

1993-94
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, October 14, 1993
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

Please mark your calendars: Tentative Schedule--Fall 1993 Academic Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest Suite (unless otherwise indicated in bold), University Union:

October 21 and 28
November 4 (**Mendocino Hall 1003**), 11 and 18
December 2, 9, 16

CONSENT CALENDAR

AS 93-68/Ex. COMMITTEE APPOINTMENTS--SENATE

Committee on Diversity and Equity:

DOROTHEA THEODORATUS, A&S, 1994 (repl. L. Palmer)

Curriculum Committee:

JAMES CHOPYAK, Senator (F'93 repl. J. Mrowka)

Faculty Professional Development Committee:

ARLINE PRIGOFF, At-large, 1996

General Education Committee:

HAROLD KERSTER, A&S/Soc Sci, 1995 (F'93 repl. O. Scott)

General Education Course Review Committee:

CARLOS PLUMMER, A&S/Soc Sci, 1995 (repl. D. Golz)

Library Graduate Policies and Programs Committee:

HELENE BURGESS, Senator, 1995

RICHARD CLEVELAND, Senator, 1994

AS 93-69/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Academic Telecommunications Advisory Committee:

ELIZABETH HANSON-SMITH, Faculty At-large, 1995

Livingston Annual Faculty Lecture Committee:

- ANN HARRIMAN, Faculty At-large, 1995
- SHIRLEY MOORE, Faculty At-large, 1995
- ANTHONY PLATT, Faculty At-large, 1995

Multicultural Center Advisory Board:

- XIN REN, Faculty At-large, 1995
- EDDIE CAJUCOM, Faculty At-large, 1995

Persons with Disabilities, Committee for:

- ROLAND DART, Instructional Faculty H&HS, 1995
- ANN VAN GIGCH, Instructional Faculty SBA, 1995

Student Academic Development Committee:

- DANIEL DECIOUS, At-large, 1995
- SUSAN HOLL, At-large, 1995
- JESSIE MULIRA, At-large, 1994
- XIN REN, At-large, 1994

AS 93-70/Ex. PROPOSITION 174 ("THE PARENTAL CHOICE IN EDUCATION" INITIATIVE)

The CSU, Sacramento Academic Senate endorses the Statewide Academic Senate's resolution AS-2175-93, "Opposition to Proposition 174, 'The Parental Choice in Education' Initiative" (*Attachment A*).

AS 93-71/Ex. DIVERSITY, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES' DRAFT POLICY STATEMENT ON

The CSU, Sacramento Academic Senate endorses the Statewide Academic Senate's resolution AS-2177-93, "The WASC Resolution Draft Policy Statement on Diversity (June 23, 1993) of the Western Association of Schools and Colleges (WASC)" and directs the Academic Senate Chair to communicate its action to the WASC (*Attachment B*).

AS 93-72/CC, UTEC, GPPC, FisA, Ex. PROGRAM CHANGES

The Academic Senate recommends approval of the following program changes:

SCHOOL OF BUSINESS ADMINISTRATION

- a. Department of Organizational Behavior and Environment, Human Resources Management Concentration [CC, 4/26/93; FisA, 5/20/92; ExCom, 9/2/93]:
 - 1) Change concentration title from "Human Resources Management" to "Managing Human Resources."

- 2) Add to upper division course options: OBE 152, OBE 155, OBE 159, OBE 160.
- 3) Add to statement of course offering: "With permission of their advisor, students may also take ECON 150, PSYCH 169, and MGMT 139B."
- 4) Delete from upper division courses: MGMT 170, OBE 190, ECON 150, ECON 151, PSYCH 169, SOC 175.
- 5) Reduce the number of required upper division courses required for the major from 21 units to 18 units.

SCHOOL OF EDUCATION

- b. Teacher Education [GPPC, 4/26/93; FisA, 5/18/93, *Attachment E-2*; ExCom, 10/5/93]:

To respond to new guidelines from the California Commission on Teacher Credentialing: 1) replace Multiple Subject Bilingual Crosscultural Emphasis Credential with Multiple Subject (Bilingual) Crosscultural, Language and Academic Development Credential (BCLAD) which educates prospective teachers who speak a target language to teach students who are limited in English in bilingual settings; and 2) add Crosscultural Language and Academic Development Emphasis Credential (CLAD) which educates prospective teachers who do not speak a target language to teach students who are limited in English in non-bilingual settings. [*See Attachment E-1 for a summary of proposed change.*]

SCHOOL OF HEALTH AND HUMAN SERVICES

- c. Health and Physical Education, B.S. in Physical Education Teaching Option [UTEC, 3/10/93; CC, 5/10/93; FisA, 5/18/93; ExCom 9/7/93]:

- 1) Add PE 151A, Biomechanics, to common core.
- 2) Increase required upper division units from 11 to 17: add PE 130 and PE 138; increase psychology/sociology electives from 3 to 6 units; delete PE 100.
- 3) Reduce electives from 5-8 units to 3 units.
- 4) Reshape and reduce Skill Analysis units from 25-28 units to 20 units.

CONSENT INFORMATION

AS 93-66/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Associate Vice President for Academic Affairs, Selection Advisory Committee for:

- HAMID AHMADI, Faculty At-large (Management Department)
- WILLIAM DORMAN, Faculty At-large (Journalism Department)
- PAMELA MILCHRIST, Faculty At-large (Health and Physical Education Department)
- CARMEN SACO-POLLITT, Committee on Diversity and Equity Representative (Teacher Education Department)

AS 93-67/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Interim Assistant Vice President for Academic Affairs, Educational Equity and Student Retention, Selection Advisory Committee for:

- OLIVIA CASTELLANO, Faculty At-large (English Department)
- RICHARD FISH, Faculty At-large (Chemistry Department)
- ROBIN CARTER, Faculty At-large (Social Work Department)
- LLA JACOBS, Committee on Diversity and Equity Representative (Educational Administration and Policy Studies Department)

REGULAR AGENDA

Carried

AS 93-65/Flr. MINUTES

Approval of the Minutes of the meeting of September 30 (#5), 1993.

Old Business

AS 93-53/Ex. CSUS STRATEGIC PLAN--ACADEMIC PROGRAMS THEME

The Academic Senate recommends that the Academic Programs theme (*Attachment C*) be adopted as a section of the CSU, Sacramento Strategic Plan.

New Business

FIRST READING

AS 93-73/Ex. CSUS STRATEGIC PLAN--FACULTY SCHOLARSHIP THEME

The Academic Senate recommends that the Faculty Scholarship theme (*Attachment D*) be adopted as a section of the CSU, Sacramento Strategic Plan.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2175-93/GA/TE/AA
September 10, 1993

OPPOSITION TO PROPOSITION 174,
"THE PARENTAL CHOICE IN EDUCATION" INITIATIVE

- WHEREAS, The California State University has an interest in assuring that students who graduate from California schools are well-prepared for study at the university level; and
- WHEREAS, California voters will decide on November 2, 1993, whether to approve Proposition 174, "The Parental Choice in Education Initiative," a proposed amendment to the state constitution that would provide that "vouchers" be made available to schools in support of children whose families elect to send them to such "voucher-redeeming" schools; and
- WHEREAS, A well-crafted proposal to encourage wider ranges of options for parents and their children as they make educational choices might be supportable, especially if such a proposal (a) contemplated a pilot or experimental program from which educators and parents might learn, (b) did no apparent damage to important values now pursued in public schools, such as nondiscrimination, (c) contemplated no loss of support for children who would remain in public schools, and (d) insured the maintenance of high professional standards, especially for teachers; and
- WHEREAS, Proposition 174, "The Parental Choice in Education Initiative," if adopted, would be a state constitutional amendment, applying immediately and for the indefinite future unless altered by a subsequent popular vote, and thus is surely not a pilot or experimental program designed to secure experience with different structures for elementary and secondary education; and
- WHEREAS, Proposition 174, "The Parental Choice in Education Initiative," carries within it insufficient safeguards for the preservation of important values now sought through public schools, such as nondiscrimination, and indeed would apparently permit voucher-redeeming non-public schools to admit students based upon income level, gender, IQ testing, athletic ability, religion, or disability; and
- WHEREAS, Proposition 174, "The Parental Choice in Education Initiative," would apparently cause the loss of over \$2 billion from public school funding to cover vouchers for students currently enrolled in private schools; and

(over)

WHEREAS, Proposition 174, "The Parental Choice in Education Initiative," sets no standards for teacher training or certification which must be met in the hiring of faculty for the non-public schools that would be eligible to redeem vouchers; now therefore be it

RESOLVED: That the Academic Senate, CSU, oppose Proposition 174, "The Parental Choice in Education Initiative," and be it further

RESOLVED: That the Academic Senate CSU, encourage local campus senates to review Proposition 174, "The Parental Choice in Education Initiative," and to educate their campus communities concerning the apparent impacts of this proposal, should it be adopted; and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor and the Board of Trustees to join it in opposing Proposition 174, "The Parental Choice in Education Initiative."

APPROVED UNANIMOUSLY

SEPTEMBER 10, 1993

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

Attachment B
Academic Senate Agenda
October 14, 1993

AS-2177-93/AA
September 10, 1993

THE WASC RESOLUTION DRAFT POLICY STATEMENT ON
DIVERSITY (June 23, 1993) OF THE WESTERN ASSOCIATION
OF SCHOOLS AND COLLEGES (WASC)

- WHEREAS, Any policy or practice of discrimination against students or university employees based on race, gender, age, disability, or sexual orientation is inimical to the values of the University; and
- WHEREAS, It is a violation of California law and CSU policy for the CSU system, or any part of it, to discriminate in employment or access on the basis of sexual orientation; and
- WHEREAS, The campuses of the CSU are members of the Western Association of Schools and Colleges (WASC) and are accredited by this organization; and
- WHEREAS, WASC's Standard 1a states that: "...a college or university is not a political institution; it is not a religion or a church."; and
- WHEREAS, WASC's Standard 1a further states that: "Those within an educational institution have as a first concern, knowledge, evidence, and truth. This concern should not be undermined by particular judgments of institution benefactors, of public or social pressure groups, or of religious or political groups."; and
- WHEREAS, WASC has published a Draft Policy Statement on Diversity on June 23, 1993; and
- WHEREAS, WASC's Draft Policy Statement on Diversity (June 23, 1993), although revised from the previous draft (August 30, 1992) continues to allow institutions to discriminate based on sexual orientation by stating (Page 7) that: "There is no religious or moral consensus on issues of sexual orientation among the institutions accredited by this Commission, and it is certainly not the function of the Commission to impose its own moral stance with respect to the admission for students or the employment of staff and faculty."; and
- WHEREAS, WASC's Standards 1.B.3 and 1.B.6 state that institutions must make positive efforts to foster diversity, and must select students, faculty and administration according to nondiscrimination policies; and

(over)

WHEREAS, The most recent WASC's Draft Policy Statement on Diversity continues to exclude sexual orientation considerations from its nondiscrimination standards; and

WHEREAS, On November 13, 1992 The Academic Senate CSU passed a resolution (AS-2109-92/AA) regarding the previous Draft Policy Statement on Diversity urging WASC Accrediting Commission for Senior Colleges and Universities "to designate in its Draft Policy Statement on Diversity (August 30, 1992) discrimination on the basis of sexual orientation as unacceptable within the institutions it accredits,"; and

WHEREAS, The formulation in the current Draft Policy Statement on Diversity (June 23, 1993) of allowing WASC accredited institutions to discriminate against faculty and students on the basis of sexual orientation is a position which is indistinguishable from its previous Draft (August 30, 1992), to which the Academic Senate, CSU took strong exception; therefore be it

RESOLVED: That the Academic Senate of the California State University again strongly urge the Western Association of Schools and Colleges (WASC) to include sexual orientation discrimination as being an unacceptable practice within the institutions it serves; and be it further

RESOLVED: That the Academic Senate of the California State University again urge the Chancellor and the campus Presidents to use the influence of their offices to urge the Western Association of Schools and Colleges (WASC) to specifically prohibit discrimination based on sexual orientation in the institutions it accredits; and be it further:

RESOLVED: That the Academic Senate of the California State University again urge the campus senates to consider conveying to their Presidents, The Chancellor, and the Western Association of Schools and Colleges (WASC) their disapproval of allowing institutions seeking or maintaining accreditation to discriminate against faculty, staff, and students based on sexual orientation.

APPROVED

SEPTEMBER 10, 1993

ACADEMIC PROGRAMS

The mission of California State University, Sacramento (CSUS) is to provide academic programs that prepare graduates "to live internally rewarding lives, to live lives of service to others as well as themselves, and to be able to come to terms with the personal, moral, and social problems that any society inevitably presents to each person" (Preamble to the General Education Program, 1990). CSUS fulfills this mission by providing educational opportunities that enable its students to acquire knowledge and skills to become productive members in society.

INSTITUTIONAL STATUS

The University has many distinguished academic programs that provide the educational experience required by society. Over the years, programs have been implemented, changed or phased out as necessitated by the region's changing needs. At the end of four decades of growth, CSUS has 44 academic departments, 73 undergraduate majors, 16 teaching credential programs, and 59 Master's degree programs. Approximately one-half of student enrollment is in the School of Arts and Sciences; the rest is distributed among the four professional schools. Approximately 80 percent of CSUS students are undergraduates.

CSUS' programs are organized primarily around undergraduate education, though an integral part of the mission of the University is the offering of Master's degrees and professional programs. CSUS currently does not differentiate between the undergraduate and graduate levels of instruction relative to resource utilization. However, the need for such a distinction is being addressed by the system.

Delus #

OPPORTUNITIES AND CHALLENGES

By the year 2000, not only will more high school graduates than ever before be eligible to attend the CSU, but significantly more of them will be ethnically non-European. CSUS has the potential (to mirror these demographics, thereby) providing new opportunities for upward mobility and community service to underrepresented citizens of the state it serves. In periods of national economic and social uncertainty, the benefits of diversity in student body, faculty, and programs are especially apparent. Evolutionary advantage lies in that diversity and the flexibility and opportunity it offers. Rigidity in the face of change means eventual institutional failure.

Historically characterized by both growth and innovation, CSUS is now challenged by temporary limits to growth. As long as fiscal constraints are real, innovation in institutional structure, curriculum, pedagogy, and instructional delivery become even more valuable.

By the year 2005, 65 percent of the current professoriate will be retired. We are, as in other universities across the country, an aging faculty, and hiring in the younger ranks has been curtailed severely by the fiscal crisis. We have noted two factors which may lead to difficulty over the long term. First, early retirements of experienced scholars and teachers who carry the institutional memory may lead to rents in the social fabric of the university. Second, generational (and thereby cultural) differences in academic experiences between the junior and remaining senior faculty, unmediated by any middle group may prove to be challenging. The abrupt transition to a younger generation whose complement may be reduced significantly due to chronic fiscal problems may drive the shape of the University itself, a situation to be recognized and avoided.

Finally, new communications technology brings profound changes to college instruction. Decisions to change college instruction to include communications technology should balance the desired pedagogical benefit against the economic cost of this technology. Meanwhile, arguments continue over the nature and desirability of technology's effects on the classroom and the curriculum. These arguments concern the heart and intent of teaching as a profession and will not be easily resolved.

VISION

The power of a university's vision depends upon its capacity to identify and accommodate change while maintaining academic excellence. In the 1990s and beyond, the California State Universities will be facing significant changes in the needs of those we serve.

The university's students, faculty, and surrounding community are interdependent. Their relationship is dynamic, so that responding to each of them is of paramount importance to the University's academic excellence.

The university is entrusted with responding to the changing nature of the student population. Shifts in demographic characteristics, learning styles, previous educational experiences, and other student attributes require innovations in delivery of services. To this end CSUS intends to be on the cutting edge of educational service delivery with a commitment to seek alternative forms of instruction that accommodate the diverse needs of students.

Our vision encompasses curriculum which engages students in the academic life of the institution and which embraces diversity so that the contributions to knowledge of all

PR
non-promotional

Commit agreed

groups are included in intellectual inquiry. It will be a curriculum that is grounded in a strong liberal arts education, defined by offerings in a wide array of professional disciplines and disciplines in the arts, sciences and humanities, and structured to provide a basis for the integration of knowledge across disciplines.

We have a commitment to responding to the changing nature and needs of faculty. As we strive to achieve and maintain diversity in the faculty, we endeavor to stretch the boundaries of our disciplines and find new ways to make those boundaries more permeable so as to encourage interdisciplinary teaching and scholarly activities. CSUS is charged with facilitating the intellectual growth of its faculty and encouraging pedagogical innovations.

CSUS is an intellectual, social, economic, and cultural resource within its region and will provide leadership in the region's efforts to cope with the changing nature of its own social, economic, and cultural needs.

This vision embraces change and the university's capacity to effect positive responses to the myriad changes facing the CSUS community and the region. Our future depends on being vigilant and sensitive to change and our capacity to respond to all changes in creative and innovative ways.

agreed

done

done (w)

STRATEGIC OPTIONS

The University has determined it is necessary to enhance, reduce or phase out programs according to its academic priorities plan. Furthermore, the University must decide how to best implement these proposed substantive and pedagogical changes. Finally, the University has yet to determine its investment in the concept of "centers of excellence;" the extent to

which programs will integrate multicultural, regional, international, and interdisciplinary perspectives in the curriculum; and the role of communications technology in instruction.

RECOMMENDATIONS

1. Develop a curriculum that is responsive to student needs. This effort shall include, but not be limited to--
 - a. incorporating critical thinking, writing, and a diversity of community experiences into coursework; *Awarson*
 - b. incorporating multicultural content into coursework;
 - c. encouraging development and implementation of interdisciplinary courses and programs; *?*
 - d. developing and expanding study abroad programs for students, international exchange programs for faculty, and international perspectives in the curriculum;
 - PR* e. differentiating between undergraduate and graduate programs with regards to resource allocation.
2. Evaluate curriculum utilizing unambiguous and relevant decision criteria, including criteria to assess diversity in the curriculum and faculty.
3. Encourage and provide support for faculty professional development, particularly in the area of incorporating instructional methods and curricula that are sensitive to diversity.

PR *reference to diversity in curriculum*

This effort shall include, but not be limited to--

- a. supporting faculty self-assessment and self-education;
 - b. promoting pedagogical innovation;
 - c. designing and implementing training programs in the use of instructional technology;
 - d. developing ARTP procedures that encourage an array of professional development endeavors.
4. Attend to and improve broad student outcomes (retention, graduation, employment, and doctoral studies) with specific attention to the recruitment, retention, and development of underrepresented students on the CSUS campus. This effort shall include, but not be limited to--
- a. insuring high quality academic and financial support to students;
 - b. developing means to support student involvement in scholarly activities beyond the classroom.
 - c. providing experiences to integrate practice with theory.
5. Recruit and retain new faculty to counter high levels of retirements and to insure diversity in the faculty.

FACULTY SCHOLARSHIP

Scholarship is one of the traditional functions of an institution of higher learning. It is at the heart of the university's work. It is fundamental to good teaching and service. It keeps faculty engaged in the evolution of their disciplines and promotes curricular and pedagogical development. It is self-directed learning, intrinsically motivated and ongoing ~~(scholarship, as discussed in this theme paper, is not to be confused with the retention, tenure, and promotion category of "Scholarly and Creative Activities")~~. Scholarship may be understood to encompass a variety of activities including research, producing creative works, and developing pedagogical methods. Scholarship may take many forms, but at all levels it presupposes interaction with others, both within and outside of the university. When faculty members are seriously engaged in areas of scholarly activity that are self-selected and diverse, the intellectual climate of the university flourishes.

*Okay!
Please
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agreed*

INSTITUTIONAL STATUS

CSUS has been doing a remarkable job of pursuing the scholarly and creative activities that are essential to effective teaching, service, research and creative activity that contribute to the disciplines. However, political and economic conditions in the State of California have caused teaching loads to increase while workload credit for nonclassroom activities (such as student advising, coordination of academic programs, and university governance) has decreased. These developments affect the quality of instruction.

*edit
from
Kellie
agreed*

In 1985 and 1990, the Western Association of Schools and Colleges (WASC) accreditation reports identified a persistent tension and confusion concerning the nature and function of scholarship at CSUS. In response, the campus adopted a definition of scholarship

*edit
from
Kellie
agreed*

keep the curriculum and their own expertise abreast of the inevitable changes that occur over the course of a career spanning several generations of students. Scholarship in its various forms is central to the vision of academic excellence CSUS intends to pursue.

STRATEGIC OPTIONS

Strategic options should consider ways to clarify the parameters of scholarly activity. CSUS can enhance the recognition of scholarship by taking part in any public discussion or reassessment of the place of scholarship in higher education. The principles surrounding the relationship between higher education and scholarship are coming into question in view of the changing conditions within the state. Therefore, the university should participate in the Legislature's reassessment of the centrality of scholarship to all endeavors of the academy.

Two additional opportunities to enhance the recognition of scholarship on campus come in the form of system-wide initiatives. The first is articulated in a paper entitled "The Role of Faculty Scholarship in the Comprehensive University," which is one of a number of position papers officially adopted by the statewide CSU Academic Senate.² It stresses the centrality of ongoing faculty scholarship to all of the university's endeavors, including teaching. The second initiative is detailed in a report prepared by the Advisory Committee to Study Graduate Education in the CSU.³ The report highlights the crucial role of faculty scholarship in graduate education, and seeks commensurate institutional support for it. These system-wide initiatives should be examined carefully to determine how they can help this campus achieve its objectives.

RECOMMENDATIONS

1. Facilitate the creation and implementation of individualized professional development programs for new faculty that guide, support, and nurture scholarly development in the areas of teaching, contributions to the discipline, and service.
2. The university will provide for the development and delivery of professional development activities throughout the campus, including, but not limited to, such scholarly activities as faculty seminars, study groups, and faculty exchanges.
3. The university will facilitate, and provide adequate support for, the delivery of instructionally related scholarly activities throughout the disciplines, including, but not limited to, graduate seminars, independent research by students, faculty/student scholarship, and educational supervision of a student's culminating experience.
4. The university will facilitate scholarly activity through workload management, capital improvements, and new building construction (example: build faculty/student workspaces, large conference rooms, or faculty commons).

Notes

¹This paragraph is indebted for both language and principles to "The Role of Faculty Scholarship in the Comprehensive University," Principles and Policies of the Academic Senate, The California State University, Volume I, 1988, pp. 87-95.

²"The Role of Faculty Scholarship in the Comprehensive University," Principles and Policies of the Academic Senate, The California State University, Volume I, 1988, pp. 87-95.

³Graduate Education in the California State University: Meeting Public Needs Consistent with Educational Priorities, Advisory Committee to Study Graduate Education in the CSU, December 1989.

Attachment A

OLD PROGRAM	NEW PROGRAM		
<p><u>A. Preadmission to Credential Program</u></p> <p>a. Liberal Studies Major with BLCC Emphasis, including:</p> <ol style="list-style-type: none"> 1. ENG 110A: Linguistics & Eng Lang or equivalent 2. ANTH 101: Cultural Div (GE Elective) or equivalent 3. 6+ units Spanish or Cantonese 4. 6+ units Coursework in target culture 	<p><u>I. BCLAD - Option 1 (Spanish or Cantonese)</u></p> <ol style="list-style-type: none"> 1. same as old program 2. same 3. same 4. same 	<p><u>II. BCLAD - Option 2 (All languages)</u></p> <ol style="list-style-type: none"> 1. same 2. same 3. Alternative documentation of target language proficiency 4. Alternative documentation of knowledge of target culture 	<p><u>III. CLAD Option</u></p> <ol style="list-style-type: none"> 1. same 2. same 3. 6 units college-level foreign lang. or equiv. 4. no requirements
<p><u>B. Professional Training Program</u></p> <ol style="list-style-type: none"> 1. EDTE 100: Observation-Participation Sch.-(2-sem) (3) 2. EDTE 101: Introduction to Learning in Schools (2) 3. EDTE 102: Socio-Humanistic Factors in Ed. (2) 4. EDTE 104: Multicultural Ed. Pluralistic Soc-MS (3) 5. EDTE 301: Teaching of Reading (3) 6. EDTE 302: Language Arts in Elementary Schools (2) 7. EDTE 304: Curr & Instr in Elem Sch Math (2) 8. EDTE 305: Curr & Meth in Elem Sch Soc St (2) 9. EDTE 306: Curr & Meth in Elem Sch Science (2) 10. EDTE 420A: Student Teaching Mult Sub (4) 11. EDTE 420B: Student Teaching Mult Sub (10) 	<p><u>B. Professional Training Program</u></p> <ol style="list-style-type: none"> 1. same 2. same 3. same 4. same 5. same 6. same 7. same 8. same 9. same 10. same 11. same 	<p><u>B. Professional Training Program</u></p> <ol style="list-style-type: none"> 1. same 2. same 3. same 4. same 5. same 6. same 7. same 8. same 9. same 10. same 11. same 	<p><u>B. Professional Training Program</u></p> <ol style="list-style-type: none"> 1. same 2. same 3. same 4. same 5. same 6. same 7. same 8. same 9. same 10. same 11. same
<p><u>C. Additional Emphasis Training</u></p> <ol style="list-style-type: none"> 1. EDTE 170: Introduction to Bilingual Education 2. EDTE 272A/B: Lang & Lit Bil Child (Span/Cant) 	<p><u>C. Additional Emphasis Training</u></p> <ol style="list-style-type: none"> 1. same 2. same 	<p><u>C. Additional Emphasis Training</u></p> <ol style="list-style-type: none"> 1. same 2. same 	<p><u>C. Additional Emphasis Training</u></p> <ol style="list-style-type: none"> 1. same 2. same

FISCAL AFFAIRS COMMITTEE

Report on Program Changes in Teacher Education

Proposed Changes

To respond to new guidelines from the California Commission on Teacher Credentialing, Teacher Education proposes to replace its current Multiple Subject Bilingual Emphasis Program with the new Bilingual Crosscultural, Language and Academic Development Emphasis Credential (BCLAD) and to add the additional option in Crosscultural Language and Academic Development Emphasis Credential (CLAD).

Analysis

Teacher Education has substantially revised the Form C (attached) to address questions raised by the Fiscal Affairs sub-committee. Since the BCLAD Emphasis Option will replace a current program, there should be no change in resource requirements (Teacher Education and supporting units). The CLAD option will require additional resources as it is implemented. Teacher Education estimates the need for an additional 5 sections in the 1993-94 academic year and another increment of 5 sections in the 1994-95 academic year. Thus, one additional faculty position will be needed within two years to provide additional sections of existing courses. A further need (1994-95) is for three units of field coordination. Thus, at equilibrium, Teacher Education will require 1.2 FTEF more than it currently requires.

There are some start-up (faculty professional development) and material costs, estimated at \$10,000, which are expected to come from the Dean of Education.

If a substantial number of students need to complete pre-admission course work, there may be additional enrollments in specific Arts & Science classes.

Conclusion

The justification for the new programs seems sound. From a fiscal perspective, however, there are some concerns. The new CLAD program requires additional resources, and no source is indicated for those resources. There is no indication of the priority that these CLAD/BCLAD programs have among the other programs in the School of Education. If these are high priority programs in the University, then some University assistance will probably be appropriate. If these are high priority programs in the School, then some reordering of resources within the School will be necessary.

Attachment

7a. Indicate according to the questions below the resources needed to implement the program change.

The BCLAD Emphasis will require no additional resources.

The CLAD Emphasis will require the following additional resources in AY 1993-94 (see Analysis attached): one section of EDTE 170 each semester, one section of EDTE 272A each semester and one section of EDTE 272B in Fall semester only. EDTE 272B, Language and Literacy for the Bilingual Child--Asian Languages, is offered only once a year because of the paucity of candidates with that language background. In AY 1994-95, the Department plans to convert one Multiple Subject Center to a CLAD Center. That conversion will require an additional section of both EDTE 170 and EDTE 272A each semester and an additional section of EDTE 272B each year (see Analysis attached).

The addition of 5 additional sections over the course of AY 1993-94 requires the addition of .5 faculty position. The addition of another 5 sections for AY 1994-95 requires another .5 faculty position. One full faculty position will be required by the beginning of AY 1994-95.

In addition, \$5000 is requested for staff development in anticipation of the addition of the new CLAD Center in 1994-95.

The CLAD Emphasis Program requires three units of field coordination to organize and place students in suitable teaching sites at a cost of \$7800 during AY 1994-95.

SEE ANALYSIS OF RESOURCES FOR CLAD IN TEACHER EDUCATION
(ATTACHED)

b. How will the above changes in FTEF and wtu's be accommodated?

The changes in FTEF and WTU's will be accommodated by the additional faculty requested above. In Fall, 1993, the Department needs money in the amount of \$5,000 to educate faculty in the knowledge and skills required of CLAD candidates.

c. What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed? Estimate the cost and indicate how these resources needs will be accommodated.

No additional space, Library, computer, media or clerical/technical support will be needed.

Additional training materials such as videotapes, language assessment kits and sample textbooks will be necessary. The Dean will be requesting \$5,000 for the purchase of such materials.

Analysis of Resources for CLAD in the Department of Teacher Education

Academic Year 1992-93 (Baseline)

Course	Course Classific.	Units	No. of Sections		Enrollment Per Sec.	Enrollment Per Sec.		+/- WTU's		Staffing +/- FTE	
			Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring
EDTE 170	04	3.0	1	1	41	46	3	3	.2	.2	
EDTE 272A	04	3.0	0	2	0	52	0	6	0	.4	
EDTE 272B	04	3.0	0	1	0	22	0	3	0	.2	
Net			1	4	41	120	3	12	.2	.8	

Academic Year 1993-94 (Additions above AY 1992-93)

Course	Course Classific.	Units	No. of Sections		Enrollment Per Sec.	Enrollment Per Sec.		+/- WTU's		Staffing +/- FTE	
			Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring
EDTE 170	04	3.0	+1	+1	+30	+30	+3	+3	+2	+2	
EDTE 272A	04	3.0	+1	+1	+15	+15	+3	+3	+2	+2	
EDTE 272B	04	3.0	0	+1	0	+15	0	+3	0	+2	
Net Change		9.0	+2	+3	+45	+60	+6	+9	+4	+6	

Academic Year 1994-95 (Additions above AY 1993-94)

Course	Course Classific.	Units	No. of Sections		Enrollment Per Sec.	Enrollment Per Sec.		+/- WTU's		Staffing +/- FTE	
			Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring
EDTE 170	04	3.0	+1	+1	+30	+30	+3	+3	+2	+2	
EDTE 272A	04	3.0	+1	+1	+15	+15	+3	+3	+2	+2	
EDTE 272B	04	3.0	0	+1	0	+15	0	+3	0	+2	
Net Change		9.0	+2	+3	+45	+60	+6	+9	+4	+6	