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C A L I F O R N I A    S T A T E    U N I V E R S I T Y  
S A C R A M E N T O

Minutes

Issue #6

November 14, 1991

**ROLL CALL**

Present: Barnes, Barrera, Bauerly, Bourg, Burger, Carlson, Cecil, Cloughley, Cook, De Haas, Decious, Elfenbaum, Farrand, Fitzgerald, Gelus, Goldstene, Goldsworthy, Gonzalez, Gunston-Parks, Holl, Huff, Jakob, Jensen, Kornweibel, Lam, Lo, Lonam, D. Martin, L. Martin, Maxwell, McClure, Meier, Mitchell, Mogull, S. Moore, Mrowka, Navari, Novosel, Ostiguy, Palmer, Pugh, Quade, Schuster, Scott, Seglund, Serrano, Shannon, Tooker, Wade, Weissman, Wheeler, White, Whitesel, Wiggins, Yousif, Zucker

Absent: Colberg, Ernst, Giles, Hernandez, Jacobs, Lee, Merritt, Michael, Miller, J. Moore, Morrow, Nelson, Olson, Pyne

**INFORMATION**

1. A Moment of Silence was observed in memory of:  
NORMAN RECKERS  
Instructional Support Technician  
School of Arts and Sciences  
1970-1991

2. Norman Scarr, Interim Director of Public Safety, was introduced to the assembly.

3. Tentative Schedule--Fall 1991 Academic Senate Meetings,  
Thursdays, 2:30-4:30 p.m., Forest Suite, University Union:

November 21

December 5

December 12

4. Statewide Academic Senator Alan Wade reported on the November 7-8, 1991, meeting of the CSU Academic Senate.

**ACTION ITEMS**AS 91-85/Flr. MINUTES

The Minutes of the meeting of October 10 (<sup>5</sup>#6), 1991, are approved.

Carried.

AS 91-86/Ex. COMMITTEE APPOINTMENTS--SENATEFaculty Professional Development Committee:

LAUREL ZUCKER, Senator, 1992

General Education Committee:

JOSEPH HELLER, A&S, Soc Sci, 1994 (through S'91; repl. A. Gutowsky)

General Education Course Review Committee:

RAUL RODRIGUEZ, Education, ? (through S'91)  
ED SHEA, A&S, Sci & Math, ? (through S'91; repl. S. Corley)

Graduate Policies and Programs Committee:

CYNTHIA GUNSTON-PARKS, Senator, 1993 (repl. S. Navari)

Library Committee:

JAY CRAIN, A&S, 1992 (repl. M. Pietralunga)  
RAGNOR SEGLUND, Senator, 1992 (repl. A. Gutowsky)

Carried unanimously.

\*AS 91-87/Ex. COMMITTEE APPOINTMENTS--UNIVERSITYAlumni Board:

JELINE WARE, Faculty CSUS Alumnus, 1992

Anthony J. Leones Scholarship Committee:

JESSIE MULIRA, At-large, 1994  
HAROLD MURAI, At-large, 1994

ASI Budget Review Board:

ANNE-LOUISE RADIMSKY, At-large, 1992

Campus Educational Equity Committee:

MARJORIE LEE, Education, 1994

Centers and Institutes, Committee to Review--Pacific RimCommercial Exchange Program:

RICHARD SHEK, At-large, 1992

Centers and Institutes, Committee to Review--Women's Resource Center:

EMANUEL GALE, At-large, 1992  
ANN HARRIMAN, At-large, 1992

Committee for the Protection of Human Subjects:

RORY COOPER, Biomedical Engineering, 1992

Committee for Persons with Disabilities:

SHEILA DEANER, Student Affairs Prof, 1994 (repl. E. McDaniel)

Council for University Planning:

LOU CAMERA, Non-instructional Faculty, 1993 (repl. J. Novosel)

Student Disciplinary Hearing Officer:

EDWARD BRADLEY, At-large, 1992  
HUGUETTE BACH, At-large, 1992

Student Economic Support, University Committee for:

A. HARRIMAN, SBA, 1994

Carried unanimously.

\*AS 91-88/FisA, CC, Ex. PROGRAM CHANGES

School of Arts and Sciences

- a. **Art B.A.:** Adds Art 27 and Art 40A to the list of lower-division, two dimensional core course offerings (11/14/91 Senate Agenda Attachment A).
- b. **Economics B.A.:** Deletes MIS 6 from major requirements and minor electives; adds Econ 195 and 198 to courses which cannot be used to meet minor requirements; limits Econ 199 to no more than three units which may be used to meet minor requirements; changes NOTE concerning substitution for three of the 27 upper division units to read: "Computer Science 15, Math 31, 32, 35 or an upper division course in mathematics or statistics selected in consultation with an advisory may be substituted for three of the 27 upper division units in economics"; deletes Econ 1A prerequisite from Econ 100B and adds Math 23, 26A or 30; specifies Econ 1A and 1B prerequisite for Econ 113; deletes Math 22 prerequisite for Econ 142; adds Math 23 prerequisite for Econ 143; add FOR GRADUATING SENIORS ONLY prerequisite for Econ 145; adds Econ 1A and 1B prerequisite for Econ 150. (11/14/91 Senate Agenda Attachment B)
- c. **French B.A.:** Adds French 109 to the upper division requirements, deleting French 112 as an option (changing 111

to incorporate topics previously covered in 112), and adding French 109 as a requirement for the minor. (11/14/91 Senate Agenda Attachment C)

- d. **German B.A.:** Adds German 102 to the upper division requirements and reducing the electives from 4 units to 3. (11/14/91 Senate Agenda Attachment D)
- e. **Philosophy Major and Minor:** Substitutes Phil 60 for Phil 4 in required lower division courses, adds Phil 152 as an alternative to Phil 112 (formerly 102) in the required upper division courses, and adds Phil 60 as an alternative to Phil 4 in the minor. (11/14/91 Senate Agenda Attachment E)
- f. **Psychology B.A.:** Adds Psych 110 and 111 to the list of courses acceptable to meet the Experimental Psychology area requirements. (11/14/91 Senate Agenda Attachment F)

School of Engineering and Computer Science

- g. **Mechanical Engineering Technology:** Switches the sequence in which MET 165 and MET 166 are taken. (11/14/91 Senate Agenda Attachment G)

Carried unanimously.

\*AS 91-89/FISA, GPPC, Ex. PROGRAM CHANGES

School of Arts and Sciences

- a. **Psychology M.A.:** Changes units for thesis or project (PSYCH 500 and PSYCH 502) from 4-6 to 4 and units for elective courses from 15-17 to 17. (11/14/91 Senate Agenda Attachment H)

School of Education

- b. **Counseling M.S.:** Deletes some course laboratory experience and content in EDC 473.0A and changes course from three units to one unit, laboratory time from three hours to two hours, and maximum enrollment from six to eight. (11/14/91 Senate Agenda Attachment I)

Carried unanimously.

\*AS 91-90/Ex. PROGRAM REVIEW PROCESS, ESTABLISH AD HOC COMMITTEE TO REVIEW THE CAMPUS

The Executive Committee, on behalf of the Academic Senate, establishes an ad hoc Committee to Review the Campus Program Review Process. The Committee shall provide a report by

March 1, 1992, on its findings, including recommendations for revision of the campus process or substitution of an alternate process or processes, as deemed appropriate, to the Executive Committee. The report of the ad hoc Committee shall be forwarded to the Curriculum and Graduate Policies and Programs committees for review and comment prior to Senate consideration.

ad hoc Committee Charge:

1. Identify specifically strengths and problems in the current process by various members of the academic community. This can be accomplished by:
  - a. Interviews with a select group of chairs of departments that have recently undergone program reviews.
  - b. Interviews with a select group of chairs of departments currently conducting a self-study.
  - c. A discussion with Graduate Policies and Programs Committee, Curriculum Committee, Fiscal Affairs Committee, and Executive Committee about strengths and weaknesses of the program review process.
  - d. A discussion with the School Deans to identify their perceptions of strengths and weaknesses of the program review process.
2. Review the charge and composition of the Curriculum Committee and Graduate Policies and Programs Committee as they are related to the program review process.
3. The ad hoc Committee, after conducting step #1 identified above, should make recommendations that are designed to maintain the strengths of our program review process, and address the weaknesses. This may require recommendations to change the composition and source of program review team members, the Senate governance body that receives the program review document, the governance structure relating to the conducting of the review, the self-study document, the role of external accreditation, the role of the external consultant, or other aspects of the program review process.

ad hoc Committee Membership:

Five instructional faculty members, at least one of whom comes from a program that undergoes external accreditation

One designee of the Vice President for Academic Affairs

Carried unanimously.

AS 91-91/Ex. TRUSTEES' OUTSTANDING PROFESSOR AWARDS (reaffirms AS 90-122)

The Academic Senate declines to participate in the Trustees' Outstanding Professor Awards program as follows:

Whereas, The CSUS Academic Senate views the Trustee's Outstanding Professor Award Program as an inappropriate way to recognize superior teaching; therefore be it

Resolved: The CSUS Academic Senate reaffirms the campus policy of declining to participate in the Trustees' Outstanding Professor Award Program; and, be it further

Resolved: The CSUS Academic Senate establishes an ad hoc committee charged with 1) developing a program to award teaching excellence at CSUS, and 2) recommending changes to the system's OPA program (after consulting with the other CSU campuses to determine the process each uses for selecting OPA nominees) which would make participation in the program acceptable to CSUS.

The following shall serve on the ad hoc committee: Scott Farrand as convenor, Otis Scott, Mary Ann Reihman and Juanita Barrena.

Carried.

\*AS 91-92/AP, Ex. PRIORITY REGISTRATION IN REMEDIAL COURSES, POLICY ON

The Academic Senate recommends the following be designed into the implementation of the SIS records system in order to implement the spirit of the recommendations [restated below] contained in the "Instructional Program Priorities: Guidelines for Academic Planning, Resource Allocation and Enrollment Management" (AS 91-16C) adopted by the Academic Senate on March 21, 1991.

["Instructional Program Priorities: ..." recommendations, page 11, Section IV.E

**"4. Enrollment Priorities in Remediation Courses**

Since resources may not be sufficient to satisfy demand for remediation courses, enrollment priorities shall be established as follows:

- For prebaccalaureate courses in math and English, freshman shall have highest priority and transfer students shall have lowest priority.
- For prebaccalaureate courses in English, transfer students who have not completed the G.E. course requirement in writing shall have priority over transfer students who have completed the requirement.
- For all remedial courses, and English 109 (preparation for the WPE), students enrolling for the first time shall have priority over students who are repeating the course (Note: A small percentage of seats

in prebaccalaureate courses may be reserved for students who have taken the course and have been assessed as making progress but are not yet prepared to advance to the next level)."]

- a. For prebaccalaureate courses in math and English, the department offering the course shall determine the number of seats that are to be reserved for freshmen, for sophomores, and for juniors (based on the principle that priority is given in the order of freshmen, sophomores, juniors, seniors).
- b. For prebaccalaureate courses in English, the department offering the course shall determine the number of seats that are to be reserved for students who have not completed the G.E. course requirements in writing (based on the principle that students who have not completed the G.E. course requirements in writing shall have priority over those who have completed these requirements).
- c. For all remedial courses, and English 109, the department offering the course shall determine the number of seats that are to be reserved for students who have not already completed the course (based on the principle that students enrolling for the first time shall have priority over students who are repeating the course).

Carried.

\*AS 91-93/AP, Ex. DROP POLICY

The Academic Senate recommends revision of the drop policy (1990-92 Catalog, page 69), as follows (underline = addition):

Each student has the responsibility of dropping any courses that he/she enrolled in but did not attend or stopped attending. No change in a student's original class registration will be recognized unless it is made on an official form and accepted by the Registrar's Office. Forms should not be left in academic department offices. Students will not be "automatically" dropped if they do not attend a class for which they register. Within the first two weeks of instruction, students may submit a drop form signed by the instructor or department office. Unless approved drop forms are submitted to the Registrar's Office, students will receive a final grade of U or F in the course(s).

All drops after the second week of instruction must have the approval of the instructor and Department Chair and are allowed only for "serious and compelling reasons" (usually illness, change in employment schedule, etc.).

During the first two weeks of instruction, instructors may administratively drop any student who during that time fails to attend any two class meetings (for courses that meet two or more times a week), or one class meeting (for courses that meet once a week).

All drops during the final three weeks of instruction must have the approval of the instructor, Department Chair and School Dean and are allowed only when verified extenuating circumstances exist.

Courses officially dropped during the first four weeks of instruction will not be recorded on the student's permanent record. A grade of W will be recorded for courses in which a drop has been authorized after the fourth week of instruction.

The Schedule of Classes lists deadline dates and procedures for each semester.

Carried.

\*AS 91-94/AP, Ex., Flr. CREDIT BY EXAMINATION POLICY

The Academic Senate recommends the following addition (underlined) to "Conditions Governing The Award of Credit" of the policy on "Credit by Examination" (1990-92 Catalog, page 79):

1. A student may not challenge a course if the course (or its equivalent) appears on the student's transcript with any grade other than W.

[Renumber existing 1-8 as 2-9.]

Carried.

AS 91-96/AP, Ex., Flr. GRADING OF PERFORMANCE COURSES, PROPOSED POLICY ON LETTER

The Academic Senate refers AS 91-96

["The Academic Senate recommends a policy on the letter grading of performance courses [recommended by the Academic Policies Committee, amended as indicated by underline and strikeover], as follows:

A performance course is a course where students are primarily graded on the basis of physical or artistic performance or ~~physical~~ activity, and shall usually be graded on a CR/NC basis.

A performance course shall not be graded with letter grades unless there is a demonstrated programmatic need (such as if the course is required for a major or a minor). A student may apply a maximum of 12 units of grade credit for grades in performance courses toward graduation and toward gpa.



Whether or not a course is regarded as a performance course, and whether or not a performance course shall be graded with letter grades shall be determined by the University Curriculum Committee, and these distinctions shall be identified in the catalog."]

to its Curriculum Committee with the request to divide the issue into two parts: 1) to develop for the Senate a recommendation on letter grading in intercollegiate athletics and the number of units that may be applied to the degree, and 2) to consider, separately, the general policy issue of letter grading in performance courses and to report its recommendations to the Senate.

Carried.

\*AS 91-98/Flr. SUMMER SESSION COURSES, SCHEDULING OF

The Academic Senate requests that its Extended Learning Subcommittee examine the University's policy for scheduling summer session courses, and its impact on student access and the delivery of instruction, and expediently reports its findings to the Academic Senate.

Carried.

The following items were postponed to the meeting of November 21, 1991:

AS 91-95/AP, Ex. STUDENT COMPLAINT HEARING POLICY AND PROCEDURES--PM 91-11

The Academic Senate endorses the revised "Student Complaint Policy and Procedures" specified in PM 91-11 (11/14/91 Senate Agenda Attachment K).

AS 91-97/Flr. SABBATICAL LEAVES, FUNDING OF

The Academic Senate recommends that the administration of CSUS implement a system for funding paid leaves whereby departments and schools are reimbursed for sabbatical leaves taken by members of the unit, in order to avoid significant programmatic impact that might result from an unusual number of leaves within a single department or school in an academic year.

The meeting was adjourned at 4:25 p.m.

  
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Janice McPherson, Secretary

\*President's approval requested.