

Jan

1994-95
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, April 27, 1995
Forest Suite, University Union
3:00-4:30 p.m. (following 1995-96 Senate's organizational meeting)

INFORMATION

1. MOMENT OF SILENCE:
Wayne E. Wyler
Lecturer in Accountancy Emeritus
CSUS 1973-1992

2. Spring 1995 Schedule of Meetings (tentative):
May 11 (also 1995-96 Elections), 18, 25

CONSENT CALENDAR

AS 95-34/ConC, Ex. COMMITTEE APPOINTMENTS--Senate

Academic Policies Committee:

- JUANITA BARRENA, At-large, 1998
- JEAN-PIERRE BAYARD, At-large, 1996
- ROBERTA CHING, At-large, 1998
- MARGARET GOODART, At-large, 1997
- CID GUNSTON-PARKS, At-large, 1997
- MERLE MARTIN, At-large, 1997
- JUDITH NG, At-large, 1996
- NANCY OSTIGUY, Senator, 1997
- MELINDA SEID, At-large, 1996
- JENNIFER WARE, Library/Student Services, 1998

Curriculum Policies Committee:

- ELAINE ALEXANDER, At-large, 1997
- JOAN AL-KAZILY, At-large, 1998
- JANET CROSS, At-large, 1998
- BILL EDWARDS, At-large, 1996
- CRAIG KELLEY, At-large, 1997 (continued next page)

Curriculum Policies Committee--continued:

SUE MCKEE, At-large, 1997
BRADLEY NYSTROM, At-large, 1996
MARCOS SANCHEZ, Library/Student Services, 1998
SENON VALADEZ, Senator, 1996
LEAH VANDE BERG, At-large, 1996

Elections Committee:

WILLIAM BUDGE, At-large, 1996
SMILE DUBE, At-large, 1996
CHEVILLE NEWSOME, At-large, 1996
NANCY OSTIGUY, At-large, 1996
BETTE POLKINGHORN, At-large, 1996

Faculty Policies Committee:

FRED BALDINI, At-large, 1997
WILLIAM DORMAN, At-large, 1998
DENNIS HUFF, Senator, 1997
LILA JACOBS, At-large, 1997
SHEREE MEYER, At-large, 1997
CHRISTINE MILLER, At-large, 1996
MARINA OSHANA, At-large, 1996
RHONDA RIOS KRAVITZ, Library/Student Services), 1998
LAURENCE TAKEUCHI, At-large, 1998
ERNEST UWAZIE, At-large, 1996

Faculty Endowment Fund Committee:

EDDIE CAJUCOM, At-large, 1998
DEBORAH METZGER, At-large, 1998
ALAN WADE, Emeritus Faculty, 1998

General Education Policies/Graduation Requirements Committee:

JEFF CLARK, Library/Student Services, 1998
JACKIE DONATH, At-large, 1997
JAMES KHO, At-large, 1998
WILLIAM KUTZER, At-large, 1996
JOHN MCFADDEN, Senator, 1997
LINDA PALMER, At-large, 1997
MARY ANN REIHMAN, At-large, 1996
OTIS SCOTT, At-large, 1998
PETER SHARP, At-large, 1997
NANCY TOOKER, At-large, 1996

Livingston Annual Faculty Lecture Committee:

MARY JANE LEE, At-large, 1997
 DEBORAH PITTMAN, At-large, 1997

AS 95-35/CODE, Ex. FEDERAL FAMILY LEAVE ACT--COMPLIANCE WITH THE

Consistent with the Federal Family Leave Act implemented in 1993, the Academic Senate recommends that the University undertake a review of University personnel policies and procedures pertaining to family leave to insure compliance with the Family Friendly Leave Act and insure that such policies 1) provide clear and complete information for a University employee who needs to take a family leave, and 2) provide safeguards within the retention, tenure, and promotion process for consistency with the Federal Family Leave Act.

The Academic Senate forwards the report of the Committee on Diversity and Equity's Subcommittee on Family Friendly Policy (Attachment A) for consideration in the review.

AS 95-36/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTIONS 6.11 and 9.01
(revised AS 95-14--referred back to committee on February 23, 1995)

The Academic Senate recommends amendment of the University ARTP policy as follows (underscore = addition; strikeover = deletion):

6.11 Appointment of Relatives

There shall be no bar to the appointment of close relatives in administrative, faculty, or staff employment categories, in the same or different units or departments, so long as the following standards set forth in Section 9.01.S is are met: ~~No CSU employee shall vote, make recommendations, or in any way participate in decisions about any personnel matter which may directly affect the selection, appointment, retention, tenure, compensation, promotion, termination, other employment status or interest of a close relative. For the purposes of this policy, "close relative" is defined as husband, wife, mother, father, son, daughter, sister, and brother.~~

9.00 Evaluation

9.01 In General

A. ...

...

R. ...

S. No CSU employee shall vote, make recommendations, or in any way participate in decisions about any personnel matter which may directly affect the selection, appointment, retention, tenure, compensation, promotion, termination, other

employment status or interest of a close relative. For the purposes of this policy, "close relative" is defined as husband, wife, mother, father, son, daughter, sister, brother, and domestic partner.

Consistent with Section II.1 of Presidential Memorandum (PM) FSA 94-02 "Statement on Faculty Responsibilities and Professional Ethics," no faculty unit employee shall evaluate or participate in the evaluation of the performance of a faculty unit employee if he or she has an intimate relationship or a financial or contractual obligation with the employee under review, is a party to an unresolved disciplinary action or to an unresolved conflict with the employee under review that is substantial, longstanding, sharp, open and notorious, or has been the author of repeated, open and notorious acts of ill-will directed to the faculty unit employee subject to his or her evaluation. Faculty unit employees who believe themselves to be about to be subjected to evaluation in violation of this subsection must assert their belief and their reasons for it and request either informal intervention or formal action to forestall the violation. They shall address their assertion, reasons and request to the chair of their primary unit, the Dean of their secondary unit or the Vice President for Academic Affairs as appropriate. To be eligible for informal or formal relief under this subsection, faculty unit employees shall request it as soon as participation or the likelihood of participation in an evaluation in violation of this subsection actually becomes known or reasonably should have become known to them (as, for instance, by the publication of a ballot or of the results of an election).

ST. - ZAA.

AS 95-37/GPPC, Ex. SOCIAL WORK OFF-CAMPUS INTENSIVE SEMESTER PROGRAM

The Academic Senate recommends approval of the Division of Social Work's proposed off-campus intensive semester program (Attachment B).

REGULAR AGENDA

AS 95-33/Flr. MINUTES

Approval of the Minutes of the meeting of March 30 (#15) and April 6 (#16) , 1995.

AS 95-38/Flr. ACADEMIC CALENDARS 1996-97 AND 1997-98

The Academic Senate recommends that the proposed 1996-97 and 1997-98 academic calendars (*to be distributed at meeting*) be adopted.

AS 95-39 AS 95-27 to Referendum

ALTERNATIVE SCHEDULING MODEL (*Presentation Only--No Action*):

F.Y.I. to take back to your department for discussion and feedback to Senate at a Time Certain at the May 18 Senate meeting.

March 2, 1995

To: C.O.D.E

From: C.O.D.E. Subcommittee on Family Friendly Policy

RE: Final Report

As our preliminary reports have suggested over the past several months, the Subcommittee has been researching the various dimensions of "family friendly" policy for CSUS. Our final report offers the following information to be forwarded to the Academic Senate.

In 1993, the Federal Family Leave Act went into effect. Its purposes are:

1. to balance the demands of the workplace with the needs of families, to promote the stability and economic security of families, and to promote national interests in preserving family integrity;
2. to entitle employees to take reasonable leave for medical reasons, for the birth or adoption of a child, and for the care of a child, spouse, or parent who has a serious health condition;
3. to accomplish the purposes described in paragraphs (1) and (2) in a manner that accommodates the legitimate interests of employers;
4. to accomplish the purposes described in paragraphs (1) and (2) in a matter that, consistent with the Equal Protection Clause of the 14th amendment, minimizes the potential for employment discrimination on the basis of sex by ensuring generally that leave is available for eligible medical reasons (including maternity-related disability) and for compelling family reasons, on a gender-neutral basis; and
5. to promote the goal of equal employment opportunity for women and men, pursuant to such clause.

The Family Leave Act outlines employees' right to a 4-month leave (and in some cases partial leaves over a 12-month period) for purposes stated above. According to the Family Leave Act, an employee who takes such a leave must be restored to his/her job without loss of benefits. During a leave, seniority does not accrue but must begin accruing again at the end of the leave.

Both the non-discrimination clauses of the MOU and the Federal Family Leave Act are consistent with what other campuses call "family friendly" policy. Family friendly policy provides

CSUS
Sacramento, California 95819-6036

MAR 30 1995

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March 28, 1995

To: Members of the Academic Senate

From: Committee on Diversity and Equity (C.O.D.E)

The attached report on "family friendly policy" represents C.O.D.E.'s work, over the past year, on an important issue related to campus climate, faculty diversity and collegiality. While this report considers only full-time faculty, we intend to prepare a similar document addressing the needs of part-time faculty and staff.

Family friendly policy, as well as contributing positively to faculty diversity and collegiality, provides for campus-wide consistency with the Federal Family Leave Act. In preparing this document, C.O.D.E researched the legal requirements of the Federal Family Leave Act, learned about family friendly policy in the UC system, and heard anecdotal evidence from faculty suggesting the need for such policy on our campus.

We urge the members of the Senate to give the report their serious attention and to support the development of family friendly policy for CSUS.

guidelines for faculty and administration for supporting the purposes of the Family Leave Act.

A family friendly policy at CSUS will accomplish these goals:

1. Provide clear and complete information for a faculty member who needs to take a family leave.

The university should provide complete information to a faculty member who needs to take a pregnancy or health related leave or leave to care for a dependent. This information should include such issues as health benefits, credit toward tenure, promotion, seniority, or sabbatical eligibility. This information should be discussed with the faculty member before the leave begins. Faculty should be encouraged to seek early advice on family leaves from the appropriate administrative offices.

2. Provide safeguards within the Retention, Tenure, and Promotion process for consistency with the Family Leave Act.

When a faculty member takes a leave for pregnancy or health related reasons or to care for a newborn or ill family member, or when a faculty member makes a schedule request to accommodate these kinds of family commitments, such requests or leaves must not be judged as negative performance or as lack of commitment to the institution. They must not jeopardize the faculty member's fair chance for Retention, Promotion, or Tenure. The Primary, Secondary, Department Chair, School Dean, and University levels must not consider these family related leaves or requests as negatively affecting the faculty member's performance.

Such safeguards are necessary because the RTP process is the only means of evaluating a faculty member. It is in the RTP process that the university demonstrates its consistency with the purposes of the Family Leave Act and the non-discrimination clauses of the MOU. Since the Federal Family Leave Act requires that a family leave must not interfere with restoring an employee to his/her original job and benefits, such leaves must not result in setting back a faculty member's progress toward tenure or promotion more than the actual length of time of the leave.

3. Provide guidelines and training for faculty and administrators:

The university should provide guidelines and training on family friendly policy. Such training should include ways to offer family friendly advice and means of accommodating/assisting a faculty member who must take a leave due to a pregnancy or health related or family care situation. Accommodations might include (but are not limited to) teaching load reductions, non-teaching

or alternative assignments, leaves, and convenient class scheduling. Information should also be provided to faculty and administrators on ways a family friendly policy is consistent with the non-discrimination clauses of the MOU and the Federal Family Leave Act.

The committee believes that family friendly policy will also contribute positively to the campus climate in the areas of promoting faculty diversity and collegiality. To the best of our knowledge, no such educational measures have been offered to guide administrators or department chairs in dealing with faculty members who need to take family leaves.



California State University Sacramento

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OFFICE OF RESEARCH AND GRADUATE STUDIES
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MAR 21 1995

Academic Senate Received
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MEMORANDUM

March 20, 1995

TO: Sylvia Navari, Chair
Academic Senate

FROM: Charlotte Cook, Chair *Charlotte Cook*
Graduate Policies & Programs Committee

SUBJECT: Proposal for an Off-Campus Intensive Semester Program -
Social Work

The Committee approved on March 5, 1995 the attached proposal for an Off-Campus Intensive Semester Program in Chico for the Social Work Program.

cc: Irv Berkowitz, Director, Division of Social Work
Cirento Rodriguez, Associate Vice-President, Academic Affairs

CALIFORNIA STATE UNIVERSITY, SACRAMENTO DIVISION OF SOCIAL WORK

A PROPOSAL FOR AN OFF-CAMPUS INTENSIVE SEMESTER PROGRAM

Introduction

The Division of Social Work of the School of Health and Human Services at California State University, Sacramento (CSUS), developed plans to implement an alternative three-year course of study in Chico, California, which would lead to the Master of Social Work Degree (MSW). This proposed off-campus degree program would replicate the off-campus programs so successfully delivered and completed in the largely rural northern California areas of Ukiah in Mendocino County (1984-1987) and of Redding in Shasta County (1987-1990), both of which were approved by the Council on Social Work Education and were successfully reviewed during accreditation-related site visits. In Ukiah, 30 students completed studies for the MSW in December, 1987. In Redding, 37 students completed studies for the MSW in December, 1990. At present, another cohort of 39 students are in the second year of their three-year program in Redding (also approved by the Western Association of Colleges and Universities).

This proposal was developed in accordance with Section V: "What Should Be Included in a Proposal to the Committee?" of the Off-Campus and Substantive Change Application Manual (Revised by the Accrediting Commission for Senior Colleges and Universities in November, 1993) of the Western Association of Schools and Colleges.

Chico Off-Campus Intensive Semester Weekend Program

1. Institutional Descriptive Background and History

The California State University, Sacramento (CSUS) -- the Capital Campus -- is a comprehensive, regional university and is one of 21 universities in the California State University system. Founded in 1947, CSUS serves over 18,000 undergraduates in 50 majors and over 4,000 graduate students in 38 specialties, including about 1,000 international students from 70 nations. The CSUS is organized into five schools -- Arts and Sciences, Business Administration, Education, Engineering and Computer Science, and Health and Human Services (where the Division of Social Work is located) -- as well as a full array of student support services, residence halls, Faculty and Staff Affairs service, auxiliary organizations, Alumni Affairs, Library, Computer Center, Media Services, Advisory Board, and 28 research centers and institutes.

2. Institutional Summary Data Form (see next page)

3. Overview/Abstract

The Master of Social Work Degree will be offered in Chico, California, effective Fall, 1995, to 40 to 45 students. The program requires three years (1995-1998) for the completion of all courses. The courses will be delivered only on weekends.

SUMMARY DATA FORM

Date: January 17, 1995

INSTITUTION: California State University, Sacramento

PRESIDENT/CEO: Donald R. Gerth

1. YEAR FOUNDED: 1947 2. SPONSORSHIP AND CONTROL:

3. DEGREE LEVELS OFFERED:

Associate Masters Professional Bachelors Doctorate

4. CALENDAR PLAN: Semester

5. CURRENT ENROLLMENT:

	Headcount	FTE
A. Undergraduate	<u>18,396</u>	<u>15,776.3</u>
B. Graduate	<u>4,330</u>	<u>1,584.1</u>
C. Non-degree	<u>Not available</u>	
TOTAL	<u>22,726</u>	<u>17,360.4</u>

6. CURRENT FACULTY:

Headcount	Full-time:	Part-time:
	<u>797</u>	<u>446</u>
Ratio:	FTE Student/FTE Faculty:	<u>20.55</u>

7. FINANCES

A. Annual Fee Rate:	<u>0-6 Units = \$597</u>	More than 6 Units = <u>\$930</u>
B. Total Annual Operating Budget:	<u>\$134,000,000</u>	
C. % from tuition and fees:	<u>30</u>	
D. Operating deficit(s) for past 3 years:	<u>None</u>	
E. Current Accumulated Deficit:	<u>0</u>	

8. GOVERNING BOARD: A. Size 20 B. Meetings a year 4

9. OFF-CAMPUS LOCATIONS:

A. Number:	B. Total Enrollment:
<u>5</u>	<u>230</u>

10. LIBRARY

A. Number of Volumes:	B. Number of Periodical Subscriptions:	C. Government Documents:
<u>1,045,354</u>	<u>4,448</u>	<u>646,000</u>

4. Program Need and Planning Process

Word of the effectiveness of the three intensive semester weekend programs in Ukiah and in Redding spread throughout California, Oregon, and Nevada. In recent years, the Division of Social Work received inquiries and requests from other localities to deliver similar programs in other communities -- in Bakersfield, Chico, Eureka, Red Bluff, Reno (Nevada), Sacramento, Sonoma, Stanislaus, Stockton, and South Lake Tahoe as well as requests to repeat the offering in Ukiah and in Redding.

The principal proponents of an off-campus, intensive semester program in the area of Chico (encompassing Butte and Glenn Counties) are the professional social work community in rural Northern California, directors of and line workers in public welfare departments and children's services, administrators and practitioners in a wide range of health, mental health, and human services agencies in the aforementioned two county area. Meetings were held with large groups of prospective students and representatives of potential field practicum sites. Two meetings held in Chico attracted nearly 170 interested individuals. A third meeting was especially planned in the city of Oroville at the Feather River Indian Health Center for the purpose of reaching out to and recruiting from the substantial population of American Indians in the region, specifically --

- Berry Creek Rancheria of Maidu Indians
- Colusa Rancheria of Cachil De He Band of Wintu Indians
- Cortina Rancheria of Wintu Indians
- Enterprise Rancheria of Maidu Indians
- Greenville Rancheria of Maidu Indians
- Grindstone Indian Rancheria of Wintu-Wailaki Indians
- Mooretown Rancheria of Maidu Indians
- Rumsey Indian Rancheria of Wintu Indians
- Chico Rancheria of the Mechoopda Tribe

A mailing list of additional interested people was developed and contains over 200 names.

The major metropolitan areas of California are situated in the southern part of the State (Los Angeles-San Bernardino-San Diego) and in the Bay Area (San Francisco-San José-Oakland). The Sacramento Metropolitan Area is a rapidly growing conglomeration of counties including Sacramento and the rural counties of Amador, El Dorado, Placer, Solano, San Joaquin, Sutter, and Yolo. Human services agencies throughout Central and Northern California have for many years been involved with the Division of Social Work at CSUS. Graduate students have interned with them, and the agencies have hired many upon receipt of the Master of Social Work Degree.

The people and agencies of rural counties of Northern California have found it especially difficult to use the campus-based MSW Program in Sacramento because of

the distances involved -- seven hours to Eureka, six hours to Weed, three hours to Redding, and two hours to Chico -- all one way travel time. Thus, they have long advocated for and responded most favorably to the three-year, intensive, weekend model of graduate social work education using on-site instruction with campus-based faculty rather than the two-way interactive (compressed video) model of distance education.

The same faculty resources, curriculum, financial aid, and field education opportunities, advisement, and other support services will be available to students in the proposed Chico program as were available to students in Redding and Ukiah. The delivery of the intensive weekend model of graduate social work education in the proposed Northern California region is viewed as a means of increasing the pool of advanced level clinicians, supervisors, and administrators in the human services, thereby elevating the quality and effectiveness of service delivery in these rural agencies and communities.

5. Program Description

The primary goal of the proposed off-campus program is to enable 40 to 45 experienced, ethnically diverse students drawn from the region of Northern California to earn a Master of Social Work degree by enrolling in a three-year, part-time, intensive semester weekend program based in Chico (Glenn County), California.

The secondary goal is to deliver a high quality graduate social work program using a tried and tested alternative delivery model that meets all accreditation standards and is equivalent to the regular campus-based program. The Division of Social Work will assure this quality and equivalency by closely monitoring and evaluating the program's benefits, costs, and problems. The information/feedback generated will become the basis for changes needed to enhance all aspects of this alternative curriculum delivery model.

The Division's experience with the Ukiah and the Redding programs demonstrated the educational soundness of the off-campus intensive weekend model of social work education. Furthermore, it provided ample evidence that students in the alternative programs performed as well academically and were as satisfied with their education as those students enrolled in the regular, campus-based full or part-time program. The Division of Social Work will continue to track the impact of its off-campus educational offerings on the careers, employment patterns, and professional accomplishments of students. It will also assess and compare grade point averages, attrition, employment, satisfaction, and other variables between students in the off-campus and on-campus programs as a basis for making improvements in both.

In the previous Ukiah and Redding experiences, one major difference was found between the off-campus and on-campus students. Students in the alternative

programs developed a strong group identity and exhibited group behavior that was very supportive of participants. This has not been observed very often and to any great degree among students on-campus. The Division believes that this group identity and cohesion will also characterize students in the proposed intensive weekend program in Chico. The faculty is aware of this phenomenon and will actively promote and reinforce its development.

Due to its experience with the intensive weekend program model, the Division of Social Work no longer considers it as experimental or as alternative but as a viable and effective model. It was developed to give a true three-year, part-time option to students already working in the human services and who could not conveniently enter the regular two-year, full-time program for reasons related to family, finances, or geographic distance.

Admission. The intensive semester program requirements for admission, performance, and graduation will be identical to those of the regular campus-based program. This was the case in the other off-campus programs administered by the Division. Students will be admitted only at the inception of the program (commencing Fall, 1995) and will proceed "in lockstep" through the program as a cohort. Students having to leave the program for any reason would be able to transfer their completed units to another MSW program, including the on-campus programs at CSUS.

Prerequisites. Congruent with the prerequisites of the regular on-campus programs, students must have completed an undergraduate course in statistics with a minimum grade of "C." A routine review of transcripts will yield this information. If such a course cannot be readily identified and further proof is unobtainable (i. e., a course syllabus or a catalog description), the student will be given options for satisfying this prerequisite through the Division's program or other colleges and universities. Students must also be able to demonstrate that they had human biology content in their educational preparations. Again, a review of transcripts will yield such information. These determinations are routinely made during the admissions process where a careful evaluation of the student's educational background is undertaken to ensure compliance with accreditation requirements regarding the liberal arts. Additionally, the California State University system requires all students admitted to graduate programs to pass successfully the Writing Proficiency Examination. There are similar examinations for international students and for students for whom English is their second language.

Applicants for admission to this proposed program must have a baccalaureate degree from an accredited college or university and must have a Grade Point Average of at least 2.5 (on a 4.0 scale); however, once admitted, all students must attain and maintain a minimum Grade Point Average of 3.0. All admission requirements are identical with those of the regular on-campus programs.

Stresses. In delivering three alternative off-campus programs since 1985, the Division of Social Work has gained an expertise in such programming. Furthermore, it has generated knowledge of the special student problems associated with pursuing graduate studies while fully employed.

CSUS faculty recognize the time constraints placed upon students who are employed full time and who cannot realistically cut back or completely curtail their jobs. Even part-time studies can create pressures that must be acknowledged and accommodated. Problems related to the demands of full-time employment, family obligations, etc., are addressed through the advising system and by individual instructors who are skilled in recognizing and dealing with these issues.

The Division has learned that separation from classmates and faculty for long periods of time can engender within students feelings of isolation and detachment from the whole program. As previously stated, the experience of the Division in the three previous off-campus programs was the opposite. Students coalesced and developed a strong group identity which manifested itself in the formation of study groups, sharing resources, and other kinds of mutual support. Faculty encourage and support this kind of solidarity and interaction among students in the off-campus program.

Students in the off-campus program can become more dependent upon the teaching faculty for all program information and advisement. The Program Coordinator and all faculty who teach in the program will make a special effort to transmit information to students.

Close attention to the progress of the students and to any expressions of concern from them is essential. Faculty teaching courses in Chico will carry responsibility for advising, and the Program Coordinator will be alert and responsive to individual and collective concerns. The Coordinator will be readily and regularly available to meet with students. Chico students will receive all of the information that students in the campus-based programs obtain from the Division of Social Work. When timely, such information/material will be provided on-the-spot (i. e., on those weekends that classes are held).

Both oral and written communication will be utilized to convey essential information. Information and support services, such as course schedules, advising, registration, etc., will facilitate the timely progression of students through the program. A special newsletter for the Chico-based intensive weekend students is already being contemplated for this purpose. An extensive and initial advising session will be scheduled to provide an overview of the program and to outline all program and academic requirements. Special efforts will be made to underscore all of the essential activities, tasks and responsibilities necessary for graduation and to provide suggestions for students' gaining some measure of control over their educational programs. Some important points to reinforce with students would be the following:

- a. Beginning to consider interrelated topics for their research, writing assignments, and class presentations. Students with a particular and profound interest in a focal problem, issues in a field of practice, or a specific population-at-risk are encouraged to select topics for brief papers, term papers, and theses which would provide depth, continuity, and integration in and between their graduate education and subsequent practice. Being alert to gaps in knowledge and practice issues which might become the subjects of their own research would reduce or avoid anxiety later and provide meaning and value to the educational experience. Meaning and value help to overcome feelings of anxiety, frustration, skepticism, and lack of focus.
- b. Understanding academic standards at the beginning of their graduate studies. This assures that students avoid pitfalls in performance that might threaten their continuance in the program -- such as, "C-" grades being impermissible at the master's level.
- c. Adhering strictly to and completing the Educational Contract. The Educational Contract is the document that delineates all of the MSW coursework sequentially, semester by semester and year by year, and assures timely progress through the program. The contract becomes the basis for academic advising and the framework by and through which the Division of Social Work and students can hold each other to account (see Appendix A).
- d. Taking services to the students. For example, registration will be conducted on-site with staff present to advise and assist. Representatives of the Office of Research and Graduate Studies and of the Library will travel to the education site to orient students to advanced education and to research resources and strategies. Faculty members will order their required textbooks and readers through the Bookstore at California State University, Chico. As necessary, required forms will be taken to the site for completion under staff supervision.

Curriculum Design and Sequencing. The proposed curriculum plan for the intensive semester program in Chico, California, is identical in content with the campus-based program in mental health. The only elements that have been modified from the regular on-campus programs are the packaging and the related teaching methods necessary for the intensive teaching/learning environment. The proposed plan involves the delivery each semester of a minimum of two courses, as well as the provision of professional socialization activities and support services as needed. Students will attend classes on the campus of California State University, Chico, on Saturdays and Sundays during one weekend each month (five times each semester to equate the number of classroom hours with those classroom hours of the on-campus courses). Classes will begin at 8:00 a.m. and end at 5:00 p.m. with appropriate breaks and lunch-hour.

The sequence of courses will be as follows:

YEAR ONE

Fall 1995	SW 235A	Theoretical Bases of Social Behavior	
	SW 250	Social Welfare Policy and Services	
		TOTAL SEMESTER CREDITS	6 units
Spring 1996	SW 235B	Theoretical Bases of Social Behavior	
	SW 202	Multi-Cultural Theory and Practice	
		TOTAL SEMESTER CREDITS	6 units

YEAR TWO

Fall 1996	SW 204A	Social Work Practice	
	SW 253	Community Mental Health Policy and Services	
	SW 295A	Field Education	
		TOTAL SEMESTER CREDITS	10 units
Spring 1997	SW 204B	Social Work Practice	
	SW 210	Methods of Social Research	
	SW 295B	Field Education	
		TOTAL SEMESTER CREDITS	10 units

YEAR THREE

Fall 1997	SW 224A	Social Work Practice: Mental Health	
	SW	Elective	
	SW 295C	Field Education	
	SW 502	Research Project	
		TOTAL SEMESTER CREDITS	14 units
Spring 1998	SW 224B	Social Work Practice: Mental Health	
	SW 295D	Field Education	
	SW 502	Research Project	
	SW	Elective	
		TOTAL SEMESTER CREDITS	14 units
		TOTAL CREDITS FOR MSW DEGREE	60 units

Electives. As in the previous off-campus programs, the electives offered will be determined through a vote of the class. Students will be provided a list of all elective offerings and their descriptions as a basis for discussion and decision making.

Concentration. The Division of Social Work offers four concentrations in its master's program -- Child and Family Services; Community Organization, Planning, and Administration; Health, and Mental Health. Since the principal interest of the human services community that requested the off-campus program in Chico was mental health, this concentration will be offered in this proposed intensive semester program.

Course Delivery. Each course will be delivered in an all-day session. Course construction requires a conceptualization of the objectives and content in modules clearly identified in the course syllabus with each meeting day. Each module contains the required and suggested readings. Those readings will be either part of the required text(s) and course readers or available in university and local libraries.

Instructional Methods. Because the didactic sessions are very extended, teachers must conceive of ways to maintain student interest and full student participation. Extended lectures and teacher demonstrations would be insufficient. Examples of how this might be accomplished follow:

1. To assist in organizing and focusing student inquiry, the teacher may identify basic concepts or topics of social work interest in the syllabus (or otherwise) for students to select and pursue in the readings.
2. As a means of inducing and assuring reading and preparation during the three-week interim between class sessions, concept papers due when the class meets may be required based upon the readings; and during a one-hour period, students may be asked to share their findings with others in the class.
3. Students may be asked to present concepts, problems, and processes through graphic or symbolic representations and then discuss their meaning and value to self, practice, social work.
4. Teachers can use simulations, case studies, video-taping, films, panel presentations, and guest lecturers to enliven the sessions. Structured and focused small group discussion sessions strategically placed during the day can assure and support learning among the students.

Field Practicum. The goals, objectives, requirements, and standards for field instruction in the intensive semester program model are the same as those of the two-year program. The same Field Instruction Manual used by students in the

campus-based program will also be used by students in the off-campus Chico program.

The placement process used in the off-campus, intensive weekend program is virtually the same as that used in the two-year program on campus. MSW I students enroll in the first year practicum beginning in the third semester (second year) of this program, but the placement process will begin during the second semester. Students will complete field applications and work-study (job conversion) forms for processing by the Division's Office of Field Education and the Off-Campus Program Coordinator. Small group advising sessions will then be held to discuss approved placement opportunities, general practicum requirements, and the learning process in work-study situations. Great care will be exercised in matching student needs and interests with educationally sound, contractually affiliated field placements. MSW II students will enroll in field at the beginning of the fifth semester (third year) of the program, but placements will be arranged during the fourth semester. The placement procedure noted for the MSW I students is repeated for the MSW II students.

In consideration of the fact that the majority of the off-campus, intensive weekend students would be employed full time, the CSWE approved model for work-study programs will be the predominant placement model and strategy used. This placement strategy involves the use of rule-based requirements and a person/work planning process. The rule-based requirements help field faculty maintain the educational focus of practicum in the midst of the competing forces involved in work study situations: the needs/desires of the student, agency, and school. The person/work planning process involves negotiations with each employing agency used as a practicum site. Negotiations in this context involve a critical assessment of all the components of quality field education in work-study situations known to maximize student learning and minimize the conditions that obstruct learning (designation of assignments, student/field instructor compatibility, time arrangements, absence of role conflict and confusion, etc.). Additionally, evening and weekend field placements will be generally avoided since such placements tend to be of poorer quality from the standpoint of student learning. These placements also deprive students of needed time for study and for family responsibilities.

As is the case with the Division's policy on job conversions, work-study students must have assignments that are substantially different from their current job tasks. The character of the placement must be consistent with and contribute to the requisite learning objectives. Furthermore, the agency-based field instructor must be different from their employment supervisor. Using a student's place of employment as a field placement site is only feasible and permitted one of the two years of field education. Generally, job conversions are very rarely considered during both years. Such requests are honored only under the following conditions: The intended experience is educationally sound for the student in question AND the agency is sufficiently large and complex that the student can be physically relocated from one year to the next, have different colleagues than the previous

year, a different field instructor, and be exposed to a significantly different client population. This is generally only possible in county departments of social services or county mental health agencies.

Field sites, regardless of type (work-study or not), must provide opportunities for individual client intervention, work with families or small groups, and work with formal organizations and community systems. An evaluation is made to ensure that each placement agency meets the guidelines for field practicum as established by the Council on Social Work Education (the accrediting agency for the professional field) and the Division of Social Work. In addition, a written agreement is entered into by each agency which sets forth expectations for a professional climate that is conducive to student learning. It spells out the responsibilities of the agency to the student and of the Division to the agency and helps assure the availability of, and the student's right to, a quality educational experience.

In summary, the field component in the Intensive Semester is essentially a replication of field education in the two-year program: The goals, objectives, standards, and requirements are the same. The CSWE approved work-study model is the predominant strategy used in the Intensive Semester rather than the student model (non-work/study) used in the two-year program. (Note: The work-study model is used in the two-year program, but it is not the predominate strategy.)

Professional Socialization. Formal advising is structured in accordance with advising on-campus and will be completed intensively prior to the beginning of each semester when grades will be reviewed, Educational Contracts updated, and feedback secured from the students about their progress and experience in the program. As previously noted, advising will be available throughout the semester as student problems or needs dictate. Teachers will be available regularly on-site for additional consultation. They will arrive the evening before the class day and will be available to students. Informal advising will be possible before and after classes and when the Coordinator is present. Additionally, students will be able to seek academic and career consultation and advice from the field supervisors.

The interaction and exchange of ideas will be accomplished through student participation in agency forums and in agency orientation and training activities. The various newsletters of the Division and of the University will be disseminated to the students in the intensive semester program. Convivial activities will be arranged periodically among the students in and by the Coordinator of the intensive program. For example, meetings of all the participants in the program will be held at least twice annually and will include the students, program staff, field supervisors, and faculty members. The student leadership of the Graduate Social Work Association will be invited and supported to participate in special gatherings to socialize further with personnel of the main campus. There are many alumni employed in the Chico and the Northern California region; and they, too, will be included in the gatherings there.

6. Faculty. Faculty competencies for teaching in the intensive semester program will be comparable with those who teach the on-campus students. In fact, most of the teaching in the proposed Chico program will be done by the faculty members of the Division of Social Work. Appendix C contains the *curriculum vitae* of the full-time faculty members who will be teaching in the program.

Part-Time Faculty. The Division has developed a pool of part-time faculty members who teach a few required but mainly elective specialized courses. It is expected that relatively few part-time faculty members will be utilized due to the fact that many of the full-time faculty members have expressed interest in teaching in the intensive semester program. This is true because faculty members who taught in the previous programs spoke eloquently about the virtues of the experience and about the high quality and level of discourse among the more mature and work-experienced students. Part-time faculty members are accorded many opportunities to interact with the full-time faculty members and to participate in all committee meetings, deliberations, and curriculum development. While the time constraints of employment do not always permit their participation, the opportunity is available; and some do participate. Part-time faculty members have mailboxes in the Division and receive copies of all communications.

Ensuring Faculty Quality. Part-time faculty members meet the same hiring criteria as that for faculty members on-campus. All faculty members, including part-time faculty members, must have at least the MSW and at least two years' post-master's practice experience. The doctorate is preferred. Those teaching clinical practice courses also possess appropriate experience and/or licensure. Part-time faculty members are hired for their special expertise to teach a specialized course. For example, one part-time faculty member has expertise in chemical dependency and has many times taught the elective course on that subject with very positive results, as has another taught school social work.

7. Library Resources. For this proposed program in Chico, access to library resources will be better than that provided in the Ukiah and the previous Redding programs. The principal collection is the CSU Chico Library. CSU Chico has an accredited baccalaureate social work program, and the library on that campus has developed an extensive social work collection. The Reserve Book Room there will be utilized, as usual. Access by the students does not represent a significant problem due to the availability of inter-library loans through agreements with local colleges. A modem for use with the computerized catalog and statewide inter-library loan system will be available for the students in the Chico weekend program. Carolyn Deussenberry, the Interlibrary Loan Librarian at CSU Chico will assist students to secure texts and documents. The Coordinator will work with a Student Assistant to fill requests for texts and other documents through the inter-library loan program on a weekly basis. Additionally, the students residing nearer the campus can travel to the campus on weekends when classes are not in-session and during the week. The students will be issued Library Cards for access to the CSU Chico Library. With the Library Card, students can secure courtesy cards from other libraries (such as

those at CSU Humboldt, at CSU Sacramento, at UC Davis) for the duration of their studies. See Joe Crofts' letter in Appendix D: Library and Other Agreements. The library resources at CSU Sacramento will be a secondary collection.

There are other collections and library resources in proximity of the proposed program. In the Chico region, there is the extensive behavioral and social sciences collections in the University of California, Davis, Library -- an hour and 15 minute drive from Chico and also accessible through modem. There are also vast collections in the California State Library, State agency libraries, Legislative Archives, the many California Community Colleges located throughout the Northern California region (but especially Butte Junior College) as well as private colleges, and the County Library systems.

Library accessibility is assured. Many of these libraries maintain hours from early morning into the evening -- to 10:00 p.m. -- and on weekends including Sundays. As noted, a modem will be on-site for the Chico students. The Director of Library Services at CSU Chico has agreed to the utilization of the library (see Appendix D).

Finally, Linda Goff (the Library Instruction Librarian at CSU Sacramento), in collaboration with her counterpart at CSU Chico, will travel to the site and orient all students to the utilization of library resources (especially those in social work and the social sciences), will demonstrate the use of library electronic equipment, and will also present on research strategies for graduate students. This three-hour orientation session is required of all entering graduate students in the Division of Social Work. This requirement has been in place for many years, and student feedback has always been very positive. The Division values her presentation because it assists the faculty to focus students on learning and research.

8. Computer Support. Students in the Chico Intensive Semester Weekend Program will have access to a computer laboratory on the CSU Chico campus and will have access to the campus mainframe computer for utilization of SPSS. Students will be issued Sac-Link Accounts which will permit student access to such services as E-mail, Internet, downloading, and the use of data base. Students with personal computers and modems in their homes will be able to use their Sac-Link Accounts for access from home.

9. Physical Resources. The Chico classes will be conducted in regular classrooms at CSU Chico. CSU Chico has approved utilization of classroom space in Temporary Building B-5. With the support of Dean James Haehn (College of Behavioral and Social Sciences), the usual fee for space was waived (see Appendix D: Library and Other Agreements). The classroom space will include TV/VCR and overhead projector, is well maintained, heated, and air conditioned and is conveniently located in proximity to the library, bookstore, parking, and food services. If approved by WASC, the CSU Chico facilities will be utilized for teaching on the following dates:

- August 26-27, 1995
- September 23-24, 1995
- October 21-22, 1995
- November 18-19, 1995
- December 9-10, 1995

Separate offices for administrative work, records, and for advising will also be provided by the Area Agency on Aging, a campus-based program located next door to Temporary Building B-5. Appendix D contains the letter of agreement from the Executive Director, Janet Levy.

10. Financial Resources. Resources in support of the intensive semester program are a special concern of the Commission on Accreditation. The University requires that educational programs delivered off-campus be fully self-supporting. This means that revenues to support the program must derive from a special schedule of tuition and fees developed by the University for this purpose.

The schedule of fees includes an amount for administration of the program. The University mechanism for such program delivery and for collecting the revenues is the Regional Continuing Education Office which manages the University's external degree programs (as the program delivered in Chico would be designated within the University). Thus, the resources for delivery and administration of the proposed off-campus program would derive from revenues separate from the budget for the regular educational programs of the Division of Social Work. The two faculty members participating in the course delivery each semester will not impact the resources of the regular program on-campus because they will be compensated additionally through the Office of Regional Continuing Education and will complete their responsibilities on the weekends. Thus, there will be no drain on faculty resources from the on-campus program.

The budget for the proposed off-campus graduate social work program in Chico can be found on the following pages.

11. Plan for Evaluation and Assessment. Evaluation of the program will consist of a qualitative evaluation examining the following questions:

- a. What was accomplished?
- b. How well was it done?
- c. What can be done to improve?

These questions will be answered through a student satisfaction survey, an instructor experience survey, an agency/field instructor satisfaction survey, and the Coordinator's annual report. The student survey will inquire about satisfaction with the courses taught, the instructors, support services, facilities, resources, access

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
 Regional and Continuing Education
 PROPOSED OFF-CAMPUS DEGREE PROGRAM
 Master's in Social Work: Chico

Fall 1995 through Spring 1998

-- YEAR ONE --		-- YEAR TWO --		-- YEAR THREE --	
PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED
Fall 1995/ Spring 1996/	Fall 1996/ Spring 1997/	Fall 1997/ Spring 1998/	Fall 1998/ Spring 1999/	Fall 1999/ Spring 2000/	Fall 2000/ Spring 2001/
10,004.40	10,004.40	23,816.70	23,816.70	36,532.20	36,532.20
6,169.00	6,169.00	6,169.00	6,169.00	6,169.00	6,169.00
3,100.00	3,100.00	3,100.00	3,100.00	3,100.00	3,100.00
0.00	0.00	0.00	0.00	0.00	0.00
279.46	280.91	479.74	479.74	671.37	671.37
6,321.83	6,321.83	6,321.83	6,321.83	6,321.83	6,321.83
9,458.20	0.00	0.00	0.00	0.00	0.00
35,332.89	25,976.14	39,887.27	39,887.27	53,294.39	53,294.39
1,750.00	1,750.00	3,525.00	3,525.00	3,525.00	3,525.00
250.00	250.00	250.00	250.00	250.00	250.00
0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00
775.00	175.00	0.00	0.00	0.00	0.00
2,000.00	2,175.00	3,775.00	3,775.00	3,975.00	3,975.00

PERSONNEL
 Faculty
 Campus Coordinator (3 units release time)
 Student Assistant(s)
 Evaluator
 WPE Proctor
 Benefits (1.45% of Salary)
 RCE Costs (includes Benefits)
 Program Development (start up costs)
 TOTAL PERSONNEL

TRAVEL
 Facility
 Campus Coordinator
 Evaluator
 WPE
 Program Development
 TOTAL TRAVEL

DRAFT

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
 Regional and Continuing Education
 PROPOSED OFF-CAMPUS DEGREE PROGRAM
 Master's in Social Work: Chico

	-- YEAR ONE --		-- YEAR TWO --		-- YEAR THREE --	
	PROJECTED Fall 1995/ Winter 1996	PROJECTED Spring 1996/ Summer 1996	PROJECTED Fall 1996/ Winter 1997	PROJECTED Spring 1997/ Summer 1997	PROJECTED Fall 1997/ Winter 1998	PROJECTED Spring 1998/ Summer 1998

OPERATING EXPENDITURES						
Graduate Studies (\$30 per application/process fee)	1,350.00	0.00	0.00	0.00	0.00	0.00
Supplies and Services	700.00	700.00	700.00	700.00	700.00	700.00
Postage	100.00	100.00	100.00	100.00	100.00	100.00
Equipment	400.00	400.00	400.00	400.00	400.00	400.00
Room Rental	200.00	200.00	300.00	300.00	300.00	300.00
Program Development*	1,113.24	0.00	0.00	0.00	0.00	0.00
TOTAL OPERATING EXPENDITURES	3,863.24	1,400.00	1,500.00	1,500.00	1,500.00	1,500.00
SUBTOTAL EXPENSES	41,196.13	29,551.14	45,162.27	45,162.27	58,769.39	58,769.39
OVERHEAD						
University, Chancellor's Office,	6,669.00	6,669.00	10,621.00	10,621.00	13,832.00	13,832.00
State Pro Rata (13% of Revenue)	5,130.00	5,130.00	8,170.00	8,170.00	10,640.00	10,640.00
RCE (10% of Revenue)	5,130.00	5,130.00	8,170.00	8,170.00	10,640.00	10,640.00
SWRK (10% of Revenue)	39.43	0.00	0.00	0.00	0.00	0.00
Program Development (7.5% of expenses/Found)*						
CONTINGENCY (5% of Subtotal Expenses)	2,059.81	1,477.56	2,258.11	2,258.11	2,938.47	2,938.47
TOTAL EXPENSES	60,224.37	47,957.70	74,381.38	74,381.38	96,819.86	96,819.86

Page 2 of 4

PROPOSED OFF-CAMPUS DEGREE PROGRAM
 Master's in Social Work: Chico

	-- YEAR ONE --		-- YEAR TWO --		-- YEAR THREE --	
	PROJECTED Fall 1995/ Winter 1996	PROJECTED Spring 1996/ Summer 1996	PROJECTED Fall 1996/ Winter 1997	PROJECTED Spring 1997/ Summer 1997	PROJECTED Fall 1997/ Winter 1998	PROJECTED Spring 1998/ Summer 1998

REVENUE						
SWRK 235A (45 stu x 3u x \$190/u)	25,650.00					
SWRK 250 (45 stu x 3u x \$190/u)	25,650.00					
TOTAL Fall 1995/Winter 1996	51,300.00					
SWRK 202 (45 stu x 3u x \$190/u)		25,650.00				
SWRK 235B (45 stu x 3u x \$190/u)		25,650.00				
TOTAL Spring 1996/Summer 1997		51,300.00				
SWRK 204A/sec 1 (21 stu x 3u x \$190/u)			11,970.00			
SWRK 204A/sec 2 (22 stu x 3u x \$190/u)			12,540.00			
SWRK 253 (43 stu x 3u x \$190/u)			24,510.00			
SWRK 295A/sec 1 (14 stu x 4u x \$190/u)			10,640.00			
SWRK 295A/sec 2 (14 stu x 4u x \$190/u)			10,640.00			
SWRK 295A/sec 3 (15 stu x 4u x \$190/u)			11,400.00			
TOTAL Fall 1996/Winter 1997			81,700.00			
SWRK 204B/Sec 1 (21 stu x 3u x \$190/u)				11,970.00		
SWRK 204B/Sec 2 (22 stu x 3u x \$190/u)				12,540.00		
SWRK 210 (43 stu x 3u x \$190/u)				24,510.00		
SWRK 295B/Sec 1 (14 stu x 4u x \$190/u)				10,640.00		
SWRK 295B/Sec 2 (14 stu x 4u x \$190/u)				10,640.00		
SWRK 295B/Sec 3 (15 stu x 4u x \$190/u)				11,400.00		
TOTAL Spring 1997/Summer 1997				81,700.00		

-- YEAR THREE --		-- YEAR TWO --		-- YEAR ONE --	
PROJECTED PROJECTED PROJECTED PROJECTED PROJECTED PROJECTED	Fall 1995/ Spring 1996/ Fall 1996/ Spring 1997/ Fall 1997/ Spring 1998/	Winter 1996 Summer 1996 Winter 1997 Summer 1997	Winter 1997 Summer 1997	Winter 1998 Summer 1998	Winter 1998 Summer 1998
11,400.00	11,400.00	11,400.00	11,400.00	11,400.00	11,400.00
22,800.00	22,800.00	22,800.00	22,800.00	22,800.00	22,800.00
14,820.00	14,820.00	14,820.00	14,820.00	14,820.00	14,820.00
14,820.00	14,820.00	14,820.00	14,820.00	14,820.00	14,820.00
15,960.00	15,960.00	15,960.00	15,960.00	15,960.00	15,960.00
3,800.00	3,800.00	3,800.00	3,800.00	3,800.00	3,800.00
3,800.00	3,800.00	3,800.00	3,800.00	3,800.00	3,800.00
106,400.00	106,400.00	106,400.00	106,400.00	106,400.00	106,400.00

TOTAL Fall 1997/Winter 1998		TOTAL Spring 1998	
SWRK 224A/Sec 1 (20 stu x 3u x \$190/u)	11,400.00	SWRK 224B/Sec 1 (20 stu x 3u x \$190/u)	11,400.00
SWRK 224A/Sec 2 (20 stu x 3u x \$190/u)	11,400.00	SWRK 224B/Sec 2 (20 stu x 3u x \$190/u)	11,400.00
Elective (40 stu x 3u x \$190/u)	22,800.00	Elective (40 stu x 3u x \$190/u)	22,800.00
SWRK 295C/Sec 1 (13 stu x 6u x \$190/u)	14,820.00	SWRK 295D/Sec 1 (13 stu x 6u x \$190/u)	14,820.00
SWRK 295C/Sec 2 (13 stu x 6u x \$190/u)	14,820.00	SWRK 295D/Sec 2 (13 stu x 6u x \$190/u)	14,820.00
SWRK 295C/Sec 3 (14 stu x 6u x \$190/u)	15,960.00	SWRK 295D/Sec 3 (14 stu x 6u x \$190/u)	15,960.00
SWRK 500 or 502/Sec 1 (10 stu x 2u x \$190/u)	3,800.00	SWRK 500 or 502/Sec 1 (10 stu x 2u x \$190/u)	3,800.00
SWRK 500 or 502/Sec 2 (10 stu x 2u x \$190/u)	3,800.00	SWRK 500 or 502/Sec 2 (10 stu x 2u x \$190/u)	3,800.00
SWRK 500 or 502/Sec 3 (10 stu x 2u x \$190/u)	3,800.00	SWRK 500 or 502/Sec 3 (10 stu x 2u x \$190/u)	3,800.00
SWRK 500 or 502/Sec 4 (10 stu x 2u x \$190/u)	3,800.00	SWRK 500 or 502/Sec 4 (10 stu x 2u x \$190/u)	3,800.00
TOTAL	106,400.00	TOTAL	106,400.00

SURPLUS / DEFICIT	Running Balance
-8,924.37	-8,924.37
3,342.30	-5,582.06
7,318.62	1,736.56
7,318.62	9,055.18
9,580.14	18,635.31
9,580.14	28,215.45



CALIFORNIA STATE UNIVERSITY, SACRAMENTO	
Proposed Off Campus Degree Program	
Master's in Social Work - Chico	
Fall 1994/Spring 1995 Program Start Up Costs	
	Fall 1994/Spring 1995
PERSONNEL	
Faculty (application review)	450.00
Campus Coordinator	3,000.00
Program Assistant (Student)	2,400.00
RCE Costs	4,058.20
TOTAL PERSONNEL	9,458.20
TRAVEL	
Campus Coordinator	125.00
Department Chair	525.00
RCE Travel	125.00
TOTAL TRAVEL	775.00
OPERATING EXPENDITURES	
Supplies and Services	250.00
Postage	300.00
Orientations (Enloe Catering and Room Rental)	386.10
Duplicating (AAA & RCE copies)	177.14
TOTAL OPERATING EXPENDITURES	1,113.24
OVERHEAD	
Foundation (7.5% of expenses)	39.43
TOTAL OVERHEAD	39.43
TOTAL EXPENSES	11,385.87

to instructors, and overall satisfaction with the program. The instructor survey will inquire about experiences teaching weekend students, the adequacy of administrative support, what is required for additional facilitation of off-campus teaching, what was not done that needs to be done. The agency/field instructor satisfaction survey will address the quality of service delivery and satisfaction with the students, interaction with CSUS, the Faculty Field Liaisons, support, field visits, and the impact of the program on their agencies and the community. The Coordinator's annual report will assess advising, financial aid opportunities, instruction, and problems; will present, analyze, and interpret the information collected through the surveys; and will develop recommendations for action to improve the program.

Administration. The program will function administratively under the general direction of the Director of the Division of Social Work through the Graduate Coordinator, Field Education Coordinator, and Admissions Coordinator. Specific direction will occur through the Coordinator of the Chico Intensive Semester Weekend Program. The Coordinator will be Janice Gagerman, whose *curriculum vitae* is included in Appendix C.

Conclusion

The Division of Social Work has enjoyed three most successful experiences with the delivery of an off-campus, intensive semester weekend, graduate social work educational program and requests approval to implement another off-campus, intensive semester and part-time program in Chico, California. Such a program will meet the expressed needs of students and of human services agencies in the Chico area and in the Northern California region to upgrade their personnel and the quality of their services.

Appendices

- A: Intensive Semester Program, Educational Contract
- B: Sample Course Syllabi
- C: *Curriculum vitae* of Key Faculty
- D: Library and Other Agreements
- E: Program Announcements

Enclosure
Field Education Manual

APPENDIX A

Intensive Semester Program
Educational Contract

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DIVISION OF SOCIAL WORK

CHICO INTENSIVE SEMESTER PROGRAM: PART-TIME STUDENT EDUCATIONAL
CONTRACT, 1995-98

At the beginning of each semester as a classified student in the Master of Social Work program, I will confer with the academic advisor to discuss my course of study. My signature verifies my understanding of the requirements of the professional foundation and the subsequent concentration. The advisor's signature verifies that the requirements were discussed with me. All program changes (waivers, substitutions, advanced standing, transfer of unclassified studies, units transferred from another accredited MSW program, courses taken out of sequence, etc.) will be approved in advance by the Graduate Coordinator. Requests for approval of program changes will be made on the appropriate forms available in the Division's Advising Center and noted on this Educational Contract. If needed, courses may be scheduled during the summer sessions.

FIRST YEAR: PROFESSIONAL FOUNDATION

FALL 1995	UNITS	GRADES	SPRING 1996	UNITS	GRADES
SW 235A Behavior	3		SW 235B Behavior	3	
SW 250 Policy	3		SW 202 Multiculture	3	
Total Units	6		Total Units	6	

I propose to complete the above courses as requirements of the first year of the three-year part-time program.

Student Signature _____ Advisor Signature _____ Date _____

SECOND YEAR: PROFESSIONAL FOUNDATION

FALL 1996	UNITS	GRADES	SPRING 1997	UNITS	GRADES
SW 204A Practice	3		SW 204A Practice	3	
SW 253 Mental Health Policy	3		SW 210 Research	3	
SW 295A Field	4		SW 295B Field	4	
Total Units	10		Total Units	10	

I propose to complete the above courses as requirements of the first year of the two-year full-time program. My concentration is Mental Health. I will satisfy all admission conditions, if any, and will Advance to Candidacy in May, 1997.

Student Signature _____ Advisor Signature _____ Date _____

THIRD YEAR: ADVANCED SOCIAL WORK CURRICULUM

FALL 1997	UNITS	GRADES	(Residency Year)	UNITS	GRADES
SW 224A Mental Health Practice	3		SPRING 1998	3	
SW _____ Elective	3		SW 224B Practice	3	
SW 295C Field	6		SW _____ Elective	3	
SW 502 Research Project	2		SW 295D Field	6	
Total Units	14		SW 502 Research Project	2	
			Total Units	14	

The above courses, completed and projected, comprise the total pattern which I propose to complete in attaining the Master of Social Work degree. I expect to graduate in May, 1998.

APPROVED PROGRAM CHANGES (Attach copies of approved forms)

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DIVISION OF SOCIAL WORK
SATISFYING CONDITIONS ON ADMISSION TO THE GRADUATE PROGRAM IN
SOCIAL WORK

All conditions on admission must be satisfied prior to Advancement to Candidacy. Indicate below all conditions and how they were satisfied.

Condition _____ Date Satisfied _____ Course No. and Title _____ Where Satisfied _____

___ BA Degree

___ Writing Proficiency

___ Statistics Course

___ Human Biology Content

___ Other _____

The Division of Social Work offers the following elective courses (but not every semester):

- 217 Ethical Issues and Trends in Social Work
- 218 Chemical Dependence: Strategies and Tactics for Social Work Practice (licensure)
- 219 Social Work Practice in Hospitals
- 223 DSM-IV: New Developments in Psychodiagnosis (licensure)
- 225 Advanced Group Work Methods: Process and Intervention Strategies
- 226 Family Therapy - Strategies and Techniques for Intervention
- 228 Clinical Intervention in Sexual Abuse (licensure)
- 229 Human Sexuality for Social Work Clinicians (licensure)
- 230 Geriatric Health/Mental Health
- 231 Social Work Practice with the Developmentally Disabled
- 238AB Issues and Practice in Schools (School Social Work requirements)
- 240 Families in Transition
- 241 Policy and Planning for Services to the Aging
- 244 Alternative Models in Child and Family Social Work Practice with Children and Youth
- 245 Death and Dying
- 246 Child Abuse (licensure)
- 273 Advocacy - Theory and Practice
- 277 Law and Social Work
- 278 Family Violence
- 282 Using the Computer in the Human Services

MEMORANDUM

DATE: April 25, 1995

TO: The Academic Senate and Department Chairs

FROM: ad hoc Committee on Alternative Scheduling (R. Cleveland, C. Miller, J. Murphy)

SUBJECT: A PROPOSAL FOR FLEXIBLE SCHEDULING

The following proposal is being submitted for discussion by departments, schools, faculty and administrators as a radical change in the way we schedule our classrooms. It comes from the Academic Senate Executive Committee as a result of two years of study of the problem. It is the outcome of some surveys of student opinion, as well as the needs of the faculty and staff of the university.

Based upon student opinion, the idea emerged that the current system is too inflexible and that what was needed was a system of scheduling that could accommodate more different kinds of student demand. It is hoped that this proposal will provide the necessary flexibility.

The proposed changes will open a large number of choices where there has heretofore been only one. The increase in flexibility can be a blessing or a curse, depending on how it is used. It is the intent of those who propose these changes that the increase in flexibility be used to increase the choices and opportunities of students to obtain the courses they want and need. However, if full and unchecked use of the flexibility is allowed, then the opportunities for the students can actually decrease because of the many conflicts created by a chaotic schedule. Furthermore, it is possible that there may be no reasonable way to devise a final examination schedule.

For these reasons, it will be necessary for the university to agree upon a number of controls to prevent chaos. This package contains the proposed time frames for a schedule, a set of guidelines for the implementation of the scheduling process and a set of suggested controls to keep the system viable. It is possible that some of the controls are superfluous; it is possible that some additional controls may be necessary. We hope that the discussion of these proposals by the faculty will lead to a workable system that improves the ability of the university to serve its students.

A PLAN FOR FLEXIBLE SCHEDULING

April 25, 1995

Rather than thinking about how long a class meets in a given room, think about how long the room is booked. The present method either books a room for 60 minutes or for 85 minutes. The Tuesday-Thursday schedules are completely incompatible with the MWF schedules for that reason. Consider a plan wherein the classes that meet 75 minute will book the room for 90 minutes rather than 85 minutes. While this does involve some "dead time," it turns out that it is more efficient than the present system, and makes it possible to make the MWF and TR schedules mesh better. Here is how the classrooms would be allocated on a daily basis:

Early A. M.	7:30 - 9:00	OR	7:00 - 8:00 8:00 - 9:00
A. M.	9:00 - 10:30	OR	9:00 - 10:00 10:00 - 11:00
	10:30 - 12:00		11:00 - 12:00
P. M.	12:00 - 1:30	OR	12:00 - 1:00 1:00 - 2:00
	1:30 - 3:00		2:00 - 3:00
Late P. M.	3:00 - 4:30	OR	3:00 - 4:00 4:00 - 5:15
	4:30 - 6:00		

I have incorporated the idea of Karen Munnerlyn that classes should start at 7:30 in order to lessen the congestion the morning traffic.

The system would work in the four blocks of times. There are 16 different ways each classroom can be used. If a one-hour class is scheduled for 9:00, the same room should take one-hour classes at 10:00 and 11:00. The same room may have a different schedule on different days. This not only makes it possible to schedule 3-unit classes on MW or TR, but also on MT or TW or WR or RF or MWF or MWR and so on. It also creates an efficiency for the 4-unit classes given in mathematics, statistics, and the foreign languages. In the present system, when such a class is given, it takes a classroom either on Tuesday or Thursday (which has been booked for 85 minutes) and conducts a 50 minute class, leaving the room unused and unusable for 35 minutes.

R. Cleveland

Notes:

- 1) According to Karen Munnerlyn, none of the other campuses have tried any drastic revisions of the scheduling system.
- 2) If flexibility is desired, then this system offers 80 different ways to schedule each classroom in such a way that different schedules do not clash with one another.

GUIDELINES

1. The purpose of increased flexibility is to maximize the use of facilities while also increasing student retention and graduation rates. This will require optimal communication between departments, schools and other units of the university.
2. Academic programs will be given top priority in the use of instructional space; use of instructional facilities by guest speakers, visiting scholars and community groups will be given second priority.
3. Any scheduling system requires that departments, schools and the university solicit input from students on a regular basis regarding the types of courses and schedules that best meet their needs.
4. It may be necessary for each department to submit a skeleton schedule two years in advance in order to guarantee a harmonious schedule with a viable schedule of final exams.

CONTROLS

1. The approved scheduling time frames must be enforced. Departments offering the two day 3 unit courses should do so on a MW, WF, MF or TR basis. Exceptions may be made with University approval only if they can be made consistent with the final examination schedule.
2. Departments using the 75 minute periods on MW, MF and WF must schedule classes during the same time period in the same classroom during the missing day.
3. Laboratory and other three - hour classes must stay within the time blocks of the schedule (i. e., AM or PM). Two - hour and shorter duration labs may be given in early morning or late afternoon.
4. Departments must offer 30% (at least 15%?) of their major courses outside of “prime time” (i. e., outside of the 9:00 AM to 2:00 PM period).
5. Departments that require courses from other departments must coordinate their schedules with those service units in order to minimize the number of scheduling conflicts.
6. Departments that serve other majors must coordinate their schedules in order to minimize the number of scheduling conflicts.
7. Multiple sections of courses must be offered at different times of the day.

CFA _____

To the CSU Trustees and Chancellor Munitz:

By signing this card I hereby express to you my serious concerns about the current impasse in bargaining. I support the CFA effort to resist hasty imposition of any salary plan which does not:

- ▼ Permit an orderly transition from the present salary schedule;
- ▼ Provide for review of the campus president's decisions on merit pay;
- ▼ Ensure opportunity for regular step increase progression;
- ▼ Recognize the Senate's role in setting standards and criteria for merit pay;
- ▼ Provide the MAXIMUM cost of living raise for all faculty!

Despite years of debilitating budget cuts, and escalating workloads, CSU faculty have continued their commitment to quality education. The time has come for CSU decisionmakers to recognize our sacrifices and reward our contributions. Please settle this contract with fairness to all - Tenure-track faculty, Lecturers, Librarians, Counselors and Coaches! I call on you to work cooperatively with CFA to increase support for higher education in the state.

Signature

Campus

Department

*Note to faculty: You may add your personal message in the space below or on the other side.
DO NOT DELAY IN RETURNING THE CARD TO YOUR CAMPUS CFA CHAPTER. The cards will
be presented at the CSU Trustees meeting in Long Beach on May 9, 1995.*

Message: