

A C A D E M I C S E N A T E

AGENDA

Wednesday, May 8, 1985

2:00 p.m.

Student Senate Chambers, University Union

INFORMATION

1. Moment of Silence in memory of:

JAMES W. DOMICO, Supervisor
Electronic Support Center
School of Arts and Sciences

2. Report on May 2-3, 1985, CSU Academic Senate meeting

CONSENT CALENDAR

AS 85-27/Ex. COMMITTEE APPOINTMENTS

ad hoc Committee on Hispanic Underrepresentation:

Affirmative Action Officer, ex officio

Director, Educational Opportunity Program, ex officio

Committee on Periodic Review of Academic Administrators:

TOM KNUTSON, Communication Studies

ANNE HARRIMAN, Organizational Behavior and Environment

ARTHUR JENSEN, Management

Energy Management Committee: HOMER IBSER, 1986

ROBERT METCALF, 1987

*30 Regular
Agenda* AS 85-28/CC, GPPC, Ex. CURRICULUM REVIEW - DEPARTMENT OF
AEROSPACE STUDIES

The Academic Senate accepts the recommendations of the Curriculum Committee and the Graduate Policies and Programs Committee presented in the Academic Program Review for the Department of Aerospace Studies. [See Attachment A for commendations and recommendations--the complete Academic Program Review is available for review in the Academic Senate Office, Adm. 264.]

AS 85-29/CC, GPPC, Ex. CURRICULUM REVIEW - DEPARTMENT OF
MILITARY SCIENCE

The Academic Senate accepts the recommendations of the Curriculum Committee and the Graduate Policies and Programs Committee presented in the Academic Program Review for the Department of Military Science. [See Attachment B for commendations and recommendations--the complete Academic Program Review is available for review in the Academic Senate Office, Adm. 264.]

AS 85-30/FisA, CC, Ex. CERTIFICATE PROGRAM - THERAPEUTIC
RECREATION ASSISTANT

The Academic Senate approves the certificate program for Therapeutic Recreation Assistant (Attachment C-1). [See Attachment C-2 for Fiscal Affairs Committee's evaluation of fiscal impact.]

AS 85-31/FisA, GPPC, Ex. CERTIFICATE PROGRAM - CURRICULUM
SPECIALIST: COMPUTERS IN THE CLASSROOM

The Academic Senate approves the certificate program for Curriculum Specialist: Computers in the Classroom (Attachment D-1). [See Attachment D-2 for Fiscal Affairs Committee's evaluation of fiscal impact.]

AS 85-32/Ex. EULOGY POLICY

"It shall be the practice of the Academic Senate, CSUS, to observe a moment of silence in honor of a colleague at the Senate meeting following the death of the colleague. No formal commendation or eulogy will be entered on the Senate record." (AS 84-08)

The Academic Senate interprets the term "colleague" in its eulogy policy to refer to all members of the campus community. Therefore, a moment of silence shall be observed whenever the death of any member of the university community is brought to the attention of the Academic Senate.

AS 85-33/Ex. OPEN FORUM

The Academic Senate shall continue the policy of the Open Forum (AS 84-57) for the 1985-86 academic year.

*To Regular
Agenda*

AS 85-34/Ex. MERITORIOUS PERFORMANCE AND PROFESSIONAL PROMISE AWARDS

The Academic Senate endorses the resolution of the California State Polytechnic University, Pomona (Attachment E).

REGULAR AGENDA

AS 85-26/Flr. MINUTES

Approval of Minutes of the regular meeting of April 17, 1985, and the special meetings of April 10 and April 24, 1985.

AS 85-35/Ex. ^{FacA} SEXUAL HARASSMENT, UNIVERSITY POLICY AGAINST

The Academic Senate approves the draft "University Policy Against Sexual Harassment," as amended (Attachment F).

AS 85-28 - ~~Academic Senate Resolution~~

AS 85-34

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

Commendations to the Department of Aerospace Studies

We commend the Department for the following:

1. its earning the Air Force Outstanding Unit Award;
2. its continuing strong performance under problematic conditions;
3. its ingenuity in securing services from non-university sources;
4. its initiative in becoming involved in campus-wide affairs;
5. its receipt of extensive positive response received through student evaluations;
6. its exceptional dedication to and rapport with students;
7. its conscientious, effective academic and career advising;
8. its gracious responsivity to the Review Team.

Recommendations to the Department of Aerospace Studies

We recommend

1. that the Department concentrate its energy on maintaining the quality of its offerings for cadets and others rather than on meeting General Education requirements; (p. 3)
2. that the Department request that the Air Force assist it in conducting a time-and-motion study in order to assess the Department's needs in relation to its responsibilities; (p. 4)
3. that the Department request an additional faculty member if office space can be made available; (p. 5)
4. that the Department as a whole pursue an active campus involvement so that it might bring its talents to bear in areas outside its immediate domain; (p. 6)
5. that the Department consider requesting an outside peer reviewer attend its classes during the next review so that peer assessment might complement student assessment of classroom performance; (p. 8)
6. that the Department evaluate its grading procedures in order to determine if they permit distinctions to be made among students with varying achievements. (p. 8)

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

Commendations to the Department of Military Science

We commend the Military Science unit for the following:

1. its frankness, courtesy, and cooperation in its dealings with the Review Team;
2. its exceptional concern for and commitment to students;
3. its conscientious advising of students.

Recommendations to the Department of Military Science

We recommend

1. that the Program concentrate its energies on developing a strong program rather than on meeting General Education requirements. (p. 3)
2. the unit evaluate its grading procedures in order to determine if they permit distinctions to be made among students with varying achievements. (p. 5)
3. the faculty employ evaluation criteria and techniques that would be helpful in the assessment of individual faculty strengths and weaknesses. (p. 6)

Recommendation to the Military Studies Advisory Board

We recommend that the Military Studies Advisory Board take an active role in assisting the Department in developing ties with the broader community, i.e., the campus community. (p. 4)

Recommendation to the Associate Provost for Program Development and Evaluation

We recommend that an outside consultant be secured for the next program review. (p. 6)

Recommendation to the Provost

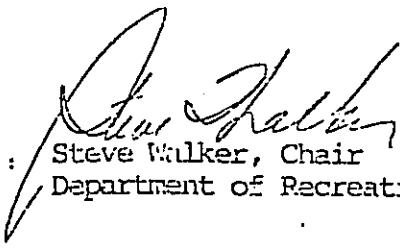
To insure more adequate support for military studies, we recommend the Provost examine the following possible courses of action: (1) expanding space allocations and support, (2) limiting the number of detachments on this campus, and (3) limiting the enrollment of existing detachments to a level appropriate for available resources. (p. 7)

Memorandum

To : John Colen, Dean
School of Health and Human Services

Date : September 12, 1984

Subject: TR Certification
Program

From : 
Steve Walker, Chair
Department of Recreation and Leisure Studies

Enclosed is the proposed Certificate Program in Therapeutic Recreation for para-professional training.

This program has the support of the RLS faculty and can be offered without any new courses or additional faculty.

We request that this proposal be processed through the appropriate channels as soon as possible.

Enclosures
SWS/jb

Approved by
Cur Com
2-11-85

Proposal for Certificate Program for para-professional training
in Therapeutic Recreation.

1. Title of the Program.

Therapeutic Recreation Assistant Certificate

2. Type of Certificate.

Certificate of Academic Achievement

3. Objectives of the Program.

The program is designed to provide competencies in the field of Therapeutic Recreation to prepare an individual to perform specified tasks as an assistant to a Recreation Therapist. This certificate program includes a curriculum that is designed to prepare the entry-level therapeutic recreation para-professional with the skills required for job functioning.

The objectives of the Therapeutic Recreation Assistant Certificate program are as follows:

- To provide the student with a basic understanding of the concepts and philosophy of therapeutic recreation.
- To assist the student in gaining a greater sense of self-awareness and the use of self as a therapeutic agent in the provision of recreation services for disabled and handicapped persons. This includes establishing effective methods of communication.
- To provide the student with basic information required in understanding normal human growth and development as well as the understanding of those conditions which affect the disabled and handicapped persons with whom they will be working.
- To provide the student with an understanding of the process employed in a therapeutic interaction in which the recreative experience is the primary modality of intervention, and acquaint the student with the implicit and explicit roles employed in the delivery of recreation services.
- To develop student leadership skills in working with individuals and groups.
- To provide the student with an understanding of the principles of therapeutic recreation programming, and develop skills in applying those principles in practical situations. This would include skill development in analyzing and adapting activities to meet specific client needs.
- To provide the student with a basic orientation to professionalism and the meaning of professionalism in the enrichment of therapeutic recreation services. This would include an understanding of the roles and inter-relationships with other disciplines.
- To provide the student with opportunities to gain practical experiences in working with disabled and handicapped persons in "true-life" situations.

The objectives for this program will be achieved by the students when they have completed the following 24 semester units.

| | | |
|----------|-----|---|
| RLS 32 | (3) | Recreation Activity Leadership |
| RLS 106 | (3) | Recreation for Special Groups |
| RLS 116 | (3) | Therapeutic Recreation Service |
| PE 179 | (3) | Games and Physical Activities for the Handicapped |
| RLS 195C | (6) | Directed Field Experience |

Any 6 units of activity courses or courses approved by the academic advisor. Possible activity courses might include courses in Art, Physical Education or the related areas such as Nursing 10: Health: Issues and Delivery Systems or Social Work 151: Health Service Systems. See Appendix A for course outlines.

Completing this certificate program will meet the requirements for State and National Registration.

Students completing this certificate program will meet the minimum requirements of the California Board of Park and Recreation Personnel for Recreation Therapist Assistant Registered (RTAR).

Enclosed are the suggested California Board of Park and Recreation Personnel requirements for Recreation Therapist Assistant Registered.

Recreation Therapist Assistant Registered (RTAR)--Minimum Qualifications

- 1.1 Completion of the National Therapeutic Recreation Societies 750 hour Training Program for therapeutic recreation personnel verified by an official certificate of completion.

or

- 1.2 Completion of academic coursework of at least 24 semester units (or 36 quarter units) with coursework that includes:
 - a. A minimum of two courses (each course at least 3 semester units) dealing exclusively with therapeutic recreation content; one must be a therapeutic recreation survey course; the other course may be an additional therapeutic recreation course or an approved 35 hour training course.
 - b. A minimum of 12 semester units (or 18 quarter units) of supportive coursework selected from recreation and related areas (psychology, sociology, the sciences, human services, and activity skill classes).
 - c. Completion of a 360 hour field experience in a clinical, residential or community-based therapeutic recreation program.

The course content will also provide the requirements for the National Therapeutic Recreation Society's 750 hour Training Program for Therapeutic Recreation Technician I. See appendix C for National Therapeutic Recreation Society's approval of curriculum.

5. Names and qualifications of the Initiators.

The initiators of the program are Dr. Sally Bolar and Dr. Shirley Kammeyer, faculty in the Department of Recreation and Leisure Studies, a unit within the School of Health and Human Services. Dr. Bolar and Dr. Kammeyer have taught these classes for several years and are both well qualified in the Recreation Therapy field. Both are Registered Recreation Therapists with the California Board of Park and Recreation Personnel and Dr. Bolar is registered with the National Council of Therapeutic Recreation Certification as a Therapeutic Recreation Specialist. See appendix D for vita.

6. Duration of the program.

This program will be offered on a continuing basis. It is possible that a student could complete this 24 unit certification program in one year. A Baccalaureate degree is not necessary for this Therapeutic Recreation Assistant certificate.

7. This program would not require any additional faculty, library resources, media, physical facilities or budgetary support. This program will be offered with existing faculty and facilities.

8. Expected number of participants and their probable background.

Studies undertaken at the national level in the late 1960's provide some empirical data on manpower and training needs in the field of Therapeutic Recreation. One of the major revelations of these early studies was the discovery that those recreation personnel who had greatest contact with disabled and handicapped people, of all age categories and in all disability groups, had little or no formal training. This certificate program, geared to entry level workers, attempts to remedy this condition.

There is in existence a 36 hour course required of all Activities Directors in skilled nursing and convalescent hospital facilities in the State of California. This course is mandated by the State Code. The course is inadequate in terms of the competencies required of an Activities Director. The Therapeutic Recreation Assistant Certificate program is an excellent substitution and enhancement for the 36 hour course.

This curriculum has the endorsement of the Northern California Council of Activity Directors. This is an active professional group concerned with the need for well trained activity personnel.

FISCAL AFFAIRS COMMITTEE

FISCAL IMPACT EVALUATION
CERTIFICATE PROGRAM IN THERAPEUTIC RECREATION

Fiscal Affairs is in general agreement with the statement provided by the Department of Recreation and Leisure Studies (Attached) regarding the fiscal impact of the proposed program, provided the number of new students attracted to the program is very small (6-12). Based on maximum and historical enrollments in required C-classified courses (provided below), an additional 6-12 students could be accommodated within existing sections of C-classified courses. Additional demand could require one additional section of RLS 32 (3 wtu's) and one additional section of RLS 106 (3 wtu's) in either Fall or Spring semester for an increased annual average staffing need of 3 wtu's. RLS 116 and PE 179 can readily accommodate additional enrollment. Theoretically, the additional sections of RLS 32 and RLS 106 could be staffed without a net increase in faculty resources to the School by reducing the frequency of offering PE 179, but this may not be possible for other staffing concerns.

| Course | Max | F'83 | S'84 | F'84 | S'85 |
|---------|-----|------|------|------|------|
| RLS 32 | 30 | 35 | 23 | 33 | 34 |
| RLS 106 | 40 | 31 | 43 | 40 | 32 |
| RLS 116 | 40 | 13 | | 13 | |
| PE 179 | 30 | 8 | 14 | 9 | 9 |

It should also be noted that the program includes a relatively large proportion of S-classified course work (6 units of RLS 195C) which for every 3 students incurs a staffing cost of 2 wtu's/semester. The need for additional faculty resources is particularly sensitive to the number of new students, and how the supervision is distributed among faculty and incorporated into workload assignments. For example, if fewer than six additional students enroll in RLS 195C as a result of program implementation and the supervision is equally distributed to the two program faculty and not included in the normal workload assignment of 12 wtu's, no additional resources are required. However, if the supervision of more than 3 students is assigned to one individual and included in the normal workload assignment of 12 wtu's, an additional 2 wtu's for every three students would be required. Since alternatives to the program are available to meet the California Board of Park and Recreation Personnel requirements for Recreation Therapy Assistant Registered, it is unlikely that there will be a demand that will require additional resources.

4/15/85 Approved by the Fiscal Affairs Committee

FISCAL IMPACT STATEMENT FOR PROGRAM PROPOSALS

PART A: DESCRIPTION

Academic Unit Recreation and Leisure Studies Date March 21, 1985

1. Briefly describe the nature of the program proposal (For example, addition of program requirements, either new or existing courses; deletion of courses from program requirements; modification of existing courses that are program requirements).

The proposed program requires that students complete RLS 32 - Recreation Activity Leadership (3), RLS 106 - Recreation for Special Groups (3), RLS 116 - Therapeutic Recreation Service, RLS 195C - Directed Field Experience (6) and PE 179 - Games and Physical Activities for the Handicapped (3) plus six units of activity courses or electives to be approved by an academic advisor. Possible activity courses might include courses in Art, Physical Education, Music, Drama or Dance and advised electives can come from a variety of related areas which would be appropriate for the particular student involved.

All of the courses required for the certificate program exist at this time. No new courses would be required and no existing courses would be deleted or changed. Given current enrollment levels in the required courses, it is doubtful that additional sections would be required to meet the needs of this program. The effect on elective courses would be minimal since students will tend to spread out into a number of different courses rather than using a single course as an elective.

2. If the program proposal involves courses offered within the academic unit proposing the change, complete Part B.
3. If the program proposal involves courses offered by an academic unit other than the unit proposing the change, complete Part C.

Stephen A. Hilby 3/21/85
Department Chair (Date)

[Signature] 3/21/85
School Dean (Date)

GPPE 2-4-85

*Curriculum Committee
Concurred 2-11-85*

I. Title of the Certificate Program

Curriculum Specialist: Computers in the Classroom

II. Type of Certificate

Certificate of Academic Achievement

III. Objectives

This certificate program will provide participants with a broad understanding of the applications of microcomputers to classroom instruction and instructionally related tasks in the public schools, K-12. While the use of computers may once have been limited to scientific and business uses, microcomputers have moved into virtually every school in the state, both public and private. The presence of computers in the schools is a reality. Schools and teachers are looking to universities, districts and the Teacher Education and Computer Centers (TECC) for guidance in their use. Recent actions have been taken by the Commission on Teacher Certification, the State Board of Education, the State Legislature and the California State University system which call for the preparation of teachers and/or students to understand and use this emerging technology.*

The proposed certificate program is designed to provide the needed competencies for curriculum specialists who will guide the integration of computers into the curriculum, their uses in instruction, and their applications in instructionally related tasks.

* These are outlined in "Section IX. Other Information."

Curriculum Specialist: Computers in the Classroom

IV. Program Structure

Required Courses (12 units)

- (3) T. Ed. 229.0 Introduction to Computers in the Classroom
- (3) T. Ed. 229.1 Educational Applications of Computers
- (3) T. Ed. 229.2 Teaching Problem-Solving Skills using Computers
- (3) T. Ed. 229.3 Curriculum Development with Microcomputers*

Elective Courses (3 units)

Elective work may be completed through approved courses and workshops related to the use of computers in education. Three such courses are:

- (3) Ed. SS. 266.7 Microcomputers in Special Education
- (3) Ed. CAPS 208.1 Microcomputers and Technology in Educational Administration
- (3) Art 196.0 Art and the Microcomputer

+ Computer Science courses as identified by the Departments of Computer Science and Teacher Education.

Credit may be granted for experience gained in school district or TEC Center courses. This credit will be determined on a case-by-case basis except where equivalency has been determined. The total limit on credit through equivalent experience will be six units, three of which may be applied to the required coursework.

* May be repeated for credit with instructor permission.

Curriculum Specialist: Computers in the Classroom

V. Initiators

The Certificate Proposal was initiated by:

Larry Hannah, Teacher Education
John Doolittle, Psychology
Steve Gregorich, Acting Dean, School of Education
Jerry Thomas, Acting Assoc. Dean, School of Educ.
Robert Edwards, Teacher Education
Bruce Ostertaag, Special Services
A. Maurice Poe, Teacher Education
Warren Frentice, Teacher Education
Patricia Roberts, Teacher Education

VI. Duration

The Curriculum Specialist: Computers in the Classroom Certificate will become a permanent part of the University Catalog to be offered on a continuing basis.

Curriculum Specialist: Computers in the Classroom

VII. Resources

Faculty will be drawn primarily from the current staff of the Department of Teacher Education.

Administrative and secretarial support will be provided by the Department of Teacher Education within its current resources.

The primary instructional facility will be the Education Microcomputer (Apple) Laboratory (ED 211).

The primary media and instructional materials will be School of Education Instructional Software Collection which has been developed with purchases from all three departments in the School of Education. The cost of maintaining this collection will vary from year-to-year. Most of the materials purchased for this collection would be necessary with or without this certificate due to the need to provide instruction related to the applications of computers to subject matter areas within our regular teacher preparation programs.

The resources within the University Library will need to be augmented to provide a broader base, particularly in the area of educational computer journals.

VIII. Participants

The certificate program is designed for certificated classroom teachers and resource specialists working in California public schools.

Curriculum Specialist: Computers in the Classroom

IX. Other Information

In April, 1984, the Commission on Teacher Certification adopted the recommendation that they seek legislation to establish two new certificates. The first, an "Educational Computer and Technology Science Resource Specialist Certificate," would authorize its holder to coordinate, supervise, and serve as a resource person and facilitator of technology education programs. The objectives of this CTC proposed certificate would be met by the proposed "Curriculum Specialist: Computers in the Classroom" certificate.

The second, a "Computer and Technology Science Certificate of Competence," would authorize its holder to teach computer and technology science as the subject of a course or courses. Plans for this certificate are being developed in conjunction with the Computer Science Department.

In July, 1984, the California State Department of Education adopted a framework for computer instruction in the schools titled "Computers in Education: Goals and Content." One of the stated goals is that "Teachers at every level and in all subject areas should recognize and take advantage of the computer as a powerful and creative device for teaching critical-thinking and problem-solving skills." Another goal is that "Extensive hands-on experience should be provided for all students at all grade levels. The document outlines five major strands that are a basic core of skills that all students should be expected to master. These are: operation of computer systems, computer-assisted learning, computer applications, problem solving with computers, and societal impact of computers. The proposed certificate is designed to train teachers and resource specialists to design and implement the goals and content of this framework. The "Computers in Education" framework from the State Department of Education is a report to the California Legislature as required by Section 226 of Senate Bill 813.

Curriculum Specialist: Computers in the Classroom

In July, 1984, the CSU Office of the Chancellor issued the "Report of the Committee on Computing in Teacher Education." The Subcommittee on Computing Competencies Needed by Specialist Teachers and Services Personnel identified the following competencies needed by curriculum supervisors that are beyond those needed by regular teachers:

1. Assist in the integration of computers into the existing curriculum.
2. Develop curriculum utilizing computer assisted instruction.
3. Provide in-service training integrating computer assisted instruction into the curriculum.
4. Direct teachers in the design, production, and evaluation of educational courseware.
5. Communicate current research findings in the effectiveness of computer based education.

T. Ed. 229.0, Introduction to Computers in the Classroom*

The course is a practical introduction to computers and their applications in the classroom. Each participant will learn to: 1) instruct students on the operation of microcomputer systems; 2) apply the computer as a discovery, problem-solving and learning tool; and 3) evaluate hardware (computers and accessories) and software (available programs) to determine appropriate educational applications. No prior experience with computers is required.

T. Ed. 229.1, Educational Applications of Computers*

This course focuses on the integration of computer-based instruction into all aspects of the regular curriculum. Application and utility programs (e.g., information management and word processing) will be examined and evaluated for teacher and student use. Participants will prepare simple instructional materials using an authoring language (e.g., PILOT) as well as with application and teacher utility programs.

T. Ed. 229.2, Teaching Problem-Solving Skills using Microcomputers*

This course focuses on methods of teaching elements of critical-thinking and problem-solving skills through microcomputer applications. Participants will learn how to create and use microworlds through which these skills can be developed.

T. Ed. 229.3, Curriculum Development with Microcomputers*

This course will focus on applying sound educational principles to the design and evaluation of computer-assisted instruction. A major project will be designing and programming a CAI lesson using the full capabilities of an authoring language (e.g., PILOT). May be repeated for credit with permission of the instructor.

*All courses are three semester units.

FISCAL AFFAIRS COMMITTEE

FISCAL IMPACT EVALUATION
CERTIFICATE PROGRAM--CURRICULUM SPECIALIST:
COMPUTERS IN THE CLASSROOM

Program Description

Program requirements are identified in the attachment.

Analysis

1. Faculty Resource Requirements

T Ed 229.0 and 229.3 and courses listed under the elective category are existing courses. The School of Education currently offers 4 sections of T Ed 229.0 and 1 section of T Ed 229.3 each semester. All sections of 229.0 and 229.3 are currently enrolled to capacity. Since the program is intended to serve the population of students who traditionally take these courses, rather than a new student population, Fiscal Affairs does not anticipate a need for additional sections of these courses when the program is implemented. Furthermore, since the three unit elective requirement may be satisfied by a number of different courses or by credit granted for experience, Fiscal Affairs does not anticipate a need for additional sections of courses listed in the elective category.

Implementation of the program requires the addition of two new courses (T Ed 229.1 and 229.2). These courses are also intended to serve as part of the regular graduate curriculum. Based on a survey conducted by the School of Education to determine level of interest in the program, the School of Education has predicted a need for two sections of T Ed 229.1 and 229.2 each semester for a staffing cost of 12 wtu's per semester (see attachment). Although Fiscal Affairs agrees that two sections of each course per semester may be required during the initial year of implementation to serve the "backlog" of students who have already completed other program requirements, FA anticipates that only one section of each course (6 wtu's) will be required in future years for support of the program. The School of Education has indicated that additional staffing requirements will be accommodated within the School's existing resources by internal adjustments (e.g., deletion of T Ed 280.0 and 280.1) and utilization of faculty from outside the School. FA agrees that the additional resource requirements can be accommodated as described by the School of Education.

2. Non-faculty Resources

Fiscal Affairs noted a discrepancy between the original program proposal and the Fiscal Impact Statement prepared by the School of Education (attached) with regard to non-faculty resource

requirements. In the original program proposal, the School of Education stated the following:

"The resources within the University Library will need to be augmented to provide a broader base, particularly in the area of educational computer journals."

In the Fiscal Impact Statement, the School of Education indicated that no additional non-faculty resources would be required. Upon exploration of this discrepancy with the School of Education, it was determined that the Library has already made many of the acquisitions referred to in the original proposal, but that acquisition of back issues of two journals might still be required. Since the actual cost of the back issues will not exceed \$200, it is likely they can be acquired within the regular book acquisition budget of the Library.

With the recent acquisition of new Apple computers by the School of Education, and the scheduled opening of a new 14 station Apple lab in the Art Building in Fall 1985, equipment and space should be adequate to support the new course offerings.

3. Summary

Minimal resources are required for program implementation.

4/15/85 Approved by the Fiscal Affairs Committee

FISCAL IMPACT STATEMENT FOR PROGRAM PROPOSALS

PART A: DESCRIPTION

Academic Unit School of Education Date 3-21-85

1. Briefly describe the nature of the program proposal (For example, addition of program requirements, either new or existing courses; deletion of courses from program requirements; modification of existing courses that are program requirements).

The Present

The School of Education offers four sections of ED/TE 229.0 Introduction to Computers in the Classroom and one section of ED/TE 229.3 Teaching Problem-Solving Skills Using Computers.

Proposal

The School of Education proposes to change the titles of the above courses to: ED/TE 229.0 Curriculum Specialist: Computers in the Classroom and ED/TE 229.2 Teaching Problem-Solving Skills with Microcomputers.

We also propose to add the course ED/TE 229.1 Educational Application of Computers and ED/TE 229.3 Curriculum Development with Microcomputers to comprise a Computers in the Classroom Curriculum Specialist Certificate Program.

2. If the program proposal involves courses offered within the academic unit proposing the change, complete Part B.
3. If the program proposal involves courses offered by an academic unit other than the unit proposing the change, complete Part C.

George Hardner 3-21-85
Department Chair Date

Steve Hegerich 3-21-85
School Dean Date

FISCAL IMPACT STATEMENT FOR PROGRAM PROPOSALS

PART B: FOR COURSES OFFERED BY THE ACADEMIC UNIT SUBMITTING THE PROPOSAL

1. Complete the following table for each course added, deleted, modified or otherwise affected. Provide an estimate of the number of sections per semester to be added or deleted, average enrollment per section, change in staffing requirements (increase or decrease in scheduled wtu's), and gain or loss of FTE.

| COURSE | SECTIONS ADDED (+) SECTIONS DELETED (-) | | ENROLLMENT PER SECTION | | STAFFING +/- WTU'S | | +/- FTE | |
|----------|--|---|---------------------------|----|-----------------------|---|---------|---|
| | F | S | F | S | F | S | F | S |
| TE 229.0 | No additional sections added | | | | | | | |
| TE 229.1 | +2 | | | 20 | +6 | | +8 | |
| TE 229.2 | +2 | | | 20 | +6 | | +8 | |
| TE 229.3 | no additional sections added | | | | | | | |

2. How will the above changes in FTE and wtu's be accommodated?

The two sections of ED/TE 229.2 will be taught by a professor from the School of Arts & Sciences. This will help the School of Education because we will need no new resources for that course. It will also help the School of Arts & Sciences to make up a full teaching load in an area which is overstaffed.

We no longer offer ED/TE 280.0 Seminar in Secondary Education and ED/TE 280.1 Junior High & Middle School because the Elementary and Secondary areas of emphasis for the Masters in Education Degree were combined as the Curriculum & Instruction area of emphasis. Consequently, there will be no need to seek new staffing resources for the two sections of ED/TE 229.1.

An enrollment drop in the department of Special Services has caused us to offer fewer sections of some courses. The staffing made available should be sufficient to cover any foreseeable fluctuations in the Computer Certificate Program.

3. Will the above program proposal require additional space, equipment, operating expenses, library resources, clerical/technical support, or other resources? Describe and estimate cost.

No.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

FACULTY SENATE

R E S O L U T I O N

WHEREAS, The Faculty Senate of California State Polytechnic University, Pomona acting in conformity with provisions of the Collective Bargaining Agreement approved, after consultation with the President, procedures and criteria for the Meritorious Performance and Professional Promise Awards; and

WHEREAS, The Faculty Senate supports the concept of merit and faculty development, it is our opinion that such monetary awards as the Meritorious Performance and Professional Promise Awards are inappropriate in an academic environment which thrives on collegiality rather than on competitiveness; and

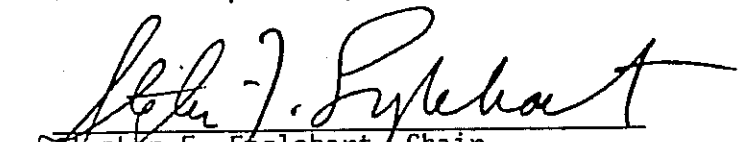
WHEREAS, We believe that support and nourishment of all members of the faculty, rather than the creation of a potentially divisive atmosphere is the proper way to foster excellence in teaching and scholarship; and

WHEREAS, Faculty members of the California State University system all need more financial support and more time for scholarly activities; now therefore be it

RESOLVED, That the bargaining teams at the next negotiating session use the money set aside for these awards to enrich such already established, but inadequately funded, faculty development programs as sabbatical leaves, released time, travel funds, and grants for research and conferences, and be it further

RESOLVED, That this resolution be forwarded to the California State University Board of Trustees; California State University Presidents; Bill Crist, President, CFA; Ann Reynolds, Chancellor; Hugh O. La Bounty, President; Paul Weller, Academic Vice President; School Deans; Cal Poly Faculty.

Adopted by the Faculty Senate of
California State Polytechnic University,
Pomona on April 10, 1985.


Stephen F. Englehart, Chair
Faculty Senate

UNIVERSITY POLICY AGAINST SEXUAL HARASSMENT POLICY*

It is the policy of California State University, Sacramento to maintain a working and learning environment free from sexual harassment of students, staff and faculty and those who seek such status. All students, staff and faculty should be aware that this University is concerned and will take action to eliminate sexual harassment. Sexual harassment not only violates the law but it is conduct subject to disciplinary action.

This policy recognizes the University's commitment to the understanding that the maintenance of ethical standards and the concerns for academic freedom prohibit the exploitation of faculty, staff, and students, ~~for private advantage~~. The University is required by law and by system policy to take all steps necessary to prevent the occurrence of sexual harassment. These steps include informing individuals of their rights and responsibilities, developing educational programs to sensitize the campus community to the issue, and developing sanctions against harassment. The University is also legally liable for sexual harassment perpetrated by its employees. However, employees may also be held personally liable for acts of discrimination or sexual harassment. ?

Since sexual harassment is a complex, emotionally charged topic which raises questions about the nature of relationships among ~~and~~ ~~between~~ women and men in academic and work environments, the University has established a policy whereby the Affirmative Action Officer takes responsibility for ensuring that supervisors- (a) managers and all faculty, full-time and part-time, temporary and permanent, shall participate in an educational awareness ~~program~~ workshop on sexual harassment. With education and strict enforcement, the University expects ^{that} incidents of sexual harassment ~~to~~ ^{will} be reduced and that there will be a change in the attitudes and expectations that perpetuate it.

Definition

An individual's ^{unwanted} behavior constitutes sexual harassment when it is sexual in nature and unwanted by the person toward whom it is directed. [Examples of sexual harassment include: inappropriate personal attention by an instructor or person with power or authority over another, touching, personal questions or comments of a sexual nature, pressure for dates or sexual activity, attempted sexual relations, sexual relations, sexual cartoons or posters and sexual jokes or comments.] *

A finding of sexual harassment will be made when one or more of the following circumstances are present:

1. Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission or academic evaluation; ?
2. Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;

* With amendments, as indicated by strikeover and underline, approved by the Executive Committee.

3. The conduct has the purpose or effect of interfering with the work performance of faculty or staff or creating an intimidating, hostile, offensive or otherwise adverse working environment.
4. The conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment, or adversely affecting any student.

*

COMPLAINT PROCEDURE

Prevention is the best tool for the elimination of sexual harassment. The University will take all steps necessary to prevent sexual harassment from occurring, such as by affirmatively raising the subject, expressing strong disapproval, applying appropriate sanctions, informing employees and students of their rights and how to raise the issue of harassment under Titles VII and IX, raising the consciousness of would-be victims, and developing methods to sensitize all concerned. It is the legal responsibility of department heads, deans, supervisors, and managers to take all necessary and appropriate steps to prevent and correct sexual harassment problems. The first corrective step should be informal. If informal steps are unsuccessful, the matter should be pursued via the formal corrective action or complaint process.

A determination of alleged sexual harassment must consider ~~three~~^{two} (3) factors:

1. ~~Whether the alleged conduct constitutes sexual harassment.~~^{itself}
2. ~~The totality of the circumstances.~~^{context in which it occurred.}
3. ~~The nature of the sexual advancement or harassment within the context of the alleged incident or occurrence.~~

Informal Process

As stated above, whenever possible, complaints should be resolved informally. Students may receive informal advice and assistance by contacting advisors in the offices of the campus Affirmative Action Office, the ASI, the Counseling Staff, Sierra Hall, Student Health Center, the Student Services Center, any of the schools, or from a trained sexual harassment resource person. Names of such resource persons will be published periodically. Faculty and employees may receive advice and assistance by contacting the offices of their immediate supervisors, Faculty and Staff Affairs, the campus Affirmative Action Office, Union representatives, or any one of the sexual harassment resource persons.

Formal Process - Internal

If informal discussion does not resolve the problem, then a formal written complaint procedure may be initiated. The Affirmative Action Officer will investigate complaints through the following process:

1. The Filing of a Written Complaint

The written signed complaint must include the following:

- a. The specific act(s) or circumstances that are the basis of the complaint, including the time and place of the alleged action, and
- b. The remedy or action requested.
- c. Each complainant is entitled to only one formal written complaint for review arising out of a single set of facts.

2. Time Limits for the Complaint

A formal complaint will be considered if it is filed with the Affirmative Action Office within ninety (90) calendar days of the alleged act. If the act(s) are continuous, then the time for filing may be within 90 calendar days of the most recent occurrence of the act.

If circumstances arise which might deter the victim from timely filing, the time may be extended by the President or his/her designee or the Affirmative Action Officer. Any time limit that expires on a day observed as a day off by the University shall be extended to the next regular work day. Once the formal complaint has been filed, the President or his/her designee or the Affirmative Action Officer may extend any other time limits; however, a written reason for the extension must be given.

3. Acceptance of Complaint:

The complaint shall be reviewed by the Affirmative Action Officer to determine whether the alleged acts are within the scope of this procedure. If the complaint meets the above criteria and is acceptable, it shall receive an administrative review. A copy of the complaint shall be forwarded to the accused and to his/her supervisor (department chair, dean or administrator of the accused).

4. Administrative Review:

The Affirmative Action Officer shall review the complaint and, if appropriate, institute an investigation. After conducting an thorough investigation, the Affirmative Action Officer shall make a written recommendation to the President, or his/her designee, as to any action to be taken.

If disciplinary action is recommended against a faculty or staff member by the Affirmative Action Officer, procedures outlined in the appropriate MOU shall be followed.

If disciplinary action is recommended against a student, procedures as outlined in the Students Rights Handbook shall be followed.

5. Representation:

The complainant and/or the University may be self-represented or represented by another person at any stage of the formal process.

6. Written Response to the Complaint

Following the Affirmative Action Officer's review, a written response to the complaint shall be sent by the Affirmative Action Officer to all persons involved. This shall be done no later than thirty (30) calendar days from receipt of the written complaint by the administrator. The time may be extended by the President or his/her designee.

If the complainant is not satisfied with the written response by the President and/or administrator, she/he may initiate formal external procedures.

ATTACHMENT I

REGULATIONS and LIABILITY

Sexual harassment has been defined for faculty and staff by the Equal Employment Opportunity Commission as a violation of Sec 703 of Title VII of the Civil Rights Act of 1964, as amended.

1. Under Title VII , the University is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment. This responsibility is imposed on the University regardless of whether the specific acts complained of were authorized or even forbidden by the University and regardless of whether the University knew or should have known of their occurrence. The university will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether an individual acts in either a supervisory or agency capacity.

2. With respect to persons other than those mentioned in subsection (1) above, the University is responsible for acts of sexual harassment in the workplace where the University, or its agents or supervisory employees, knew or should have known of the conduct. The University may rebut apparent liability for such acts by showing that it took immediate and appropriate corrective action.

3. Individuals are also liable for their acts. Such liability may include tort or criminal liability for assault and battery.

Students

Students' complaints against a faculty member or staff are covered under Title IX of the Civil Rights Act of 1964. Title IX prohibits discrimination based on sex in all federally assisted educational programs. Title IX requires the institution to adopt and publish a procedure for prompt and equitable resolution of the students' complaints. (The impact of sexual harassment on students has great potential for harm. They may fear academic reprisals such as lower grades or denial of recommendations.)

ATTACHMENT II

FORMAL EXTERNAL REVIEW

A formal external review may be done by any of the following:

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|--|--|
| Fair Employment and Housing Commission | 365 days from last incident |
| Equal Employment Opportunity Commission | 300 days (10 Mos.) from last incident |
| Office of Federal Contract Compliance | Compliance must be met on a day-to-day basis in accordance with Executive Order 11246 |
| U.S. Department of Education | 180 days from last incident or outcome of grievance |
| Courts: | |
| Civil | One year from date of discovery |
| Criminal | Misdemeanor - 1 year Felony - 3 years |

(*) Procedures and time limits are subject to change and the complainant is responsible to determine his/her rights and the agencies' procedures.