERAL ARTS

The Faculty Senate receives the commendations and recommendations of the Curriculum Policies Committee (Attachment B; complete program review available in the Faculty Senate Office) contained in the program review of the Graduate Program in Liberal Studies and recommends that the Graduate Program in Liberal Arts be approved for the next six years or until the next program review. This recommendation is contingent on the acceptance by the University to fund the program in a manner consistent with the recommendations made in the Academic Program Review. In the absence of the University's acceptance of the recommendations regarding the support of the program made in the Academic Program Review, the Senate recommends that the program not accept any more students into the program and that the program be gradually phased out over the next six years, allowing time for those currently enrolled in the program to complete their studies.

REGULAR AGENDA

FS 98-16/Flr. MINUTES

Approval of the Minutes of ~~March 5 (#11)~~ ^{don't have out} and March 12 (#12), 1998.

FS 98-21/APC, Ex. ^{FIR} ATTENDANCE, STATEMENT REGARDING

as catalog copy

Carried

The Faculty Senate recommends approval of the following statement regarding attendance:

Regular attendance at class is expected. Regular classroom attendance is generally necessary for academic success. In some courses, laboratories or seminars for example, attendance is absolutely critical to the work of the course. Students are advised that individual faculty may establish attendance policies in their course, and may link absences to their evaluation of students' performance in the course. Such policies ~~must~~ ^{shall} be stated in the course syllabus made available at the beginning of the semester. Excessive absences may lead a faculty member to assign a "U" or "F" grade.

FS 98-22/CPC, Ex. ^{FIR} GRADUATE PROGRAM--MULTIPLE CONCENTRATIONS

Carried

The Faculty Senate recommends approval of the following policies and procedures for multiple concentrations (see Attachment C for background information provided by the Curriculum Policies Committee):

General Authority for Dual Concentrations in One Degree Program--Concurrent and/or Sequential:

Students currently enrolled in a masters degree program may, with the consent of the program, fulfill the requirements of two (or more) concentrations within that one degree program. This may be done concurrently or sequentially, but both concentrations must be completed before the awarding of a masters degree. The degree program may establish the required core, concentration requirements and culminating experience, except that programs shall ^{normally} require a minimum of 12 units for the additional option beyond the minimum number of units-required for the masters degree.

Carried

agreed

Students Seeking Additional Concentrations after Graduating from CSUS (Post degree)--Within Seven Years of Graduation:

Students who have earned a masters degree in a program offering concentrations may, with the consent of the degree program, return to CSUS in order to add a concentration in that program. Each additional concentration shall ^{normally} require a minimum of twelve (12) units. Students must meet the admissions and catalog requirements (common core, concentration requirements) in effect at the time of enrollment. If the degree program has changed any common core requirements, students must take the courses or demonstrate currency or competency in any new required area. The additional concentration(s) will be noted on the transcript, students receive no new diploma except when they have met the requirements for an additional masters degree.

Carried

agreed

Information Items: Certificate of Academic Achievement

Under current policy students who have earned a masters degree more than seven years past in a program offering concentrations may return to CSUS in order to seek a Certificate of

Academic Achievement from the degree program in which they completed the masters degree (if available). Students will receive a formal certificate and have the courses and certificate completion noted on their transcripts.

Students who have earned a masters degree at another university may apply to CSUS to work towards a Certificate of Academic Achievement. Each degree program shall determine admission qualifications including any prerequisites. Non-CSU graduates may, subject to department approval, use courses previously used to complete another post-baccalaureate degree to satisfy prerequisites. Students completing the program will receive a formal certificate and have the courses and certificate completion noted on the transcript.

GRADUATE PROGRAM--MULTIPLE CONCENTRATIONS

The Faculty Senate recommends approval of the following policies and procedures for multiple concentrations (see Attachment C for background information provided by the Curriculum Policies Committee):

General Authority for Dual Concentrations in One Degree Program--Consent and/or Separation:

Students currently enrolled in a masters degree program may, with the consent of the program, fulfill the requirements of two (or more) concentrations within that one degree program. This may be done concurrently or sequentially, but both concentrations must be completed before the awarding of a masters degree. The degree program may establish the required core, concentration requirements and culminating experience, except that programs shall require a minimum of 12 units for the additional option beyond the minimum number of units required for the masters degree.

Students Seeking Additional Concentrations after Graduating from CSUS (Two degrees)--Within Seven Years of Graduation:

Students who have earned a masters degree in a program offering concentrations may, with the consent of the degree program, return to CSUS in order to add a concentration in that program. Each additional concentration shall require a minimum of twelve (12) units. Students must meet the admissions and catalog requirements (common core, concentration requirements) in effect at the time of enrollment. If the degree program has changed any common core requirements, students must take the courses or demonstrate competency or competency in any new required area. The additional concentration(s) will be noted on the transcript, students receive no new diploma except when they have met the requirements for an additional masters degree.

Information Items: Certificate of Academic Achievement

Under current policy students who have earned a masters degree more than seven years past a program offering concentrations may return to CSUS in order to seek a Certificate of



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

OFFICE OF ACADEMIC AFFAIRS

November 10, 1997

California State University, Sacramento
6000 J Street
Sacramento, California 95819-6036

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MEMORANDUM

Faculty
413

Senate Received

TO: Dean Diane Cordero de Noriega
- Dean Braja Das
Dean Michael Harter
Dean and Director Patricia Larsen
Dean Marion O'Leary
Dean Felicenne Ramey
Dean Joseph Sheley
Dean William Sullivan

FROM:


Jolene Koester
Provost and Vice President
for Academic Affairs

SUBJECT: Lottery Budget

As we discussed in a deans' meeting, I have decided to forgo the proposal process for expending Lottery funds and return to the process the University used from the inception of the Lottery Budget. The "call for proposal" process is relatively new, having been used only for the last three years. Prior to that, the Lottery Fund Allocation Committee was asked to approve allocations in broad categories and the Vice President for Academic Affairs made the specific allocations.

I have made the decision to eliminate the proposal process for several reasons. I understand that the proposal process, by funding small, innovative projects, is very important to those faculty who receive awards. However, the disadvantages of this approach far outweigh the advantages.

The process is very time consuming both for members of the Lottery Fund Allocation Committee and for those who submit proposals, especially in view of the small amounts of funds available. And in spite of the best efforts of committee members, there have always been complaints at the completion of the process about the ability of this kind of committee to make judgments among such a broad array of proposed projects. In addition, it is very difficult to coordinate the expenditure of Lottery funds with the overall

Memo to Deans
Page Two
November 10, 1997

needs and priorities of the University. With so many demands on the University's instructional budget, it is essential that Lottery funds, intended as they are for instruction, be available to support the highest priorities. We surveyed eleven other CSU campuses and found only one that used a proposal process for a small portion of Lottery funds. The other campuses all dedicated the funds for "big ticket" items--primarily instructional equipment, technology, and library materials. Our campus has huge needs in those areas as well that simply cannot be met by the General Fund alone. Therefore, with your concurrence, I have decided to use available Lottery funds to augment the schools' and Library's resources in these areas as well.

The Lottery Fund Allocation Committee will continue to advise the President and myself in the overall use of Lottery funds and will be given additional responsibilities in outcomes assessment for the use of Lottery funds. I believe that this return to the original approach to the Lottery Budget will use our instructional resources to the best advantage of our students. Please assure your faculty and staff that the regular budget request process in which you submit annual budget requests to Academic Affairs provides for the opportunity to learn of the needs of faculty and the instructional program.

I ask that you inform all faculty and staff in your schools and in the Library of this change in procedure. Thank you.

c. President Gerth
Senate Chair Krabacher
Academic Affairs Staff

After reviewing thoroughly the attached Academic Program Review Report for the Graduate Program in Liberal Arts, prepared by the Review Team, the Faculty Senate Program Review Subcommittee makes the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

Commendations and Recommendations for the Graduate Program in Liberal Arts

The Graduate Program in Liberal Arts is commended for:

1. its exceptional and dedicated multidisciplinary faculty which has
 - a. succeeded in developing a fine graduate program without financial support from the University while performing their regular duties in their home department.
 - b. served as thesis advisors without compensation.
2. the dedication of those faculty who have served as coordinators of the program--in essence department chairs--for bearing much of the burden of advising a diverse population of students without receiving assigned time.
3. the clerical staff of the Department of Humanities and Religious Studies who provide their services to the program without additional compensation.

Recommendations to the Graduate Program in Liberal Arts:

It is recommended that

1. the GLA program continue to work on a goals and assessment document to be used to guide them through the next review period. (p. 7)
2. the faculty of the program investigate the procedures to be followed to petition the University for a reconsideration of the GLA program in the Academic Plan. (p. 7)
3. the GLA program continue to be housed in the School of Arts and Letters. If, however, there is any doubt in the faculty's mind about the proper placement of the program, it should resolve any conflicts soon. (p. 9)
4. the faculty involved in the program develop a formal system of regularly scheduled faculty meetings to discuss the issues facing the program. (p. 9)
5. the faculty of the Program develop a formal method of selecting the coordinator of the Program similar, perhaps, to that followed by formal Departments in selecting their chairs. (p. 10)

6. the faculty of the program formulate a five year plan that would chart the growth of the program and consider such things as limits to enrollment and nature of the culminating experience. (p. 11)
7. the faculty of the GLA begin to make plans to actively recruit students from the community, including corporate and social organizations. (p. 11)
8. the faculty consider sending a representative to the annual meeting of the Association of Graduate Liberal Studies Programs and perhaps eventually consider membership in the organization. (p. 12)
9. the faculty of the program investigate ways of formally receiving the ideas of students regarding the program and of bringing them into the governance of the program. (p. 12)
10. the faculty of the Graduate Program in Liberal Arts consider making LIBA 200 a required course in the curriculum, to be taken during the first semester of a student's enrollment in the program. (p. 14)
11. the faculty of the GLA program schedule the core courses in the program at times during the day that would accommodate the work schedules of many of the students enrolled in the program. (p. 15)
12. the GLA faculty consider the development of a GLA-specific student evaluation form. (p. 15)
13. the faculty of the GLA program consider organizing a yearly meeting with the students for the purpose of orienting them to the curriculum and procedures for successfully completing the program in a timely manner. (p. 16)
14. GLA continue its consideration of taking in students who had intended to complete a Masters degree in French, German, or Theatre Arts. This recommendation is contingent on the acceptance of the recommendation by the Senate and the Administration of the financial support proposed in this report. (p. 17)
15. the coordinator of the program remind the chairs of Departments whose faculty might be predicted to be interested in interdisciplinary approaches of the existence of GLA and requesting interested faculty to contact the program with ideas for courses. A similar invitation should be made directly to faculty who have indicated such an interest. (p. 19)
16. the coordinator of the program contact the Center for Teaching and Learning to determine if the Center might be interested in publicizing the program both to students and the faculty of the University. (p. 20)
17. the program organize, through the Center for Teaching and Learning, a "brown bag" workshop on developing and organizing interdisciplinary courses and strategies for team

teaching such courses. Such workshops should stress the faculty development aspects of such courses. (p. 20)

18. the Program consider taking an active role in the hiring procedures of Departments whose subject matter lends itself to an interdisciplinary approach. Such roles may be as minor as asking the department to consider the needs of the GLA when new hires are anticipated to as direct as suggesting new courses new faculty might propose that could be cross-listed with GLA. (p. 20)

Recommendations to the Dean of the School of Arts and Letters, the Associate Vice President for Graduate and Sponsored Program, and the Vice President for Academic Affairs:

It is recommended that

1. the Dean of the School of Arts and Letters, the Associate Vice President for Graduate and Sponsored Program, and the Vice President for Academic Affairs make available to the GLA program 1-1.2 FTE-F to be used by the program to compensate the Coordinator of the program and provide for reimbursement to Departments loaning faculty to the program, faculty recruitment, and curriculum development. (p. 24)
2. the School of Arts and Letters provide a half-time clerical position to the Department of Humanities and Religious Studies to be used solely for the clerical needs of the GLA program. (p. 24)
3. the assignment of resources to the GLA program as described in the previous two recommendations be a commitment of at least six years and preferably 10 years to give adequate time for community based donations to the program to surface. (p. 24)

Recommendation to the Faculty Senate:

It is recommended that the Graduate Program in Liberal Arts be approved for the next six years or until the next program review. This recommendation is contingent on the acceptance by the University to fund the program in a manner consistent with the recommendations made in this report. In the absence of the University's acceptance of the recommendations regarding the support of the program as made in this report, the Review Team recommends that the program not accept any more students into the program and that the program be gradually phased out over the next six years, allowing time for those currently enrolled in the program to complete their studies.

2-10-98

POLICY AND PROCEDURES FOR MULTIPLE CONCENTRATIONS

Introduction:

Many of our graduate programs on campus offer one or more concentrations within their degree programs, and a number of students are completing the requirements for multiple concentrations, in part to enhance their employment opportunities. It is the intent of these two proposals to develop explicit policies and procedures for CSUS students wishing to obtain more than one concentration in a graduate degree program. The proposal also includes information items concerning CSUS graduates returning after seven years and non-CSUS students seeking a Certificate of Academic Achievement.

These post-degree opportunities may generate some extra FTE because prospective returning students and their employers often like formal documentation of the completion of a concentration. The Committee also notes that other CSU campuses have flexible policies in this area.

All graduate coordinators on campus have reviewed the following proposals and request Senate approval of them. The establishment of a policy at CSUS regarding graduate students earning a second option or concentration will assist the Office of Research and Graduate Studies in better serving graduate students.

Background Information:

Executive Order No. 609 expands the authority of campus presidents to approve most options, concentrations, and special emphases. Presidents may approve an option, concentration, or special emphasis that is in the same discipline division as the existing degree program within which it is established (see subject categories/HEGIS codes). The option, concentration or special emphasis need no longer share a common core requirement of three courses (for graduate programs) with other options, etc. in the degree program to be approved under this deletion of authority. Campuses are nevertheless encouraged to provide that all students who complete a particular degree program share some common educational experiences and meet some common academic expectations. Currently, CSUS has no policy regarding graduate students earning a second option/concentration.