

Jan

1993-94
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, May 19, 1994
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

1. Spring Schedule of Meetings (tentative):
 May 26
2. Report on May 5-6, 1994, CSU Academic Senate Meeting - Statewide Senator Juanita Barrena

CONSENT CALENDAR

AS 94-40/UWC, G.E., Ex. G.E.--SECOND SEMESTER COMPOSITION REQUIREMENT
(Amends AS 91-42 as amended in AS 91-109.2)

The Academic Senate recommends that the "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with the Baccalaureate Degree," Section II, B.1.a, page 24, be amended as follows (underscore = addition):

II. COURSE/PROFICIENCY REQUIREMENTS FOR GRADUATION WITH THE BACCALAUREATE DEGREE

B. COURSE/PROFICIENCY REQUIREMENTS IN WRITING

1. ...
2. Second Semester Composition Requirement
 - a. Course Requirement

All students, except those fully certified under IGETC¹, shall be required to complete a second semester composition course with a C- grade or better. This requirement may also be met with course credit earned with a

¹Intersegmental General Education Transfer Curriculum (IGETC)

specified score on the English Equivalency Examination. The requirement is a graduation requirement, not a G.E. requirement. Composition/critical thinking courses taken to satisfy CSU G.E. Breadth Requirements or IGETC requirements do not necessarily satisfy the requirement. Second semester composition courses taken at other institutions may satisfy the requirement if they are determined by the CSUS English Department to be equivalent. If a course is used to satisfy the second semester composition requirement then it may not also be used to satisfy a G.E. Requirement.

Further, the Academic Senate directs its University Writing Committee to review the maze of writing requirements imposed upon the students of CSU, Sacramento, and to make recommendations for change, if appropriate, that streamline the requirements while maintaining the educational integrity underlying the existing systemwide and campus policies on writing competency.

AS 94-41/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTIONS 4.04 and 9.01.C

The Academic Senate recommends amendment of Sections 4.04 and 9.01C of the University ARTP Policy as follows (underscore = proposed addition)[*see University ARTP Committee report, Attachment A*]:

4.00 PERSONNEL ACTION FILE

...

4.04 Basis of Evaluation

...

- C. Evaluative statements and recommendations adopted at all levels of review shall in each case of periodic evaluation and performance review be based on the entire contents of the Working Personnel Action File in that case. The conclusion about performance under each criterion of evaluation (e.g., Teaching Performance, Scholarly or Creative Activity, etc.) recorded in the evaluative statement required to accompany each recommendation shall be supported by a preponderance of the evidence in the file relative to that criterion.

Note: Preponderance in this context refers to the weight or persuasiveness of evidence in the mind of the evaluator. Weight is a function of the quantity, quality and source of evidence, including the knowledge and trustworthiness of the source. Under a preponderance requirement, the evaluator must consider all of the relevant evidence and resolve conflicts in the evidence by means of the idea of preponderance.)

CD. ...
DE. ...

9.00 EVALUATION

9.01 In General

...

- C. For purposes of implementation on this campus, evaluation shall mean an analytical qualitative statement establishing an observable and valid relationship between the criteria/standards and the faculty member's performance in each of the prescribed categories (namely, teaching; scholarly/creative activities; university, school, department service; and community service) as evidenced in the Working Personnel Action File. The evaluative statement(s) should be specific enough to provide reinforcement on those aspects of performance in which the candidate has met or exceeded the prescribed criteria/standards as well as to provide guidance on other aspects which need improvement or further strengthening. Each evaluative statement shall be based on the entire contents of the Working Personnel Action File of the faculty unit employee being evaluated. The conclusion about performance under each criterion of evaluation (e.g., Teaching Performance, Scholarly or Creative Activity, etc.) recorded in the evaluative statement shall be supported by a preponderance of the evidence in the file relative to that criterion. (Please see Section 4.04.C and Note following.)

AS 94-42/G.E., Ex. FOREIGN LANGUAGE PROFICIENCY GRADUATION
REQUIREMENT (Amends AS 91-42 as amended by AS 91-63)

The Academic Senate recommends that CSU Sacramento "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with the Baccalaureate Degree," August 1991, Section II.C.1.(a) and (b), "Foreign Language Graduation Proficiency Requirement" and Section II.C.3.a.4) and b.4), "Policy on Substitutions for Foreign Language Graduation Requirements" (pages 28-31; see Attachment B), be amended as follows (strikeover = deletion; underscore = addition):

SECTION II: COURSE/PROFICIENCY REQUIREMENTS FOR GRADUATION WITH
THE BACCALAUREATE DEGREE

C. FOREIGN LANGUAGE REQUIREMENTS

...

1. Foreign Language Graduation Proficiency Requirement:
 - (a) ...
 - (1) ...
 - (2) ...
 - (3) ...
 - (4) American Sign Language: Complete (with a grade of C- or higher) three semesters, or the equivalent, of American Sign Language (ASL).

- (b) ...
 - (1) ...
 - (2) ...
 - (3) ...
 - (4) American Sign Language: Complete (with a grade of C- or higher) three semesters, or the equivalent, of American Sign Language (ASL).
- 2. ...
- 3. Policy on Substitutions for Foreign Language Graduation Requirements
 - a. Basic Requirement
 - ...
 - 1) ...
 - 2) ...
 - 3) ...
 - 4) ~~As an alternative to a foreign language, students who are deaf, hard of hearing, or speech impaired may satisfy the basic foreign language graduation requirement (but not the admission requirement for foreign languages) by completing (with a C- or higher) an intermediate (second semester) course in American Sign Language (ASL).~~
 - b. Graduation Proficiency Requirement
 - ...
 - 1) ...
 - 2) ...
 - 3) ...
 - 4) ~~As an alternative to a foreign language, student who are deaf, hard of hearing, or speech impaired may satisfy the foreign language proficiency graduation requirement by completing (with a grade of C- or higher) an advanced course (which requires the ability to communicate) in American Sign Language (ASL).~~

AS 94-43/CODE, Ex. AFFIRMATIVE ACTION AND DIVERSITY POLICY AND PRACTICE AT CSU, SACRAMENTO--RESOLUTION RELATIVE TO

WHEREAS, A faculty member of California State University, Sacramento, and a state senator formally inquired of the California State Attorney General whether California State University affirmative action policy were legal; and

WHEREAS, On January 13, 1994, the State Attorney General rendered Opinion No. 93-205 concluding that--

The California State University may voluntarily consider racial, ethnic, and gender characteristics in employing its faculty to remedy

the effects of its own past discriminatory employment practices. Where evidence of such practices, which must be convincing, is based upon statistical disparity, the comparison must be between the composition of its faculty and the composition of the qualified population in the relevant labor market. The consideration must be closely related to the degree, nature, and extent of such prior discrimination.

; and

WHEREAS, In his Opinion, the State Attorney General cited Federal and State statutory premises legally justifying affirmative action; and

WHEREAS, The State Attorney General's Opinion is not in conflict with existing California State University affirmative action policy; and

WHEREAS, The Western Association of Schools and Colleges, the accrediting agency of this University, includes diversity concerns pervasively among its standards; and

WHEREAS, Diversity refers to representation of differing peoples, views, and lifestyles; is an appropriate condition and realistic expression of the campus community; reflects the liberal arts tradition; and is essential to quality higher education; therefore be it

RESOLVED: That the Academic Senate reaffirm the affirmative action and diversity policies and practices of California State University, Sacramento (PM ~~88-11~~, Attachment C).

93-05

REGULAR AGENDA

AS 94-39/Flr. MINUTES

Approval of the Minutes of the meeting of May 12 (#22), 1994.

Old Business

AS 94-36/FA, Ex. *Flr* PERIODIC REVIEW OF TENURED FACULTY (Amends AS 84-64 and PM 85-06) Page 4, April 28 Agenda

Carried

New Business*Carried*
AS 94-44/Ex. CSUS STRATEGIC PLAN

The Academic Senate endorses the goals of the Strategic Plan (and their accompanying narratives) as states which the University ought to pursue and receives for its consideration those elements of the Strategic Plan identified as "Proposed Action Steps."

In receiving the "Proposed Action Steps," the Academic Senate understands that these elements are the suggested objective means by which the University pursue the goals to which it commits itself, but that they are neither the only means, nor are they in and of themselves absolute objectives--that each requires further deliberation, consultation, and operational development if each is to become an objective to which the University community is committed.

Further, the Academic Senate directs its Executive Committee to identify, in consultation with the Office of Academic Affairs, which of the "Proposed Action Steps," if implemented, require Senate action in whole or in part (those that would require changes to University policies), and those which, if implemented, would directly affect faculty across the University and thereby ought to have substantial comment from the Academic Senate (the only formal University mechanism wherein faculty, elected by their respective departments, come together as a decision-making body for and on behalf of the faculty community). The Executive Committee shall report the results of its work, inclusive of a proposed work plan for the Academic Senate, to the Academic Senate at its 1994-95 Retreat.

Additionally, the Executive Committee is to ascertain, for informational purposes, the person or unit who has the primary responsibility for each proposed action item.

Failed
AS 94-45/GPPC SPECIAL MAJOR--GRADUATE PROGRAM (Unit Requirements)

[Note: The Executive Committee forwards the following recommendation from the Graduate Policies and Programs Committee "without recommendation." (see Attachment D-1 for Graduate Policies and Programs Committee report and Attachment D-2 for current Graduate Program Special Major requirements).]

The Academic Senate recommends that the minimum upper division and graduate level units required for a Special Major shall be increased from 30 to 36.

Failed
AS 94-46A/GPPC, Ex. SPECIAL MAJOR--GRADUATE PROGRAM (Internships)

The Academic Senate recommends that three units of 295 (internship) coursework may, with the consent of Graduate Studies, count toward the 15 unit minimum (see Attachments D-1 and D-2).

Refer to GPPC carried

AS 94-46B/GPPC SPECIAL MAJOR--GRADUATE PROGRAM (Internships)

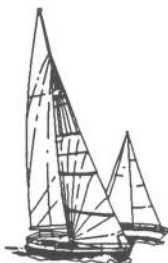
[Note: The Executive Committee forwards the following recommendation from the Graduate Policies and Programs Committee with a "no pass" recommendation.]

pastwork & 9/21/94

The Academic Senate recommends that internship credit shall not be given for students already working professionally in the field of the proposed internship (see Attachments D-1 and D-2).

AS 94-41

HAVE A TERRIFIC SUMMER BREAK, WHATEVER YOUR PLANS! *(But, don't forget the May 26 Senate meeting.)*





California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6036

MEMORANDUM

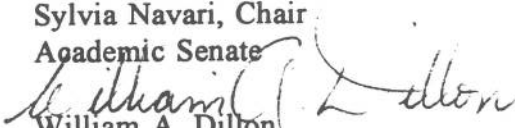
DATE: February 23, 1994

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

MAR 1 - 1994

TO: Sylvia Navari, Chair
Academic Senate

Academic Senate Received
413

FROM: 
William A. Dillon
Presiding Member
University ARTP Committee

SUBJECT: Proposal to amend Sections 4.04 and 9.01.C of the statement of University ARTP policy

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The University ARTP Committee recommends amendment of the subject sections as follows (underscore = proposed addition):

4.00 PERSONNEL ACTION FILE

4.04 Basis of Evaluation

C. Evaluative statements and recommendations adopted at all levels of review shall in each case of periodic evaluation and performance review be based on the entire contents of the Working Personnel Action File in that case. The conclusion about performance under each criterion of evaluation (e.g., Teaching Performance, Scholarly or Creative Activity, etc.) recorded in the evaluative statement required to accompany each recommendation shall be supported by a preponderance of the evidence in the file relative to that criterion.

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9.00 EVALUATION

9.01 In General

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- C. For purposes of implementation on this campus, evaluation shall mean an analytical qualitative statement establishing an observable and valid relationship between the criteria/standards and the faculty member's performance in each of the prescribed categories (namely, teaching; scholarly/creative activities; university, school, department service; and community service) as evidenced in the Working Personnel Action File. The evaluative statement(s) should be specific enough to provide reinforcement on those aspects of performance in which the candidate has met or exceeded the prescribed criteria/standards as well as to provide guidance on other aspects which need improvement or further strengthening. Each evaluative statement shall be based on the entire contents of the Working Personnel Action File of the faculty unit employee being evaluated. The conclusion about performance under each criterion of evaluation (e.g., Teaching Performance, Scholarly or Creative Activity, etc.) recorded in the evaluative statement shall be supported by a preponderance of the evidence in the file relative to that criterion. (Please see Section 4.04.C and Note following.)

These amendments arise out of meetings last Fall with some of the probationary faculty. At the meetings, a number of probationers expressed their intense dissatisfaction with three aspects of their treatment: 1) that representatives of hiring departments often misrepresent conditions of employment and the resources available to support the applicant's work; 2) that expectations about performance are not clearly stated or discussed; and 3) that evaluators--especially peer review committees--reach decisions about them in apparent disregard of the file and then, after the fact, search the file for something to support the decision. The proposed amendments respond to item 3 above.

The amendments state a duty implicit in the process of peer review: namely, to base evaluations and recommendations on the entire contents of the file. They also state a standard: Evaluations and recommendations must be based on a weighing of all of the evidence in the file and a resolution of conflicts in evidence to reach a conclusion. They, therefore, imply that evaluators must read the entire file and consider its contents.

Statement of this duty and standard reflects the University's commitment to fairness and administrative decency in the making of judgments that may adversely affect the lives of people subject to them. It also gives probationary faculty a means of insisting on a process that meets currently accepted standards of administrative fairness in the treatment of evidence in a file. At the same time, it gives the University a chance to reply that it has proceeded judiciously in reaching a decision based on evidence in a file.

The Committee knows that this amendment will not change much behavior. But discussion in the Committee suggests that probationary faculty need some protection from safely tenured colleagues who cannot find the time to examine files carefully and reach decisions that come to grips effectively with the variety of evidence in them. The Committee thinks that these amendments offer that protection. It therefore urges their adoption.

WD:jlm

From: "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with the Baccalaureate Degree," August 1991

C. FOREIGN LANGUAGE REQUIREMENTS

All⁸ students graduating from CSU, Sacramento with a baccalaureate degree must meet a foreign language proficiency requirement.

1. Foreign Language Graduation Proficiency Requirement:

(a) Students who have met the CSU foreign language admission requirement, i.e. completion (C grade or better) of two years of the same foreign language in high school, or equivalent, must complete one of the following foreign language proficiency options before graduation:

(1) Coursework:

(a) In the language used to satisfy the admissions requirement, at least three (3) units of intermediate college level coursework, beyond first year courses (with a grade of C- or better).

OR

(b) In a language not used to satisfy the admissions requirements, at least seven (7) units of college coursework at the first year college level (e.g. 1A & 1B) or higher (with a grade of C- or better).

(2) Proficiency Test: Demonstrate proficiency in at least two skills (speaking, listening, reading and/or writing) at the intermediate level. One of these two skills must be reading or writing. Test will be administered by the Foreign Language Department, CSUS.

(3) Reading Proficiency Test: Demonstrate proficiency in reading at the advanced level. Test will be administered by the Foreign Language Department, CSUS.

(b) Students who have not completed (C grade or better) two

⁸ Substitutions for students with disabilities that affect performance in foreign languages is prescribed in Section II.C3.

⁹ Programs leading to the Bachelor of Science degree may request an exemption from the foreign language proficiency requirement on the basis of high unit requirements in the major.

years of the same foreign language in high school, or equivalent, must complete:

The first year of college level foreign language coursework (e.g. 1A & 1B) with a grade of C- or better, or demonstrate equivalency as determined by the Foreign Language Department.

AND ONE OF THE FOLLOWING foreign language proficiency options:

(1) Three (3) units of college foreign language coursework beyond the first year college level courses (with a grade of C- or better).

OR

(2) Proficiency Test: Demonstrate proficiency in at least two skills (speaking, listening, reading and/or writing) at the intermediate level. One of these two skills must be reading or writing. Test will be administered by the Foreign Language Department, CSUS.

OR

(3) Reading Proficiency Test: Demonstrate proficiency in reading at the advanced level. Test will be administered by the Foreign Language Department, CSUS.

2. Equivalency Options

(a) Students may establish equivalency for the foreign language graduation proficiency requirement by providing evidence through transcripts or other CSU admissions documents that:

(1) Secondary education was completed in a school where the language of instruction was not English

OR

(2) Satisfactory completion (grade C or better) of the fourth year of high school foreign language.

California State University, Sacramento
6000
Sacramento, California 95833

DELO 1991

Academic

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3. Policy on Substitutions for Foreign Language Graduation Requirements

a. **Basic Requirement**

Students who have acquired brain injury, language disabilities due to a specific learning disability, are deaf, hard of hearing, or speech impaired may, on the recommendation of the director of Services to Students with Disabilities (or designee), satisfy the basic foreign language graduation requirement (or equivalently, the admission requirement for foreign languages) as follows:

- 1) Complete the usual basic foreign language graduation requirement (two years high school or one year college of one foreign language, or equivalent) with the necessary support services (e.g., readers, interpreters, tutoring, and testing accommodations).
- 2) Pass a Foreign Language Department test that demonstrates second semester competency in reading or writing.
- 3) If students who have an acquired brain injury or a language disability due to a specific learning disability are unable to satisfy one of the above options then they may satisfy the basic foreign language graduation requirement by completing (with a grade of C- or higher) any one (1) course offered in English by the Department of Foreign Languages (list of specific courses available in Department of Foreign Languages).
- 4) As an alternative to a foreign language, students who are deaf, hard of hearing, or speech impaired may satisfy the basic foreign language graduation requirement (but not the admission requirement for foreign languages) by completing (with a grade of C- or higher) an intermediate (second semester) course in American Sign Language (ASL).

b. **Graduation Proficiency Requirement**

Students who have acquired brain injury, language disabilities due to a specific learning disability, are deaf, hard of hearing, or speech impaired may, on the recommendation of the director of Services to Students with Disabilities (or designee), satisfy the foreign language proficiency graduation requirement as follows:

- 1) Complete the usual foreign language proficiency graduation requirement with the necessary support services (e.g., readers, interpreters, tutoring, and testing accommodations).
- 2) Pass a Foreign Language Department test that demonstrates proficiency in reading and writing the language at the intermediate level.
- 3) If students who have an acquired brain injury or a language disability due to a specific learning disability are unable to satisfy one of the above options then they may satisfy the foreign language proficiency graduation requirement by completing (with a grade of C- or higher) any two (2) courses offered in English by the Department of Foreign Languages. (A list of approved courses is available in the Dept. of Foreign Languages.)
- 4) As an alternative to a foreign language, students who are deaf, hard of hearing, or speech impaired may satisfy the foreign language proficiency graduation requirement by completing (with a grade of C- or higher) an advanced course (which requires the ability to communicate) in American Sign Language (ASL).

The University shall provide (through Services to Students with Disabilities) the necessary support services (e.g., counseling, readers, interpreters, tutoring, and testing accommodations).

PM 88-11

UNIVERSITY PROCESS FOR
AFFIRMATIVE ACTION HIRING

1. Statements in the Position Advertisement

Characteristics such as experience in developing programs for students from underrepresented groups, teaching in a multicultural setting, working with students who have learning or other disabilities, enhance the university's educational equity program. Departments shall consider which of such qualifications will support their own programs and state on the "Request to Advertise for Full-Time Faculty" that preference will be given to candidates with those qualifications.

Departments should consider that listing openings as "Assistant/Associate Professor" level positions provides flexibility in making an offer to the most desirable qualified candidate in order to meet the department's affirmative action goals.

2. Strategies of Recruitment

Before preparing a "Request to Advertise," departments should contact the Affirmative Action Office for information regarding location of underrepresented candidates with the qualifications suited to the department's programmatic needs.

Departments must develop a recruitment plan to be submitted to their Dean with the "Request to Advertise."

A. The recruitment plan must include a tentative timetable for the recruitment process.

B. Recruitment Strategies for Hiring New Faculty (attached) is a guide for developing the recruitment plan. Strategies to be used must be specified in the Plan.

C. Characteristics of candidates which are related to the department's affirmative action goals, and which would lead to additional consideration should be listed in the advertisement.

D. Advertisements must appear in professional journals and newsletters likely to be consulted by minority candidates. The Affirmative Action Office can give assistance with the selection of appropriate periodicals. Departments may have to bear the expense of advertising, but should consult the Affirmative Action Office and the Dean about the availability of special funds for recruitment.

3. Determining Adequacy of Candidate Pool

At the close of the announced period for submission of applications, departments should request a summary of the pool of candidates from the Affirmative Action Office.

This summary will indicate the number of candidates who voluntarily return the request for identification of status with regard to underrepresented group membership.

From the pool of applicants, those who may be members of underrepresented groups may be identified. Although the status of the applicants does not appear on the applications submitted to the department, affirmative action candidates can often be inferred by the colleges and universities they attended, subject matter and titles of their publications, membership in professional and community organizations (including social organizations, fraternities, sororities, etc.), university and community service, and courses previously taught.

At this point, the department's pool will be examined by the Dean and/or the Affirmative Action Officer.

If the pool is found to be inadequate, a decision will have to be made as to whether the closing date should be extended, the process aborted or the hiring of a tenure-track position postponed.

4. Paper-Screening of Applicants

It is legitimate to give credit to candidates for characteristics related to the department's affirmative action goals. Criteria and weights must be consistent with the advertisement(s) announcing the position. If search committees are unsure about the legitimacy of their ranking procedure, they should consult with the Affirmative Action Officer.

5. Interviewing of Candidates

Before arranging interviews, the files of candidates selected for interviews must be submitted to the Dean, along with the "Affirmative Action Process Summary" completed through Section IV B.

If the candidates selected do not apparently include a candidate from an underrepresented group and if the affirmative action goals of the department call for an affirmative action candidate, the department's search committee must meet with the Dean before proceeding with any interviews.

Recruitment Strategies for Hiring New Faculty

- I. Minimum recruitment efforts necessary for establishing a pool of applicants:
 - A. Advertise the vacancy in a university-wide recruitment effort.
 - B. Advertise the vacancy in professional journals.
 - C. Mail vacancy announcements to institutions known to have doctoral programs in the subject area. Include historically black universities, with personal notes attached if the faculty knows someone at the University.
 - D. Contact (via letter, telephone, or in person at meetings) the minority and women's caucuses or professional associations in the field.
 - E. Inform any active school or department alumnae association.
 - F. Attend professional meetings and "network" the vacancy. Be careful to avoid the appearance of an "offer" to a prospective applicant.

II. Effective affirmative action searches should include the following action:

- A. Conduct A through F above.
- B. Contact doctoral programs in the field, requesting ethnic and gender data on their students, and establishing networks with those institutions with prospective underrepresented faculty applicants.
- C. Consult with campus minority and women faculty on recruitment strategies--follow suggestions.
- D. Expand advertising efforts.
- E. Notify the Affirmative Action Office when a minority or female applicant rejects an offer. Try to find out the real reasons for rejection.
- F. When you get an "out-of-cycle" application, acknowledge it and keep it on file for the future. Send vacancy announcements out to past applicants.
- G. "Grow" your own. Encourage promising underrepresented students to think about teaching as a career. Help them get into doctoral programs. Hire them as part-time faculty.

When conducting interviews, if appropriate or if a telephone interview, information regarding campus services to disabled individuals should be provided. Search committees should obtain information appropriate to any possible candidate prior to conducting the interview by contacting the Affirmative Action Office or the Office of Disabled Student Services.

6. Negotiations with Candidates

It is important to remember that only the President has the power to extend an offer to a candidate; search committees must not make promises or commitments of any kind.

When candidates inquire about special benefits (such as for student assistants, release time, computer support moving expenses, benefits, etc.), such considerations must be discussed with the Dean prior to proceeding with that candidate.

If an offer cannot be made by the last day of the spring semester, a waiver must be obtained from the Dean and the Affirmative Action Officer in order to continue the hiring process. A lectureship position might be discussed with the Dean.

APR 27 1994

Academic Senate Received
413

April 24, 1994

TO: SYLVIA NAVARI, CHAIR, ACADEMIC SENATE
FR: MAHLON HELLER, CHAIR, GRADUATE POLICIES AND PROGRAMS
COMMITTEE

At its April 4, 1994 meeting GPPC passed the following recommendations concerning the graduate Special Major:

(1) The minimum number of units for a graduate Special Major program shall be 36.

[This recommendation increases the required units from the current 30. The Committee believes the increase is a good idea because it helps ensure that Special Major students will study the areas in their interdisciplinary program in sufficient depth. The Committee recognizes that the increase will make it more difficult for some students to meet the overall and the 200 level unit requirements, but we believe that the gain from greater graduate-level course experience will outweigh that occasional difficulty.]

(2) Special Study courses such as 299s do not count toward meeting the minimum 200-level course requirement, except that 3 units of 295 (internship) course work may, with the consent of Graduate Studies, count toward that minimum. However, such internship credit shall not be given for students already working professionally in the field of the proposed internship.

[This proposal somewhat broadens the range of courses available to meet the minimum 200-level requirement. The proposal makes no reference to Cooperative Education course work, because GPPC and the Curriculum Committee are still working on a Cooperative Education policy. It might be possible to treat any approved Cooperative Education course work under the internship rubric, but in any case only a minimal change in the policy text will be necessary to accomodate it.]

(3) No more than half of the units below the culminating experience requirement may be earned in one department.

[This proposal is essentially a clarification of current policy.]

(4) At least one of the departments involved in a Special Major program must offer a regular graduate degree.

[The Committee believes that this provision will help ensure that persons evaluating the degree work understand that the Special Major involves a strengthening rather than a weakening of graduate work expectations.]

GRADUATE PROGRAM

The *Special Major* for the master's degree provides an alternative for superior students whose special needs and interests cannot adequately be met by any one of the existing master's degree programs of the University. The student may earn a Master of Arts or a Master of Science, as appropriate to the department in which the culminating experience requirement is completed.

The special major is a coherent program directed towards a clear theme, not available within an existing graduate major. The courses are chosen from two or more departments and may bridge more than one school within the University. The courses must be carefully selected for their correlation and clear applicability to the objective of the unique major being proposed. The proposed program must be compatible with the objectives of the University and supportable by courses already offered within the degree programs and by the expertise of the faculty members.

Eligibility

- the Special Major program is restricted to superior graduate students who are eligible for admission to classified standing in one of the regular master's degree programs of the University
- applicants must present evidence of overall undergraduate grade point averages of 3.0 and 3.0 in the last 60 semester units taken
- courses taken to fulfill prerequisite requirements must be completed with a minimum grade point average of 3.5, and they may not be counted toward the degree requirements

Admission Requirements

- students may apply to the University as unclassified graduate students or directly into a Special Major program.
- a Special Major application with Department approvals must be submitted no later than the end of the first semester of attendance
- the applicant will need to obtain the assistance and approval of three or more faculty advisors. Because of the interdisciplinary nature of the Special Major, students are required to obtain the assistance and concurrence of faculty advisors from the key instructional units listed in the Program of Study

Obtain the detailed Graduate Special Major guidelines from the Graduate Center. Prepare the program in consultation with the faculty committee. Contact the Graduate Center to schedule a meeting of the faculty committee with the Graduate Dean.

Unit Requirements

Minimum upper division and graduate level units: 30

- at least 15 units must be in regularly established lecture or seminar courses at the 200 level (not to include 299 courses)
- no more than 6 units may be in Independent Study (299 or similar courses)
- no more than 6 units shall be in any one or in any combination of:
 - (1) approved extension credit
 - (2) transfer credit, for work carrying graduate degree residence credit at another accredited institution

No more than half the units may be in any one department.

MASTER OF SCIENCE

Special Major Immunohematology and Blood Transfusion

For information regarding the Special Major Immunohematology and Blood Transfusion, contact:

Rose Leigh Vines, *Program Coordinator*
Biology 211C, 278-6317
Department of Biological Sciences
Science Building, Room 202
278-6535

IV. THEMES AND PROPOSED ACTION STEPS

TEACHING AND LEARNING

Goal: To achieve recognition for superior accomplishments in teaching and learning.

PROPOSED ACTION STEPS: TEACHING AND LEARNING

Provide support to help all faculty develop improved teaching skills:

- * Establish a CSUS center for enhancement of teaching and learning which will study learning characteristics of students on our campus, monitor assessment of learning outcomes, coordinate and expand existing programs that enhance teaching, develop new programs, and identify opportunities for faculty to use the region as a learning laboratory.
 - * Include enhancement of teaching as a dimension of professional development plans for all probationary faculty, and of periodic review for tenured faculty.
 - * Provide a variety of teaching enhancement programs that are sustained over at least one semester.
 - * Provide incentives for faculty not only to participate in these programs, but also to apply what they learn to their teaching, and share new information and insights with their colleagues.
 - * Expand opportunities for faculty to assess their strengths and weaknesses as teachers, to share concerns about teaching, and to establish peer support networks for developing new skills.
- Create structures to use faculty recognized for outstanding teaching as resources for their peers, including programs for classroom visitations, sharing of course materials, and building a library of demonstration videotapes.
- Develop facilities that promote collaborative learning and teaching such as classrooms conducive to non-lecture methods of teaching; spaces for faculty and student work groups; spaces for faculty to come together with colleagues in a comfortable, low pressure atmosphere to reflect, plan, and develop new skills.
- Experiment with collaborative teaching and learning programs and disseminate information about these experiences as models for other faculty.
- Incorporate current campus, capital, or regional issues into students' educational experiences:
- * Engage students in course work that contributes to solutions of campus or regional problems.

- * Bring University staff and professionals from the community into the classroom to link theory and practice.
- Expand efforts to publicize, display, and otherwise recognize outstanding learning and teaching accomplishments of students and faculty.
- Establish a climate in which advanced technological tools are considered a normal part of teaching and learning.
 - * Expand opportunities for faculty to learn how to use information technology in their teaching.
 - * Expand availability of equipment and support services for faculty.
 - * Encourage the use of technology in the curriculum of all academic disciplines.
- Encourage the development of programs that enable students to participate in field experiences relevant to the content of specific courses (e.g., field research, internships).

ACADEMIC PROGRAMS

Goal: To offer academic programs characterized by high quality, serious attention to outcomes, recognition of the interdisciplinary nature of knowledge, commitment to life-long learning and preparing an educated citizenry, and responsiveness to regional needs.

PROPOSED ACTION STEPS: ACADEMIC PROGRAMS

- Revise the academic program review and evaluation process to focus on teaching, learning, and improving desired student outcomes.
- Expand efforts to infuse multicultural and international perspectives into the curriculum, including such efforts as study abroad programs for students, exchange programs for faculty, and professional development opportunities for faculty.
- Encourage and reward faculty collaboration in teaching, scholarly work, development of new courses and programs, and service to the community by such means as information networks, newsletters, expansion of faculty development programs that bring faculty together, providing space for faculty interaction in all buildings that house faculty offices, and sponsoring more conferences and other events that attract faculty and staff.
- Remove barriers to interdisciplinary and intradepartmental collaboration and course development, including those inherent in current budgeting and appointment, retention, tenure, and promotion processes.

- Clearly differentiate graduate and undergraduate programs in terms of faculty-student ratios in course work and thesis advising, expectations for student-faculty interaction, and student involvement in scholarly work.
- Expand the degree to which the classroom and the community interact in support of the curriculum.
- Develop a contact point between the University and the community with two purposes: to enable community members to reach faculty and students who have expertise in specific areas or who may be interested in participating in a community effort, and to inform faculty of community needs, projects, and programs relevant to courses they teach.
- Articulate and strengthen the role of Regional and Continuing Education as a partner in meeting the educational needs of the region.
- Increase the use of information technology to support academic programs:
 - * Use technology to offer educational programs throughout the region.
 - * Develop networks for sharing educational resources with other universities.
 - * Provide adequate equipment and support for faculty and staff to use technology in teaching and curricular development.
 - * Provide access to information data bases on and off campus.

SCHOLARSHIP

Goal: To build and support a university community whose excellence in teaching, learning, research, and public service will be strengthened by scholarship.

PROPOSED ACTION STEPS: SCHOLARSHIP

- Create and implement individualized professional development programs for new faculty that guide, support, and mentor scholarly development in the areas of teaching, research, creative activity, contribution to the discipline, and service.
- Continue and increase professional development activities throughout the campus, such as faculty seminars, study groups, and faculty exchanges, and support funding for attending conventions, seminars, conferences, and workshops.
- Encourage the flow of scholarly activities into the curriculum by such means as enrollment management of graduate seminars, independent research by students,

faculty/student scholarship, and consistent workload credit for supervision of a student's culminating experience.

- Support scholarly activity through workload management, technical support, advanced information technology, capital improvements, and new building construction; build faculty/student workspaces, large conference rooms or faculty commons.
- Create and support opportunities for research and scholarly activities to meet regional needs.
- Involve the service community in events which highlight university scholarship; publicize recognition awards widely.
- Support the development of an interdisciplinary research center designed to meet the needs of the region.
- Develop recruitment materials which highlight CSUS as a community of teachers and scholars with an expectation for active scholarship consistent with a regional comprehensive university.

PLURALISM

Goal: To develop a campus community whose diversity enriches the lives of all and whose members develop a strong sense of personal and community identity as well as mutual respect.

PROPOSED ACTION STEPS: PLURALISM

- Expand University support systems to improve retention and graduation rates of underrepresented students.
- Continue active recruitment of faculty and staff from diverse cultures, attempting to reflect the population the University serves.
- Provide intercultural communication training programs for all University employees.
- Include diversity as an outcome measure in program assessments.
- Incorporate in-service programs for faculty within a center for the enhancement of teaching and learning designed to foster discipline-specific knowledge about diverse populations, methodologies for research, and ways of knowing that are relied on by such populations.
- Provide a continuous program of symposia, events, and performances which offer insight into the rich diversity of the campus community.

Provide facilities, programs, resources, and intercultural settings which foster mutual understanding and enhance individual identity.

ENROLLMENT PLANNING

Goal: To serve a qualified, diverse student population and facilitate timely graduation.

PROPOSED ACTION STEPS: ENROLLMENT PLANNING

- Stabilize preparation of the class schedule so that the printed schedule more closely reflects what actually happens when classes begin; this will allow students to engage in realistic long-term planning of their course work.
- Adopt alternative scheduling patterns where they would contribute to increased retention and accelerated graduation. Expand offerings beyond "prime time" (9:00 a.m. to 2:00 p.m.) to better meet students' needs.
- Adopt and implement the "Take The Pledge" program through which students and the University may agree to conditions that guarantee graduation in four years for entering freshmen and two years for transfer students.
- Increase coordination with Regional and Continuing Education, paying particular attention to cooperative efforts using distance learning programs and to ways summer session and intersession can accelerate time to graduation.
- Thoroughly review retention efforts and devote resources to those that demonstrate measurable success. Consider new approaches such as "cohort education" (i.e., students progress through a set of courses together). Require all new retention programs to incorporate meaningful, measurable evaluation.
- Expand service hours of support units so that students attending during evening hours have reasonable access to support services.
- Ensure implementation of each department's advising plan and monitor the effectiveness of major advising.
- Coordinate outreach and campus life efforts in order to discern what attracts prospective students and to use that information to build an enticing campus community.
- Target recruitment toward lower division and graduate students.
- Develop and implement policies to encourage delivery of academic programs off-campus. Provide faculty and staff training to support this effort.

CAMPUS LIFE

Goal: To develop a sense of community and intellectual excitement among students, faculty, staff, and alumni through all aspects of the learning experience.

PROPOSED ACTION STEPS: CAMPUS LIFE

- Recognize student, faculty, and staff efforts to enhance campus life, specifically those efforts which increase faculty and staff participation in student programs. Special recognition should be made to faculty members who expand classroom learning beyond classroom experiences.
- Review and change existing policies and procedures that cause procedural, physical, and economic barriers hindering participation in campus life programs.
- Improve access to the University, including transit services and parking, by working with city and county agencies.
- Sponsor programs which bring students, faculty and staff together. Give special emphasis to programs that enhance cross-cultural opportunities.
- Provide programs which develop students' leadership abilities in service to campus and community organizations.
- Increase on-campus employment, both as a retention technique and as a positive contribution to the quality of campus life.
- Sponsor issue seminars or workshops for faculty and staff as a means of keeping them well informed and bringing people together.
- Develop conveniently located electronic information sources to provide information about upcoming campus events, as well as a general information phone number for disseminating times and locations of a variety of campus events.

PUBLIC LIFE

Goal: To make the University a dynamic force that contributes significantly to the social, cultural, and intellectual vitality of the region and to its economic success.

PROPOSED ACTION STEPS: PUBLIC LIFE

- Expand public activities through symposia, lectures, internships, and publications.
- Strengthen the relationship with our public radio stations, including their relocation to a site on campus.

- Raise funds to finance construction and other activities that enhance public life, consistent with the campus master plan and school priorities for the Fiftieth Anniversary Campaign.
- Review and change existing policies and procedures that cause procedural, physical, and economic barriers hindering use of campus facilities in campus programs which include the public.
- Highlight and improve access to the campus through a pedestrian/bicycle tunnel or overpass on the west side, an upgraded entrance on Hornet Drive, and a new, distinguished entrance on the south side of campus from Folsom Boulevard.
- Establish a public arts, concerts, and lectures program.
- Strive to increase self-support funding for athletics since athletics plays a major role in the public life of the University.
- Improve publicity of all activities of general interest sponsored by the University, students, staff, or faculty. Develop convenient access to information about campus activities, including a general information phone number to disseminate information about upcoming times and locations of a variety of campus events.

CAPITAL CAMPUS

Goal: To establish interdisciplinary, collaborative partnerships between the University and the state capital community which enhance the teaching, scholarship, and service of the University.

PROPOSED ACTION STEPS: CAPITAL CAMPUS

- Create a clearinghouse of CSUS faculty, staff, and student expertise in such areas as research and technical assistance for use by those forming, debating, and implementing public policy.
- Establish systematic communication with those members of the state capital community responsible for research and planning functions, developing an agenda of issues that could be fruitfully addressed by the campus.
- Promote the capital campus concept to the external community via conferences, programs, and announcements.
- Encourage academic departments to pursue links with the state capital community in support of their majors and concentrations.
- Encourage use of internal awards for research, service, and creative activities which emphasize links to the state capital community.

- Initiate a set of interdisciplinary academic structures which draw together diverse disciplines to apply knowledge and expertise to issues of statewide concern.
- Expand internship opportunities and work/study agreements in the state capital community.
- Convene graduate coordinators from different departments in order to share research and planning needs of state agencies and to encourage students, both graduate and undergraduate, to conduct research or develop strategies that address public policy issues.
- Publish research findings and collaborative project outcomes in the CSUS Capital Campus Journal and other appropriate publications.
- Establish links between governmental agencies and academic programs stronger than the occasional guest lecturer in order to integrate the expertise and interests of the Assembly, Senate, and executive fellows with the campus.
- Explore opportunities to eliminate barriers to part-time hiring or adjunct professorships of members of the state capital community for the benefit of our students.