



**GRADUATE STUDIES POLICIES COMMITTEE  
MINUTES OF THE MEETING OF FEBRUARY 19, 2019**

*Approved: March 5, 2019*

**CALL TO ORDER:**

The Chair called the meeting to order at 9:02.

**ROLL CALL:**

Roll was taken.

Voting Members: Data Barata, Anne Bradley, Bryan Coleman-Salgado, Jean Gonsier-Gerdin, Julian Heather, Katherine Kelly, Jay Lee, Anne Lindsay, Albert Lozano, David Shimabukuro (absent), Rob Wassmer

Non-Voting/Ex-Officio Members: Chevelle Newsome, Jackie Nguyen, Antonia Peigahi (absent), Derek Garvin

**GUESTS:** CCE: Jenni Murphy (Dean), Jill Matsueda

**APPROVAL OF THE AGENDA:** Approved.

**APPROVAL OF THE MINUTES OF FEBRUARY 5, 2019:** Approved.

**COMMITTEE BUSINESS:**

**Reports:**

1. From the Chair:

- a. The Academic Calendar policy will receive its first reading
- b. An Executive Committee member had raised concerns about whether policies regarding student athletes covered graduate student athletes, noting also that all the information in the Student Athlete Handbook referred to undergraduate requirements.
- c. President Nelsen will attend the March 5, 2019 GSPC meeting. Members decided to hold an email discussion beforehand to identify possible questions/topics to be addressed.
- d. Jim Dragna and Joel Schwartz will attend the April 16, 2019 GSPC meeting to continue the discussions initiated at the December 4, 2018 meeting.
- e. Anyone who is interested in chairing GSPC in AY19-20 should contact Chair Heather.

2. From the Graduate Dean:

- a. Graduate Coordinators and faculty who work with graduate students should complete the FERPA training that was recently announced.
- b. Programs should contact Todd Migliaccio if they are organizing events for the Graduate and Professional Celebration Week (April 2-5, 2019).
- c. The campus has started admitting students for Fall 2019.



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3. FPC/GSPC Workgroup:  
Steps are being taken to arrange the workgroup's first meeting.
4. Course Definition Workgroup:  
Nothing to report as the workgroup has yet to meet.

## Action Items:

1. Graduate GVAR  
Members voted to forward recommendations for a revised GVAR policy to the Faculty Senate Executive Committee (see Appendix A), with an implementation date of Fall 2021.

To allow for earlier implementation of revisions to English Language Proficiency requirements, members also voted unanimously to delete these requirements from the GVAR policy; recommend the requirements be placed in a new policy; ask the Curriculum Policies Committee to include the undergraduate requirements; and have the new policy reference existing policy on conditional admissions for students through the English Language Institute (see Appendix B).

## Discussion Items:

1. Graduate Education and CCE:  
Members continued discussing possible next steps following CCE Dean Murphy's presentation at the February 5, 2019 meeting. A consensus emerged that GSPC would recommend that the Executive Committee form a workgroup to develop policy to guide academic programs who want to offer curriculum through self-support; GSPC would also indicate areas that such a policy should address. Chair Heather will work with a sub-group of members (Newsome, Lee , Kelly, and Wassmer) on an initial draft of that recommendation.

**ADJOURNMENT:** The meeting was adjourned at 10:15 a.m.

## Appendix A

### FS 18/19-XX/GSPC/ **Graduation Writing Assessment Requirement (GWAR) for Graduate Students, Amendment of**

The Faculty Senate recommends revision of the Graduation Writing Assessment Requirement (GWAR) for Graduate Students policy, effective Fall 2021.

#### **Graduation Writing Assessment Requirement (GWAR) for Graduate Students**

##### WRITING PROFICIENCY (GRADUATES)

Writing proficiency at the graduate level will be demonstrated by successful completion of the graduate program requirements.

Students' preparedness for graduate level writing ~~may will~~ be demonstrated ~~by meeting one of the standards specified on the WPG Equivalency Standards form. Students who do not meet one or more of these standards must either take the Writing Placement for Graduate Students (WPG) or take through completion of a Graduate Writing Intensive (GWI) course or a writing-enriched curriculum in their discipline within their first two semesters of coursework at California State University, Sacramento. A writing-enriched curriculum includes the same goals and requirements as a GWI course spread over two courses.~~

To advance to candidacy, students must earn a B or above in a GWI course. To advance to candidacy, students in a writing-enriched curriculum must earn a B or above in all courses that are letter-graded. One of the courses in a writing-enriched curriculum may be graded CR/NC, but student performance must be equivalent to a B or above to receive a grade of CR

~~Students whose performance on the WPG indicates that they do not need additional writing preparation may advance to candidacy when appropriate. Students whose WPG performance indicates they need additional preparation may elect either to take a GWI course within their program (if available) or via the College of Continuing Education. In either case, students must earn a B or above in the GWI course in order to advance to candidacy.~~

A GWI course must include four learning goals:

1. Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline;
2. Understand the major formats, genres, and styles of writing used in the discipline;
3. Practice reading and writing within the discipline;
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

A GWI course has the following requirements:

1. The course(s) should immerse graduate students in the discourse of their disciplines: genres, literacies, stylistic conventions, etc. It may be offered within the program or within the college.



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2. The course(s) curriculum must include the four general learning goals listed above; also, it may require readings about disciplinarily-based writing.
3. Students must write a minimum of 5000 words across all assignments.
4. At least one assignment must be a minimum of 5 pages or 1250 words. Exceptions to the word count requirement may be granted for programs that provide evidence that the requirement would be difficult to attain given the norms of disciplinary writing.
5. Writing assignments must be spread out over the entire semester.
6. At least 60% of the course(s) grade will come from instructors' assessment of student writing.
7. Assessment of student writing should focus primarily on critical thinking, synthesis, and organization.
8. The course(s) must consist of a minimum of 3 upper division units or a minimum of 2 graduate level units and must be designed primarily to meet the needs of graduate students.
9. Each section should have no more than 30 students.
10. The course(s) should include a range of assignments in the types of genres typical in the discipline: for example, research paper, reading response, proposal, learning log, critical response, journal entry, annotated bibliography, blog, abstract, case study, cover letter, laboratory report, etc.
11. Formal assignments should include multiple drafts with revision based on feedback from peers and the instructor.

Title 5 requires that applicants for graduate programs who have not completed a baccalaureate degree from a postsecondary educational institution where English is the principal language of instruction to possess a minimum score on the Test of English as a Foreign Language (TOEFL) prior to admission to CSUS as follows: 550 on the paper-based TOEFL; or 213 on the computer-based TOEFL; or 80 on the internet-based TOEFL (iBT). Students may also demonstrate English language proficiency by possessing an International English Language Testing System (IELTS) score of 6.5-7.0.

#### NOTE:

The WPG Equivalency Standards were adapted from standards currently used to allow waivers of the WPE (included below for informational purposes.) It should be noted, however, that the WPG Equivalency Standards serve a different purpose from the WPE Waiver Standards. Currently, a student who meets one of the WPE Waiver Standards has fulfilled the GVAR requirement for graduate students on this campus. A student who meets one of the WPG Equivalency Standards, on the other hand, will not have met the GVAR requirement, which will be met by completion of the culminating experience. Instead, meeting one of the WPG Equivalency Standards means that a student has clearly demonstrated sufficient preparation for graduate-level writing that there is no need for further assessment of their preparedness.



## Appendix B

### **FS 18/19-XX/GSPC/CPC English Language Proficiency for International Students Policy, Establishment of**

The Faculty Senate recommends adoption of English Language Proficiency for International Students policy, effective upon approval by the President.

#### **English Language Proficiency for International Students Policy**

##### **I. International Students Applying to Undergraduate Programs**

##### **II. International Students Applying to Graduate Students**

Title 5 requires that applicants for graduate programs who have not completed a baccalaureate degree from a postsecondary educational institution where English is the principal language of instruction to possess a minimum score on the Test of English as a Foreign Language (TOEFL) prior to admission to CSUS as follows: 550 on the paper-based TOEFL; or 213 on the computer-based TOEFL; or 80 on the internet-based TOEFL (iBT). Students may also demonstrate English language proficiency by possessing an International English Language Testing System (IELTS) score of 6.5 ~~7.0~~.

##### **III. Conditional Admission of International Students Through the English Language Institute**

Conditional admission of international students is governed by the Policy Determining Academic Eligibility and Conditional Admission for International Undergraduate and Graduate Applicants Seeking to Matriculate at California State University, Sacramento through the English Language Institute.