

1997-98  
FACULTY SENATE  
California State University, Sacramento

AGENDA

Thursday, November 20, 1997  
Forest Suite, University Union  
3:00-5:00 p.m.

**INFORMATION**

1. Moment of Silence:

**RICHARD E. KOHLER**

Part-time Faculty  
Division of Criminal Justice  
1985-1994

**BETTY E. CH'MAJ**

Professor of Humanities Emeritus  
CSUS 1972-1992

[Memorial service to be held Sunday, December 14, tentatively set for 2:00 p.m., Unitarian Universalist Society center on Sierra Boulevard.]

**MOLLY PERSOFF IRWIN**

Professor of English Emeritus  
CSUS 1962-1980

2. Tentative Fall 1997 Faculty Senate Meeting Schedule:

November 27—No meeting—Happy Thanksgiving!  
December 4--  
December 11--Regular meeting  
December 18--

3 Report on November 6-7, 1997, CSU Academic Senate Meetings -- Statewide Senator

4. Senate Home Page (<http://www.csus.edu/acse/> or CSUS Home Page then Departments then Faculty Senate)

**CONSENT CALENDAR****FS 97-24/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY**

Persons with Disabilities, Committee for:  
HENRY CHAMBERS, A&L, 1999 [new position]

**FS 97-25/Ex. COMMITTEE APPOINTMENTS--SENATE****Faculty Advisory Board, Center for Teacher and Learning:**

JEAN-PIERRE BAYARD, At-large, 2000  
CECIL CANTON, At-large, 2000  
WILLIAM DORMAN, At-large, 2000  
SCOTT FARRAND, At-large, 2001  
JAMES NEAL, At-large, 2001  
RHONDA RIOS KRAVITZ, At-large, 2001  
MICHAEL SHEA, At-large, 1999  
MARK STONER, At-large, 1999  
HAROLDENE WUNDER, At-large, 1999

**FS 97-26/CPC, Ex. PROGRAM CHANGE PROPOSALS--UNDERGRADUATE**

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

- a. Bachelor of Arts in Art Studio: Addition of a three-unit "capstone" class (ART 192) to the curriculum for all Senior Art majors.
- b. Bachelor of Arts in Communication Studies, Media Communication Option: The core for the Communication Studies majors taking the Media Communication concentration is being simplified. A telecommunications and Multimedia option will be added to this concentration.
- c. Bachelor of Arts in Economics: Reduce the number of elective units in the major from 45-46 to 42. Delete a calculus course as a lower division requirement and add MIS 1A, 1B, and 1C or equivalent.
- d. Bachelor of Arts in History: Deletion of two courses, HIST 191 and 198. Addition of two courses, HIST 197A and 197B. Increase the total units of History major to 42.
- e. Bachelor of Arts in Humanities and Religious Studies: To implement the HRS program's outcomes assessment requirement, add HRS 190, a senior seminar, required for all HRS majors including the Religious Studies concentration and drop HRS 110 as a requirement for the major.

- f. Bachelor of Science in Civil Engineering: Reduction in the number of units in the degree program from 70 units to 60 units.
- g. Bachelor of Science in Speech Pathology and Audiology: Change requirement of "C" grade or better to "2.5 GPA in the major." Add policy that, "If a student with a B.A. or B.S. in Speech Pathology and Audiology (or communication disorders) is admitted into the CSUS graduate program and had a 'D' or lower grade in any undergraduate course in the major, he/she must retake the course or an equivalent course as approved by the Department."
- h. Minor in Economics: Add MIS 1A, 1B and 1C or CSC 1 as courses that will satisfy three units of the minor requirements in order to encourage and insure that students are computer literate.

FS 97-27/CPC, Ex. PROGRAM CHANGE PROPOSALS--GRADUATE

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

- a. Master of Arts in Economics: For advancement to candidacy delete "fulfillment of qualifying exam" because the advancement to candidacy is based on successful completion of ECON 141, 200A, 200B, and 200C which in most cases require the passing of a qualifying exam. In addition, require Math 23 (or equivalent) to simplify the math requirement for admission decisions.
- b. Master in Arts in History--Public History Option: Elimination of HIST 283, Historical Organization Management, and addition of HIST 282D, Museum Studies, to allow students more options: a course in archives and manuscripts and one in museum studies. Elimination of HIST 290, Research Seminar in History, as a requirement and the addition of HIST 282A, Research Seminar in Public History, as a requirement. The changes will provide more flexibility and variety for the M.A.
- c. Master of Public Policy and Administration: Increase required coursework units from 36-39 to 36-42 by changing culminating experience requirement from 3 units to 3-6 units.
- d. Master of Social Work: Reorganize the graduate program in order to achieve operational efficiency and effectiveness. Delete the four concentrations--Child and Family Services; Community Organization, Planning and Administration; Health; and Mental Health--in favor of one Advanced Generalist Concentration. The four concentration-specific policy courses are to be deleted in favor of one Advanced Generalist Policy course, SWRK 251.

FS 97-28/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

The Faculty Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Family and Consumer Sciences (Attachment A) and recommends:

Approval of the B.A. in Family and Consumer Sciences for a period of six years or until the next regular program review cycle. By the end of Spring semester, 1999, the Dean of Social Sciences and Interdisciplinary Studies should send the Provost a formal report on the progress made by the Department in addressing the issues raised by the Program Review. If the Provost and Dean believe that the Department has not made satisfactory progress toward addressing those Program Review issues, they should consult regarding further measures to ensure satisfactory progress.

FS 97-29/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF COUNSELOR EDUCATION

The Faculty Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Counselor Education (Attachment B) and recommends: Approval of the Master's program in Counselor Education for six years or until their next program review. However, during the Spring semester, 1999, the Dean of the School of Education should arrange for an external consultant's visit to evaluate the Department's progress in addressing the Program Review recommendations. The Dean and Provost should consult regarding the external consultant's report. If they believe that the Department has not made satisfactory progress toward addressing the program review recommendations, they should agree on further measures to ensure satisfactory progress.

FS 97-30/FPC, Ex. VISTING SCHOLARS PROGRAM--WAIVER

The Faculty Senate recommends approval of the Faculty Policies Committee request to allow the Visiting Scholars Committee during 1997-98 to accept and fund proposals from individual faculty members. This would be a waiver of current policy (AS 95-68) which requires allocation of one-half of visiting scholars money to interdisciplinary program requests.

## **REGULAR AGENDA**

FS 97-23/Flr. MINUTES

Approval of the Minutes of the meeting of October 30 (#4), 1997.

Old BusinessFS 97-22/APC, Ex. COURSE REPEAT/GRADE REPLACEMENT POLICY

*{Note: The Executive Committee, in its discussion of this item, was divided over the issues of 1) whether there should be a cut-off grade above which repeats should not be allowed, and 2) whether there should be a limit to the number of times a student may attempt to repeat a course. It therefore offers no recommendation on these questions.}*

The Faculty Senate recommends amendment of the policy on Repeating Courses (pages 79-80 of the 1996-98 CSUS Catalog, shown in **October 30, 1997, Faculty Senate Agenda Attachment E-1**; see **October 30, 1997, Faculty Senate Agenda Attachment E-2** for Academic Policies Committee rationale), as follows:

Any course taken at CSUS may be repeated one time at CSUS without departmental approval. The number of additional times a student is allowed to repeat the same course may be limited by some academic departments. If a student exceeds the repeat limit established by a department, the department may administratively drop the student from the course, and/or disallow the course if it is presented in fulfillment of graduation requirements. Students intending to repeat a course more than one time should discuss this with their academic advisor and the Chair of the department offering the course to determine whether specific departmental repeat limits exist and if there are provisions for exceptions.

In the case of a first repeat, only the grade earned in the second attempt (even if it is lower) will be used in the CSUS calculation of grade point average. However, it should be noted that the grade earned in the first attempt remains on the student's transcript and may be used in grade point calculations by other institutions (e.g., medical schools and law schools). Grades earned in repeats after the second attempt (first repeat) will be averaged with the second and subsequent attempts in grade point calculations, even if the student was granted departmental permission to enroll in the course a third or subsequent time.

If the original course attempt and first repeat were both courses taken at CSUS, students should file a "Repeat Grade Replacement Petition" with the Office of Admissions and Records in order to initiate a unit and grade point adjustment. In this case, department approval is not required. If a "Repeat Grade Replacement Petition" is not submitted by the student, the unit and grade point adjustment will not be made until the student's graduation evaluation is completed.

However, under the following conditions, students must file with the Office of Admissions and Records, a "Repeat Grade Replacement Petition" approved by the Chair of the department offering the course to initiate unit and grade replacement: 1) the repeated or original course is taken at another accredited institution, 2) the repeated course differs in number or title from the original course. Students are strongly urged to

obtain petition approval prior to enrollment in the repeated course since it is possible that the courses may not be considered equivalent.

The repeat grade replacement policy of a transfer institution, if it can be determined, applied to a student's record at the time of transfer to CSUS. If it cannot be determined, CSUS policy will apply.

**Note to Graduate Students:** Grades earned in courses repeated as a postbaccalaureate student may not be used to replace grades earned in a course as an undergraduate student. In addition, grades earned at another institution will not be counted in the postbaccalaureate GPA.

In addition, the Faculty Senate recommends:

Any department that chooses to limit the number of times a student may repeat courses must include such policy in the catalog.

#### New Business

FS 97-31/Flr. CALIFORNIA EDUCATION TECHNOLOGY INITIATIVE (CETI)--  
RESOLUTION EXPRESSING RESERVATIONS

[Note: A resolution will be offered from the Senate floor.]

FS 97-32/Flr.

11/20/97 Moment of Silence:

**GEORGE B. TOKMAKOFF**

Professor of History Emeritus

CSUS 1963-1991

[Memorial service: Saturday, November 22, 1:00 p.m., Carmichael Presbyterian Church, 5645 Marconi Avenue]

**FRANK J. KOFSKY**

Professor of History

CSUS 1969-1997

11/20/97

Moment of Silence:

**AGATHA A. ANDERSON**  
Professor of Nursing Emeritus  
CSUS 1960-1974



TO: Cecilia Gray, Associate Vice President for Undergraduate Studies  
Chiang Wang, Chair, Program Review Subcommittee

FR: Betty Ronayne and Jerry Tobey, Panel for the Evaluation of the HUES Program Review

The Panel has completed its evaluation of the 1996 Program Review of the Department of Human Environmental Sciences. The Panel endorses the Review recommendations with one exception, an alteration of the Review Team recommendation (p.6) that the Department "prepare an interim report no later than the end of Spring semester, 1999," regarding several of the Review recommendations. The Panel instead recommends the following:

The Panel recommends approval of the BA in Family and Consumer Sciences for a period of six years or until the next regular program review cycle.

By the end of Spring semester, 1999, the Dean of Social Sciences and Interdisciplinary Studies should send the Provost a formal report on the progress made by the Department in addressing the issues raised by the Program Review.

If the Provost and the Dean believe that the Department has not made satisfactory progress toward addressing those Program Review issues, they should consult regarding further measures to ensure satisfactory progress.

## Strengths/Commendations

The Program Review Team commends the Department of Family and Consumer Sciences (formerly HUES) for the following:

1. The deep commitment of faculty and staff to enhancing an often misunderstood program, in the face of a 40% loss in full-time faculty since the last program review, deteriorating facilities, and other profound challenges. Instead of merely hunkering down, this faculty has courageously made profound changes in its programs;
2. Collegial governance and commitment to the Department, despite the great variety of disciplinary backgrounds of faculty;
3. A high degree of mutual respect between faculty, staff, and student assistants;
4. Commitment to and advocacy for the value of a generalist education in our age of specialization;
5. An internship program of great vitality;
6. Participation in distance education and partnerships with other schools and departments within the university, as well as other universities in the region;
7. A well-organized, thoughtful and informative self-study;
8. Recognition of the need for condensing concentrations in the major, and subsequent development of excellent course sequences for the new concentrations;
9. A highly professional staff, held in great esteem by faculty and students alike;
10. A recent reconfiguring of HUES 160 into a capstone course that brings together students from different concentrations and reinforces the integrative nature of the discipline;
11. A GE program that is in high demand and successful service courses for programs outside the Department;
12. Approval by the American Dietetics Association for the Didactic Program in Dietetics, offered as a special major.

## Concerns

1. Declining enrollments in the major; low enrollments in courses in the major, especially in the apparel and textiles area;
2. Viability of three concentrations in the major;
3. Lack of a plan for recruitment of students into the major;
4. Lack of clarity regarding the Department's mission;
5. Lack of visibility of the Department, both on campus and in university-community collaboratives and other community-based initiatives;
6. Strongly expressed desire for curricular change on the part of Nutrition and Food students;
7. Imbalance between full- (5.2) and part-time faculty;
8. Imbalance between FTES in GE (50%) and other Department offerings;
9. Imbalance in SFR across faculty;
10. Lack of a plan to increase ethnic and gender diversity in the major;
11. Lack of a plan for aggressive pursuit of outside funding and in-kind contributions to the program.

## Statistical Profile

The Department offers a 54-59 unit major, depending on the concentration. Three concentrations instead of five will be offered beginning in Fall 1996: Apparel Marketing and Design, Family and Consumer Sciences, Nutrition and Food.

Number of majors in Spring 1996, exclusive of Interior Design was 144, including approximately 20 special majors.

Total FTES enrollment (excluding Interior Design) was 211, with 46% of enrollment in GE. SFR in GE and other lower-division classes was 51:1, whereas SFR in upper-division classes was 23:1.

## Recommendations to the Dean of the School of Social Sciences and Interdisciplinary Studies

### A. Student recruitment and Department visibility

A. 1 Support the Department's efforts to better articulate its mission and programs to prospective students, employers, and university colleagues.

### B. Staffing

B.1 Take every possible step to prevent further decline in the number of full-time faculty and further erosion of the Department's SFR.

FCS is a Department that has seen its faculty decimated since the last program review and its SFR has risen significantly (see p. 5). Six full-time teaching faculty constitute bare minimum for maintaining a large GE program plus three concentrations in the major. More retirements are imminent and new hires will be imperative if the intellectual vitality of the department's programs are to be maintained. The review team recommends that the Dean do everything possible to prevent further decline in the number of full-time faculty -- especially in areas of high student demand -- and the balance between full- and parttime faculty.

### C. Physical Resources, Facilities and Equipment

The FCS program has reached the point where its food preparation and textiles laboratories are so antiquated that students cannot learn the skills they need in order to be competitive in the marketplace. The review team concurs with the following statement in the consultant's report: "A contemporary building with appropriate equipment is essential to maintain program quality, particularly in laboratory courses" (p. 11).

C. 1 Determine timelines for construction of the new building on the campus master plan that includes space for FCS and is designated as third priority; assist the department with investigating alternative options if occupancy is more than three years in the future.

Alternative options for laboratory courses could include partnerships with community entities that have the needed space and equipment. The partnership between UCD Medical Center and the Department of Nursing has previously been cited as an example of an alternative solution to the problem of equipment and facilities obsolescence.

### D. Financial Services

D. 1 Assist the department in its efforts to seek additional funding and in-kind contributions from both internal and external sources.

D. 2 Articulate with central administration the Department's need for additional full-time faculty in high demand areas.

D. 3 Assist the Department in developing funding to support faculty professional development, reimbursement for expenses incurred during supervision of interns, assigned time for curriculum and community service development, and pursuit of external support.

The review team notes that the small number of full-time faculty, high SFR in lower division courses and the challenges posed by the interdisciplinary nature of FCS place heavy burdens on the tenured and tenure-track members of the Department. It is unlikely that they will have the time or energy to continue their curriculum and community service development without some form of additional resources.

Spring, 1996

TO: Cecilia Gray, Associate Vice President for Undergraduate Studies  
Chiang Wang, Chair, Program Review Subcommittee

FR: Charlotte Cook, Brad Nystrom, Jerry Tobey, Panel for the Evaluation of the Counselor  
Education Program Review

The Panel has completed its evaluation of the 1997 Program Review of the Department of Counselor Education. The Panel endorses the Review recommendations with one modification. On page 17, immediately after the recommendation to approve for a full cycle, add:

However, during the Spring semester, 1999, the Dean of the School of Education should arrange for an external consultant's visit to evaluate the Department's progress in addressing the Program Review recommendations. The Panel further recommends consideration of having Dr. Kathleen Ritter as that external consultant.

The Dean and the Provost should consult regarding the external consultant's report. If they believe that the Department has not made satisfactory progress toward addressing the program review recommendations, they should agree on further measures to ensure satisfactory progress.

## I. OVERVIEW

The Department of Counselor Education is an academic unit within the School of Education. The Department offers the Master of Science (M.S.) degree in Counseling with specializations in Career, Community, Marriage/Family/Child, and School Counseling. The M.S. program requires 19 units of core courses for all specializations. In addition, all specializations require a minimum of 38-41 units of which 8-9 units involve field work. The culminating requirement of 0-6 units may be satisfied by a master's thesis, a master's project, or an oral/written comprehensive examination. A total of 60 units is required for the M.S. degree in Counselor Education.

The Department also offers credential programs in Pupil Personnel Services: School Counseling, and School Counseling Internship. Students admitted to the Pupil Personnel Services School Counseling Credential Program are required to take the same coursework as students in the School Counseling M.S. degree program with the exception of the culminating requirement. Students admitted to the Pupil Personnel Services School Counseling Internship Credential Program are referred to the Counselor Education Department for coursework information.

Head count statistics from Institutional Studies for Fall 1995 reported in the Department's Self-Study indicated that the Marriage/Family/Child Counseling (MFCC) specialization has the largest student enrollment of 159 of the total 272 students or almost 59%, followed by School Counseling at almost 18%, Career Counseling at 13%, and Community Counseling at about 10%.

Since 1990, the Department's annual average full-time equivalent students (FTES) has been relatively steady. For 1995-96, there were 201 FTES.

Including the Department Chair, there are eight full-time tenure-track/tenured faculty. The Department has hired two full-time, temporary faculty members who also serve as area coordinators in the program. The Department FTEF for 1995-96 is 15.6.

### Strengths:

Its integration of multicultural and diversity issues throughout its curriculum.

Its cooperative partnerships, e.g., Alliance for Excellence Counseling Project with the San Juan Unified School District and with the University of Washington.

Real world experiences provided through the Community Counseling Center and field studies.

Enthusiasm and dedication of students to the counseling profession and their clients.

Commitment of its faculty to the counseling profession.

Its program which promotes personal growth of students.

Its comprehensive Faculty/Student Advising Handbook.

## Weaknesses:

Frustration among the faculty who feel that they have no input in the process of hiring faculty.

Absence of a governance structure through which faculty feel that their concerns can be addressed.

Lack of coordination and standardization among multiple sections of the same course resulting in different textbooks, emphases, and course content.

## II. STATISTICAL MATERIALS

### II-A: Types of Programs Offered

The Department of Counselor Education offers the following:

1. Master of Science in Counselor Education in one of four areas of specialization:
  - Career Counseling
  - Community Counseling
  - Marriage/Family/Child Counseling
  - School Counseling
2. The Department also offers the following credential programs:
  - Pupil Personnel Services School Counseling Credential
  - Pupil Personnel Services School Counseling Internship Credential

### II-B: Statistical Profiles

#### Full-Time Equivalent Students (FTES)

According to the University Planning Profiles in the Department's Self-Study (SS, p. 23), the annual average FTES between 1990 and 1995 ranged from a low of 192.6 to 214.3. The 1995-96 FTES was 200.8 with 22.7 upper division FTES and 178.2 graduate FTES. While upper division FTES has steadily decreased from a high of 35.8 to its current level of 22.7, graduate FTES has not changed significantly. Overall FTES has decreased slightly over the past six years.

#### Full-Time Equivalent Faculty (FTEF)

According to the University Planning Profiles in the Department's Self-Study Report (SS, p. 23), FTEFs from 1990-91 to 1995-96 were 15.3, 13.9, 14.0, 13.3, 14.3, and 15.6. FTEF for 1995-96 was the highest of the last six years.

#### Student-Faculty Ratios (SFR)

Since FTES has not changed in the past several years, increased FTEF has resulted in a decrease of SFR from a high of 15.2 in 1991-92 to a the current low of 12.9 for 1995-96 (SS, p. 23).



*Recommendation:* the Department and the School investigate ways to increase funding for operating expenses and for faculty travel.

### III-J: Recommendations

The Review Team recommends that the Master's program in Counselor Education be approved for six years or until their next program review.

#### Summary of Recommendations to the School:

It is recommended that

1. the School and the Department as a group assess the administrative structure of a Program Development Coordinator to determine its effectiveness in program planning and development.
2. the School encourage and support scholarly and creative activities of faculty by through increased travel funds for not only presentations but also attendance at conferences or symposia.
3. the Department and School address the needs of the faculty for up-to-date computers in the Counseling Center and for network connection to the campus backbone.
4. the Department present the facility and equipment requirements for their instructional program to the School; the School investigate ways to support these needs.
5. the School give high priority to the Department of Counselor Education for the upgrade of computer equipment for all full-time faculty.
6. the Department and School examine the computer support services and rectify problems with unreturned calls and slow service.
7. the Department and the School investigate ways to increase funding for operating expenses and for faculty travel.

#### Summary of Recommendations to the Department:

It is recommended that

1. the School and the Department as a group assess the administrative structure of a Program Development Coordinator to determine its effectiveness in program planning and development.
2. the Department, in consultation with all tenure-track faculty, develop a set of criteria for the hiring and evaluation of part-time faculty.

3. the Department faculty develop a governance structure whereby all full-time faculty are active participants in the discussion of Department issues and policy development, and in decision making.
4. the Department expand upon its assessment plan to include periodic faculty evaluation of courses for currency of course content and appropriateness of course materials, assignments, and pedagogy.
5. the Department review its core and program specializations to consider a stronger integration of theory and practice in the curriculum.
6. the Department consider the following:
  - a) including EDC 232 (Family Violence) in all specializations.
  - b) requiring EDC 230 (Law and Ethics) for Career and Community specializations.
  - c) combining or reorganizing EDC 264 and 266 into one course in the Career specialization.
  - d) examining EDC 274 (Advanced Seminar: Counseling Children and Youth) and EDC 276 (Consultation and Supervision in Counseling) for duplicate course content.
  - e) reducing units in EDC 220 (Spiritual Dimensions) and EDC 222 (Clinical Stress Reduction) from 3 to 1 unit.
  - f) increasing the time and the number of clients that MFCC students counsel in the Community Counseling Center.
  - g) permitting students outside of MFCC specialization to take EDC 231 (Pathology and Diagnosis) and EDC 235 (Advanced Seminar in Marriage and Family Counseling).
  - h) permitting career specialization students to take courses in vocational rehabilitation and special education.
7. with regard to the Community Counseling Center,
  - a) the full-time faculty of the Department agree on a standard of practice and all forms should conform to this standard.
  - b) all part-time faculty supervising in the Center conform to this standard of practice if they are to be hired.
  - c) the Department, with legal consultation, examine the issue of students in the Career and Community specializations practicing in the Center under the standard determined by faculty for MFCC students.

- d) the Coordinator for the Counseling Center have the authority to require that all part-time faculty supervising practica at the Center abide by the standard of practice established.
  - e) the number of supervisors who are part-time faculty be reduced with a corresponding increase in full-time faculty who serve as supervisors.
8. the Department seriously consider being re-accredited by CACREP.
  9. the Department full-time faculty meet in small groups to develop standard course syllabi (course descriptions, goals, objectives, and content) for all courses that they mutually teach. Textbooks and other materials should be examined for currency and appropriateness.
  10. all full-time faculty teaching courses agree to follow the standard course syllabi.
  11. the Department mandate that part-time faculty a) meet with full-time faculty teaching the same courses to discuss the approved syllabi, and b) agree to follow the approved syllabi.
  12. the Department consider incorporating peer evaluation as a component of evaluating teaching effectiveness for all faculty, full-time and part-time.
  13. the Department ensure that all courses be evaluated on a regular basis using the standard course evaluation form.
  14. the Department examine its grading policies and monitor grade distributions for grade inflation.
  15. the Department faculty make an effort to be academically current in their fields and to demonstrate their currency through scholarly activities, such as, presenting papers at conferences and publishing in journals.
  16. the Department make efforts to insure that all faculty fulfill their professional responsibilities, particularly in the area of teaching and office hours.
  17. the Department and School address the needs of the faculty for up-to-date computers in the Counseling Center and for network connection to the campus backbone.
  18. the Department present the facility and equipment requirements for their instructional program to the School; the School investigate ways to support these needs.
  19. the Department and School examine the computer support services and rectify problems with unreturned calls and slow service.
  20. the Department and the School investigate ways to increase funding for operating expenses and for faculty travel.

## SUBSTITUTE MOTION FOR FS 97-22

FS 97-22/APC,EX. COURSE REPEAT/GRADE REPLACEMENT POLICY

Any course taken at CSUS, ~~in which the student earned a grade of C+, C, C-, D+, D, D-, F, NC, U, or I~~ may be repeated one time at CSUS without departmental approval. The number of additional times a student is allowed to repeat the same course may be limited by some academic departments. **[Academic Departments with limits on course repeats will clearly publicize their specific repeat policy.]** If a student exceeds the repeat limit established by a department, the department may administratively drop the student from the course, and/or disallow the course if it is presented in fulfillment of graduation requirements. Students intending to repeat a course more than one time should discuss this with their academic advisor and the Chair of the department offering the course to determine whether specific departmental repeat limits exist and if there are provisions for exceptions

~~related on the student's transcript~~  
In the case of a first repeat, only the grade earned in the second attempt (even if it is lower) will be used in the CSUS calculation of grade point average. However, it should be noted that the grade earned in the first attempt remains on the student's transcript and may be used in grade point calculations by other institutions (e.g., medical schools and law schools).

Grades earned in repeats after the second attempt (first repeat) will be averaged with the second and subsequent attempts in grade point calculations, even if the student was granted departmental permission to enroll in the course a third or subsequent time.

If the original course attempt and first repeat were both courses taken at CSUS, students should file a "Repeat Grade Replacement Petition" with the Office of Admissions and Records in order to initiate a unit and grade point adjustment. In this case, departmental approval is not required. If a "Repeat Grade Replacement Petition" is not submitted by the student, the unit and grade point adjustment will not be made until the student's graduation evaluation is completed.

However, under the following conditions, students must file a **"Repeat Grade Replacement Petition," approved by the Chair of the department offering the course, with the Office of Admissions and Records** to initiate unit and grade replacement **if**:

- 1) the repeated or original course is taken at another accredited institution, **or**
- 2) the repeated course differs in number or title from the original course.

**Under these conditions**, students **must** ~~are strongly urged to~~ obtain petition approval prior to enrollment in the repeated course since it is possible that the courses may not be considered equivalent.

The repeat grade replacement policy of a transfer institution, if it can be determined, **will be** applied to a student's record at the time of transfer to CSUS. If it cannot be determined, CSUS policy will apply.

**Note to Graduate Students:** Grades earned in courses repeated as a postbaccalaureate student may not be used to replace grades earned in a course as an undergraduate student. In addition, grades earned at another institution will not be counted in the postbaccalaureate GPA.

A Note From Jim Highsmith (Chair, CSU Academic Senate)

Long Beach, CA 90802-4275

Email: jamesh@calstate.edu

562/985-2613 Fax: 562/985-2618

11/17/97 3:34 PM

Colleagues, It may help to know that the Statewide Academic Senate requested that there be a delay in signing any "CETI" agreement, however sketchy or detailed, until the January Board of Trustees meeting (Jan 27, 1998). In the meantime, we requested that information necessary for campuses to evaluate the "agreement" be made available as soon as practicable. See below.....

RESOLVED: That the Academic Senate of the California State University urge the Chancellor to respond to the resolutions and requests from campus academic senates and other faculty groups for further clarification of the CSU Technology Infrastructure Initiative before agreements are signed, and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor that no agreements be signed before the January Board of Trustees meeting in order to give adequate time to develop and disseminate supporting information regarding the agreement(s) to campuses and to receive campus comment on that information.

RATIONALE: Inadequate information has been provided to campuses regarding the ongoing development of the technology initiative known as CETI. Evaluation and consultation is impossible without appropriate information being provided to the campuses in a timely manner.

This allows for one more Academic Senate plenary meeting before any commitments are made. (Please understand that some of the information to be disseminated is work in progress being undertaken by CSU workgroups, with faculty representation from the Senate. I hope the information critical to an analysis of the value of an agreement to the CSU is completed in the next 3-4 weeks.)

The Chancellor and Board leadership agreed to the revised January 27 signing date rather than mid-December. The delay will only be useful to campuses if they have information (proposals) to evaluate and comment upon by the first half of December. If the information is available, this should give adequate time for analysis.

Board Chair Fallgatter requested (on Nov. 11-12) that detailed status information be emailed to all faculty. We are told substantive updates should begin this Wednesday Nov. 19. The Senate requested that information on progress be made widely available at least weekly if not semiweekly. We will use email to distribute what we can and the ITS web page will carry the updates as well.

It is not likely that final agreements will be completed by January. I can hope that a framework for further work (advantageous to all) can be agreed to by then. This framework could exclude some issues altogether and limit others to being determined in the future in manner consistent with our academic mission, university control, and academic freedom. We have heard General Manager Maynard Robinson describe the project as one focused on utilities and commodities for the near term. We must also assure that educational content remains firmly under the control of the CSU and its faculty. I am optimistic that we can gain more clarity in the next few days about how that will happen.

Best, Jim Highsmith

FS 97-31/FR C-E-T-I (CETI)

*Carried*

DRAFT CSUS FACULTY SENATE RESOLUTION ON THE PROPOSED CETI  
AGREEMENT

WHEREAS, The nature and scope of the proposed CETI public/private partnership is unprecedented in the history of the CSU and of higher education in California in general; and

WHEREAS, The proposed CETI public/private partnership <sup>would</sup> is likely to <sup>agreed</sup> have a profound impact on many aspects of the way in which the CSU provides higher education to the people of California; and

WHEREAS: The <sup>be</sup> most recent drafts of the proposed CETI agreement have yet to <sup>be</sup> widely circulated on the individual CSU campuses for review and comment by the various campus constituencies; and

WHEREAS: The present timetable for signing the agreement allows insufficient time for the careful review of the CETI proposal by CSUS faculty, students, and staff; therefore, be it

RESOLVED: That the Faculty Senate of California State University, Sacramento urge the Chancellor, Chancellor-elect, and CSU Board of Trustees to circulate full drafts of the current CETI proposal and all relevant supporting materials to individual CSU campuses for collegial comment as soon as possible; and be it further

RESOLVED: That the Faculty Senate of California State University, Sacramento urge the Chancellor, Chancellor-elect, and CSU Board of Trustees <sup>refrain from</sup> to ~~delay signing~~ any CETI partnership agreement <sup>unless</sup> until the following specific issues are <sup>addressed</sup> resolved:

1. The need to include in any CETI agreement mechanisms for protecting intellectual property rights, academic freedom, and faculty control of curriculum;
2. The need to identify implications any CETI agreement will have for labor contracts (MOU's) currently negotiated between the CFA and CSU through collective bargaining;
3. The need to establish mechanisms by which CSU faculty will have meaningful input in on-going CETI governance and management;
4. The need to develop a strategy to prevent the use of CETI revenues as a justification for future reductions in public support for the CSU.
5. *There is an assessment of whether individual senates are in support of or opposed to entering into the CETI partnership in its*

*Barrera, Scott*  
*Carrollman,*

FS 97-32/Flr.

RESOLUTION  
FOR DEAN ROBERT V. ARELLANES

Whereas, Dean Robert V. Arellanes has served California State University, Sacramento with unselfish distinction and loyalty for twenty-seven years as a Professor of Economics, Dean of General Education, and Dean of Regional and Continuing Education, and Coordinator of the University Ethnic Studies Center, and

Whereas, through his commitment and leadership he was instrumental in the <sup>development</sup> establishment of the California State University, Sacramento, Ethnic Studies Program and its development into one of the premier programs in the country, and

Whereas through his persistence and determination <sup>Dean Arellanes substantially involved in</sup> he was primarily responsible for the early recruitment and hiring of a culturally and ethnic <sup>ally</sup> diverse faculty at California State University, Sacramento, as well as the development of one of the most numerous and distinguished Chicano <sup>ies</sup> faculty in the country, and

Whereas, through his advocacy for the Chicano/Latino community, his association with the Hispanic Chamber of Commerce as a member of its Board of Directors, his serving as the Vice President of the Washington D.C. Branch of the American G.I. Forum, his membership on the Board of Directors of the Sacramento Valley Returned Peace Corps Volunteers Association, and his participation in many other worthy community causes, he has touched the lives of countless individuals, and

Whereas, through his leadership, dedication and commitment he has served the CSUS community as a staunch advocate for continuing education. He has been an active member of the National University Continuing Education Association, served as Chair of the Division of International Education, and worked with continuing education officials to convene the formation of the Mexican Continuing Education Association, and

Whereas, he has been an inspiration and an example to his many friends and colleagues by his willingness to speak out on issues of personal interest and <sup>concern</sup> career, and

Whereas Dean Robert V. Arellanes has announced that he will retire from ~~the~~ California State University after his long and distinguished service at the end of the fall semester of 1997,

Therefore, Be It Resolved, that the CSUS Faculty Senate commends <sup>/</sup> Dean Robert V. Arellanes for his long and exemplary service at California State University, Sacramento; for his unwavering commitment to the advancement of pluralism and educational equity at CSU, Sacramento, and for his outstanding service in the greater Sacramento Community.

FS 97-32A -