

A C A D E M I C S E N A T E
O F
C A L I F O R N I A S T A T E U N I V E R S I T Y
S A C R A M E N T O

Minutes

Issue #15

March 9, 1989

ROLL CALL

Present: Bach, Barrena, Beckwith, Bess, Brackmann, Burger,
Cook, Cordero, Cross, Decious, Dillon
(Parliamentarian), Farrand, Figler, Freund, Haq,
Herman, Holl, Humphrey, Jakob, Kutchins, Martin,
Joan Maxwell, John Maxwell, McGeary, Moon, Moore,
Palmer, Raske, Rice, Rios, Rodriguez, Shannon,
Tooker, Tzakiri, Vadhva, Wheeler, White, Wycosky

Absent: Jirgens, Kando, Marsh, Meyer, Scheel, Shek,
Stroumpos, Swanson, Torcom

INFORMATION

1. Erwin Kelly, Statewide Academic Senator, reported on the March 2-3 CSU Academic Senate meeting.
2. Lottery Fund Allocation Committee Chair Paul Noble reported on the results of consultative meetings with several campus groups regarding the 1989-90 Lottery Fund Allocations and requested recommendations from the Senate.

ACTION ITEMS

AS 89-10/Flr. MINUTES

Approval of Minutes of the special meetings of January 26 and February 2, 1989.

Carried.

AS 89-11/Ex. COMMITTEE APPOINTMENTS

ad hoc Committee on Sabbatical Leaves: JOAN MOON, Senator

Affirmative Action Committee: ANN HARRIMAN, School of
Business, 1992

Public Safety Advisory Committee:

STEVEN BUSS, 1990
LYNN COOPER, 1991

Dean of Students, Search Committee:

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

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

THOMAS SCHULTE, Mathematics
HAMID AHMADI, Management

WASC Accrediting Teams, Faculty Nominated to Serve on:

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

Carried unanimously.

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

The Academic Senate recommends that:

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

3. the Clinical Rehabilitative Services Credential program with Special Class Authorization be approved for a period of five years or until the next scheduled program review.

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

Carried unanimously.

*AS 89-08/Ex. CONVOCATION - Shirley Chisholm

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

Carried.

AS 89-05/Ex., Flr. CHILD CARE ADVISORY COMMITTEE

The Academic Senate refers AS 89-05/Ex., Child Care Advisory Committee, to the Executive Committee to consider issues raised on the floor of the Senate. Specifically, attention should be given to clarifying the scope of the committee's charge (i.e., if it is meant to deal only with a specific subset of child care issues, it should be entitled and described with greater specificity) and to address concerns raised about child care for faculty and staff and overall university child care.

Carried.

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

Withdrawn.

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

The Academic Senate recommends approval of the Joint Doctorate in Educational Administration as revised (see Attachment for program summary and the report of the Fiscal Affairs Committee).

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

Carried.

*AS 89-15/Ex., Flr. PARKING TICKETS

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

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

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

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

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

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

6. The average number of parking spaces on campus for each of the groups in 1. for each of the past three years.
7. The number and location of handicapped parking spaces on campus, the number of potential users of handicapped parking spaces, and the method of determining the number and location of handicapped parking spaces.

and, therefore be it further

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

1. Investigate the following:
 - a. Policies and procedures on other campuses (CSU and UC) for issuing and cancelling citations.
 - b. The legal parameters within which campus discretion can be exercised in recommending dismissal of citations.
 - c. Policies and procedures for issuing and cancelling citations on the CSUS campus.
2. Develop recommendations, as appropriate, on the following:
 - a. Guidelines for issuing citations.
 - b. Guidelines for cancellations of citations.
 - c. An appropriate appeal process for determining whether the University shall recommend dismissal of contested citations.
 - d. A collegial mechanism for regular review and development of policies and procedures pertaining to parking.

Carried.

*AS 89-16/UARTP, Ex.

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

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

6.11 Appointment of Adjunct Faculty

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

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

1. Collaborators in research and/or teaching:

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

2. Assistants to Instructors:

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

3. Field Work Supervisors:

Although field work and/or project supervisors are not generally considered eligible for

adjunct professor status, it may be desirable occasionally to recognize certain key professionals in community agencies who assist in student placement and supervision with an appointment as an adjunct instructor or adjunct professor, as appropriate. When such an appointment is contemplated, the school dean or division chair must investigate thoroughly and certify both ~~as to~~ the qualifications of the appointee and the value that the arrangement will have for the institution. Such supervisors must possess qualifications equivalent to those required for appointment to ~~the~~ a university faculty position.

- BC. ~~Adjunct appointments must be carefully considered, and must be fully justified in writing by the school dean or division chair concerned. Such appointees will be granted certain faculty privileges such as the issuance of a faculty identification card, use of the library, and eligibility to purchase a faculty parking sticker, and Worker's Compensation coverage.~~

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

- D. The following guidelines will apply to appointment of adjunct faculty:
1. Each appointment must be to the mutual benefit of the appointee and ~~this~~ the university.
 42. Recommendations for appointment shall originate in the departments and receive the same review of qualifications as required for regular appointment. ~~Overall supervision of such appointees will be the responsibility of the school dean or chair of the non-instructional division. All such recommendations will be reviewed by the Office of the Provost, and final approval or rejection will be made by the Provost on the basis of the above regulations.~~
 - 2a. A person appointed must have qualifications equal to those of ~~our~~ regular faculty or must possess special and unique qualifications germane to the

assignment. The appointment title should be appropriate to the individual's qualifications (e.g., Adjunct Professor, Adjunct Associate Professor, etc.).

b. A request for an adjunct appointment must include a resume, must accompany the request for adjunct appointment and a full explanation of duties to be performed during the time of appointment, along with and an explanation of the mutual benefit of the appointment.

3. Authority to appoint adjunct faculty is delegated to the deans of the schools by the President. Adjunct appointments must be carefully considered and must be fully justified in writing by the school dean concerned. Overall supervision of such appointees will be the responsibility of the school dean.

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

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

Carried.

The hour of adjournment having been reached, the following agenda items were postponed to the April 13, 1989, Senate meeting:

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

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

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

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

The meeting was adjourned at 4:30 p.m.


Janice McPherson, Secretary

*President's approval requested.

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

I. Overview

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

II. The Need

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

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

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

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

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

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

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

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

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

III. Strengths of Existing Programs

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

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

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

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

Research facilities for this program would be as follows:

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

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

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

Funding

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

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

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

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

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

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

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

V. Resources and Funding

Resources

The instructional facilities for this program would consist of

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

VI. Admission to the Joint Doctorate Program

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

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

VII. The Program

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

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

Catalog Description for Joint Doctoral Program

Program Goals

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

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

Admissions and Residency Requirements

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

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

Academic Performance Standards

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

Minor Field Emphasis

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

1. Curriculum and Instruction

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

2. Counseling Psychology

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

3. Multicultural/Social Foundations

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

4. Special Education

- CSUS EDSER 263.0 Learning Handicapped Foundations and Issues
- EDSER 265.1 Legal Aspects of Special Education
- UOP FES 295.b Seminar in Emotionally Disturbed Children
- FES 295.a Seminar in Critical Issues in Special Educ.

Research Core Courses

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

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

Dissertation Units

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

Course Requirements

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

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

Educational Administration Core

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

1. Curriculum and Instruction

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

2. Organizational Analysis and Leadership Theory

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

3. Finance and Economics of Education

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

4. Political Culture

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

5. Human Resources

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

Qualifying Examinations/Advancement to Candidacy

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

Dissertation Stage

- Students will enter this stage upon:
- completion of all coursework, including the dissertation research course (UDP FEP 395.d)
 - satisfactory completion of qualifying examinations
 - official advancement to candidacy by both CSUS and UDP.

In consultation with his/her faculty advisor:

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

Student prepares dissertation proposal:

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

After approval by the committee:

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

VIII. Conclusion

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

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

Table 1
PRELIMINARY BUDGET FOR THE PROPOSED JOINT DOCTORAL PROGRAM
IN EDUCATIONAL ADMINISTRATION BETWEEN CSU, SACRAMENTO AND THE UNIVERSITY OF THE PACIFIC
Budget for CSU Sacramento Only
January 10, 1988

Line Item	Regular	Augment-	Formula	Regular	Augment-	Formula	Regular	Augment-	Formula	Regular	Augment-	Formula
	1990/1991	1991/1992	1992/93	1993/1994	1994/1995	1994/1995	1994/1995	1994/1995	1994/1995	1994/1995	1994/1995	1994/1995
1. Faculty Positions (see p. 2)	2.5	5.0	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5
PTF Cost	\$75,630	\$151,260	\$226,890	\$226,890	\$226,890	\$226,890	\$226,890	\$226,890	\$226,890	\$226,890	\$226,890	\$226,890
(88/89 vacant rate = \$30,252)												
2. Instructional Administration	0.07	0.14	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21
(AV Dept. Chair Position)												
Cost (80/89 vacant rate = \$30,252)	\$2,078	\$4,155	\$6,233	\$6,233	\$6,233	\$6,233	\$6,233	\$6,233	\$6,233	\$6,233	\$6,233	\$6,233
4. Support Staff	0.58	1.16	1.75	1.75	1.75	1.75	1.75	1.75	1.75	1.75	1.75	1.75
Classical-Chair Ass't, III, B												
(.27*PTFC = .47*AV Chair) Cost:	\$11,417	\$22,835	\$34,252	\$34,252	\$34,252	\$34,252	\$34,252	\$34,252	\$34,252	\$34,252	\$34,252	\$34,252
6. Benefits (25% of salaries)	\$22,281	\$44,563	\$66,844	\$66,844	\$66,844	\$66,844	\$66,844	\$66,844	\$66,844	\$66,844	\$66,844	\$66,844
7. Subtotal, Faculty and Staff	\$111,406	\$222,813	\$334,219	\$334,219	\$334,219	\$334,219	\$334,219	\$334,219	\$334,219	\$334,219	\$334,219	\$334,219
Total	20	40	60	60	60	60	60	60	60	60	60	60
1980/91	20	40	60	60	60	60	60	60	60	60	60	60
1991/92	20	40	60	60	60	60	60	60	60	60	60	60
1992/93 and on	20	40	60	60	60	60	60	60	60	60	60	60

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

(Table continues)
The percentage of each student's course load represented by CSUS credits.

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

Line Item	First Phase 1990/1991		Second Phase 1991/1992		Third Phase 1992/93		Continuing Levels 1993/1994		Continuing Levels 1994/1995	
	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation
LIBRARY										
8. Staff (salary & benefits)										
D.5 Librarian (Senior Asst., Step 1)		\$15,840		\$16,596		\$17,370		\$18,239		\$19,150
Benefits (25% of salary)		\$3,960		\$4,149		\$4,343		\$4,560		\$4,788
D.3 Student Assistant (1.0 = \$11,600)		\$2,630		\$3,507		\$3,507		\$3,507		\$3,507
9. Hardware										
CD Rom Server		\$5,000								
CD Rom Searching Stations (2)-computer & printer for ERIC		\$3,900								
10. Acquisitions										
CD Rom Subscriptions										
Diss. Abstracts Intl., 1984-88*		\$2,995						\$995		\$995
Diss. Abstracts Intl., Annual Subscription*		\$995		\$995		\$995		\$995		\$995
Start-up Costs for 2nd ERIC CD Workstation		\$750								
ERIC Annual Subscription		\$250		\$250		\$250		\$250		\$250
Periodicals (including missing backfiles)		\$3,500		\$2,500		\$2,000		\$2,000		\$2,000
Monographs		\$1,200		\$1,600		\$2,300		\$2,300		\$2,300
11. Subtotal, Library		\$41,020		\$29,787		\$30,765		\$31,850		\$32,990

EQUIPMENT

12. FTES Formula (88/89 rate) (\$19.00*FTES)	\$190	\$3,000	\$300	\$3,000	\$570		\$570		\$570	
13. Furniture for New Positions (\$1,790 per PTEF)	\$4,598		\$4,598		\$4,598		\$0		\$0	
14. Subtotal, Equipment	\$4,788	\$3,000	\$4,978	\$3,000	\$5,168		\$570		\$570	

(Table continues)

*Only paper copies are currently available.

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

Line Item	First Phase 1990/1991		Second Phase 1991/1992		Third Phase 1992/93		Continuing Levels 1993/1994		Continuing Levels 1994/1995	
	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation	Regular Formula	Augmen- tation
OTHER										
15. Supplies & Services (\$95.02*FTES)	\$950		\$1,900		\$2,851		\$2,851		\$2,851	
Printing		\$1,000								
Postage		\$500								
16. Travel (\$5.90*FTES = formula)	\$60	\$2,940	\$120	\$3,080	\$180	\$3,820	\$180	\$3,820	\$180	\$3,820
17. Telephones		\$3,000		\$3,000		\$3,000		\$3,000		\$3,000
18. Software & Simulations		\$2,000		\$2,000		\$2,000		\$500		\$500
19. Space Lease (2 offices, seminar room)		\$8,640		\$8,640		\$8,640		\$8,640		\$8,640
20. Total, Other	\$1,010	\$18,080	\$2,021	\$17,520	\$3,031	\$17,460	\$3,031	\$15,960	\$3,031	\$15,960
21. Total (Formula/Augmentation)	\$117,205	\$67,100	\$229,811	\$50,317	\$342,418	\$48,224	\$327,820	\$47,810	\$337,820	\$48,950
22. Total (Formula & Augmentation)		\$178,305		\$280,128		\$390,642		\$385,630		\$386,770

Explanation of the formula for calculating FTE faculty:

Input Factor IN16 is the headcount number of College Year Annual Joint Doctoral students in the Joint Doctoral Program regardless of where they are enrolled. Input Factor SFR 3, which is 0.01 for "non-technical disciplines," is the average Student/Faculty ratio for the total number of students. However, the actual number of FTE faculty positions allocated is based on an estimate of the number of students taking classes on the CSU campus divided by 4. This latter calculation is theoretically supposed to result in roughly the same FTE as the calculation of IN16 divided by 8). The above simulation uses the 4:1 ratio applied to the CSUS-based enrollment estimate.



California State University, Sacramento

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M E M O R A N D U M

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

FROM: Michael Lewis, Chair *ML* Fiscal Affairs Committee SUBJECT: ED CAPS Joint Doctoral Program Proposal

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

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

ML/CD

cc: Juanita Barrena
Mina Robbins
Steve Gregorich
Tom Cottingim

SPECIAL MEETING

FISCAL AFFAIRS COMMITTEE

MINUTES

Tuesday, December 13, 1989

1:10 p.m. Adm. 275

CORRECTED

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

Members Absent: Bartee, McGeary, Slaymaker

Guests: T. Cottingim and S. Gregorich

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

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

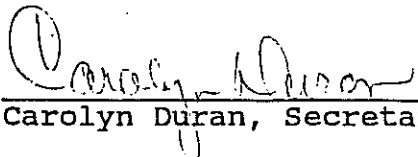
The committee was briefed regarding the difference in how
enrollments are counted in Ed.D. programs vs. MA programs;
enrollment is counted per student, not by FTE formula.

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

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

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

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


Carolyn Duran, Secretary