

1988-89  
ACADEMIC SENATE  
California State University, Sacramento

AGENDA

Thursday, March 9, 1989  
2:30 p.m.  
Senate Chambers, University Union

**INFORMATION**

1. Report on March 2-3 CSU Academic Senate meeting - Senator Kelly
2. The Lottery Fund Allocation Committee has requested the opportunity to consult with the Senate regarding the 1989-90 Lottery Fund Allocations - Paul Noble

**CONSENT CALENDAR**

AS 89-11/Ex. COMMITTEE APPOINTMENTS

ad hoc Committee on Sabbatical Leaves: JOAN MOON, Senator

Affirmative Action Committee: ANN HARRIMAN, Business and Public Administration, 1992

Public Safety Advisory Committee:

STEVEN BUSS, 1990  
LYNN COOPER, 1991

Dean of Students, Search Committee:

EUGENE SHOEMAKER, Government  
JOHN MAXWELL, Health and Physical Education  
Alternate for above positions: ERWIN KELLY, Economics  
MARY SUMMERS, Nursing/Affirmative Action Committee Member

Associate/Assistant Vice President for Finance, Search Committee for:

THOMAS SCHULTE, Mathematics  
HAMID AHMADI, Management

WASC Accrediting Teams, Faculty Nominated to Serve on:

MARJORIE LEE, School of Education  
ANNE-LOUISE RADIMSKY, School of Engineering and Computer Science  
DONALD CARPER, School of Business and Public Administration  
PAUL NOBLE, School of Arts and Sciences/Science and Mathematics  
PAULA ELDOT, School of Arts and Sciences/Social Science  
HORTENSE THORNTON, School of Arts and Sciences/Arts and Humanities

\* AS 89-12/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF SPEECH  
PATHOLOGY AND AUDIOLOGY

The Academic Senate recommends that:

1. the Bachelor of Science degree program in Speech Pathology and Audiology with emphases in speech pathology and audiology be approved for a period of five years or until the next program review.
2. approval of the Master of Science degree program in Speech Pathology and Audiology, with emphases in speech pathology and audiology, be contingent upon the department's submission of the following to the Graduate Policies and Programs committee by April 15, 1989: (a) evidence of an appropriate number of core units; and (b) either an acceptable justification for a continued exemption from the university's 30-unit limitation for M.S. degree programs or compliance with the limitation.
3. the Clinical Rehabilitative Services Credential program with Special Class Authorization be approved for a period of five years or until the next scheduled program review.

[See Attachment A for "Commendations and Recommendations"; the complete program review is available for review in the Academic Senate Office, Adm. 264.]

**CONSENT - INFORMATION**

AS 89-08/Ex. CONVOCATION - Shirley Chisholm

The Executive Committee, on behalf of the Academic Senate, recommends that a convocation be called on Friday, March 10, between 12:00 and 1:15, so the campus community can attend Shirley Chisholm's address on "The Necessity of Multicultural Education."

**REGULAR AGENDA**

*Approved* AS 89-10/Flr. MINUTES

Approval of Minutes of the regular meetings of ~~February 9,~~ <sup>postpone</sup> 1989, and special meetings of January 26 and February 2, 1989.

AS 89-05/Ex. <sup>Flr.</sup> CHILD CARE ADVISORY COMMITTEE

Whereas, Chancellor's Office coded memorandum AA 87-27 (**Attachment C-2, 2/9/89 Senate Agenda**) directs each President to establish a Child Care Advisory Committee on each campus, and

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Brackmann  
Fisher*

Whereas, The committee's primary attention should be devoted to child care for student parents and academic programs, and

Whereas, The original membership of the committee established by the President in his memorandum dated May 9, 1988 (**Attachment C-1, 2/9/89 Senate Agenda**), was constituted to address an expanded charge that included consideration of issues related to child care needs of faculty and staff, and

Whereas, Issues related to child care for faculty and staff fall within the context of collective bargaining, and

Whereas, The membership of a committee that deals primarily with issues related to child care for student parents and academic programs should be different from the membership of a committee that deals with issues related to child care needs for faculty and staff; therefore, be it

Resolved, That the Academic Senate endorses the following version of the charge and membership of the Child Care Advisory Committee:

Charge:

- 1) Review data pertaining to CSUS which <sup>were</sup> was developed through the child care needs study commissioned by the Chancellor's Office.
- 2) Review the adequacy of information provided through campus outreach activities regarding campus child care.
- 3) Review opportunities available to campus academic programs for field work, observation, etc.
- 4) Review the need for additional permanent housing for child care services on campus and, if needed, give consideration to include such a facility in the campus master plan.
- 5) Design systems and timelines to conduct campus surveys to determine needs for child care.
- 6) Design and implement periodic evaluations of the CSUS Child Care Program.

Membership:

One faculty member (at large) appointed by the Academic Senate.

One faculty member from the Home Economics Department nominated by the Chair of the Department.

One faculty member from the School of Education teaching in the Child Development Program nominated by the Chair of Teacher Education.

One student (at large) appointed by ASI.

One student parent appointed by a Committee made up of the ASI President or designee, the Chair of the Academic Senate and the Chair of USA from a roster of interested students who have been invited to serve through a letter to all student parents.

One student majoring in Child Development or Home Economics appointed by the Chair of Teacher Education or Home Economics, respectively. (The department to have representation will be alternated each year.)

Non-voting ex-officio members will be: the Director of the Child Development Center, the Director of the Child Study Center and the Dean of Students or designee.

AS 89-07/Flr. CHILD CARE (CSU SENATE RESOLUTIONS 1834-88, 1832-88, AND 1831-88)--RECONSIDERATION OF AS 88-140

AS 89-13/AP, Ex. ACADEMIC ADVISING POLICY (Supercedes AS 79-43)

The Academic Senate recommends adoption of the Advising Policy as described (see Attachment B) as a replacement to current policy (AS 79-43). The Academic Senate further recommends that sections I, II, and III of the policy be published in the Catalog and other appropriate University publications (e.g., Schedule of Classes, Hornet, orientation packets) to ensure that students are informed of the policy.

AS 89-14/CC, GPPC, FISA, Ex. JOINT DOCTORATE IN EDUCATIONAL ADMINISTRATION

The Academic Senate recommends approval of the Joint Doctorate in Educational Administration as revised (see Attachment C-1 for summary; Attachment C-2, report of Fiscal Affairs Committee).

[Note: The complete proposal is available for review in the Academic Senate Office, Adm. 264.]

*Carried.*  
AS 89-15/Ex. PARKING TICKETS

Whereas, The Academic Senate has received a number of complaints from faculty related to the availability of parking, issuance of citations, and procedures for appeal of citations issued; and

Whereas, To date, no satisfactory resolutions to the problems identified have been proposed by the University's administration; and

Whereas, No public forum, other than the Academic Senate's Open Forum, exists currently to ensure that members of the academic community have the opportunity to express to the President their concerns on issues related to parking; and

Whereas, A collegial process for development of policy recommendations and review of policies and procedures pertaining to parking does not exist currently; therefore, be it

Resolved: The Academic Senate requests that the President provide the following information to the Senate in order to define the scope of the parking citation problem:

1. The number of parking citations issued to students, faculty, and staff at CSUS during each of the past three years.
2. The number of petitions filed to request dismissal of parking citations by the groups in 1. during each of the past three years (or for a shorter period, if the petitions have been in use for a shorter period).
3. The number of petitions denied for the groups in 1. for each of the years covered in 2.
4. The number of citations for which bail was paid, and the number of citations dismissed by the court, for the groups in 1., for each of the last three years.
5. The amount of the revenues returned to CSUS in each of the past three years by the City or County of Sacramento, as a result of parking citations fines and bail payments.

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Martin (2)*

6. The average number of parking spaces on campus for each of the groups in 1. for each of the past three years.

7.  
and, therefore be it further

Resolved: The Academic Senate recommends that the President establish a task force consisting of two faculty members, one staff member, one student, and one member of the University Administration to

1. Investigate the following:

- a. Policies and procedures on other campuses (CSU and UC) for issuing and cancelling citations.
- b. The legal parameters within which campus discretion can be exercised in recommending dismissal of citations.
- c. Policies and procedures for issuing and cancelling citations on the CSUS campus.

2. Develop recommendations, as appropriate, on the following:

- a. Guidelines for issuing citations.
- b. Guidelines for cancellations of citations.
- c. An appropriate appeal process for determining whether the University shall recommend dismissal of contested citations.
- d. A collegial mechanism for regular review and development of policies and procedures pertaining to parking.

*Carried*

AS 89-16/UARTP, Ex.

UNIVERSITY ARTP POLICY--AMEND SECTION 6.11 (ADJUNCT FACULTY)

The Academic Senate recommends approval of the revision of Section 6.11 of the University ARTP policy as follows: ARTP

6.11 Appointment of Adjunct Faculty

- A. ~~When it can be is demonstrated that it would be important to the university to formalize the relationship with a professional person in the community, an individual in the community has particular competencies which will enhance and benefit the education program of the University, such an appointment person may be made a volunteer employee~~

utilizing with the title of adjunct faculty instructor or ~~adjunct professor as appropriate.~~

CB. Adjunct appointments may be made for persons fulfilling the following roles:

1. Collaborators in research and/or teaching:

It is recognized that there may be ~~several~~ professional scientists, scholars, creative artists, emeritus faculty, teachers, etc. in the community who have a close working relationship with the faculty of this university, and that in certain instances it would be valuable to the university to formalize that relationship by an appointment as an adjunct instructor or adjunct professor. When such appointments are made in connection with grant-supported research, the principal investigator for the project must be a member of the regular faculty.

2. Assistants to Instructors:

Adjunct appointments may be made for a non-paid person to assist a regular, full-time instructor. In such cases, the regular employee must be the instructor of record and must assume the normal instructional responsibilities such as planning, determining requirements, and assigning grades.

3. Field Work Supervisors:

Although field work and/or project supervisors are not generally considered eligible for adjunct professor status, it may be desirable occasionally to recognize certain key professionals in community agencies who assist in student placement and supervision with an appointment as an adjunct instructor or adjunct professor, as appropriate. When such an appointment is contemplated, the school dean or ~~division chair~~ must investigate thoroughly and certify both ~~as to~~ the qualifications of the appointee and the value that the arrangement will have for the institution. Such supervisors must possess qualifications equivalent to those required for appointment to the a university faculty position.

BC. ~~Adjunct appointments must be carefully considered, and must be fully justified in writing by the school dean~~

~~or division chair concerned.~~ Such appointees will be granted certain faculty privileges such as the issuance of a faculty identification card, use of the library, and eligibility to purchase a faculty parking sticker, and Worker's Compensation coverage.

The use of laboratory facilities may be authorized when appropriate, and office space may be assigned when available. ~~However, the~~ use of campus facilities by such appointees must not in any way interfere in any way with the instructional program or the teaching and research activities of regular faculty.

- D. The following guidelines will apply to appointment of adjunct faculty:
1. Each appointment must be to the mutual benefit of the appointee and ~~this~~ the university.
  42. Recommendations for appointment shall originate in the departments and receive the same review of qualifications as required for regular appointment. ~~Overall supervision of such appointees will be the responsibility of the school dean or chair of the non-instructional division. All such recommendations will be reviewed by the Office of the Provost, and final approval or rejection will be made by the Provost on the basis of the above regulations.~~
  - 2a. A person appointed must have qualifications equal to those of ~~our~~ regular faculty or must possess special and unique qualifications germane to the assignment. The appointment title should be appropriate to the individual's qualifications (e.g., Adjunct Professor, Adjunct Associate Professor, etc.).
  - b. A request for an adjunct appointment must include a resume, must accompany the request for adjunct appointment and a full explanation of duties to be performed during the time of appointment, along with and an explanation of the mutual benefit of the appointment.
  3. Authority to appoint adjunct faculty is delegated to the deans of the schools by the President. Adjunct appointments must be carefully considered and must be fully justified in writing by the school dean concerned. Overall supervision of such appointees will be the responsibility of the school dean.



34. Appointments will may be for terms ranging from one semester or one year only and to a maximum of two years. Appointments will be renewed only after review and by mutual consent.

E. For official record-keeping purposes, copies of all adjunct faculty appointment letters will be sent to the Vice President for Academic Affairs and the Dean of Faculty and Staff Affairs.

AS 89-17/Ex. STUDENT ECONOMIC SUPPORT, UNIVERSITY COMMITTEE ON

The Academic Senate recommends that the Financial Aid Advisory Committee be replaced by a University Committee on Student Economic Support with the charge and membership described (Attachment D) and that the functions of the proposed Task Force on Student Employment and the existing Instructional Materials and Activity Fees Committee be subsumed within this committee.

AS 89-18/RSA, Ex. MONETARY GRANT AWARD PROGRAM, AUGMENTATION OF

The Academic Senate supports the request of the Research and Scholarly Activity Committee (RSAC) dated November 22, 1988 (Attachment E), to augment the \$25,000 that has been provided annually by the Hornet Foundation for support of the Monetary Grant Award Program. Specifically, the Academic Senate recommends, 1) that the additional \$25,000 provided to the University by the Hornet Foundation (which is identified as "undesigned" in the 1988-89 Hornet Foundation Budget, and intended for support of research) be designated by the President as an augmentation to the Monetary Grant Award Program to be carried forward, if necessary, to the 1989-90 Academic Year, and 2) that the President seek from the Foundation, in future years, a similar amount to maintain the level of support of the Monetary Grant Award Program at \$50,000.

AS 89-19/CC, Ex. FOREIGN LANGUAGE REQUIREMENT

Based on the recommendation of the CSUS Department of Foreign Languages (Attachment F-1) and the Senate's Curriculum Committee (Attachment F-2), the CSUS Academic Senate endorses, in principle, the CSU Foreign Language Requirement (Attachment F-3) and urges the CSU to provide appropriate needs assessment, impact studies, and timelines to adopt eventually a foreign language requirement in the CSU.

After reviewing thoroughly the attached Academic Program Review Report for the Department of Speech Pathology and Audiology, prepared by the Review Team jointly appointed by our respective groups, the Academic Senate Curriculum Committee and the Graduate Policies and Programs Committee make the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

Commendations to the Department of Speech Pathology and Audiology

The Department of Speech Pathology and Audiology is commended for its:

- effective leadership
- clear and articulate Student Handbook
- respected Language, Speech, and Hearing Center
- high program standards
- accreditation by the American Speech-Language-Hearing Association
- faculty dedication to its programs and students; and
- involvement in and administration of the CSUS Assistive Device Center.

Recommendations to the Department of Speech Pathology and Audiology

It is recommended that

1. the department, in consultation with the Dean of Graduate Studies, consider the need (if any) to exceed the university's 30-unit limitation for its M.S. degree program. (p. 7)
2. by April 15, 1989, the department present to the Graduate Policies and Programs Committee either evidence of complying with the university's 30-unit limitation for M.S. degree programs, or an acceptable justification for continuing to exceed the limitation. (p. 7)
3. the department's Catalog material be revised to specify the program emphasis of each course requirement and each program course list, and to include requirements for each degree program emphasis. (p. 8)
4. the department's graduate core requirements be revised to conform to the university regulation of having at least three courses with no fewer than nine units, excluding independent study, field work, and the culminating experience, that are common to the degree program, or obtain a waiver from this regulation, and report back to the Graduate Policies and Programs Committee by April 15, 1989. (p. 9)

5. the department review the course contents and requirements for SPH 224, 225, 229.1, 229.3, 240.1, and 240.3 in light of the consultant's comments on pages 9, 10, and 13 of his report. (p. 10)
6. the department review its Plan C exam with regard to the consultant's comments on pages 10, 11, and 13 of his report. (p. 10)
7. the department more thoroughly define its criteria for determining the level of its courses. (p. 11)
8. the department review its upper division grading policies to overcome grade inflation. (p. 13)
9. the department seek funds for computer and software purchases from the School of Arts and Sciences and from grants. (p. 18)
10. the department investigate existing programs on the campus that might be helpful in recruiting minority students--the Coordinator of the Educational Equity Program should be consulted; in addition, the department should confer with the Associate Dean of Programs and Development in the School of Arts and Sciences about grants and other outside funds to support the development and implementation of long-range recruitment projects. (p. 18)
11. the Department Chair meet with the Director of the Career Development and Placement Center to consider ways in which the center might help the department with career advising for both undergraduate and graduate students. (p. 20)
12. the department develop a program of routine student recruitment at feeder community colleges. (p. 20)
13. the Department Chair meet with the Dean of the School of Arts and Sciences to review the department's prioritized equipment needs in light of the consultant's comments on page 8 of his report, and plan a strategy for their eventual purchase. (p. 22)
14. the Department Chair meet with the Dean of the School of Arts and Sciences to consider ways to enrich the course classification for clinical supervision. (p. 22)
15. the department track graduate students to anticipate the number that will require thesis supervision in up-coming semesters and to plan such supervision within faculty workload limits. (p. 22)

16. the Department Chair meet with the Dean of the School of Arts and Sciences to consider ways to augment the department's budget for travel and postage. (p. 23)

Recommendation to the Dean of Graduate Studies

It is recommended that the Dean of Graduate Studies meet with the Department of Speech Pathology and Audiology to consider the need (if any) for the department's graduate program to exceed the university's 30-unit limitation for M.S. degree programs. (p. 7)

Recommendations to the Dean of the School of Arts and Sciences

It is recommended that the Dean

1. meet with the Chair of the Department of Speech Pathology and Audiology to review the department's prioritized equipment needs in light of the consultant's comments on page 8 of his report, and plan a strategy for their eventual purchase. (p. 22)
2. meet with the Chair of the Department of Speech Pathology and Audiology to consider ways to enrich the course classification for clinical supervision. (p. 22)
3. meet with the Chair of the Department of Speech Pathology and Audiology to consider ways to augment the department's budget for travel and postage. (p. 23)

Recommendation to the Associate Dean for Programs and Development in the School of Arts and Sciences

It is recommended that the Associate Dean meet with members of the Department of Speech Pathology and Audiology to consider grants and other outside funds to support the development and implementation of long-range educational equity recruitment projects. (p. 18)

Recommendation to the Director of the Career Placement and Development Center

It is recommended that the Director meet with the Chair of the Department of Speech Pathology and Audiology to consider ways in which the center might help the department with career advising for both undergraduate and graduate students. (p. 20)

Recommendation to the Coordinator of the Educational Equity Program

It is recommended that the Program Coordinator meet with members of the Department of Speech Pathology and Audiology to develop plans for recruitment of ethnic minority students. (p. 18)

Recommendations to the Academic Senate

It is recommended that

1. the Bachelor of Science degree program in Speech Pathology and Audiology with emphases in speech pathology and audiology be approved for a period of five years or until the next program review.
2. approval of the Master of Science degree program in Speech Pathology and Audiology, with emphases in speech pathology and audiology, be contingent upon the department's submission of the following to the Graduate Policies and Programs Committee by April 15, 1989: (a) evidence of an appropriate number of core units; and (b) either an acceptable justification for a continued exemption from the university's 30-unit limitation for M.S. degree programs or compliance with the limitation.
3. the Clinical Rehabilitative Services Credential Program with Special Class Authorization be approved for a period of five years or until the next scheduled program review.

## POLICY ON ACADEMIC ADVISING

### I. Statement of Philosophy

Effective academic advising is essential to the realization of the University's instructional mission. The University strives to offer a workable program of academic advising for every enrolled student. Through faculty advisers, student affairs staff, and advising publications all students are entitled to access to accurate, reliable, and consistent advising. Students are encouraged and in some cases required to utilize advising services.

### II. Goals

#### A. The goals of the University's advising program are:

1. To provide every student with the opportunity to become acquainted with a member of the faculty.
2. To assist students in choosing educational and career objectives compatible with their interests and abilities.
3. To assist students in planning their academic programs.
4. To assist students in understanding the value of the University's General Education program and the relationship of this program to their interests and career objectives.

5. To assist students in interpreting and applying University policies.

6. To facilitate use of the University's student services and resources.

#### B. Responsibility for the attainment of these goals is shared by students, faculty, staff and administration.

C. Responsibility for the development of academic advising programs and the delivery of advising services belongs primarily to faculty.

### III. Responsibilities of Students

#### A. The ultimate responsibility for academic success rests with the student. Students are expected to:

1. Be aware of and comply with the University's published academic policies, regulations, and deadlines.
  2. Maintain their own advising files, which should include unofficial and official evaluation of General Education courses taken, unofficial copies of transcripts of courses taken at other colleges/universities, reports of placement test scores, semester grade reports, copies of forms and petitions, notes on discussions with advisers.
  3. Meet regularly, i.e., at least once per semester with an adviser in the student's major or, in the case of undeclared majors, advisers designated by the Academic Advising Center.
  4. Declare a major officially before the attainment of Junior standing, or, in the case of Junior and Senior transfer students, by the end of the first semester at CSUS; when declaring or changing major, notify the Registrar's Office and major department within one semester.
- B. Because of the relationship of effective advising and academic success, students are expected to attend the University's orientation program before enrolling, and are required to meet with advisers in their major as stipulated in their departments' advising policy.
1. Compliance with departmental policies requiring students to meet with advisers will be verified with a form signed by the adviser and submitted to the Registrar's Office. The form shall include tentative course selections for the next semester.
  2. Students who do not comply with policies requiring meetings with advisers will be assigned the lowest registration priority for subsequent semesters until the requirement is met. Students who have declared a major shall comply with the policy of their major department; undeclared majors shall follow the Academic Advising Center plan for undeclared students.

according to the departments policy either or be denied access to CAR registration.

IV. Responsibilities of the University Administration

- A. The Vice President for Academic Affairs is responsible for administering the University's academic advising program, as well as securing the support and resources needed to assure its success
- B. The Vice President for Academic Affairs will assign an appropriate administrator to coordinate University efforts to improve academic advising and to monitor the implementation of approved policies and practices relating to academic advising.

V. Responsibilities of the University Administration

- A. School Deans will be responsible for monitoring the development and implementation of clearly defined advising policies and practices within their Schools.
- B. The Dean will assign an associate or assistant dean to coordinate the School efforts and provide guidance and assistance to academic departments to improve academic advising.
- C. The Dean will be responsible for providing the resources needed to support comprehensive advising programs at the department/program level.

VI. Responsibilities of Academic Departments

- A. Each academic department, major program, and the Academic Advising Center shall, by Spring Semester 1990, develop and publicize to their students a comprehensive plan defining the department's advising policies and procedures. (In some cases advising programs may be developed at the school, rather than department level.) Departments may wish to consider the advising models suggested in the Addendum to this policy statement. Copies of departmental plans shall be conveyed to appropriate deans and the Office of the Registrar. Policy/procedures statements shall inform students of the department's expectations concerning:
  - 1. Participation in University orientation programs.
  - 2. Procedures for adviser selection or assignment.
  - 3. Required advising meetings with departmental advisers.
  - 4. Additional requirements for special student populations, such as probationary students or pre-professional students.

- B. All departments/programs shall identify those faculty in the department who will be responsible for advising students in the major and, when appropriate, undeclared students.

C. Each academic department/program shall designate a faculty member as Advising Coordinator. Advising Coordinators may receive assigned time in an amount approved by the School Dean and the Department Chair. The responsibilities of the Advising Coordinator will be to:

- 1. Assume primary responsibility for the development and implementation of the department's advising policy and procedures, including specific provisions for advising evening students, graduate students, and students studying at off-campus sites.
- 2. Attend regularly scheduled training meetings with other Advising Coordinators.
- 3. Coordinate the department's advising activities with orientation, the admission evaluation process, educational equity activities, and additional advising-related programs which may develop.
- 4. Organize an advising file system and assure that advisers in the department are provided with the student data needed for advising.
- 5. Organize training activities for departmental advisers.

- 6. Communicate regularly with the department's designated advisers to keep them apprised of changes in requirements and aware of appropriate campus resources.

D. All departments are encouraged to include in their ARTP criteria consideration for ~~advising effectiveness~~ <sup>faculty participation in</sup>

VII. Responsibilities of Faculty Advisers

- A. The members of the University primarily responsible for the delivery of advising services are those full-time faculty designated by their department.

*agreed*

B. General objectives of departmental advisers are:

1. To create a welcoming environment for advisees.
  2. Be knowledgeable enough to assist students in planning their academic programs and resolving problems related to their progress towards a degree.
- C. Specific responsibilities of departmental advisers are:
1. Meet with advisees in accordance with departmental policy which indicates frequency of required and/or suggested advising meetings for different student populations.
  2. In the case of required advising contacts, assist students in making course selections for the next semester and sign form to verify satisfaction of requirement.
  3. Assist students in monitoring progress toward completion of major, General Education, and other degree requirements.
  4. Participate in training meetings to maintain a current working knowledge of academic requirements and campus resources.
  5. Review and approve graduation applications.
  6. Assist advisees in finding answers to their questions.

VIII. Responsibilities of the Academic Advising Center;

- A. Provide General Education advising for prospective and continuing students.
- B. Develop a comprehensive, faculty-based academic advising program for undeclared students.
- C. Provide an in-depth training experience for faculty wishing to work in the Advising Center on an assigned-time basis.
- D. Assist Departmental Advising Coordinators and Deans in the development and implementation of comprehensive training activities for departmental faculty advisers.
- E. Organize and implement the University's orientation programs for new

students and parents and coordinate these programs with departmental advising activities.

F. Assist the Admissions Office, Evaluations Office, Registrar's Office and Computer Center in developing the mechanisms needed to enable departments to implement their advising programs.

IX. Additional Areas of Support

A. The Office of Admissions and Records shall:

1. Provide the mechanisms for enforcing required advising as defined by departmental advising policies by Spring Semester 1990. The consequence for non-compliance is assignment to the lowest registration priority until the student is in compliance.
2. Provide in a timely manner the student data needed to maintain departmental advising files.
3. Coordinate the implementation of priority and late registration with departmental advising activities and orientation.
4. Make staff available to assist with training faculty advisers and answering questions.
5. Complete General Education evaluations before the end of the transfer student's first semester at CSUS.
6. Complete a General Education evaluation for native CSUS students before attainment of Junior standing.

B. The Computer Center shall provide the programming support needed to:

1. Interface departmental policies on required advising with the registration process. (Spring 1990)
2. Develop an automated degree audit system, i.e., a list of unmet graduation requirements. (Fall 1990)

3. Develop an advisee profile report, i.e., a summary of test scores such as SAT or ELM and other academically related information. (Fall 1990)
4. Provide departmental advisers with student data in a timely manner.

X. Evaluation

- A. The Vice President's designee, the Director of Academic Advising, and Departmental Advising Coordinators shall develop a means of regularly evaluating advising services.
- B. Evaluative data should include feedback from both students and faculty.
- C. Advisee satisfaction should be compared among various models to determine the relative merits of different approaches to advising.
- D. Recommendation for significant changes in this policy should be submitted to the Academic Senate and the Vice President for Academic Affairs.

**Addendum: Possible Advising Models for Adoption by Departments:**

**A. Alternative for Identification of Advisers:**

1. Department Advising Coordinator and Department Chair jointly select advisers who are responsible for advising all students in the major.
2. Department Advising Coordinator is responsible for advising all students in the major.
3. All full time faculty in the department share responsibility for advising students in the major.

**B. Alternatives for Assignment of Advisees to Advisers:**

1. Advisees assigned to designated advisers by area of interest.
2. Advisees arbitrarily, but evenly, assigned to designated advisers.
3. Advisees request assignment to an adviser.

**C. Alternatives for Advising Files:**

1. Adviser maintains files of assigned advisees.
2. Advising Coordinator maintains advising files.
3. Department Secretary maintains advising files.
4. Advising files may include:
  - a. Copy of the current semester enrollment.
  - b. Most recent CSUS grade report.
  - c. General Education evaluation.
  - d. Copies of petitions.
  - e. An anecdotal record summarizing contacts with the advisee.
  - f. A current copy of the automated degree it.

**D. Possible Student Populations Required to See Advisers:**

1. New Freshmen
2. New transfer students
3. New graduate students
4. Continuing students

5. Students on Continued Probation
6. Disqualified students who have been reinstated
7. Pre-med, pre-credential, pre-law and other pre-professional students.

**E. Frequency of Required Advising Meetings (would vary for different student populations):**

1. First semester at CSUS. (In view of all the research findings on academic success and retention this is viewed as the minimal commitment expected of all departments/ programs.)
2. First and second semesters at CSUS.
3. First semester and any semesters following a break in CSUS enrollment.
4. First semester and next to last semester.
5. Every semester.



California Commission for the Review of the Master Plan for Higher Education has noted:

Education is in an almost unique position in its increasing emphasis on the use of the doctorate degree as a credential for practice. A few professionals in social welfare or public administration aim to move into high level agency management positions once they have earned the doctorate, but in no other field is the degree so widely seen as necessary for advancement in jobs which are primarily management and have only a minimal research component.<sup>1</sup>

Further, the California Legislature's Joint Committee for Review of the Master Plan in Higher Education reinforced this point:

Fourth, while we have already stated that California State University ought not offer an independent doctorate, we want to make clear our intention that the joint doctoral programs between the California State University and both the University of California and the independent universities be increased and strengthened. Particularly in education, and in other fields where there is a demonstrated demand and no nearby University of California campus, the joint doctoral programs should be expedited and expanded. . . . It is the intent of the Legislature that joint doctoral program . . . be expedited and approved when they meet the needs of students, particularly minorities and women.<sup>2</sup>

This proposal for a joint doctoral program responds directly to these concerns.

III. Strengths of Existing Programs

The Educational Administration Program at CSUS is one of the largest administrator preparation programs in California with an average enrollment of 375 students (160.0 FTE). The student population is comprised of 66% female and 32% minority; the program graduates approximately 30 MA degree candidates and 40 credential candidates annually. The faculty consists of 13.04 FTE with 9 tenure track faculty, all of whom hold earned doctorate degrees (Ph.D.-5, Ed.D.-4).

Dr. Randall Lindsey, Chair of the Division of Administration and Counseling at California State University, Los Angeles, the outside consultant for the University Program Review Committee for Educational Administration (October 1988), commended the faculty and the program:

1. Commission for the Review of the Master Plan for Higher Education, "Graduate Education and Research," Issue Paper No. 3. Sacramento, August 1987, pp. 63-63.
2. California Legislature's Joint Committee for Review of the Master Plan in Higher Education. California Faces . . . California's Future: Education for Citizenship in a Multicultural Democracy.

PROPOSAL FOR JOINT DOCTORATE DEGREE PROGRAM  
CSUS-UOP  
(Executive Summary of Full Proposal)  
February 16, 1989

I. Overview

The following proposal for a joint doctoral program between the Educational Administration programs of California State University, Sacramento and the University of the Pacific grows out of a recognized, compelling need for school leaders to engage in the advanced study of educational management. Given the tremendous growth currently being experienced in California public school systems, coupled with the expected retirement of half of the existing administrative force during the next decade, there exists a demand for highly trained administrators which will continue into the twenty-first century. The mere replacement of current administrators and supply of new ones alone will not be enough to provide the necessary leadership to meet our future educational needs. California is changing in population size, demographics, and in its economic bases; and it is this rapid change in both focus and direction which increases the value of visionary leaders.

II. The Need

The population of Northern California is rapidly increasing, and with it has come the inevitable proportional increase in the K-12 sector of public education. This accelerated rate of growth has required school districts to greatly expand--building additional schools and moving to year-round schedules. Coupled with the dilemma of growth is a renewed emphasis on educational quality in the schools and a consequent concern that schools "return to excellence." All of these forces have combined to dictate a new profile of the school administrator as one who can manage all of the physical aspects of a growing district while providing outstanding instructional leadership as well.

The tremendous expectations currently placed on school administrators necessitate the filling of these positions with highly educated personnel who have sound basic preparation and the commitment and opportunity to continue their development.

Currently, there exists no such program in the North Central California region. Other programs which exist are off-campus, packaged programs which require candidates to go through a pre-set sequence of courses and to conduct research in pre-determined areas, according to the availability of full-time faculty to travel to the off-campus class site. The only alternative to this "packaged" approach is full-time enrollment in a program which necessitates relocation to another part of the State and the relinquishing of one's current position.

The effect of these developments in educational administration have recently been described by two state-level authorities. The

In my opinion the Educational Administration faculty in Counseling, Administration and Policy Studies may be among the premier faculty in schools whose mission is the education and training of school administrators. California State University, Los Angeles received the Exemplary Program Award from the American Association of School Administrators this year. My experience says that this faculty is as strong in most areas and may be stronger in two areas: a deep philosophical commitment to examining and improving schools, and a great involvement in schools for service and study.

The Educational Administration Program at UOP has offered an Ed.D. in Educational Administration since 1951. The doctorate program provides an in-depth program of study related to leadership theory, school law, school finance, curriculum theory, multicultural education, personnel administration, and organizational behavior. All courses are taught by three full-time faculty and part-time faculty as needed. If the joint doctoral program is implemented, additional full-time faculty will be employed.

The University of the Pacific, in addition to being the oldest institution of higher education in California, was one of the first California universities to have its School of Education fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) through the doctorate degree (the most recent NCATE review was in 1986). The Review Team judged the program to be meeting NCATE standards and concluded that the program was solid. Long-range planning and use of evaluative data were judged exceptional and superior.

#### IV. Effect of Joint Doctoral Program on Undergraduate and Graduate Programs

By its nature, doctoral education enhances the intellectual breadth of a campus and leads to courses and educational resources with increasing sophistication. A major facet of this program will be its links to relevant disciplines outside the School of Education. Because of the substantial number of faculty positions generated, faculty assigned time to develop and teach courses especially designed for students in the joint doctoral program will be available. Moreover, a major goal of this joint doctoral program is to provide candidates the opportunity to gain both breadth and depth in the development of educational policy and the discussion and exploration of the complex issues involved in policy development. Hence, it seems appropriate that such departments as sociology, anthropology, ethnic studies, communication studies, government, organizational behavior and management will be able, if they choose, to become involved in this doctoral program.

#### V. Resources and Funding

##### Resources

The instructional facilities for this program would consist of

seminar meeting rooms and classrooms in the School of Education building at CSUS, and similar facilities at McGeorge School of Law, University of the Pacific (located in Sacramento), and at the UOP main campus in Stockton.

Research facilities for this program would be as follows:

The Library, CSUS. The educational administration and education policy studies collections are considered by the faculty as one of the finest in the state. The total collection in Education contains 52,1214 volumes and 249 subscription titles for periodicals. Access to journal literature is achieved through subscriptions to the appropriate indexing and abstracting services including Educational Resources Information Center (ERIC) on laser disk. Online searching of ERIC is available upon request. Because of its organization, based on instructional program areas, the Library is uniquely prepared in its staffing to meet the needs of both students and faculty at the doctoral level.

William Knox Holt Library, University of the Pacific Main Campus. The collection for education and educational administration is substantial and library services required to support graduate work in education are already in place.

Other Resource Centers. Doctoral candidates would have access to the significant collection of series, monographs and journal titles housed at the McGeorge School of Law Library considered to be outstanding by the California Bar Association. Also available in the region is the State of California Library and State Archives, with their important collections of federal and state documents.

##### Funding

The attached table (Table 1, p. 9) contains a five year budget projection (request) for the Joint Doctoral Program. It is expected that enrollments will attain their "equilibrium level" somewhere between the third and the fifth year, so that the final column could be considered the program's on-going expenses. Every effort is made to explain significant budget details in the line item descriptions or in footnotes, eliminating the need for an elaborate narrative at this point.

The budget projection combines two major calculations. The column labelled "Regular Formula" identifies the funding which would be provided according to the California State University's "Orange Book" formulas. Unlike the regular formulas for current operations, which are based on measures of "Full-time Equivalent Students" (FYES), the Orange Book formulas for joint doctoral programs use headcount of students in ways described on the projection's final page. It is assumed that the resources identified in the "Regular Formula" column will be provided if this proposal is approved by the Chancellor's Office and the State.

The column labelled "Augmentation" identifies those resources needed beyond the minimum formula to offer a high quality program for doctoral students in educational administration on the Sacramento campus. These estimates were developed through discussions amongst faculty and staff at CSUS, and a review of support for existing joint doctoral programs (especially those in educational fields).

#### VI. Admission to the Joint Doctorate Program

Applicants must have a Master's Degree in Educational Administration or equivalent field, or in a related field in education. (Counseling Psychology, Curriculum and Instruction, Multicultural/Social Foundations or Special Education) from an accredited institution and must meet the requirements for admission to the Graduate Divisions of CSUS and UOP.

Entry into the joint program occurs when the candidate is accepted by the appropriate graduate authorities of CSUS and UOP; a complete application will consist of the following with no one criterion seen as necessarily exclusionary: appropriate application form; three letters of recommendation for this program from professors in higher education and school district or agency top level administrators; transcripts of all academic work at all institutions attended (generally, a GPA of 3.5 will be necessary.); Graduate Record Examination Scores (generally, a minimum score of 1000 total on the verbal and quantitative examinations will be necessary.); Miller's Analogies Test Scores (generally, a minimum score of 52 will be necessary.); written statement of 1000-1500 words reflecting professional goals; verification of administrative work experience; and an interview with members of the admissions committee for this program.

#### VII. The Program

This proposal is for a joint doctoral program in Education (Ed.D.) between CSUS and UOP. Since this particular type of degree program is unique to the field of education, it is important that this uniqueness is emphasized and the program be clearly understood by all parties.

An Ed.D. degree (the doctor of education) as contrasted with the Ph.D. (the doctor of philosophy common to the arts and sciences) is a practitioner's degree. That is, the Ed.D. in Educational Administration is designed to afford advanced specialization work to educators who intend to remain as leaders and managers in the field. As such, this doctoral program emphasizes the advanced training of practitioners in the application of theory to solve everyday problems in the operations and functioning of educational systems; to conduct action research in the field and to suggest changes to the system as a result; and to demonstrate visionary leadership of these systems based upon a well developed conceptual framework. This program, then, stands in contrast to the more theoretically oriented Ph.D. program, where knowledge is pursued and research emphasized for the sake of new discoveries in the conceptual realm.

#### Catalog Description for Joint Doctoral Program

##### Program Goals

The focus of this program is to prepare practitioner-scholars who will be able to fill a wide variety of educational leadership roles by:

- critically reflecting upon administrative theory and practice from a solid conceptual base
- developing professional research, problem solving, and decision making skills, and applying these to diverse student populations
- providing effective leadership from a base of expanded skills and competencies

##### Admissions and Residency Requirements

To be admitted to and maintained in the program, students must:

- hold an M.A. degree in Educational Administration or a closely allied field
- have an academic GPA of at least 3.5 in previous graduate work
- score 1000 or better on the GRE (combined total of the verbal and quantitative sections)
- score 52 or better on the Miller's Analogy Test (MAT)
- provide verification of administrative/leadership experience
- submit three letters of recommendation, one each from:
  - a professor of higher education
  - a top level educational administrator
  - a staff member within the candidate's own organization
- maintain residency by enrolling for nine or more units in the doctoral program for two consecutive semesters (units may be divided between the two institutions)

##### Academic Performance Standards

- Students will be expected to maintain a GPA of 3.5
- No grade below "B-" may be used to satisfy degree requirements
- Any student whose GPA falls below 3.0 will be placed on academic warning and failure to correct deficiencies will result in being dropped from the program

**Minor Field Emphasis**

Completion of twelve units in one minor field or six units each in two of the fields listed below (examples of courses are included):

**1. Curriculum and Instruction**

- CSUS TE 265.0 Curriculum for Multicultural Schools
- TE 249.0 Women and Education
- UOP FEI 209.0 Curriculum Theory
- FEI 295.b Seminar in Secondary Curriculum

**2. Counseling Psychology**

- CSUS EDCAP 272.0 Dynamics of Human Development
- EDCAP 271.2 Gender Roles in Counseling
- UOP FEP 220 Nature and Condition of Learning
- FEP 295.1 Child Development Across Cultures

**3. Multicultural/Social Foundations**

- CSUS TE 244.1 Theoretical Perspectives in Cross Cultural Educ.
- TE 264.6 Language Assessment and Testing
- UOP FEG 206.0 Comparative Education
- FEG 295.d Social Class Effects in Education

**4. Special Education**

- CSUS EDSER 269.8 Learning Handicapped Foundations and Issues
- EDSER 265.1 Legal Aspects of Special Education
- UOP FES 295.b Seminar in Emotionally Disturbed Children
- FES 295.a Seminar in Critical Issues in Special Educ.

**Research Core Courses**

Courses to be taken concurrently with administration core and minor field studies, in approximate sequence as follows:

- CSUS EDCAP 296.0H Intermediate Statistics
  - UOP FEG 295.c Seminar in Humanistic/Behavioral Aspects of Education
  - FEP 395.c Research Design
  - FEP 395.d Seminar in Educational Research
- Dissertation Units

Students will register for 6/7 units at UOP and 3/4 units at CSUS (after advancement to candidacy). In order to receive guidance in dissertation research and preparation.

**Course Requirements**

This program will be structured around four major components, and coursework will be assigned accordingly:

Components	Units - Distribution
Educational Administration	18 (UOP 9 : CSUS 9)
Minor Field Emphasis	12 (UOP 6 : CSUS 6)
Research Core Courses	12 (UOP 9 : CSUS 3)
Dissertation	10 (UOP 6/7 : CSUS 3/4)
	Total 52

**Educational Administration Core**

Completion of at least three units in each of the following five areas with one additional three unit elective from any of the five (all courses are valued at three units unless otherwise indicated):

**1. Curriculum and Instruction**

- CSUS EDCAP 209.3 Seminar in Curriculum Development
- EDCAP 209.9 Seminar in Supervision and Leadership
- UOP FEA 395.d Seminar in Adm. of Instructional Programs

**2. Organizational Analysis and Leadership Theory**

- CSUS EDCAP 209.7 Seminar in School Administration
- EDCAP 296.0C Seminar in School Improvement
- EDCAP 296.0F Seminar in Collaborative Leadership

**3. Finance and Economics of Education**

- CSUS EDCAP 296.0E Economic Analysis of Educational Policy
- UOP FEA 380 Advanced School Finance and Legal Issues

**4. Political Culture**

- CSUS EDCAP 296.0G Seminar in Women and Minorities in Admin.
- UOP FEA 395.b Seminar in Current Trends/Issues in Admin.
- FEA 395.f Seminar in Political/Cultural Relationships in Administration
- FEA 395.H Seminar in School Communications/Pub. Relations

**5. Human Resources**

- CSUS EDCAP 209.4 Seminar in Human Resources
- EDCAP 296.0B Seminar in Staff Development
- UOP FEA 395.e Seminar in Administration of Personnel

**Qualifying Examinations/Advancement to Candidacy**

Written qualifying examinations will be administered at the end of the second academic year. The three-day (five hours per day) examinations will cover the educational administration core and the student's minor field. Successful completion signals eligibility for advancement to candidacy.

**Dissertation Stage**

Students will enter this stage upon:

- completion of all coursework, including the dissertation research course (UOP FEP 395.d)
- satisfactory completion of qualifying examinations
- official advancement to candidacy by both CSUS and UOP.

In consultation with his/her faculty advisor:

- student selects a dissertation committee of five faculty drawn from both CSUS and UOP (two members from each institution and the faculty advisor).

Student prepares dissertation proposal:

- for review by the advisor, then
- review by the committee.

After approval by the committee:

- student completes the dissertation with advisor approval
- upon approval by the advisor, copies of the dissertation will be distributed to the committee members
- a defense of dissertation is then scheduled
- upon successful defense of the dissertation, student is recommended for awarding of the Ed.D.

**VIII. Conclusion**

The need for this course of study leading to a doctorate in education has been established. The tenor of the times--reform platforms demanding a return to excellence, a cry for administrators who are sensitive to the needs of the increasingly culturally diverse populations in the public schools, and a desire for leaders with processes and strategies to reach these goals--speaks to the exigency of advanced training programs for the leaders of today's schools.

The Master Plan for Higher Education provides incentive for joint efforts between public and private universities as a potential way to meet the growing need for educational opportunities leading to advancement for protected classes. For CSUS, such a program allows growth and development opportunities for the faculty in several departments on campus, provides increased resources to the library, and ensures better access to advanced training for the students of our region. This proposal has obvious advantages for both institutions, and for school districts of North Central California as they receive well trained leaders.

**Table 1**  
 PRELIMINARY BUDGET FOR THE PROPOSED JOINT DOCTORAL PROGRAM  
 IN EDUCATIONAL ADMINISTRATION BETWEEN CSU, SACRAMENTO AND THE UNIVERSITY OF THE PACIFIC  
 Budget for CSU Sacramento Only  
 January 10, 1989

Line Item	Regular Augment	Regular Allocation	Regular Augment	Regular Allocation	Regular Augment	Regular Allocation
1980/1981	First Phase	1980/1981	Second Phase	1981/1982	Third Phase	1982/83
1981/82		1982/1984	Continuing Levels	1984/1985	Continuing Levels	1984/1985

STUDENT EMPLOYMENT (headcount)  
 Total: At CSUS (see also the explanation on final page of table)

1980/81	1981/82	1982/83	1983/84	1984/85
20	40	60	20	20

FACULTY & STAFF		1. Faculty Positions (see p. 2)		2. Support Staff		3. Instructional Administration		4. Clerical-Clerical Asst. III, B		5. Benefits (25% of salaries)		7. Student, Faculty and Staff	
7.5	\$226,890	2.5	\$75,830	5.0	\$151,260	0.21	\$6,233	1.75	\$54,252	\$44,563	\$22,281	\$111,406	\$324,218
7.5	\$226,890	2.5	\$75,830	5.0	\$151,260	0.21	\$6,233	1.75	\$54,252	\$44,563	\$22,281	\$111,406	\$324,218

(Table continues)

The percentage of each student's course load represented by CSUS credits.

PRELIMINARY BUDGET FOR THE PROPOSED JOINT DOCTORAL PROGRAM  
IN EDUCATIONAL ADMINISTRATION BETWEEN CSU, SACRAMENTO AND THE UNIVERSITY OF THE PACIFIC

Line Item	First Phase 1990/1991		Second Phase 1991/1992		Third Phase 1992/93		Continuing Levels 1993/1994		Continuing Levels 1994/1995	
	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation
<b>LIBRARY</b>										
8. Staff (salary & benefits)										
0.5 Librarian (Senior Asst., Step 1)		\$15,840		\$16,596		\$17,370		\$18,228		\$19,150
Benefits (25% of salary)		\$3,960		\$4,149		\$4,343		\$4,560		\$4,788
0.3 Student Assistant (1.0 = \$11,690)		\$2,630		\$3,507		\$3,507		\$3,507		\$3,507
9. Hardware										
CD Rom Server		\$5,000								
CD Rom Searching Stations (2)-computer & printer for ERIC		\$3,800								
10. Acquisitions										
CD Rom Subscriptions										
Diss. Abstracts Intl., 1984-88*		\$2,998								
Diss. Abstracts Intl., Annual Subscription*		\$998		\$998		\$998		\$998		\$998
Start-up Costs for 2nd ERIC CD Workstation		\$750								
ERIC Annual Subscription		\$250		\$250		\$250		\$250		\$250
Periodicals (including missing backfiles)		\$3,500		\$2,500		\$2,000		\$2,000		\$2,000
Monographs		\$1,200		\$1,800		\$2,300		\$2,300		\$2,300
11. Subtotal, Library		\$41,020		\$29,797		\$30,765		\$31,850		\$32,990
<b>EQUIPMENT</b>										
12. FTES Formula (88/89 rate) (\$19.00*FTES)	\$190	\$3,000	\$380	\$3,000	\$570		\$570		\$570	
13. Furniture for New Positions (\$1,780 per FTE#)	\$4,598		\$4,598		\$4,598		\$0		\$0	
14. Subtotal, Equipment	\$4,788	\$3,000	\$4,978	\$3,000	\$5,168		\$570		\$570	

(Table continues)

\*Only paper copies are currently available.

PRELIMINARY BUDGET FOR THE PROPOSED JOINT DOCTORAL PROGRAM  
IN EDUCATIONAL ADMINISTRATION BETWEEN CSU, SACRAMENTO AND THE UNIVERSITY OF THE PACIFIC

Line Item	First Phase 1990/1991		Second Phase 1991/1992		Third Phase 1992/93		Continuing Levels 1993/1994		Continuing Levels 1994/1995	
	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation
<b>OTHER</b>										
15. Supplies & Services (\$95.02*FTES)	\$250		\$1,900		\$2,851		\$2,851		\$2,851	
Printing		\$1,000								
Postage		\$500								
16. Travel (\$5.90*FTES + formula)	\$60	\$2,840	\$120	\$3,880	\$180	\$3,820	\$180	\$3,820	\$180	\$3,820
17. Telephones		\$3,000		\$3,000		\$3,000		\$3,000		\$3,000
18. Software & Simulations		\$2,000		\$2,000		\$2,000		\$500		\$500
19. Space Lease (2 offices, seminar room)		\$8,840		\$8,840		\$8,840		\$8,840		\$8,840
20. Total, Other	\$1,010	\$18,080	\$2,021	\$17,520	\$3,031	\$17,460	\$3,031	\$18,960	\$3,031	\$18,960
21. Total (Formula/Augmentation)	\$117,208	\$82,100	\$229,811	\$50,317	\$342,418	\$48,224	\$337,820	\$47,810	\$337,820	\$48,850
22. Total (Formula & Augmentation)		\$179,305		\$280,128		\$390,642		\$385,630		\$386,770

Explanation of the formula for calculating FTE Faculty:

Input factor IM16 is the headcount number of College Year Annual Joint Doctoral students in the Joint Doctoral Program regardless of where they are enrolled. Input Factor SFR 3, which is 8.011 for "non-technical disciplines," is the average Student/Faculty ratio for the total number of students. However, the actual number of FTE faculty positions allocated is based on an estimate of the number of students taking classes on the CSU campus divided by 4. This latter calculation is theoretically supposed to result in roughly the same FTE# as the calculation of IM16 divided by 8). The above simulation uses the 4:1 ratio applied to the CSUS-based enrollment estimate.



# California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

## M E M O R A N D U M

TO: Arthur Williamson, Dean of Graduate Studies      DATE: February 20, 1989

FROM: Michael Lewis, Chair <sup>1792</sup> Fiscal Affairs Committee      SUBJECT: ED CAPS Joint Doctoral Program Proposal

=====

Chair Barrena has asked me to clarify a point regarding the budget for the proposed ED CAPS Joint Doctoral Program. In reviewing the appropriate FAC minutes (attached) and my previous memo to you (also attached), I believe some clarification is needed. Joint doctoral programs are treated as special and separate line items in the Chancellor's budget. Funds to support joint doctoral programs are generated by formulae unique to these programs; for example, enrollment for budgeting purposes is counted by head count of students enrolled regardless of total number of units of enrollment. Approved joint doctoral programs do not compete with other campus programs for funds; they generate their own resources. As indicated in the FAC minutes of December 13, 1988, the proposed program actually would generate more faculty resources than necessary to staff the program; the Chair of ED CAPS has suggested that some excess positions would be used to support development of the minor concentrations. Once funds generated by a joint doctoral program--indeed by most programs--arrive on a campus, they may or may not be treated as a budget line item; thus, there is no guarantee that all funds generated by a program actually will flow through to that program. Since the proposed ED CAPS program would be our first experience with the exotic budget structure of a joint doctoral program, FAC has recommended that "the Vice President for Finance publish to the campus community an annual report on the budget of the Joint Doctoral Program, should the program be approved and inaugurated" (Lewis memo, 12/15/88).

I do hope this elaboration adequately addresses the question raised by Chair Barrena. Please feel free to call on me (x6622) if any further information is needed.

ML/CD

cc: Juanita Barrena  
Mina Robbins  
Steve Gregorich  
Tom Cottingim

SPECIAL MEETING

FISCAL AFFAIRS COMMITTEE

MINUTES

Tuesday, December 13, 1989

1:10 p.m. Adm. 275

CORRECTED

Members Present: Clark, Elmallah, Gutierrez, Lewis (Chair),  
Pickens, Renken, Richardson, Rios, Schulte

Members Absent: Bartee, McGeary, Slaymaker

Guests: T. Cottingim and S. Gregorich

JOINT DOCTORAL PROGRAM IN EDUCATIONAL ADMINISTRATION [proposal  
was distributed at the 12/6/88 meeting]

S. Gregorich, Dean, School of Education and T. Cottingim, Chair,  
CAPS Department were present to answer questions.

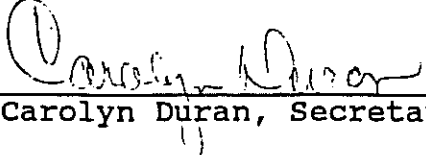
The committee was briefed regarding the difference in how  
enrollments are counted in Ed.D. programs vs. MA programs;  
enrollment is counted per student, not by FTE formula.

The teaching load in the proposed program is divided between the  
two participating universities; in this case CSUS and UOP.  
According to the formula for funding Joint Doctoral Programs, the  
proposed program would receive positions in excess of those  
needed to staff program offerings; these excess units could be  
assigned in support of activities related to the program, e.g.,  
development of new courses in the minor.

The budget for the proposed program is meticulously prepared and  
thorough in its consideration of necessary program support.

It was moved (Elmallah) and seconded (Clark) to forward the  
proposal for a Joint Doctoral Program in Educational  
Administration to the Graduate Policies and Programs Committee.  
The committee further recommends that the Vice President for  
Finance provide annual reports to the university community on the  
budget allocation, as well as expenditures for the joint Ed.D.  
program. The motion carried unanimously.

The meeting was adjourned at 2:50 p.m.

  
Carolyn Duran, Secretary



UNIVERSITY COMMITTEE ON STUDENT ECONOMIC SUPPORT

I. CHARGE

The University Committee on Student Economic Support shall be the principal campus body responsible for recommending policy on all aspects of student economic support, including scholarships--merit-based, need-based, and athletic--fellowships, stipends, grants in aid, emergency loans, on and off campus student employment, fee waivers, fee payment schedule, and the adequacy of the following: low cost housing in the campus vicinity, transportation to and from campus, child care on campus, etc.

The committee's areas of responsibility shall include but not be limited to the following:

1. On-going review of existing bodies from various segments of the University that are concerned with the above areas.
2. Development of a structure and procedures for coordinating and streamlining campus efforts to improve economic support to students.

Specific committee charges include the following:

A. Scholarships, Fellowships, and Stipends

1. Review the policies and procedures used to recruit and establish scholarships at the university, including coordination with outreach, university relations, and academic departments that will be affected by new scholarships.
2. Review procedures for gathering and disseminating information about available scholarships to current CSUS students, potential students, administrators, faculty, and staff. Investigate the feasibility of establishing and maintaining a central data bank of available scholarships that would be accessible at computer work stations on the campus and in the community.
3. Review the process of scholarship administration at the university by all departments, divisions and offices. Recommend procedures for ensuring that all necessary information concerning scholarship recipients is transmitted to the Department of Financial Aid, in accordance with federal regulations. Evaluate alternative means for administering<sup>^</sup> scholarships, i.e., through the Financial Aid Department only, through schools and departments only, through a combination of the

institutional  
^

above.

4. *institutional* Recommend composition of the committees that award scholarships, fellowships, and stipends. Consider alumni and community members as appropriate.
5. Recommend general guidelines for selection of scholarship recipients.

B. Fees

1. Review fees charged to students by the University, with respect to possible waiver of these fees for selected students; fees to be reviewed include student activity fees, lab fees, fees for transcripts, orientation, and other services.
2. Review the enrollment fees charged by the University, with respect to possible waiver of these fees for selected students.
3. Review the schedule for payment of enrollment fees, with respect to possible postponement of payment until the first week of classes--for selected students, or for all students.

C. Financial Aid

1. Review all University policies on awarding of federal, state, and institutional funds, exclusive of those that are specified by federal or state regulations. Include programs administered directly by the Financial Aid Department and those administered by other departments of the University.
2. Review university policy on "Satisfactory Progress" as specified by Title IV regulations.
3. Develop an appeals process for students who do not meet "Satisfactory Progress" standards that excludes from membership on the appeals body any individual a) whose decision is being appealed, or b) who was an author of the policy being appealed.

D. Institutional Support

1. Review the adequacy of staffing in all student affairs departments, and assess the impact of understaffing on student economic support.
2. Review the adequacy of space and equipment in all student affairs departments that impact upon student financial support; where inadequacies are found, develop recommendations for improvement.

E. University Loan Programs and Other Aspects of Student Economic Support

1. University Loan Programs

- a. Review University policy on the short-term loan program.
- b. Develop a structure for hearing appeals that excludes from membership on the appeals body any individual a) whose decision is being appealed, or b) who was an author of the policy being appealed.

2. Student Employment

- a. Identify the universe of student employment opportunities on and off-campus, including those at the Hornet Foundation.
- b. Investigate the feasibility of establishing and maintaining a computerized data bank of student employment opportunities that could be accessed at computer work stations around the campus, and possibly at other locations in the community.
- c. Review the pay structure for various types of work at different locations on campus; consider recommending a policy of equal pay for equal work in all campus units.
- d. Review guidelines for placement of work study students.
- e. Review departmental guidelines for hiring graduate students; consider development of all-campus general guidelines.

3. Child Care, Housing & Transportation

Identify unmet student needs in the areas of on-campus child care, low rent housing on or close to campus, and transportation to and from campus.

II. MEMBERSHIP: COMMITTEE ON STUDENT ECONOMIC SUPPORT

- A. Six faculty members appointed by the Academic Senate, as follows:
  - 1. two from the School of Arts and Sciences.
  - 2. one from each of the professional schools.
  
- B. Six Student Affairs professional elected by the Student Affairs Council from the following areas:
  - 1. one from the Department of Admission and Records.
  - 2. one from the Department of Financial Aid.
  - 3. one from the Health Center.
  - 4. one from a department or program involved in the delivery of Educational Equity programs.
  - 5. one from a department involved in outreach activities.
  - 6. one from a department not otherwise represented.

No more than two directors of programs shall be included in the membership.
  
- C. Three students: one graduate, two undergraduate, appointed by ASI, with no more than one student from any school, on a rotational basis. At least one student should have received financial aid, and at least one shall be a member of the Student Senate.
  
- D. Two university level administrators, appointed by the President.
  
- E. One representative of the community, appointed by the President.
  
- F. One representative of the alumni, appointed by the President of the Alumni Association.

Members shall abstain from voting on issues that pertain to their departments.

Staff support to the committee shall be provided by the Office of the Dean of Students.

The committee shall have a chair and a vice chair, with one a faculty member and the other a Student Affairs officer.

### III. SUBCOMMITTEES

- A. Subcommittees shall include, but not be limited to, the following:
  - 1. Scholarships, Fellowships, and Stipends Subcommittee
  - 2. Fees Subcommittee
  - 3. Financial Aid Subcommittee
  - 4. Student Employment Subcommittee
- B. The parent committee shall define the charge and membership of each subcommittee.
- C. Each subcommittee shall include at least one member from the parent committee, and ex-officio non-voting membership from the administrative staff not to exceed two.
- D. Each subcommittee shall include at least one representative from the student body, faculty, student affairs professionals, and staff.



# California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2684  
California State University  
6000 J Street  
Sacramento, California 95819

DEPARTMENT OF FOREIGN LANGUAGES

NOV 29 1988

Academic Senate Received  
413

To: Juanita Barrera, Chair  
Academic Senate

Date: November 22, 1988

From: Marjorie Gelus, Chair  
Committee for Research

Re: Funds for Monetary  
Grants

A handwritten signature in cursive script that reads "Marjorie Gelus".

As you know, the committee last year raised with Robert Bess the question of increased funding from the Hornet Foundation for Monetary Grants, and this fall we have continued our discussion of the issue. While we are sensitive to the perennial scarcity of funds and the need for their equitable distribution, we still feel that this program is deserving of significantly increased support.

The need for more money is pressing. The \$25,000 that is provided annually has not been increased in the twenty-five years or so since the program began, although the dollar is worth considerably less today, and both the size of the faculty and the amount of research activity have increased substantially. Last year's requests totalled more than three times the amount available for award, and over one half of those who applied for both time and money and did, in fact, receive assigned time did not receive the money needed to undertake their projects. Many of those who did receive money received considerably less than they had requested. The current fund would need to be approximately doubled to permit research for which its sister program, assigned time, has already authorized support.

The 1988-89 budget of the Hornet Foundation includes a sum of \$25,000 marked "Undesignated." According to Charles Bills, this sum is intended to be used for research. Since, further, those monies were generated by grant and contract activity, we feel that this would be a reasonable source for the increased funding that the Monetary Grants program needs.

We would urge you to take an active role in persuading President Donald Gerth to make that additional \$25,000 available to the Monetary Grants program.

San Francisco, California 95819

NOV 7 1988

Academic  
413

Senate Received

DEPARTMENT OF FOREIGN LANGUAGES - CSUS MEMORANDUM

TO: Dr. Juanita Barrena, Chair  
Academic Senate

Date: Nov. 4, 1988

FROM: Claude Duval, Chair  
Foreign Languages *Claude Duval* Subject: FL Grad Req

In response to the Proposed CSU Foreign Language Baccalaureate Requirement approved last April 15 by the Foreign Language Council of the CSU, the Department of Foreign Languages submits the following statement to the CSUS Academic Senate:

1. The Department of Foreign Languages endorsed the FLC proposal at its August 1988 department meeting.
2. The CSU commitment to internationalize the curriculum and to stress the importance of understanding western and non-western civilizations and cultures must include exposure to a foreign language, still one of the most direct and valuable ways to achieve that objective.
3. In the State of California, which is now the most multi-ethnic, multi-lingual, multi-cultural area of the United States, it must be recognized that the academic, social and personal benefits of foreign languages are in the best interest of students and the CSU curriculum.
4. The newly instituted CSU Admission Requirements for entering freshmen includes two years of a foreign language at the high school level. That the CSU recognized the educational value of foreign languages to enter its system is an indication that it considers foreign languages essential to the higher education degrees of every graduate of the CSU.
5. The Foreign Language Council's proposal, in recognizing the linguistic diversity of California and its important role as part of the Pacific Rim, encourages, through waivers, acceptable competency in non-traditional, lesser-taught languages to meet the requirement.
6. The competency-based, rather than seat-time, requirement joins the approach of other major institutions of higher learning in the United States which are reinstating graduation foreign language requirements.
7. The Academic Senate of CSUS is therefore encouraged to give favorable consideration of the proposal, at least in principle, and to urge the CSU to provide appropriate needs assessment, impact study and timelines to eventually adopt a foreign language baccalaureate requirement.

cc: Department Faculty  
Dean and Associate Deans, Arts and Sciences  
Dr. Mary Burger, Academic Vice President



# California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

## M E M O R A N D U M

December 6, 1988

To: Juanita Barrena, Chair  
Academic Senate

*Margaret Goodart.*  
From: Margaret M. Goodart, Chair  
Academic Senate Curriculum Committee

Subject: Proposed CSU Foreign Language Baccalaureate Requirement

At its meeting on Monday, November 14, the Academic Senate Curriculum Committee reviewed the Foreign Language Council's Proposed CSU Foreign Language Baccalaureate Requirement and took the following action:

It was MSC to convey a message to the Academic Senate that we think a competency based exit requirement in foreign languages is desirable for a baccalaureate degree, but that we are unable to urge adoption of such a requirement until the CSU provides an appropriate needs assessment and investigates the impact of such a requirement on other academic programs.

MMG/cb

cc: Vice President Burger  
Professor Claude Duval





CALIFORNIA STATE UNIVERSITY

## Foreign Language

President Claude Duval  
Vice Pres Jose Cuervo  
Secretary Conrad Barrett  
Treasurer Jacqueline Kiraithe  
Rep-at-Lrg Edwin Williams

Attachment F-3  
Academic Senate Agenda  
March 9, 1989

Sacramento  
Dominguez Hills  
Long Beach  
Fullerton  
San Francisco

### PROPOSED CSU FOREIGN LANGUAGE BACCALAUREATE REQUIREMENT

#### THE REQUIREMENT

Beginning Fall, 1992, The California State University (CSU) will require students to show competency in one natural language other than English as part of the graduation requirements for baccalaureate degree. To fulfill this requirement, students must demonstrate language competency in a cultural context at a minimum of Stage 2.1 in one of the following three areas and at a minimum of Stage 2.3 in a second: (1) speaking and listening comprehension, (2) reading and (3) writing. These competency standards are described in the Intersegmental Senates' Statement on Competencies in Languages Other Than English Expected of Entering Freshmen (1986).

Regardless of how or where a student has learned the foreign language, competency must be demonstrated according to procedures established by each campus.

#### WAIVERS

The proposed requirement is subject to waiver by applicants who fulfill one of the following:

1. Students with speech or hearing impairments that specifically affect language learning may fulfill the requirement by completing alternative coursework in such fields as linguistics, foreign literature in translation, comparative cultures or American Sign Language. These waivers shall be arranged through consultation involving the student, the Foreign Language Department and Handicapped Student Services.
2. Attainment of a passing grade in a third-semester (fifth-quarter) course or in an examination at that level, in a classical language such as Ancient Greek, Biblical Hebrew, Latin or Sanskrit.
3. The successful completion of a program of foreign study during the academic year or of a summer program abroad as long as either includes 120 hours or more of formal instruction in a foreign language; these programs are to be approved by the individual campus.
4. At least two years of successful study in a approved secondary school whose primary language of instruction is not English.

5. Passing a national foreign language examination, such as the College Board Foreign Language Achievement Examination, the Modern Language Association Collegiate Examination, the Advanced Placement Examination, etc. A system-wide passing score will be determined for each exam by the CSU after consultation with foreign language faculty.

6. Certification by the student's campus of a foreign language acquired outside the classroom at a level equal to or exceeding the standards expected in the Requirement.

7. The successful completion of an officially declared foreign language major or minor.

### EVALUATION

Progress during the initial four-year period after implementation of the foreign language requirement shall be monitored and evaluated by a system-wide committee, including representation from the Foreign Language Council, the Academic Senate CSU and the Chancellor's Office, and appropriate recommendations shall be made.

Approved by FLC representatives from the 19 campuses of the CSU - April 15, 1988 in Sacramento, California.