

**2012-2013 FACULTY SENATE  
California State University, Sacramento**

**Thursday, May 23, 2013  
Foothill Suite, Union  
3:00 – 5:00 pm  
(Updated 5/23/13)**

**MOMENT OF SILENCE**

**LISA TAVANO-HALL**  
Faculty  
Department of Psychology

**OPEN FORUM**

*Consistent with FS 08-43/EX (October 2008) the open forum is a time when any member of the campus community can address the Senate on any issue not included in the Senate agenda for that meeting. Persons wishing to utilize the open forum are encouraged to notify the senate chair of such intent at least 24 hours prior to the senate meeting, indicating the topic to be addressed. Presentations at the open forum shall be limited to no more than 3 minutes. Issues raised during the open forum may be placed on the agenda as first reading items at the time the agenda is approved.*

**INFORMATION**

- CSU Academic Senate Representative (Statewide Senator) Vacancy
- 2012-2013 Faculty Senate Survey

**APPROVAL OF THE AGENDA**

**CONSENT ACTON**

**FS 12/13-163/EX**

**COMMITTEE APPOINTMENTS – SENATE**

The Faculty Senate recommends appointment of the following faculty members to the committees listed below:

Academic Policies Committee (APC) – Term 2013-2016  
Stephen Blumberg, Music

Curriculum Policies Committee (CPC) – Term 2013-2016  
Chloe Burke, History

Committee on Diversity and Equity (CODE) – Term 2013-2016  
Phillip Akutsu, Psychology

Faculty Endowment for Student Scholarship Committee – Term 2013-2016  
Tracy Hamilton, Mathematics and Statistics

General Education/Graduation Requirements Policies Committee (GE/GRPC) – Term 2013-2016  
Ravin Pan, Learning Skills Center

**FS 12/13-164/EX      COMMITTEE APPOINTMENT – UNIVERSITY**

The Faculty Senate recommends appointment of the following faculty member to the committee listed below:

Academic Council on International Programs (ACIP) – Term 2013-2016  
Kazue Masuyama, Foreign Language

**REGULAR AGENDA**

**FS 12/13-156/FL      MINUTES – [MAY 16, 2013](#)**

## SECOND READING (OLD BUSINESS)

**FS 12/13-142/CPC/EX**  
**147/CPC/EX**

**CREDIT HOUR POLICY, AMENDMENT OF (FS 11/12-**

The Faculty Senate recommends the following revisions to the Credit Hour Definition (FS 11/12-147/CPC/EX located at

<http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/Credit%20Hour%20Policy.html> :

- 1) Add credit hour definition table to further define expectations for students related to specific course types as requested by the Faculty Senate in Spring 2012.
- 2) Add procedures for monitoring the credit hour definition as required by WASC.

**Background Information:** [FS 12/13-142a](#)

**Proposed Amendment:** [FS 12/13-142b](#)

**Proposed Policy: (additions bolded and underlined; deletions are struck through):**

A credit hour unit (a 50-minute period) is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is not less than and does not significantly exceed:

1. 50 minutes of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in (1) of this definition for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. The type and amount of activities may vary among individual programs. See credit hour definition table below for clarification.
3. In courses, such as those offered online, in which “seat time” does not apply, a credit hour shall be measured by an equivalent amount of work by the students as defined by the eLearning policy PM95-01 at <http://www.csus.edu/umannual/AcadAff/FSD00010.htm>. [If the revised eLearning policy is assigned a new number and web address, the new information will be reflected here.]

[Entire table that follows is an addition to the current interim policy]

Credit Hour Definition Table for Undergraduate Courses

| Course Type   | Typical Number of Student Hours <i>in Class</i> Weekly per Unit   | Typical Number of Student Preparation/Activity Hours <i>Out of Class</i> Weekly per Unit | Minimum <i>Total</i> Hours per Unit | Number of Semester Credit Hours Earned across 15 Weeks  |
|---|---|--|-------------------------------------|---|
| <i>Lecture, seminar, discussion, recitation</i>   | 1 hour  | 2 hours  | 3 hours weekly                      | 1 unit  |
| <i>Activity supervised as a group</i> (laboratory, field trips, practicum, workshop, group studio, physical education)  | 2-3 hours   | 0-1 hour   | 3 hours weekly                      | 1 unit  |
| <i>Independent study, individual studio, tutorial, culminating experience</i> : study given initial guidance, criticism, review and final evaluation of student performance by a faculty member | 0-1 hour: time spent in initial guidance, criticism, review and final evaluation of student performance | 2-3 hours  | 45 hours per semester               | 1 unit  |
| <i>Practice</i> (supervised clinical rounds, visual or performing art studio, fieldwork)  | 0 – 1 hour  | 2-3 hours in supervised and/or independent practice                                      | 3 hours weekly                      | 1 unit  |
| <i>Practicum/Internship</i>   | N/A   | variable   | 45 hours per semester               | 1 unit  |
| <i>Credit by Examination</i> : student showing mastery through credit-by-examination  | N/A   | N/A  | N/A                                 | Units assigned at the discretion of the University  |
| <i>Sessions</i> (e.g. summer sessions, intersessions, special sessions, shortened sessions, term sessions)  | Variable but proportional to hours spent for the same activity during a regular term                    | Variable but proportional to hours spent for the same activity during a regular term     | 45 hours                            | Units assigned proportionately to those earned for the same activity during a regular term; units assigned at the discretion of the University with no more than one credit per week of full-time study |

## Monitoring of the Credit Hour Definition

~~Initial review of compliance with the interim credit hour definition will be part of the regular course review done by the Curriculum Subcommittee to confirm via departmental self-report in course or program proposals that workload is appropriate for the credit hours.~~

~~During this interim policy the CPC will work with OIR to survey students and instructors in a sampling of courses across colleges to investigate credit hour workloads in order to gather initial data to inform our discussion of a policy for monitoring credit hour.~~

In order to address the WASC requirement to monitor the implementation of Sacramento State's credit hour definition for courses in the course approval process, course proposals should clearly indicate the course type using the Credit Hour Definition Table for Undergraduate Courses as a guideline. It is not the intent of the Credit Hour Definition Table for Undergraduate Courses to describe all individual courses across the University, but rather to describe typical practices within course types. Programs having courses whose expectations lie significantly outside of those delineated in the Credit Hour Definition Table for Undergraduate Courses shall provide a justification within the course proposal.

For existing courses, each department will review their current courses and determine if each course adheres to the guidelines delineated in the Credit Hour Definition Table for Undergraduate Courses. Any courses that have expectations that lie significantly outside of those delineated in the Credit Hour Definition Table for Undergraduate Courses shall provide a justification for the deviations. Departmental course credit hour review will be requested every five years by the Office of Academic Affairs.

The Faculty Senate recommends the establishment of the following definition of the credit hour for post-baccalaureate courses.

**Credit Hour Definition for Post-Baccalaureate Courses**

- **General Policies** Credit hours for post-baccalaureate courses are based, in general, on contact hours plus independent work. For example, each credit hour in lecture or discussion courses consists of one contact hour accompanied by 2 to 3 hours of time spent in independent work (readings, papers, or other out of class assignments). In this policy, the term *contact hour* refers to time spent in required instructional contact with the course instructor.
- Since “seat time” is the federal standard for measurement with regard to the credit hour, in courses such as those offered online to which this standard may not apply, a credit hour shall be measured by an equivalent amount of work by students as defined by the appropriate University policies.
- Guidelines for common course types are provided below. For courses that do not fall into one of the categories listed below, the course description must explain the conditions for credit which must reasonably approximate the standard for lecture and discussion courses. For instance, conditions for credit may be addressed by number of contact hours per week and/or expected time spent in independent work.
- Courses may be offered for variable credit hours (either for a range of credits in a single term, or for a different number of credits from one term to another).

**II. Guidelines for Common Course Types**

**A. Lecture or Discussion**

One weekly contact hour per credit.

**B. Seminar**

For each seminar, the average number of weekly contact hours may range from 2/3 of an hour to 2 hours per credit

- (1) There may be *fewer* contact hours per week for seminars which have higher expectations for outside independent work.
- (2) There may be *more* contact hours per week for seminars which have lower expectations for outside independent work.

**C. Laboratory**

One to four weekly contact hours per credit.

- (1) There may be *fewer* contact hours per week for laboratories which have higher expectations for outside independent work.
- (2) There may be *more* contact hours per week for laboratories which have lower expectations for outside independent work.

**D. Independent Study (including Culminating Experience)**

Contact between instructor and student is required, but variable and not necessarily on a weekly basis.

### **E. Experiential (e.g. Internship/Practicum/Field Experience)**

Contact between instructor and student is required, but variable and not necessarily on a weekly basis.

- (1) *Fewer* contact hours will be necessary for an experiential course in which a considerable amount of the student's time is devoted to reading, research, and other academic activities to which the field experience is supplemental. *More* contact hours will be necessary if the academic component involves a less significant proportion of the student's time.
- (2) *Fewer* contact hours in the setting will be necessary for an experiential course in which the student receives a significant amount of supervision and instruction from a regular member of the faculty. *More* contact hours in the setting will be necessary if the student receives less direct supervision, or less time devoted to instruction, from the faculty.

### **F. Short Courses**

The following guidelines will be used to determine the appropriate credit for post-baccalaureate courses of shorter duration than the regular full- or half-term offerings.

- (1) In short courses, the total number of contact hours and independent work expected will be equivalent to a multiple of 15 times the weekly amount given in each category above. For example, a lecture or discussion course should have 15 contact hours per credit hour since these courses would normally have one contact hour per credit hour per week.
- (2) All short courses shall consist of at least three separate meetings for each credit hour and shall extend over a duration of at least five days.

### **III. Implementation of the Credit Hour Definition**

In order to address the WASC requirement to monitor the implementation of Sacramento State's credit hour definition, for courses in the course approval process, course proposals should clearly indicate the course type. It is not the intent of the Credit Hour Definitions given in this document to describe all individual courses across the University, but rather to describe typical practices within course types. Programs proposing courses whose expectations lie significantly outside of those delineated in the Definitions above shall provide a justification within the course proposal.

For existing courses, each department will review their current courses and determine if each course adheres to the guidelines delineated in the Credit Hour Definitions for Post-Baccalaureate Courses. Existing courses that have expectations that lie significantly outside of those delineated in the Credit Hour Definitions for Post-Baccalaureate Courses shall provide a justification for the deviations. Departmental course credit hour review will be requested every five years by the Office of Academic Affairs.

#### **Background Information: [12/13-FS-142a](#)**

*(The background information for this item is the same as the background for FS 12/13-142 – Credit Hour Policy Amendment)*

The Faculty Senate recommends amending the Undergraduate Academic Advising policy, UPM ACA-0100 to reflect the changes suggested by the definition of “pre-major” and “expressed interest” that will occur within three semesters of the passage of this bill.

(Undergraduate Academic Advising Policy: <http://www.csus.edu/umanual/acad/UMA00050.htm>)

1. The policy will amend the Academic Advising Policy, Responsibilities for students (Item A, bullet 4 and Item F)
2. The policy will amend the Academic Advising Policy, Responsibilities for Academic Advising Center (Item A)
3. The policy will amend the Academic Advising Policy, Responsibilities for Academic Programs (Item A, 2<sup>nd</sup> bullet, 2<sup>nd</sup> bullet under that)

*Rationale:* (For the entirety of the information given below, the terms “expressed interest” and “pre-major” will be used to more clearly articulate the points. It should be noted that simply the difficulty with explaining the position using the present terminology denotes the importance of this suggested policy.)

*In defining “pre-majors” and “expressed interests” it became clear that one of the prominent issues with dealing with these two groups of students was who was suppose to be advising them, and more important, who was advising them. This policy reflects the intention of the definition on “pre-majors” and “expressed interests.”*

**Background Information:** [FS 12/13-126a](#)

**Proposed Amendment:** [FS 12/13-126b](#)

### III. RESPONSIBILITIES OF STUDENTS

- A. The responsibility for academic success rests with the student and includes but is not limited to the following:
  1. Reading the catalog in order to be aware of University, College, and department/area academic policies, regulations, and deadlines.
  2. Complying with University, College, and department/area academic policies, regulations, and deadlines.
  3. Meeting regularly with an advisor in their academic department/area and with a General Education advisor.
  4. Declaring a major officially before 60 units or, in the case of Junior and Senior transfer students, by the end of their first semester. **Note: An Expressed Interest designation does not fulfill the requirement for declaring a major.**
  5. Understanding academic performance standards for the University and their major.
  6. Understanding requirements to maintain good standing and the consequences for failure to do so.
  7. Retaining copies of advising materials and bringing relevant materials to their advising sessions.
- B. All students on academic probation are required to meet with an academic advisor in their major program or, in the case of undeclared students, with an advisor in the Academic Advising Center to develop a plan to return to academic good standing.



- C. Entering freshmen are required to meet with an advisor during orientation to plan and enroll in appropriate courses for their first semester.
- D. Freshmen must meet with an advisor during their first and second semester to plan and enroll in appropriate courses for following semester.
- E. After their freshmen year, all students must meet with an advisor at least once a year.
- F. All students must comply with the advising policies of their major program or, in the case of undeclared **and Expressed Interest** students, of the Academic Advising Center, **unless otherwise stated by the department in which the student has an Expressed Interest.**

## V. RESPONSIBILITIES OF THE ACADEMIC ADVISING CENTER

- A. The responsibilities of the Academic Advising Center include, but are not limited to the following:
  1. Establishing advising goals which will guide the Center's advising efforts.
  2. Developing an academic advising plan which specifies and informs students of their responsibilities as well as the University resources available for their use. The plan should include, but not be limited to the following:
    - a. Required advising meetings with program advisors.
    - b. Additional requirements for special student populations such as probationary students or pre-professional students (Note: Advising is mandatory for students on probation. Departments/areas are required to provide advising to these students by the end of the second week of their first semester on probationary status).
    - c. Consequences of failure to comply with mandatory advising requirements (e.g., setting advising holds for students who have not met with advisors).
    - d. Provisions that are in place for advising evening students-and students studying at off-campus sites, if applicable.
  - 3.** Providing academic advising on General Education and the University's graduation requirements for all students.
  - 4.** Providing advising for all undeclared students on probation.
  - 5.** Coordinating orientation and general advising with academic departments/areas and specialized student support programs.
  - 6.** Developing and managing the University's academic-based orientation program (including mandatory freshman orientation) for new students and parents, including academic program advising.
  - 7.** Providing advising each fall and spring for all first-time freshmen not being advised by academic departments/areas. The current three-phase academic and career-advising model is designed to complement and enhance existing advising in academic departments/areas, not to replace it.
  - 8.** **Establishing processes that enforce timely declaration of major for undeclared and expressed interest students.**
- B. The Academic Advising Center shall periodically assess the effectiveness of its academic advising plan, as it relates to its advising goals, and make improvements as needed

## VI. RESPONSIBILITIES OF ACADEMIC PROGRAMS

- A. All programs are responsible for the following:
1. Establishing advising goals which will guide the program's advising efforts.
  2. Developing an academic advising plan which, at a minimum, informs students of the following:
    - a. Required advising meetings with program advisors at least once a year.
    - b. Additional requirements for special student populations such as probationary students, **pre-major students**, pre-professional students, or graduate students (Note: Advising is mandatory for students on probation. Departments/areas are required to provide advising to these students by the end of the second week of their first semester on probationary status).
    - c. Consequences of failure to comply with mandatory advising requirements (e.g., setting advising holds for students who have not met with advisors).
    - d. Provisions that are in place for advising evening students, graduate students, and students studying at off-campus sites, if applicable.
  3. Devising a means of implementing and coordinating the program's advising policy and procedures, including, but not limited to:
  4. Identifying faculty and staff who will be responsible for advising students in their major/program.
  5. Organizing training activities for program advisors.
  6. Providing advisors with advising materials.
  7. Keeping advisors apprised of changes in requirements and availability of campus resources.
    - a. Setting and removing advising holds for students who have not met with advisors, in programs with such a policy.
  8. Recognizing and rewarding advising as part of faculty and staff workload.
- B. Each academic program shall periodically assess the effectiveness of their academic advising plan, as it relates to its advising goals, and make improvements, as needed. In those cases where College advising programs are in place, the College shall periodically assess the effectiveness their academic advising plan and make improvements, as it relates to the its advising goals, and make improvements, as needed.
- C. Understanding that students may seek advice in the Academic Advising Center; all programs should coordinate their advising policies and procedures with the Academic Advising Center, including updates to their advising requirements and/or list of advisors, as well as communicating any requirements for the courses selected by students.

The Faculty Senate recommends the amendments to the Timely Declaration of Major Policy:

*Summary of proposed changes:*

- 1) *Modify the policy to reflect the recently defined terms: Pre-Major and Expressed Interest;*
- 2) *Draw a distinction between the two categories during the implementation of the policy*

**Background Information:** [FS 12/13-127a](#)

**Proposed Amendment:** [FS 12/13-127b](#)

**I.** Undeclared freshmen, **including those with an Expressed Interest**, and lower division transfer students are required to submit a declaration of major form by the time they have completed 60 units; failure to do so will result in a hold on subsequent registration.

**II.** Undeclared junior-level transfer students, **including those with an Expressed Interest**, are required to submit a declaration of major form prior to registration for their second semester; failure to do so will result in a registration hold.

**III.** Implementation of the policy:

**A.** The 60 units of coursework identified above shall include only those courses that carry unit credit toward the degree. (This excludes, therefore, remedial courses and courses taken at non-accredited institutions.)

**B.** The Academic Advising Center shall have responsibility for placing and removing the registration holds specified above.

**C.** It is recognized that this requirement is for an initial declaration of major only; students still have the option of changing their major after completion of 60 units.

**D.** **Declaration of an Expressed Interest does not constitute declaration of a major. If, under the time and unit requirements listed in this policy, an Expressed Interest student has not been accepted into the identified Expressed Interest major program, the student must visit the Academic Advising Center to formulate an alternative major plan.**

~~For students declaring a major that classifies its entering students as pre-majors, submitting the declaration of major form will result in their being appropriately classified as pre-majors and satisfy this requirement.~~

**E.** **If, under the time and unit requirements listed in this policy, a Pre-Major student has not yet met the requirements for entering the major, the Pre-Major may retain the Pre-Major status with the recommendation of the Major Department each semester.**

**F.** It is generally beneficial to seek academic advising early in your career, especially with respect to disciplines that have pre-majors or other pre-requisites.

**G.** Earlier declaration of a major or a pre-major is encouraged. Declaring a pre-major does not guarantee acceptance into the major program.

**NEXT SENATE MEETING:**

2013-2014 Faculty Senate Retreat

August 28, 2013, 8:30 am to 1:00 pm, Location: TBA