

1987-88
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, September 10, 1987
2:30 p.m.
Senate Chambers, University Union

INFORMATION

Mark your calendars: the Senate's regular meeting time is the second Thursday of each month, 2:30-4:30 p.m.:

October 8, 1987	February 11, 1988
November 12, 1987	March 10, 1988
December 10, 1987	April 14, 1988
	April 21, 1988 (Nominations, 1988-89)
	May 5, 1988 (1st Thursday!)
	May 12, 1988 (Elections, 1988-89)

"Special" meetings of the Senate will be convened as needed.

CONSENT CALENDAR

AS 87-62/ComC COMMITTEE APPOINTMENTS

Academic Policies Committee:

JOAN AL-KAZILY, Professional Schools, 1990
ANN MALVEAUX, Professional Services, 1988
ROBERTA CHING, At-large, 1990
LEN WYCOSKY, Senator, 1989
STEPHEN FIGLER, Senator, 1988

Affirmative Action Committee:

DIANE CORDERO, Professional Schools, 1990
CYNTHIA GUNSTON-PARKS, At-large, 1990
NANCY TOOKER, Senator, 1989

Curriculum Committee:

RICHARD TORRES, Professional Services, 1990
ALLAN GORDON, At-large, 1990
ROBERT TZAKIRI, Senator, 1988

Faculty Affairs Committee:

JOHN MCCLURE, Professional Services, 1990
ANNITA WATSON, At-large, 1990
DAN SCHEEL, Senator, 1989

Fiscal Affairs Committee:

MICHAEL LEWIS, Professional Schools, 1990
AMIN ELMALLAH, At-large, 1990

Graduate Policies and Programs Committee:

LES KONG, Professional Services, 1989
JOLENE KOESTER, At-large, 1990
EDDIE CAJUCOM, At-large, 1990
SALAH YOUSIF, Senator, 1988

Research and Scholarly Activity Committee:

CHIANG WANG, School of Business & Public Administration, 1990
JERRY TOBEY, School of Arts & Sciences, Social Sciences, 1990
MARJORIE GELUS, School of Arts & Sciences, At-large, 1990
PETER SHARP, Senator, 1989

AS 87-63/Ex. COMMITTEE APPOINTMENTS

SENATE COMMITTEES:

Elections Committee:

SUSAN GERINGER, At-large, 1988
CRAIG KELLEY, At-large, 1988
WILLIAM KRISTIE, At-large, 1988
BETTE POLKINGHORN, At-large, 1988
RUTH WANG, At-large, 1988

Fiscal Affairs Committee:

ANN MALVEAUX, Professional Services, 1990
SAM RIOS, Senator, 1989
DAN SCHEEL, Senator, 1989

Graduate Policies and Programs Committee:

TOM PHELPS, Senator, 1988
PAUL NOBLE, At-large, 1989 (repl. G. Rothman)

Military Studies Advisory Board: MURRAY WORK, At-large, 1990

*UNIVERSITY COMMITTEES:

Academic Telecommunications Advisory Committee:

ROGER LEEZER, At-large, 1989
BARBARA SCHMIDT, At-large, 1989

Administrative Fellows Review Committee:

AMIN ELMALLAH, At-large, 1988

Administrative Performance Review Committee:

ANNITA WATSON, At-large, 1990

Administrative Telecommunications Advisory Committee:
WILLIAM KERBY, At-large, 1989

Affirmative Action Faculty Development Program:
CHARLES ROBERTS, At-large, 1988
RUTH WANG, At-large, 1988

ASI Budget Review Board: ROGER BARTLETT, At-large, 1988

Athletic Advisory Board:
ROBERT METCALF, At-large, 1988
JEAN TORCOM, At-large, 1988

Energy Management Committee: JOHN CORLESS, At-large, 1989

Faculty Representative, ASI Student Senate:
CYNTHIA GUNSTON-PARKS, At-large, 1988

Financial Aid Advisory Committee:
JACK MROWKA, Teaching Faculty, 1989

Hornet Foundation, Board of Directors:
RICHARD BROCK, At-large, 1990

KXPR Community Advisory Board:
MICHAEL FITZGERALD, At-large, 1991

*Corrected in minutes
3/9 terms, per KXPR*

Livingston Annual Faculty Address Committee:
BRIAN HAUSBACK, At-large, 1989
NECMI KARAGOZGLU, At-large, 1989

Meritorious Performance and Professional Promise Committee:
MARJORIE GELUS, Unit 3 Faculty, 1988
TED LANE, Unit 3 Faculty, 1988
THERESA ROBERTS, Unit 3 Faculty, 1988

Student Disciplinary Hearing Officers:
EDWARD BRADLEY, At-large, 1988
PAUL FALZONE, At-large, 1988
SUSAN GERINGER, At-large, 1988
ERWIN KELLY, At-large, 1988
PETER MICHAEL, At-large, 1988
NOBUAKI NAMIKI, At-large, 1988
RICHARD TORRES, At-large, 1988

Student Health Advisory Committee:
ELIZABETH EBRAHIMZADEH, At-large, 1988

University Center Board:
HOWARD GOLDFRIED, At-large, 1988
DONALD ZINGALE, At-large, 1988

University Resources and Planning Council:
EDWARD CHRISTENSON, At-large, 1989

University Resources and Planning Council:

EDWARD CHRISTENSON, At-large, 1989

JUANITA BARRENA, Executive Committee Member, 1988

University Union, Board of Directors:

RAGNOR SEGLUND, At-large, 1988

AS 87-64/Ex. ELECTION OF 1987-88 SECRETARY AND PARLIAMENTARIAN

The Academic Senate elects JANICE McPHERSON, Secretary, and WILLIAM A. DILLON, JR., Parliamentarian, of the Academic Senate for 1987-88.

*AS 87-65/CC, GPPC, FisA, Ex.

The Academic Senate recommends [see Fiscal Affairs Committee analysis, Attachment A]

- a. Approval of the addition of a three-unit upper division course to the Religious Studies Concentration of the BA in Humanities [see Attachment B].
- b. Approval of a proposal to change major requirements in the BA in Communication Studies to include a public speaking course and indicate that a public speaking course taken to fulfill the GE oral communication requirement will also fulfill this major requirement [see Attachment C].
- c. Approval of a proposal to delete an intensive reading requirement from the BA in French and add the units to the advanced grammar and advanced composition courses, and tighten the BA elective selection [see Attachment D].

Approval of proposals to change the units for French 201 from two to three units and amend the course description and objectives, and change the units for French 214 from four to three units and redefine the course completely [see Attachment D].

- d. Approval of a change in content of International Affairs 222, a program core course, and the shifting of subject matter from the core to the elective portion of the program [see Attachment E].

*AS 87-66/GPPC, Ex. PROGRAM CHANGES - ART

The Academic Senate recommends [see Fiscal Affairs Committee's analysis, Attachment F]:

Approval of the Art Department's proposed schedule for offering core courses for the MA program, and granting the department

permission to shift the offerings according to need [see Attachment G].

Approval of the proposed core courses, Art 200A-C, 205 and 206, for the Master's degree program in Art [see Attachment G].

CONSENT CALENDAR - INFORMATION

After the final meeting of the 1986-87 Academic Senate, the Executive Committee, on behalf of the Senate, approved the following action items:

AS 87-50/Ex. COMMITTEE APPOINTMENTS

Search Committee, Interim Dean of Students:

ANTONIA CASTENADA, Student Affairs faculty
FELICENNE RAMEY, At-large
DAVID MARTIN, At-large
DAN DECIOUS, At-large

Financial Aids Scholarship Selection Committee: PAUL TULLY,
At-large, 1987 (repl. for N. Karagozoglou)

AS 87-51/Ex. GRADE APPEAL, INTERIM PROCEDURES [see Attachment H;
President approved 8/13/87]

AS 87-52/Ex. UARTP POLICY AMENDMENTS [see Attachment I;
President approved 8/26/87]

REGULAR AGENDA

AS 87-61 MINUTES

Approval of Minutes of regular meetings of April 29 (nominations), May 6, and May 13 (election), 1987.

AS 87-67/Ex. ELECTION OF TEMPORARY FACULTY SENATORS

Amended Carried

To implement AS 87-33 (Temporary Faculty, Representation on Academic Senate), at the earliest possible date in the Fall semester of 1987, four at-large members of the Academic Senate of CSUS, not more than two from any one school, shall be elected from and by the temporary faculty who are teaching at least six units in Fall of 1987. The process for nomination and election shall be the same as for statewide academic senators. The two nominees receiving the greatest numbers of votes shall serve terms terminating after Spring 1989. ~~The two~~ nominees receiving the next highest numbers of votes shall serve terms terminating after Spring 1988. Subsequent regular elections to fill these seats shall be conducted in accordance

with the 1987 amendment to the Constitution of the Faculty, CSU, Sacramento.

Carried

AS 87-68/CC, GPFC, FisA, Ex. M.S. IN PHYSICAL THERAPY

The Academic Senate recommends approval of the proposed Master of Science Degree program in Physical Therapy for placement on the Academic Master Plan [see Attachment J].

Carried

AS 87-69/CC, GPFC, EX. CURRICULUM REVIEW, DIVISION OF CRIMINAL JUSTICE

The Academic Senate recommends approval for an additional five years or until the next program review the following programs:

1. the Bachelor of Science Degree Program in Criminal Justice.
2. the Bachelor of Science Degree Program in Forensic Science.
3. the Master of Science Degree Program in Criminal Justice.
4. the Forensic Science Option in the Master of Science Degree Program in Criminal Justice.

This approval includes the Program Review recommendation #1 to the Division of Criminal Justice to "re-evaluate the merit of the graduate Forensic Science Option and determine whether to drop the program or to engage in serious student recruitment for it; and, by the next review self study report, indicate either that the program has been dropped, or that recruitment efforts have produced results sufficient to make the program viable."

5. the Minor in Criminal Justice.

[See Attachment K, Commendations and Recommendations; the complete Academic Program Review is available in the Academic Senate Office, Adm. 264].

Postponed to Oct 1987

AS 87-70/CC, GPFC, FisA, Ex. CRIMINAL JUSTICE, JOINT PH.D. PROGRAM

The Academic Senate recommends that the Division of Criminal Justice be allowed to negotiate with the Claremont Graduate School the concept of a joint Ph.D. program in Criminal Justice [see Attachment L].



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M

DATE: May 4, 1987

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

TO: June Stuckey, Associate Vice President
Program Development and Evaluation

MAY 4 1987

FROM: Scott Farrand, Chair
Fiscal Affairs Committee

Academic Senate Received
413

SUBJECT: Program Changes in Arts and Sciences

The three program change proposals recently received from the School of Arts and Sciences do not appear to have significant fiscal impact, and thus we can forego the usual fiscal impact evaluations.

The costs associated with the changes to the B.A. and M.A. programs in French will be between +1.25 and -1 wtu's per semester. That is, it will require as much as an additional 1.25 wtu's per semester, or as little as a savings of 1 wtu per semester, depending on the frequency with which French 104A, 104B, and 214 are offered.

The changes in the Religious Studies concentration of the Humanities major carry no apparent fiscal impact, due to the small number of students in the concentration. The only foreseeable costs would arise in the event that requiring six from a list of eight courses will require more frequent offering of the courses in order to fit student schedules. Several of the eight courses are currently offered only once every other year, which might make it difficult for students to find room for six of them before graduation.

The changes in the major requirements in Communication Studies would require students to take a public speaking course, instead of simply an oral communications G.E. course. All of the CSUS oral communications courses except ComS 5 are public speaking courses, so the change would appear to entail only a loss of a section per semester of ComS 5 and a corresponding increase of a section per semester of another Communication Studies oral communication course. The other concern is whether this will affect transfer students. Questions involving transfer students are the hardest for the Fiscal Affairs Committee to answer. Jolene Koester, Chair of the Communication Studies department, informed me that the oral communication courses in the community colleges appear to all be public speaking courses, and hence transfer students would be unaffected by the change. Thus there appears to be no fiscal impact associated with the proposed change in Communication Studies.

SF/CD

State of California
Memorandum



California State University, Sacramento

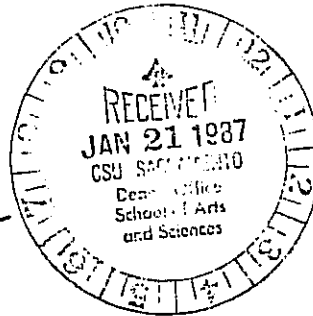
6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

To: T. Yamanaka
Associate Dean
School of Arts and Sciences

Date: January 15, 1987

Subject: Religious Studies
Concentration

From: Barbara Harley, Chair *BH*
Department of Humanities



Last Fall I sent you a memo concerning the lack of 24 upper division units in our Religious Studies Concentration. You replied that the University rule appeared in 1984 and it seemed that the concentration was not changed to accommodate the additional three units. You then suggested to me that I wait until the next catalog change is due in order to correct the discrepancy. Thus, I am sending you our revision. We are unsure if we have to go through procedures other than/in addition to the Curriculum Committee since the changes are minor. In effect, we were unsure that bringing our program into compliance constitutes a substantive change; the program as amended requires an additional 3 units.

Under Section D of the Major Requirements:

D. Religious Studies concentration Requirements (27 units)

.....

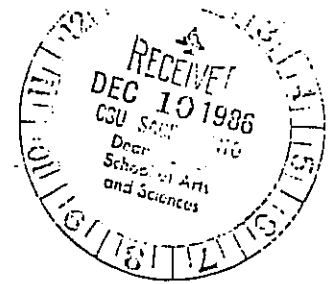
- (3) Humanities 21
- (3) Humanities 22
- (3) Humanities 40
- (18) Six of the following: 120, 130, 131, 133, 135, 171, 176, 177, with at least 3 units from the 173 to 177 sequence.

We have deleted some courses from the upper division selections and added Hum. 131 which was inadvertently omitted in previous catalogs. The deleted courses represent those which have or will be dropped from our offerings. Six upper division units are included in the core thus bringing the concentration into conformity with University policy.

BH:jm

*Approved by
Curr Com
5-4-87*

California State University, Sacramento
Communication Studies Department



Memorandum

To: Ty Yamanaka, Assoc. Dean
Arts & Sciences

Date: December 9, 1986

Subject: Curricular changes
in major requirements

From: *Marlene von Friederichs-Fitzwater*
Marlene von Friederichs-Fitzwater, Chair
Communication Studies Curriculum Committee

All Communication Studies majors were required to take a public speaking course before the current GE program began. When that came in, we assumed it would take care of this requirement and dropped our departmental requirement. Since then, we have found that many students transfer in courses that satisfy the oral communication requirement, but are not public speaking.

In the catalog under "Major Requirements," we would make the following change:

DELETE:

- A. Lower Division Courses
There are no specific lower division course requirements; however, a lower division public or presentational speaking course such as Com. S. 4 is highly recommended as preparation for the major.

ADD IN ITS PLACE:

- A. Public Speaking
All Com. S. majors are required to complete at least one three-unit public speaking course such as Com. S. 2, 4, 104 or transfer equivalent. Public speaking courses taken to fulfill the GE oral communication requirement also fulfill this department major requirement.

*Approved by
Curriculum Committee*

5-4-87

State of California

California

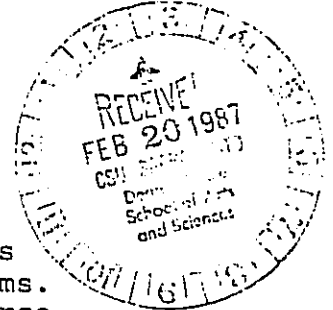
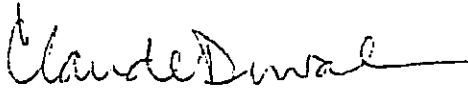
Memorandum

To : Dr. Tohru Yamanaka
Associate Dean
Arts and Sciences

Date : February 9, 1987

Subject: Program Change Proposal
French

From : Claude Duval, Chair
Foreign Languages



The French Area of the Department of Foreign Languages proposes the following changes in their BA and MA programs. The changes, which involve shifting of units and new course descriptions, do not increase the existing total unit requirements for the two programs.

The proposed changes will provide more depth where desperately needed -Advanced Grammar (101) and Advanced Composition (103)-, tighten the BA elective selection to set up a more realistic and consistent rotation of these courses; and in the MA program, stabilize the course offerings with academically sound, 3-unit courses only.

The total unit requirement for the BA in French will remain at 34. For the MA it will, of course maintain its 30 unit requirement.

In the BA we propose to:

1. Delete from the requirement and the catalog, French 114 (2 units) Intensive Reading.
2. Increase Fr. 101 (Adv. Grammar) and Fr.103 (Adv. Comp.) from 2 units to three units. Both are required courses for the Major.
3. Change the lit requirement from 3 units from Fr. 111, 112, 170 to Fr. 170 and either 111 or 112 totalling 6 units.
3. Decrease the elective unit requirement from 9 units to 6 units to be selected from Fr. 104A, 104B, 105, 125 and 196.

In the MA we propose to:

1. Change Fr. 201 from 2 to 3 units and amend the course description and objectives.
2. Change Fr. 214 from 4 to 3 units and redefine the course completely.

With the Fr. 101 course increasing to 3 units, the French Minor requirement will still remain at 20 units, 12 (instead of 11) units in upper division courses in French.

The attached lists show the existing and the proposed programs.

Approved by
Curriculum &
GPP Committee

5-4-87

Amended Proposed Major and Minor Programs In French
To Be Effective Fall 1988

MAJOR REQUIREMENTS B.A.

The major consists of 34 units; the BA requires a total of 124 units.

A. Required Lower Division Courses

There are no specific lower division course requirements. However, students must demonstrate competency equivalent to successful completion of Fren 1A, 1B, 2A, and 2B before beginning upper division work.

B. Required Upper Division Courses (34 units)

Note: Courses in parentheses are prerequisites.

Language (13 units)

- (2) Fren 100 Phonetics and Pronunciation
- (3) Fren 101 Advanced Grammar
- (2) Fren 102 French Advanced Conversation
- (3) Fren 103 Advanced Composition (Fren 101)
- (3) Ling 130 Introduction to Language and Linguistics

Literature (12 units)

- (3) Fren 110A Introduction to French Literature 1 (Fren 101, 103, or permission of instructor)
- (3) Fren 110B Introduction to French Literature 11 (Fren 101, 103, or permission of instructor)
- (3) Fren 170 Seminar conducted in French
- (3) one of the following (prerequisite: Fren 110A or 110B):

Fren 111 Approach to French Literature: Authors

Fren 112 Approach to French Literature: Theme

Note: Normally, Fren 110A is offered in the fall; Fren 110B, in the spring.

Civilization (3 units)

- (3) Fren 120 French Civilization

Electives (6 units)

- (3) Fren 104A French-English Translation
- (3) Fren 104B English-French Translation (Fren 101)
- (3) Fren 105 Interpreting (Fren 104A or 104B or instructor's permission)
- (3) Fren 125 Quebec and French North America
- (3) Fren 196 Experimental Offerings

C. Other Requirements

A 3.0 GPA is required in all courses applied to the major. Students majoring in French are encouraged to minor in another field of their choice.



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

Graduate Program in International Affairs



February 23, 1987

To: ✓ Arts and Sciences Curriculum Committee
Graduate Policy Committee
via Cecilia Gray, Associate Dean
Arts and Sciences

From: Dick Kornweibel, Coordinator
International Affairs Graduate Program

On behalf of the International Affairs Graduate Program faculty committee, I am requesting consideration and approval of a minor change in the program curriculum. The point of modification is explained in the attached memo from Curry and Kornweibel. In a scheduling meeting, program faculty voted to recommend the proposal.

The proposal would do several things:

- a) Change the content of IA 222, a program core course.
- b) Shift one subject matter from the core to the elective portion of the program.

We request that the change become effective with the AY 1987-1988; if the changes do become effective 87-88:

- a) There will be no fiscal impact
 - 1. No increase or decreased in sections staffed.
 - 2. Minor shift of diffused elective enrollment to upper division and graduate anthropology enrollment.
- b) No inconvenience to students; students if any who would have completed elective component prior to spring 1988 would be exempt.
- c) Students under "old" program would not be affected in any way.

Approved by
OPPC
5-4-87

FISCAL AFFAIRS COMMITTEE

REVISED FISCAL IMPACT EVALUATION
REVISIONS TO THE MASTER'S DEGREE IN ART
April 21, 1987

This analysis should replace the evaluation of 3/24/87 by the Fiscal Affairs Committee, as it reflects information not available at that time.

The Art Department proposes to change the core requirements for the M.A. in Art to require the following: Art 205, Art 206, and one of Art 200A, 200B, or 200C (depending on the student's area of concentration). Art 200A (formerly Art 296B), Art 200C (formerly Art 233), and Art 205 have been offered roughly every other year. Art 200B and Art 206 are new courses.

In the proposed scheduling pattern for the revised program, Art 205 and 206 will each be offered every other semester, while Art 200A, B, and C would each be offered an average of once every three semesters. Thus the effect on workload would be

wtu's per semester

	currently	proposed
Art 200A	0.75	1
Art 200B	0	1
Art 200C	0.75	1
Art 205	0.75	1.5
Art 206	0	1.5
<u>Total</u>	<u>2.25</u>	<u>6</u>

This is an increase of $6 - 2.25 = 3.75$ wtu's per semester. The department intends to offset this expense by reducing the frequency of offering of elective courses. There appear to be no other fiscal implications of the proposed change.

Summary The Fiscal Affairs Committee estimates that the proposed change would require 3.75 wtu's per semester to staff. This cost will be absorbed within the Department of Art by changes in scheduling patterns of elective courses, resulting in no net cost to the school or university.

DEPARTMENT OF ART

PROGRAM CHANGE PROPOSAL
February 4, 1987

1. Name of Academic Unit submitting proposal: Department of Art

2. Degree program: M.A. in Art

3./4. Purpose/Need for the Change:

The purpose of this change is to provide a nine-unit core which is common to the M.A. degree program in Art in order to provide common academic/creative experiences consistent with the degree objectives and which comply with University policy. For the M.A. Art History area of emphasis, a statement that the program has an emphasis in the twentieth century will be included in future published materials in order to provide specific information.

5. Programmatic or fiscal impact:

There will be no fiscal impact on the other programs in the Department of Art since the changes amount to establishing and re-ordering priorities essentially of course that were already offered within the program. The telling change is to make the courses required rather than have them remain optional.

6. Program requirements:

Old Requirements

The Master of Arts in Art requires a completion of 30 units of course work with a minimum 3.0 grade point average. An outline of degree requirements follows.

New Requirements

The Master of Arts in Art requires completion of 30 units of course work with a minimum 3.0 grade point average. An outline of degree requirements follows.

BASIC CORE (9 units)

The following courses are required of all candidates for the degree:

- . Art 200A-C. Research in Art (3):
Courses devoted to methods, materials, and principles of research especially related to art as a discipline; designed to emphasize student participation and problem solving.

Select one from the following:

- . Art 200A: Res. in Art History; OR
- . Art 200B: Res. in Studio Art; OR
- . Art 200C: Res. in Art Educ.

- . Art 205: Art Since 1945 (3)
- . Art 206: Art Theory/Crit.(3)

ART EDUCATION

Required Courses (9 units)

- . Art 233 Research/Art Educ (3)
- . Art 235 Seminar/Art Educ (3)
- . Art 236 Founds. of Art Educ (3)

Other Course Requirements (17-20)

- . Electives, as approved by Art Advisor

Culminating Requirement (1-4)

- . Art 500 Master's Thesis-A (2-4)
- . Art 502 Master's Project-B (1-4)

ART HISTORY

Required Courses (0 units)

- . No specific courses are required.

Other Course Requirements (26-29)

- . Electives, as approved by Art Advisor. At least 15 units must be in 200-level courses. Up to 10 units may be from other related departments in courses that must increase the student's professional competence.

Culminating Requirement (1-4 units)

Choose one:

- . Art 500 Master's Thesis-A (2-4)
- . Art 502 Master's Project-B (1-4)

STUDIO

Same as ART HISTORY, except that Culminating Requirement must be

- . Art 502 Master's Project-B (1-2)

ART EDUCATION (includes basic core)

Required Courses (15 units)

- . Art 200 Res/Art Educ (3)
- . Art 205 Art Since 1945 (3)
- . Art 206 Art Theory/Crit. (3)
- . Art 236 Founds./Art Educ. (3)
- . Art 235 Seminar/Art Educ (3)

Other Course Requirements (11-14)

- . Electives as approved by Art Advisor

Culminating Requirement (1-4)

- . Art 500 Master's Thesis-A (2-4)
- . Art 502 Master's Project-B (1-4)

ART HISTORY (includes basic core)

Required Units (9 units)

- . Art 200A Res. Art History (3)
- . Art 205 Art Since 1945 (3)
- . Art 206 Art Theory/Critic. (3)

Other Course Requirements (19-20)

- . Art elective courses as approved by Art Advisor at the 100 and 200 level. (A minimum of 6 additional units at the 200 level.)

Culminating Requirements (1-4 units)

- . Art 500 Master's Thesis-A (2-4)
- . Art 502 Master's Project-B (1-4)

STUDIO (includes basic core)

Required Courses (9 units)

- . Art 200B Res. in Studio Art (3)
- . Art 205 Art Since 1945 (3)
- . Art 206 Art Theory/Critic (3)

Other Course Requirements (19-20)

- . Art elective courses as approved by the Art Advisor, at the 100 and 200 level. (A minimum of 6 additional units at the 200 level.)

Culminating Requirement (1-4)

- . Art 502 Master's Project-B (1-4)

Course Descriptions:

Art 200A-C. Research in Art (9 units). Courses devoted to methods, materials, and principles of research especially related to art as a discipline; designed to emphasize student participation and problem resolution.

Select one from the following three:

200A. Research in Art History. Methods, materials and principles of art historical research; investigation of specialized bibliographic sources and references; defining and designing research topics, components and canons of research; techniques of scholarly form and presentation with opportunity for reports and papers on independent research. 3 units.

200B. Research in Studio Art. This course investigates methods and materials used in writing about contemporary art. The goal is to enrich and clarify each student's thinking processes about his/her own work. This is to be accomplished through studio critiques (which involve oral analysis and defense of concepts) and by researching the work of artists working in similar directions. Required for students in Art graduate program. 3 units.

Art 200C. Research in Art Education. Study of issues and methodologies for art education research. Prepares students to design, conduct, and evaluate historical, descriptive, and experimental research. Required for students in art education emphasis of graduate program. 3 units.

Ar 206. Art Theory and Criticism. This course introduces the student to an in-depth critical review of aesthetic ideas considered fundamental to a professional understanding of the visual arts. A requirement of the course is a student oral/slide presentation based on topics assigned by the instructor. Required reading material, suggested related material, resources, and a syllabus will be provided each semester. Required for students in Art graduate program. 3 units.

7. Resources needed to implement program.

7. (a) Course enrollment history

Course	Enrollment (Actual)					Enrollment (Est.)		Staffing (see below FTE)
	F85	S86	F86	S87	FTE	F87	S88	
200A	---	---	---	---		6	---	
200B	---	---	10	---	1.8	6	---	
200C	---	---	7	---	1.4	---	12	
205	8	---	---	---	1.4	15	---	
206	---	---	---	17	3.4	---	10	
Total					8.0			

The affective courses are 3 unit graduate seminars classified C5 which carry a workload K factor of 1.0; therefore, an instructor earns 3.0 for each seminar. Actual enrollment figures since the classes had been offered are listed above. Since the courses are now officially required, it is estimated that the total will slightly increase and will attract between 8 and 15 students. The average class size has been 10. Between Fall '83 and Fall '86, the graduate program has had an average FTE of 23.18.

7. (b)

The changes in FTE and WTU's are negligible since most of the courses have been part of the regular curriculum and are now required rather than being optional.

7. (c)

These courses will require no additional resources in order to be implemented.



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

DEPARTMENT OF ART
(916) 278-6166



April 29, 1987

M E M O R A N D U M

TO: June E. Stuckey, Associate Vice President
Program Development and Evaluation

FROM: Allan M. Gordon, Chairman
Department of Art

The two-year cycle of core courses for the MA Degree program, beginning Fall, 1987 and ending Spring, 1989 is as follows:

<u>Fall 1987</u>	<u>Spring 1988</u>	<u>Fall 1988</u>	<u>Spring 1989</u>
Art 200A	Art 206	Art 200B	Art 200A
Art 200B		Art 200C	Art 206
Art 205		Art 205	

The Department is cognizant of the need to offer the core program each year and is able to offer Art 200B, 205 and 206 every year (once every other semester) because the enrollments can be sustained; however, the enrollments in 200A (Research in Art History) and Art 200C (Research in Art Education) do not, at this time, justify the section being scheduled every other semester.

Therefore, it is necessary to request a variance or a waiver for the A and C sections of Art 200 until such time that the enrollments would allow those sections to be offered, consistently, every other semester.

Note: This proposed two-year cycle supercedes any and all previous core projections.

AMG:bs



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

ACADEMIC SENATE



M E M O R A N D U M

August 3, 1987

TO: Donald R. Gerth
President

FROM: Juanita Barrera, Chair
Academic Senate

A handwritten signature in cursive script that reads "Juanita Barrera".

SUBJECT: Grade Appeal Review Process - Interim Procedures

In a recent grade appeal review the panel found for the student. The faculty member does not accept the panel's recommendation. In such instances, CSUS procedures state that it is the responsibility of the department chair to change the grade. In this case the chair will not change the grade because of the belief that procedural violations occurred.

Executive Order 320 (Assignment of Grades and Grade Appeals) requires that campus policies and procedures include "procedures for dealing with allegations of improper procedure." The CSUS Student Grade Appeal Procedures do not provide the required procedures.

The Academic Senate Executive Committee discussed this case at its meeting on Monday, July 28 and agreed to recommend the following: As an interim procedure for dealing with allegations of improper procedure related to the grade appeal process, the President shall convene a five member committee for each case to determine whether procedures established by CSUS policy and Executive Order 320 have been properly followed. The committee shall consist of three faculty members appointed by the Academic Senate Executive Committee, a student appointed by the President of Associated Students, and a member appointed by the

Memo re: Grade Appeal Review
Process - Interim Procedures

- 2 -

August 3, 1987

Vice President for Academic Affairs. The committee's recommendation shall be forwarded to the Vice President for Academic Affairs for implementation.

In the event that you approve this interim procedure, I request that a committee be convened prior to the beginning of the Fall 1987 semester to hear the case referred to in this memorandum. To expedite matters, the Executive Committee recommended that the following faculty members be appointed to the committee: William Dillon, Scott Farrand, and Joan Moon. Each has been contacted and will be available during the last two weeks of August.

JB:j



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

ACADEMIC SENATE



M E M O R A N D U M

DATE: August 24, 1987

TO: Donald R. Gerth
President

FROM: Juanita Barrena, Chair
Academic Senate

A handwritten signature in cursive script that reads "Juanita Barrena".

SUBJECT: Amendments to the statement of University ARTP policy

The Academic Senate Executive Committee met this morning in a joint meeting with the University ARTP Committee to consider proposed revisions to the statement of University ARTP policy. The Executive Committee, acting on behalf of the Academic Senate, recommends the following amendments of University ARTP policy (strikeover = deletion; underscore = addition). In each case, the Committee believes the amendment to be either editorial in nature or mandated by the new M.O.U.

Section 4.03.D

- D. "A specific deadline before the recommendation is made at the first level of evaluation shall be established by campus policy at which time the Personnel Action File is declared complete with respect to documentation of performance for the purpose of evaluation. Insertion of material after the date of this declaration must have the approval of a peer review committee designated by the campus and shall be limited to items that became accessible after this declaration. Material inserted in this fashion shall be returned to the initial evaluation committee for review, evaluation and comment before consideration at subsequent levels of review." (MOU 15.12.b) During the time of periodic evaluation and performance review, each primary committee shall establish a deadline for the candidate's submission of material for

inclusion in the Working Personnel Action File. The deadline shall be no sooner than three (3) weeks prior to the beginning of the primary committee's deliberations. ~~Materials submitted after the deadline shall be considered in subsequent reviews.~~

Section 4.04.B

- B. Prior to completion of the substantive evaluation of a candidate at each level of review all material serving as the basis of the evaluation at that level must appear in the Working Personnel Action File.

Section 5.05.C.2.b.1) becomes 5.05.C.2.c.1)

- 1) If a department elects to enable students to consult with the peer review committees, it shall be responsible for devising methods of soliciting additional student submissions. At a minimum, names of faculty under evaluation shall be posted near the appropriate office in a notice setting forth the day(s) and time(s) when the primary level ARTP committee will receive oral or written testimony from students regarding the professional performance of a faculty member being evaluated. The primary level committees shall summarize oral testimony and provide a copy of all summaries or written testimony to the faculty member to whom it pertains. Summaries of oral testimony shall be signed by the chair of the primary committee and shall identify by name the student presenting the testimony as required by Section 15.16.b of the MOU. All open-ended written testimony, whether submitted as part of a standardized evaluation questionnaire or presented directly to the primary committee, must not be summarized but must be maintained in its original form. The placement of any material in the Personnel Action File shall be governed by the pertinent parts of Section 4.00 (Personnel Action File) of this document.

Section 5.07

5.07 Early Promotion from a Step Below Step Five

Candidates who apply for promotion from step four (4) or below prior to having been granted four (4) Merit Salary Adjustments (MSA's) or reaching the maximum salary for a given rank shall demonstrate outstanding performance in teaching, which shall be given primary weight, and possess appropriate academic

preparation. In addition, outstanding performance must be demonstrated in at least two (2) of the remaining three (3) university criteria for retention, tenure, and promotion: scholarly and creative achievement, contribution to the institution, and contribution to the community. (See Section 8.01.E of this document.)

Section 6.08.B

Change: "...Office of the Provost" to "Vice President for Academic Affairs..."

Section 8.03

~~Appointments of~~ Faculty Unit Employees Serving as Administrators

Section 9.01.M

M. The appropriate faculty unit committee may recommend timelines for conducting evaluations. All evaluations shall be conducted and completed within the period of time specified by the President. The Working Personnel Action File shall be forwarded in a timely manner to the next level of review. (MOU 15.4) (On this campus, the appropriate faculty committees are the University ARTP Committee and the secondary and primary committees of the various units. The University ARTP Committee recommends university level deadlines. The secondary and primary committees establish their respective deadlines in keeping with school and the University calendars).

Section 9.02.B

B. A faculty member who ~~is permitted~~ requests a meeting to discuss the recommendation with the peer review committee or appropriate administrator as provided by Section 9.01.T above may be accompanied by his/her representative to such a discussion. However, neither the faculty member nor the representative shall be present during the deliberations following such a discussion. Such deliberations shall be confidential as required by Section 9.01.R of this document.

In addition, where proposed amendments were considered substantive changes in campus policy, the two committees acting together adopted recommendations for Senate consideration at a special meeting of the Academic Senate on Thursday, September 3. The specific sections to be considered are UARTP policy Section 4.03.D dealing with the local implementation of M.O.U. Article 15.12.b and UARTP policy Sections 9.03.B and 9.07.K dealing with the role of the department chair in the

Re: Amendments to the statement
of University ARTP policy

- 4 -

August 24, 1987

RTP process. The Senate will also consider amendments to UARTP Sections 9.04.E and 9.07B at the September 3 meeting.

JB:j

cc: M. Burger
E. Moulds
S. Orman

FISCAL AFFAIRS COMMITTEE

PRELIMINARY ANALYSIS
MASTER OF SCIENCE IN PHYSICAL THERAPY
April 21, 1987

The School of Health and Human Services proposes that a M.S. in Physical Therapy, a new degree program, be placed on the Master Plan of the University.

Students would take a total of 60 units over two years, with a new cohort of 32 students entering the program each year. Health and Human Services reports that there is a great demand for the program, ensuring that this enrollment level can be met. In the first year of operation, with only the first-year courses being offered, approximately 2-2 1/2 faculty positions would be required for instruction; in the second and subsequent years, with both first and second-year courses being offered, approximately 4 1/2 to 7 1/2 faculty positions would be required for instruction. The range of costs reflects differences in formulas for the generation of faculty workload for supervisory courses. The above analysis includes coursework in the Biological Sciences Department (BioSci 200 and 220)--6 additional wtu's per semester. The accrediting agency for this program requires the presence of a full-time program coordinator for a full year in advance of the first semester of instruction.

The program would incur clerical, O.E., office space, office equipment, and administrative expenses. Certain of the courses in the program would require specialized equipment as well. There is a possibility that this program would necessitate the creation of a new department in the School of Health and Human Services. This would incur greater expenses in the above categories.

The Fiscal Affairs Committee understands that a careful estimate of expenses will be prepared for review prior to implementation of the program, and that a recommendation for implementation would be an item for future consideration by the Academic Senate and its appropriate committees.

It should be noted that the program is proposed by Health and Human Services with the understanding that implementation would occur only if the costs of the program are covered by a supplementary allocation from the Chancellor's Office, not by a diversion of funds already on campus.

1. PROPOSED MASTER OF SCIENCE DEGREE PROGRAM IN PHYSICAL THERAPY

a. Name of Program

California State University, Sacramento, proposes the establishment of a graduate program leading to a Master of Science (M.S.) in Physical Therapy to commence Fall, 1988.

b. Program Housing

The proposed program would be offered in the School of Health and Human Services.

c. Individual Responsible for Drafting the Proposed Program

Elizabeth Stevenson, Ph.D., RPT, ATC, CCT., Department of Health and Physical Education.

d. Objective of the Program

- (1) The primary purpose of the entry level Master's program in Physical Therapy is to produce graduates prepared to deliver patient care as effectively, efficiently and completely as possible. This includes evaluation of patients; establishing measurable goals and techniques; instruction, supervision and evaluation of their treatment goals and techniques; organization and operation of a Physical Therapy Clinic; teaching injury prevention and care to allied health personnel and civic groups; and applying basic principles of the scientific method of research to clinical activities. Another goal of the program is to increase access to Physical Therapy programs in Northern California and to develop a health care delivery source for the surrounding area.
- (2) The program will provide students with:
 - (a) advanced knowledge in the sciences, humanities relevant to physical therapy.
 - (b) varied learning experiences which demonstrate that physical therapy practice consists of a wide spectrum of services along the health continuum, and,
 - (c) the opportunity to practice physical therapy through the mastery and integration of clinical, educational and research skills.

- (d) integrated learning experiences designed to enhance attainment of competencies in testing and evaluating patients, designing, implementing, supervising and evaluating plan of care.
 - (e) the opportunity to design and implement community education programs in prevention and care of muscle-skeletal and neuromuscular problems.
 - (f) to develop advanced clinical competencies in the field.
 - (g) the opportunity to develop some expertise in clinical specialty areas in geriatric, orthopedic, pediatric, cardio-pulmonary, sports or manual therapy and to provide a foundation for specializing in one of these areas.
 - (h) the ability to understand the role of Physical Therapy as a component of health care delivery systems.
 - (i) the ability to interpret professional literature, to participate in clinical research activities and to critically analyze new concepts and findings provided by others.
 - (j) to provide a foundation for doctoral study via research skill and development.
- (3) The goals and objectives of this program are consistent with the goals and objectives of the School of Health and Human Services which is to develop health care and health care delivery resources for the surrounding area.

e. Total Units for the Physical Therapy Entry Level Master Program

First Year, Fall

Bio Sci 200	Advanced Human Anatomy	4 units
*PT 201	Applied Kinesiology I (upper extremity)	3 units
*PT 203	Analysis of Physical Agents	2 units
*PT 205	Therapeutics I (upper extremity)	3 units
*PT 207	Clinical Lectures I (Xray & Pharmacology)	2 unit
*PT 209	Practicum I	<u>1 unit</u>
		15 units

First Year, Spring

Bio Sci 220	Neuro Anatomy	3 units
*PT 221	Applied Kinesiology II (lower extremity)	3 units
*PT 223	Pathology	2 units
*PT 225	Therapeutics II (lower extremity)	3 units
*PT 227	Clinical Lectures II (Motor Development/Control)	2 units
*PT 229	Practicum II (a. Gerontology; b. Orthopedics)	1 unit
*PT 230	Clinical Internship I (course extends full- time, 8 weeks into summer)	<u>1 unit</u>
		15 units

Second Year, Fall

*PT 240	Research Methods in Health Care	3 units
*PT 241	Psychosocial Aspects of Pain and Rehabilitation	2 units
*PT 245	Therapeutics III (Neuromuscular)	3 units
*PT 247	Clinical Lectures III (Gerontology/Fine Motor)	2 units
*PT 249	Practicum III (a. CNS; b. Pediatrics; c. Ortho/Sports)	1 unit
Elective	From recommended list	<u>3 units</u>
		14 units

Second Year, Spring

*PT 250	Organization and Management	2 units
*PT 255	Therapeutics IV (Cardiopulmonary)	3 units
*PT 257	Mobilization Techniques	2 units
*PT 259	Practicum IV (a. Cardiopulmonary; b. Mobilization)	1 unit
*PT 300	Internship II (4 months, extends thru summer)	2 units
*PT 500/502	Thesis or Project	3 units
Elective	From recommended list	<u>3 units</u>
		16 units

*Proposed new courses needed to initiate the program.

PHYSICAL THERAPY CURRICULUM

GRADUATE (First Year)

Fall

Bio Sci 200 - Advanced Human Anatomy: The gross structure of the human body using a regional approach with emphasis on those features which are most important for Physical Therapy evaluation and rehabilitation. Prerequisite: Admission to the Physical Therapy Program or consent of instructor. (lecture 2 hours, laboratory 6 hours) 4 units.

PT 201 - Applied Kinesiology: (Upper Extremities) A contemporary approach to kinesiology requiring students to apply biomechanics in patient evaluation. Major emphasis is on the analysis of normal and abnormal movement of head, neck and upper extremity and will include upper extremity prosthetics and their implications to physical therapy. Prerequisite: Admission to the Physical Therapy Program. (lecture 2 hours, laboratory 3 hours) 3 units.

PT 203 - Analysis of Physical Agents: Rationale for the selection of specific physical agents and techniques in the therapeutic uses of electricity, sound, heat, cold, massage, compression, traction, water and other liquids. Burn and wound care is included. The physical and physiological principles, environmental factors and the clinical considerations are analyzed. Prerequisite: Admission to the Physical Therapy Program. (lecture 2 hours) 2 units.

PT 205 - Therapeutics I: (Upper Extremity) Analysis, administration and interpretation of selected test procedures used in patient evaluation to determine the need for physical therapy intervention in orthopedic and common musculoskeletal disorders. Major emphasis is on upper extremity patterns. Includes problem solving approach to selection, application, evaluation and modification of treatment programs. Prerequisite: Admission to the Physical Therapy Program. (lecture 2 hours, lab 3 hours) 3 units.

PT 207 - Clinical Lectures I: (Pharmacology and Radiology) A series of lectures designed to provide the student with information on the major families of medications, concentrating on agents that affect the neurophysiological, cardiovascular and musculoskeletal systems. Lectures on the latest methods of evaluation using catscan and X-ray. (lecture 2 hours) 2 units.

PT 209 - Practicum I: Introduction to clinical environment, ethics, philosophy, and various professional roles. Supervised practice in many aspects of patient treatment with record keeping, evaluation and with emphasis on problem solving skills for upper extremity. Prerequisite: Admission to the Physical Therapy Program. (8 hours in the field) 1 unit.

Spring

Bio Sci 220 - Neuro Anatomy: The gross and microscopic structures of the central, peripheral and autonomic nervous systems. The lectures are correlated with laboratory exercises and demonstrations using human prosected cadaver specimens. Audio-visual slide projected materials, charts and models. Prerequisites: Admission to the Physical Therapy Program or consent of the instructor. (lecture 2 hours, lab 3 hours) 3 units.

PT 221 - Applied Kinesiology II: (Lower Extremity) A contemporary approach to kinesiology requiring students to apply biomechanics to therapeutic evaluation and gait analysis. Major emphasis is on the analysis of normal and abnormal movement of torso and lower extremities, orthotics, prosthetics and assistive devices with their implications and relevance to physical therapy. Prerequisite: Admission to the Physical Therapy Program. (lecture 2 hours, lab 3 hours) 3 units.

PT 223 - Pathology for Physical Therapy: Covers the etiology and pathology of human disease. Special emphasis is placed on signs and symptoms of disease and their relation to evaluation of physical limitations treated by physical therapy. (lecture 2 hours) 2 units.

PT 225 - Therapeutics II: (lower extremity) Analysis, administration and interpretation of selected test procedures used in patient evaluation to determine the need for physical therapy intervention in orthopedic and common musculoskeletal disorders. Major emphasis is on lower extremity evaluation with basic range of motion, manual muscle testing and PNF patterns. Includes problem solving approach to selection, application, evaluation and modification of treatment programs. Prerequisite: Admission to the Physical Therapy Program. (lecture 2 hours, laboratory 3 hours) 3 units.

PT 227 - Clinical Lectures II: (Motor Development/Control) A series of lectures designed to provide the student with information on normal growth and motor development/control and on the neurophysiological approaches to physical therapy. (lecture 2 hours) 2 units.

PT 229 - Practicum II: a. Geriatrics: Supervised practice in a clinical setting with emphasis on problem solving skills; use of physical agents, evaluation, designing and implementing care plans and patient education for geriatric patients. Prerequisite: (8 hours per week in the field for 1/2 semester). b. Ortho: Supervised practice in a clinical setting with emphasis on problem solving skills, use of physical agents, evaluation skills, patient care and education in orthopedics. (8 hours per week in the field for 1/2 semester) 1 unit. 1/2 semester.

PT 230 - Clinical Internship I: A full-time assignment in a clinical setting for a minimum of eight weeks. Directed clinical experience in all aspects of patient evaluation and treatment under the supervision of a registered physical therapist. 1 unit.

GRADUATE (Second Year)

Fall

PE 240 - Research Methods in Health Care: A general knowledge of research methodology as it applies to selecting a topic and developing a research proposal to meet research requirements. Development of research questions, discussion of literature and scientific writing. (lecture 3 hours) 3 units.

PT 241 - Psychosocial Aspects of Pain and Rehabilitation: Theory and application of electrodiagnostic evaluation, biofeedback, patient education and treatment of pain. Multifacet adjustment problems of hospitalization, illness pain and disability. The interpersonal relationships between patient and therapist in behavioral management techniques, communication skills, sociocultural differences and in special age groups from children to geriatric. (lecture 2 hours) 2 units.

PT 245 - Therapeutics III: (Neuromuscular) Physiology of peripheral nerve and muscle structure and function. Evaluation and treatment of neuromuscular disorders utilizing systems of therapy related to facilitation and integration of movement responses. (lecture 2 hours; lab 3 hours) 3 units.

PT 247 - Clinical Lectures III: (Gerontology/Fine Motor) A series of lectures designed to provide the student with information on abnormalities, disease or trauma that produce disorders in movement in the elderly. Focuses on the evaluation of patients, designing and implementing a care plan for fine motor problems and for the older patient in the clinic, long-term care facility, or in the home. Includes supervision and teaching techniques. Prerequisite: Admission to the Physical Therapy Program. (lecture 2 hours) 2 units.

PT 249 - Practicum III: a. CNS Disorders. Supervised practice in a clinical setting with emphasis on problem solving skills, use of physical agents, evaluation skills, patient care and education of CNS disorders. (8 hours per week, 1/2 semester). b. Pediatrics. Supervised practice in a clinical setting with emphasis on problem solving skills, use of physical agents, evaluation skills, patient care and education of pediatric disorders. (8 hours per week, 1/2 semester). c. Ortho/Sports Care. Supervised practice in a clinical setting with emphasis on problem solving skills; use of physical agents, elementary evaluations and patient care. Weekly seminar provides discussion for clinical issues and current methods in clinical education process. Prerequisite: Admission to Physical Therapy Program. (8 hours per week, 1/2 semester). Student may select two field experiences from the above. 1 unit.

Spring

PT 250 - Organization and Management in Physical Therapy: The principles of organization and management of physical therapy in clinical treatments, supervision, consultation and teaching within and out of a hospital environment. The student will integrate organizational structure, client service needs, and the growing importance of legal and legislative matters in physical therapy. (lecture 2 hours) 2 units.

PT 255 - Therapeutics IV: (Cardiopulmonary) The evaluation of clients with disorders of the cardiovascular, respiratory and medical disorders, with goal setting, program planning and selection of treatment techniques. Interpretation of resting and exercise electrocardiography. Techniques and equipment used to support and augment clients' ventilation, humidification, oxygen administration. Graded exercise testing and preventative measures are included. (lecture 2 hours; lab 3 hours) 3 units.

PT 257 - Mobilization Techniques: Advanced evaluation of clients with disorders of the musculoskeletal/neuromuscular systems. Goal setting, program planning and selection of treatment techniques will include TMJ, spinal and peripheral joint mobilization using the Kaltenborn, Rocabaldo, McKenzie, Maitland and other approaches. (lecture 1 hour; lab 3 hours) 2 units.

PT 259 - Practicum IV: a. Cardiopulmonary. Supervised practice in a clinical setting with emphasis on problem solving skills; use of physical agents, elementary evaluations and patient care in cardiopulmonary care. (8 hours per week in the field, 1/2 semester)
b. Mobilization. Supervised practice in a clinical setting, etc. (8 hours per week in the field, 1/2 semester) 1 unit.

Select 500 or 502:

PT 500 - Thesis: Credit given upon successful completion of a thesis under the guidance of student's committee. 3 units.

PT 502 - Project: Credit given upon successful completion of a project under the guidance of student's committee. 3 units.

2nd Year Summer:

PT 300 - Clinical Internship II: A full-time assignment in a clinical setting for a minimum of 12 weeks. Directed clinical experience in all aspects of patient evaluation and treatment under the supervision of a registered physical therapist. 1 unit.

PT 400 - Thesis/Project Advisement: Students who require continued advisement beyond the one-term of PT 500/502 must register for Advisement each term until the thesis or project is completed. 0 units.

After reviewing thoroughly the attached Academic Program Review Report for the Division of Criminal Justice, 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 Division of Criminal Justice

The Division of Criminal Justice is commended for

1. its thorough and dedicated work in carrying out recommendations made in the 1981 Program Review Report. (p. 1,2)
2. its skillful and imaginative leadership. (p. 2)
3. its talented and committed faculty. (p. 2,3,4,11,13,14)
4. its extensive revisions of its degree programs. (p. 2,3,5,6)
5. its extensive revisions of its governance structure. (p. 4)
6. its excellent academic and career advising programs. (p. 14)
7. its contribution to the overall FTES of the School of Health and Human Services. (p. 3,9)
8. its grading standards. (p. 10)
9. its local, regional, and national leadership role in its field. (p. 2)

Recommendations to the Division of Criminal Justice

It is recommended that the Division of Criminal Justice

1. re-evaluate the merit of the graduate Forensic Science Option and determine whether to drop the program or to engage in serious student recruitment for it; and, by the next review self study report, indicate either that the program has been dropped, or that recruitment efforts have produced results sufficient to make the program viable. (p. 2,6,7,8,9)
2. give careful consideration to the consultant's recommendation that advising for the elective courses in the undergraduate criminal justice program be focused to provide for background breadth in the field. (p. 6)
3. give careful consideration to the consultant's recommendation that the undergraduate research course, CrJ 101, be made a requirement. (p. 6)
4. give careful consideration to the consultant's recommendation that the information systems course, CrJ 168, be given a laboratory component. (p. 6)

5. either offer CrJ 141C during the next academic year and at regular minimum two-year intervals thereafter or revise the Catalog description of the undergraduate major in forensic science to omit CrJ 141C as a requirement. (p. 7)
6. offer independent study courses, such as CrJ 198, 199, and 295 with greater regularity by listing them in the semestral Course Schedules. (p. 7)
7. evaluate the benefits of CrJ 19, 149, 162, 240, 247, 256, and 261 and either offer them within two-year periods or drop them from the Catalog. (p. 7)
8. review its practice of establishing variable enrollment limitations of sections of the same course, offering multiple sections of the same course when no sections attain maximum enrollments, and offering two sections of the lecture component of CrJ 146 at the same days and times by the same professor, to better utilize faculty WTUs. (p. 9)
9. give serious consideration to the consultant's suggestion that ways be found to engage more faculty in field activities and research. (p. 11,12)
10. give serious consideration to the consultant's suggestions that:
(a) the RTP weight for scholarly activity be increased to 22-1/2%;
(b) the weights for university and community service each be reduced to 11-1/4%; and (c) the number of overall points required for tenure be increased to 70, while those for promotion be reduced to 60. (p. 11)
11. make every effort to recruit qualified women for faculty appointments. (p. 12)
12. give careful consideration to the consultant's recommendation that all courses contain a required writing component for students. (p. 8)
13. involve actively students in program planning by inviting student representatives to serve on appropriate divisional committees. (p. 5)
14. submit to the Office of Academic Affairs the necessary appendix material for the proposal for a joint doctoral program with Claremont Graduate School to enable the proposal to be submitted to the appropriate university committees. (p. 7,15) (has been done)
15. give careful consideration to the consultant's suggestion that the Law Enforcement Plan of the undergraduate criminal justice program be modified to reflect broader educational concerns and goals, and report back to the Academic Senate Curriculum Committee by March 1, 1989. (p. 6)
16. submit current faculty resumes for the next self study report that include sections on the areas of professional activities the Division considers relevant. (p. 11)

Recommendations to the Dean of the School of Health and Human Services

It is recommended that the Dean of the School of Health and Human Services

1. work with the Chair of the Criminal Justice Division to devise ways in which each faculty member in the division who serves as a thesis chairperson (who supervises an S-25 course) receives the .48 WTU for each student supervised, allotted by the university for that service. (p. 2)
2. work with the Chair of the Criminal Justice Division to provide adequate office space and office furnishings for the Division's part-time faculty. (p. 15)
3. give serious consideration to approving the purchase of the requested forensic science equipment (infra-red-spectrophotometer, \$45,000; sigma 200 gas chromatograph, \$18,375; Lambda 3B ultra-violet spectrophotometer, \$12,200). (p. 15)
4. work with the Chair of the Criminal Justice Division to submit the proposal for a Center for Advanced Studies in Corrections and Criminal Justice Training to the appropriate university representatives and committees. (p. 10)

Recommendation to the Vice President for University Affairs

It is recommended that the Vice President for University Affairs work with the Dean of Graduate Studies, the Dean of the School of Health and Human Services, and the Chair of the Criminal Justice Division to seek funding for student recruitment notices and brochures for the Forensic Science Option of the graduate program in criminal justice. (p. 2,6,7,8,9)

Recommendation to the Vice President for Academic Affairs

It is recommended that the Academic Vice President encourage the Division of Criminal Justice to negotiate with the Claremont Graduate School the concept of the joint Ph.D. program in Criminal Justice. (p. 7,15)

Recommendations for Academic Senate Action

It is recommended that the Academic Senate approve for an additional five years or until the next program review the following programs:

1. the Bachelor of Science Degree Program in Criminal Justice. (p. 5,6)
2. the Bachelor of Science Degree Program in Forensic Science. (p. 5,6)
3. the Master of Science Degree Program in Criminal Justice. (p. 5,6,7)
4. the Forensic Science Option in the Master of Science Degree Program in Criminal Justice. (p. 5,6,7,8)
5. the Minor in Criminal Justice. (p. 5)

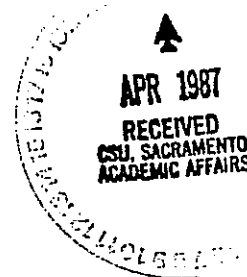
FISCAL AFFAIRS COMMITTEE

PRELIMINARY ANALYSIS
JOINT DOCTORATE IN CRIMINAL JUSTICE
May 5, 1987

The Division of Criminal Justice proposes the addition of a joint program, with the Claremont University, to confer the Ph.D. In this regard, the Fiscal Affairs Committee has received a concept paper for the joint doctoral program and a proposed budget. The primary expense of such a program is the faculty workload expense--faculty positions to meet the courses. These expenses are not addressed in these documents, perhaps because it is premature to make such calculations at this preliminary stage of development of the program. Calculation of faculty workload costs might follow from specific information about course offerings: which courses, how frequently, in what mode, with what enrollments, and where these courses differ from current offerings. Estimates of enrollment in the program are also needed for workload calculations. Estimates of classroom space requirements also become feasible in the presence of such information. Thus the Fiscal Affairs Committee is not at this time prepared to estimate costs associated with the program.

The Fiscal Affairs Committee recommends that before the proposal comes through the Academic Senate committees for final review for implementation, the Division of Criminal Justice should consult with other units in the CSU involved in joint doctoral programs to identify any fiscal impact peculiar to joint doctoral programs. The Fiscal Affairs Committee has no experience with these programs and would appreciate the assistance.


CALIFORNIA STATE UNIVERSITY, SACRAMENTO
CRIMINAL JUSTICE DIVISION



MEMORANDUM

TO: Dr. June Stuckey
Associate Vice President
Academic Affairs

DATE: April 23, 1987

FROM: Thomas A. Johnson, Chair 
Criminal Justice Division

SUBJECT: Proposed Budgetary Request for Implementation of Joint
Ph.D. Degree in Criminal Justice Pending University and
Chancellor's Office Approval

As you know there exists a conflict on interpretation between the Chancellor's Office and our campus with reference to the proposition of projected budgetary support for this program. The Chancellor's office will not consider a budget until program approval by our campus is first secured. On the other hand, our campus requires an estimated budget as part of our review process.

The one item I have been assured of is the Joint Ph.D. Degrees, if approved by all parties, is funded at the Chancellor's Office and does not come out of the normal budgetary allocation to the CSU-Sacramento campus. Therefore, the approval of this program would not diminish the financial resources being allocated to our campus at either the graduate or undergraduate level.

TAJ/bz

cc: John Colen, Dean, School of Health & Human Services
Mary Burger, Vice President, Academic Affairs

Proposed Budgetary Request for Implementation
of Joint Ph.D. Degree in Criminal Justice
CSU-S and the Claremont Graduate Center

PERSONNEL

1 Dir of Research & Development (Assoc. Prof, Step V)	\$39,168
1 CA II Secretary, (10) Months	15,000
Fringe Benefits - 34% for each position	18,417
TOTAL Personnel Costs	\$72,585

EQUIPMENT

1 Typewriter	\$1,250
2 Desks	1,500
2 Chairs and 2 File Cases	600
2 Calculators	150
Misc Desk Equip for 2 Desks	150
TOTAL Equipment Costs.	\$3,650

TRAVEL

Faculty Travel	\$3,000
Admin Travel	4,000
Instructional Related Travel	3,000
TOTAL Travel Costs	\$10,000

SUPPLIES AND OPERATING EXPENSES

Telephone	\$1,200
Supplies, Duplicating	2,500
TOTAL Supplies & Operating Expenses.	\$3,700

CONSULTANTS AND CONTRACTS

Consultation	\$4,000
TOTAL Consultants & Contacts.	\$4,000

TOTAL BUDGET (ESTIMATED)	<u>\$93,935</u>
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(EST) BUDGET NARRATIVE

A. Personnel

Director of Research and Development in Criminal Justice. Doctoral level education is based upon research and the development of research capability among graduate students. This position will be responsible for maintaining appropriate relations with criminal justice agencies; will direct and develop doctoral level internships, and will be responsible for the development of extramural research funding possibilities. In addition to these primary responsibilities, this person will teach in his or her area of academic competence.

CA II-Secretary position. Provision is made in this budget for a Clerical Assistant II-Secretary, to provide the necessary secretarial and clerical services required of this new Joint Ph.D. Program.

Included in this budget are appropriate fringe benefits as mandated by University requirements.

B. Equipment

Provision is made in the budget for the essential office equipment necessary to implement this program.

C. Travel

The travel funds requested for the implementation year of this Joint Ph.D. program will enable faculty and administrative personnel to visit and confer with colleges on the Claremont University campus. A modest amount of travel has been requested for instructionally related activities.

D. Supplies and Operating Expenses

The supplies and operating expenses which are budgeted include: telephone service, letterhead and stationary, supplies, duplicating etc., and are estimated for the implementation year alone.

E. Consultants and Contracts

During the implementation year of this program, a modest amount is included for consultation which will assist the core faculty in the development of specific program and research areas. The majority of the consultation item will be utilized to bring in outside evaluators with national reputations, who can judge the development of the program and make recommendations for increased program effectiveness.

A Concept Paper For A Joint Doctoral Program
In The Criminal Justice Division

A Rationale For Program Need And
Evidence Supporting The Division's
Ability To Offer Doctoral Instruction

Thomas A. Johnson, Chair
Criminal Justice Division

November 1986

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A CONCEPT PAPER
FOR
A JOINT DOCTORAL PROGRAM IN THE CRIMINAL JUSTICE DIVISION

The proposed Joint Doctoral Program in the Criminal Justice Division is directed toward the development of scholars and professionals who will assume program and administrative responsibility in both the design and articulation of an effective, efficient, and humanely responsive criminal justice system. The program will build on a firm grounding in the understanding of the nature of crime and deviance, its impact on society, and society's reaction. The Criminal Justice Division Graduate Program coursework provides students with a substantive knowledge base concerning the operations and dynamics of criminal justice programs and organizations. The Joint Doctoral Program will equip students with the skills necessary for program design, implementation and evaluation to enable them to contribute meaningfully to this critical area of community and human services.

I. PROGRAM PHILOSOPHY

The development of the Joint Doctoral Program in the Criminal Justice Division was guided by the following considerations:

- A. Criminal Justice is a system which includes all of the traditional agencies associated with the administration of justice, namely the police, prosecutors, courts, corrections, probation, parole, defense attorneys, and their peripheral institutions.
- B. Our research and experience has identified four major processes as common to all of the agencies of the criminal justice system. They are social control, intervention, administration, and research planning and evaluation.
- C. A program is needed to develop educators, researchers, operating personnel, planners, and administrators who will have a systems perspective of the criminal justice system and who can utilize the process concept to analyze problems in any aspect or component of that system.
- D. Such a program would require the development of a transdisciplinary curriculum taught by faculty from a variety of disciplines, organized into a small core with a primary responsibility for program development and maintenance; and a larger, adjunct faculty who participate in a variety of ways, including joint appointments, visiting professorial appointments, and courtesy appointments.

II. PROGRAM JUSTIFICATION

The significance of the Proposed Joint Doctoral Program in the Criminal Justice Division and the rationale for its development can be found in the urgency with which the public has come to address problems of crime and deviance. Crime and the control of crime have taken on the proportions of a major social issue in this country and we have seen the public turn increasingly to higher education for assistance in clarifying the nature of the problem. Additionally, institutions of higher education are being called upon to provide assistance in developing treatment modalities and methodologies most appropriate for the control of crime. At all levels,- federal, state, and local there has developed an unprecedented reliance upon higher education to address this most critical social problem.

A. Instruction

The value of the Proposed Joint Doctoral Program in the Division of Criminal Justice can be measured in part by the manner in which the instructional offerings fully exemplify the University's philosophy of education by providing the following:

1. An integrated curriculum that is current, innovative, coherent, and oriented toward the future.
2. Course offerings that "present an integrated body of knowledge which deals with facts, principles, and theories as a means of stimulating thought and reasoning."
3. Courses that encourage students to develop:
 - a. a sense of ethics, responsibility, and integrity.
 - b. an appreciation of the process by which knowledge is generated and utilized.
 - c. a basic understanding of the role of the legal order in a democratic society.
 - d. the ability to think and express themselves logically and creatively.
 - e. an appreciation of their role in regard to their future participation in society and the legal order.

Another indicator of the value of the Proposed Joint Doctoral Program is the newly emerging needs of professional criminal justice agencies within California and nationally which indicate that within the next ten years their principal requirement will be for personnel with skills in planning, program evaluation, research, and policy analysis. Documentation of this direction can be found in the actions of both federal and state governments.

For example, in recent years, the federal government through the enactment of the Omnibus Crime Control Act has mandated the development of criminal justice planning agencies in every state and territory of the United States. Most of the states have complied with this mandate by not only creating criminal justice planning agencies at the state level but at the local and regional level as well. This achievement of criminal justice planning has resulted in increased demands for individuals who are knowledgeable in the criminal justice field and competent in social science research.

Criminal justice agencies need people who can competently and imaginatively develop data collection systems and techniques of analysis. These personnel must also be capable of developing policy alternatives, and be able to translate policy into plans and plans into guidelines for operating programs. The need also exists for personnel who are capable of evaluating the complex programs of the public sector. This requires a sophisticated knowledge of research techniques, combined with a well-developed system perspective of the criminal justice system.

The Criminal Justice Division should not only anticipate these new directions, but provide the leadership role in more fully assisting criminal justice agencies in effectively addressing the needs that they create.

B. Research

As the body of this document indicates, the Proposed Joint Doctoral Program includes an emphasis on research. Specifically, it is designed to promote basic and applied research in the field of criminal justice. This emphasis on research has implications for both faculty activities and student education. For example, we fully expect that our faculty, through their research activities, will be involved in the leading issues within the field. Not only will the faculty be contributing to the body of knowledge about the criminal justice system, but their research activities will better equip them to provide current and meaningful instruction for their students. Thus, the student benefit will be through participation and by their exposure to current ideas and knowledge of the crucial role of research in the understanding, operation, and development of the criminal justice system.

In short, we believe our proposed Joint Doctoral Program not only meets, but enhances the mission of this University. Specifically, we are developing a curriculum that is consistent with University standards, and will in fact increase the research capability for the development of new knowledge. Finally, we are creating mechanisms by which we can provide service to the criminal justice field and the community in general in a more cohesive and consistent manner.

III. GOALS

The principal goal of this program is to prepare students to meet the nation's increasing demand for criminal justice educators, operating personnel, researchers, planners, and administrators by:

- A. Providing a curriculum by which the students gain an understanding of the basic components of the criminal justice system: Law enforcement courts, corrections, parole and probation, forensic sciences, the legislative process, and the interrelationships among those components, as well as emphasizing criminological theory and research.
- B. Providing an educational experience which is interdisciplinary in that it gives the student an opportunity to integrate appropriate knowledge from the disciplines of the social and behavioral sciences, and is tailored to their needs, as well as their interests, abilities, and aspirations.
- C. Using a systems approach to examine the entire field of criminal justice including:
 1. the study of the characteristics of the criminal justice delivery system;
 2. the etiology of crime and criminal behavior;
 3. patterns of social control; and
 4. development of student's analytical capabilities and knowledge within the field.
- D. Providing the students with:
 1. an ability to conceptualize and comprehend the major issues and problems that have existed in the criminal justice field, those that presently exist and those that are likely to emerge in the future.
 2. an ability to creatively address issues and problems that are generic to the public sector by utilizing profit concepts from the private sector that express social profitability in terms of human needs fulfilled.
 3. the ability to apply the principles, concepts, and theories of the behavioral and social sciences to novel situations within the criminal justice field.

4. the ability to synthesize and project ramifications of educational issues which might be raised in the criminal justice area.
5. an environment and climate for exposure to the principles, concepts, and theories of behavioral science.
6. assistance in initiating a process of self-discovery and self-fulfillment, as well as acquiring a basic knowledge of one's surrounding world.
7. an environment that facilitates in discovering and recognizing his or her convictions, desires, aims, and aspirations so that they may be increasingly integrated in light of their actual life conditions and possibilities.
8. experiences that stimulate their desire to continue learning after the formal education process at California State University has been fulfilled.

IV. OBJECTIVES

The Joint Doctoral Program in Criminal Justice is premised and organized around ten objectives which describe the knowledge base, skills and competency needed by responsible professionals in the criminal justice system. This program, therefore, will strive to impart to each student the following:

- A. Knowledge of the nature and history of deviance and crime: the economic, political, social impact of crime on society, and society's reaction to crime and deviant behavior.
- B. Understanding of the policy development and implementation process as they relate to criminal justice. These processes include legislative regulatory and administrative policy development processes; the political processes which affect policy development in criminal justice; and the concept of social control as it is reflected in public policy and legislation.
- C. Skills in program planning, design, implementation, administration, and coordination. To promote an understanding of the processes of organizational change which underlie the application of these skills toward the improvement of criminal justice system operations.
- D. Ability to identify and define those issues arising from the criminal justice system which require public attention.
- E. Knowledge of research design and methodology needed for application in the following areas: need assessment, program evaluation, criminal justice system assessment, planning, management, personnel development, and basic research aimed at developing a cumulative body of knowledge concerning the criminal justice system.

- F. Sensitivity to the ethical issues and competing values which characterize criminal justice program development.
 - G. Sensitivity to the impact of social, political, economic, and psychological factors that affect the relationship between the individual citizen and the criminal justice system.
 - H. An awareness of critical issues in areas such as prevention, enforcement, diversion, adjudication, incarceration, and rehabilitation.
 - I. An emphasis on social policy formulation and implementation.
 - J. An emphasis on utilization of research and program evaluation.
- V. EVIDENCE SUPPORTING THE ABILITY OF THE CRIMINAL JUSTICE DIVISION TO OFFER DOCTORAL INSTRUCTION.

The Criminal Justice Division was founded in 1949 and was located originally within the Government Department at CSUS as a Law Enforcement Program within the Public Administration Program. Department status was attained in 1969 under the title of Department of Police Science and Administration. By 1982, the Department had grown to the Criminal Justice Division embracing a Forensic Science program. Graduate education first emerged in the 1960's as a M.A. in Social Science with a concentration in Police Science. A formal departmental M.A. was approved in 1971, and by 1984 the M.A. was changed to a M.S. in Criminal Justice. Therefore, for over fifteen years the Criminal Justice Division has been responsible for its own graduate program. During that period of time, 140 graduate degrees have been conferred.

A. Faculty

The Criminal Justice Division presently retains a faculty of 24 full time tenured professors. Fourteen of these faculty members (58%) possess the terminal research doctoral degree. Seven (29%) possess the Juris Doctorate in law. Therefore, eighty-seven percent of the full time faculty (21 of the 24) have either their terminal research or professional degree.

The disciplines and backgrounds represented among the faculty are:

Criminology	3
Criminal Justice	2
Criminalistics	1
Forensic Science	2
Public Administration	2
Psychology	2
Anthropology	1
History	1
Law	7

B. Graduate Program - Criminal Justice

The Criminal Justice Division Graduate Program has curriculum organized around the four fundamental sequences of management, strategic planning, policy analysis, and evaluative research. Its aim is preparing students with a rich analytical capability through a sustained program of advanced courses taught by a graduate faculty representing a diverse group of scientific disciplines. In addition, the Division also offers an option in Forensic Science, drawing upon coursework from the Chemistry, Computer Science, Electrical Engineering, Anthropology, Biological Science, and Criminal Justice disciplines.

Many of those students who earned our graduate degree now maintain influential positions within educational institutions, criminal justice agencies, and crime laboratories. Currently, we have over fifty students enrolled in our graduate program and there is every indication that it will continue to grow.

From a qualitative point of view we believe our faculty, graduate students, and our curriculum have now reached that point at which exploration of a joint doctoral program is a realistic endeavor. Our location in the State Capitol, with access to most State agencies' planning and research units, should provide a wealth of opportunity for doctoral research as well as post-doctoral appointments.

C. Instructional and Research Facilities

The Criminal Justice Division enjoys one of the premier library collections of criminal justice materials. This is due to the vigorous leadership of our library staff and the fact that our University seriously monitors the sustained growth of library acquisitions. Additionally, we enjoy the Inter-library Loan Program of the University of California System.

1. Library

The Inter-library Loan Program (ILL) utilizes a computerized network to assist in locating and borrowing books and periodicals not owned by this library. Those who use the CSUS Library also have access to materials held by the University of California, Davis Library through a mutual borrowing agreement. In addition, the Library is a member of the regional Mountain Valley Library System thereby making the resources of nearby public, special, and academic libraries accessible via inter-library loan and periodic van delivery.

Certain types of research may be handled more effectively through the library's On-Line Reference Service (ORS). For several years, the library has had access to social science data bases through Bibliographic Retrieval Services (BRS). In addition, the library has contracted with DIALOG, which is well known for its wide coverage. Students and faculty may also retrieve information through a user on-line system called Search Helper. This system is especially useful for current information.

It should also be noted that documents issued by federal, state, and local governments provide much data useful for students and faculty. The federal government in particular publishes many significant statistical reports and series of considerable importance to students and faculty in criminal justice. The CSUS library is a partial depository for such documents i.e. it receives certain selected series on a continuing basis.

The CSUS library possesses most of the standard English language criminal justice reference sources, e.g. Criminal Justice Periodical Index, Criminal Justice Abstracts, Criminology & Penology Abstracts, Police Science Abstracts, Current Law Index, Index to Legal Periodicals, Social Work Research and Abstracts, Psychological Abstracts, Family Studies Abstracts, Poverty and Human Resources Abstracts, Sociological Abstracts, Social Science Citation Index, as well as the basic periodical sets to which these indexes and abstracts give access.

The social science reference librarian assigned as the criminal justice subject specialist presents library research lectures related to criminal justice each semester. Additionally, bibliographies are available to students free of charge.

2. Instructional Media Center

The Library Media Center and the CSUS Center for Instructional Media continue to expand the collection of motion picture films, video tapes, and slides available to the Division.

Media Material

<u>Slide/Audio</u>	<u>Filmstrip/Tape</u>	<u>Audio</u>	<u>Video</u>	<u>Total</u>
1	3	20	41	65

The library support of the Criminal Justice Division has increased by 24% for books and 40% for standing book orders. The government documents section has also increased its holdings pertaining to the field of criminal justice.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO - LIBRARY

<u>Expenditures</u>	<u>SUBJECT:</u> <u>Criminal Justice</u>			<u>REFERENCE DEPT:</u> <u>Social Science</u>			<u>TOTAL LIBRARY</u>		
	<u>1980/81</u>	<u>1984/85</u>	<u>Change</u>	<u>1980/81</u>	<u>1984/85</u>	<u>Change</u>	<u>1980/81</u>	<u>1984/85</u>	<u>Change</u>
Books	3,998	4,856	21%	107,575	140,371	30%	448,297	559,953	25%
Standing Orders	1,639	2,290	40%	109,974	174,318	59%	230,157	386,169	68%
Periodicals	1,417	2,277	61%	54,876	84,246	54%	242,885	380,038	56%
TOTAL	7,054	9,423	34%	272,425	398,935	46%	921,319	1,326,160	44%
<u>Volumes/ Titles</u>									
Books	N/A	7,500	N/A	173,284	198,847	15%	710,001	823,155	16%
Periodicals/ Active	41	47	15%	1,304	1,670	28%	4,364	5,294	21%

3. Computer Center

- The Criminal Justice Division enjoys the direct support of the Computer Center. Through the efforts of its Director, our Computer Center has provided our graduate students and faculty with access and technical assistance in the processing and analysis of research data. Indeed, the interest in graduate student research as evidenced by the philosophy of the Manager of User Services clearly supports and encourages advanced research.

Also, in anticipation of our Joint Doctoral proposal, the Library and the Criminal Justice Subject Specialist will initiate a six week study and review of our library holding to ensure there is substantial supporting material available.

VI. THE PROPOSED JOINT DOCTORAL PROGRAM

The Claremont University possesses an existing Ph.D. program in Criminal Justice, therefore, the proposed Joint Doctoral Program will require only a modest degree of alteration, subject, of course, to the approval of the faculty, administrative officers, and trustees or agents of both institutions.

A. Organization

The operation and supervision of the proposed Joint Doctoral Program will be the responsibility of a committee composed of the Chair of the Criminal Justice Division and two Graduate Program faculty from each of the respective institutions.

Each student in the program will enjoy the assistance of two faculty advisors, one from each campus. The Dissertation Committee will consist of no less than four faculty members with either two co-chairmen or one chair.

B. Criteria for Admission

Admission to the Joint Doctoral Ph.D. Program in Criminal Justice will be predicated upon the following:

1. Transcripts of previous academic work
2. Verbal and quantitative scores on the Graduate Record Examination
3. Letters of recommendation
4. A statement from the applicant about educational purpose and career objectives

C. Unit Requirements

A minimum of 72 units of course work will be required, 48 units of which must be Doctoral level instruction. Those students who have been accepted with a Masters Degree will be responsible for completing a minimum of 24 units on the Claremont University campus and 24 units on the California State University, Sacramento campus. Since all the required units of work must be completed prior to the qualifying exam, work done for the dissertation will be taken while registering for doctoral study in equal measure on each campus. A student will have six years from the time of acceptance into the program to complete the degree. Half of all course work and independent doctoral study must be taken and tuition paid to Claremont Graduate School. The same condition applies to California State University, Sacramento.

D. Doctor of Philosophy Degree

The Doctor of Philosophy (Ph.D.) degree program will prepare students for careers in research, teaching, and professional criminal justice. The degree is conferred in recognition of marked ability and scholarship in a broad field of learning, and distinguished critical achievement within a special area of the field which is the subject of the doctoral dissertation.

The program of instruction encompasses four general fields:

1. Criminology: the scientific study of crime, deviance, and conformity.
2. Criminal justice system: system and subsystem analysis of the creation, administration, and control of formal sanctions.
3. Philosophy of law and social control: contributions of legal and political theory to the boundaries and persistence of various forms and definitions of justice and injustice.
4. Constitutional law and criminal law and procedure: evaluation of the nature and adequacy of constitutional and legal rules legitimizing and controlling official and social behavior.

The following list of courses represents those Doctoral level courses which compose the Claremont program. We find these courses compatible with our faculty interests and our ability to offer instructional input either on the Claremont or CSUS campus. While we envision our faculty offering selected courses from this established listing, we do reserve the right to offer additional courseware subject to the appropriate approval process.

1. Criminology: Crime, Deviance, Conformity, and Social Change

- 300 Pro Seminar in Criminology
- 302 Deviance and Conformity
- 304 Organized, Professional, and Career Criminality
- 306 Juvenile Delinquency
- Psy 352 Legal Process and Social Conflict

2. Criminal Justice System: Police, Courts, and Corrections

- 316 Pro-Seminar in the Criminal Justice System
- 318 Comparative Criminal Justice Systems
- 322 Police and Social Control in a Democracy
- 324 Contemporary Criminal Courts
- 325 The Correctional System
- 327 Criminal Justice Decision-Making

3. Law and Procedure: Legitimizing and Controlling Official
and Social Behavior

- 331 Pro-Seminar in Legal Process and Criminal Justice
- 335 American Constitutional Law I
- 337 American Constitutional Law II
- 338 Public Law
- 339 Law, Public Policy, and Criminal Justice
- 341 Seminar on the Law of Crimes

4. Philosophy of Law and Justice

- 346 Pro -Seminar in Moral and Ethical Issues in
Criminal Justice
- 348 Political Philosophy
- 352 Philosophy of Law
- 354 Political Thought and Criminal Justice
- Govt 338 Political Theory and Ethics
- Phil 362 Social Contract Theory

5. Methodology

- Psy 305 Introduction to Research
- IR 311 Quantitative Research Methods in International
Relations
- Psy 315 Methodology
- 360a Statistical Methods in Criminal Justice Research
- Psy 308 Advanced Statistical Methods
- 360b Statistical Methods in Criminal Justice Research
- 362 Qualitative Analysis and Criminal Justice
- Ed 365 Quantitative Research Methods
- 367 Policy Research in Criminal Justice
- Econ 381 Econometrics I
- Econ 382 Econometrics II

6. Tutorials and Research

- 397 Tutorial Reading (M.A.)
- 398 Independent Study (M.A.)
- 399 Master's Thesis or Critique Research
- 450 Teaching Experience
- 495 Dissertation Research
- 497 Tutorial Reading
- 498 Independent Research
- 499 Doctoral Study
- 400M Continuous Registration: Master's Study
- 400D Continuous Registration: Doctoral Study

E. Summary of Requirements For the Ph.D.

1. General Requirements

The Criminal Justice Doctoral Program is divided into two phases. In the first, the student pursues course work which culminates in the qualifying examinations. In the second phase, the student pursues independent research which culminates in the acceptance of the dissertation and the approval of the oral defense.

The requirements of the Ph.D. program in Criminal Justice are:

- a. A minimum of 72 units of course work, including a minimum of eight units in each of three general fields.
- b. Four core courses
- c. Two research tools
- d. A written and oral qualifying examination in two of the four fields
- e. A doctoral dissertation research proposal
- f. A Ph.D. dissertation.
- g. A final oral defense of the dissertation

Each qualifying examination will be scheduled for six hours. The doctoral dissertation proposal cannot be presented until passing grades are received on all parts of the qualifying examinations. The dissertation proposal must be presented, no later than six months after successful completion of the qualifying examinations, to the dissertation committee.

Appropriate undergraduate courses may be selected with permission of the student's faculty advisor and the instructor involved.

2. Foreign Language/Research Tools Requirements

Ph.D. students must demonstrate proficiency in (1) two modern foreign languages or (2) two research tools or (3) one foreign language and one research tool. These requirements may be satisfied in three different ways.

2. Foreign Language/Research Tools Requirements (cont'd)

- a. Completion of examinations in two approved foreign languages. Students taking this option must be able to demonstrate a reading and working knowledge of both foreign languages. International students may not offer English as a foreign language nor may they offer their native language to satisfy the foreign language requirement.
- b. Completion of an appropriate foreign language examination to demonstrate a reading and working knowledge of one foreign language, and completion of one approved quantitative research tool. A quantitative research tool for the Ph.D. degree consists of eight units (two courses) in statistics. (For example CJ 360a and CJ 360b), Quantitative Analysis in Criminal Justice; or acceptable substitutions approved by a Criminal Justice advisor; and a passing grade on the statistics tool examination.)
- c. Completion of the course sequences and examinations in two research tools. Students who prefer this option may pursue one research tool and successfully complete a second research tool which normally consists of eight units (two courses) in approved methods courses. (For example: Psy 315, Methodology, and CJ 362, Qualitative Analysis and Criminal Justice; or CJ 367, Policy Research in Criminal Justice).

Students must consult with a Criminal Justice Doctoral Program advisor to arrange for the appropriate sequencing and choice of research tools.

F. Faculty

All faculty participating in the Joint Doctoral Program shall have the mutual approval of the participating institutions. CSUS faculty invited to participate will be submitted to the Graduate Council of Claremont Graduate School for approval or joint appointment to the Graduate Faculty.

G. Program Review

The Criminal Justice Division at CSUS is reviewed by the University on a recurring five year schedule. We propose that our next review include this Joint Doctoral program. This review process should in no way inhibit any existing schedule or timetable of review previously established by the Claremont University.

VII. The Role of CSUS In Serving Its Local, State, Regional, And National Constituency

The principle way in which California State University can best serve the criminal justice community, both in the State and nationally includes a continuing response to the need for educational programs that will provide skilled, operating personnel who can be employed by segments of the criminal justice system; answering the need for planners, researchers, program developers, and program evaluators to serve within all segments and levels of the system; and providing for the continuing critical need for trained and educated faculty for the nearly one thousand programs that exist in higher education throughout the nation.

We are confident that the unique role that California State University, Sacramento has held in criminal justice education will be further enhanced by the capability of offering a Joint Doctoral Degree. We desire not only to be responsive to the requests of professional criminal justice agencies in the State, but to stimulate and enhance their capabilities for improvement and delivery of program services.