

1989-90
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, November 9, 1989
2:30 - 4:30 p.m.
Forest Suite, University Union

INFORMATION

1. Undergraduate Studies and Educational Support Services--
progress on reorganization of Student Affairs (Attachment A)
TIME CERTAIN: 2:35 p.m., Associate Vice President Stuckey
2. Academic Senate Meetings, Thursdays, 2:30-4:30 p.m.:
November 16, Playwright's Theatre
November 24 - No meeting--HAPPY THANKSGIVING!!
November 30, Forest Suite, University Union
December 7, Forest Suite, University Union
December 14, Forest Suite, University Union

CONSENT CALENDAR

AS 89-110/Ex. COMMITTEE APPOINTMENTS - SENATE

Curriculum Committee: MICHAEL BALLARD-CAMPBELL, At-large, 1992
(commencing Spring 1990; repl. J. Horrigan)

Elections Committee:

JOAN AL-KAZILY, At-large, 1990
JOSE CINTRON, At-large, 1990
JOE KRAMER, At-large, 1990
BETTE POLKINGHORN, At-large, 1990

Graduate Policies and Programs Committee:

BETTY REVELEY, At-large, 1990 (repl. R. Curry)
ERNIE HILLS, At-large, 1990 (repl. E. Cajucom)

Military Studies Advisory Board:

JOSEPH KILPATRICK, At-large, 1992

AS 89-111/Ex. COMMITTEE APPOINTMENTS - UNIVERSITY

Administrative Telecommunications Advisory Committee:

FLOYD LECUREUX, At-large, 1991

Student Academic Development Committee:

GARY SHANNON, At-large

Student Disciplinary Hearing Officer:

EDWARD BRADLEY, At-large, 1990
CAROLE MAYER, At-large, 1990
NOBUAKI NAMIKI, At-large, 1990

Student Health Advisory Committee:

FRED BALDINI, At-large, 1990

Task Force on Child Care for Faculty and Staff:

HARRIET NEAL, At-large, 1990
SUSAN HOLL, At-large, 1990

Task Force on Relationship of On-campus Child Care to Academic Programs:

TAMMY BOURG, Instructional Faculty, 1990

AS 89-112/CC, FisA, Ex. PROGRAM CHANGES**A. Accountancy M.S.:**

The Academic Senate recommends approval of the proposed program changes in Accountancy, which include (see Attachment B for fiscal impact evaluation):

- 1) revision of course descriptions for ACCY 250, 270, 271, 272, 273, 274, 275, 276, and 277;
- 2) addition of a comprehensive examination as an option to ACCY 502 as the culminating requirement;
- 3) elimination of MGMT 234 and 290 from degree program requirements;
- 4) addition of ACCY 269 as a core requirement; and
- 5) creation of two options within the degree program, as follows: a) Regular Program, and b) Tax Concentration.

B. Computer Engineering Program:

The Academic Senate recommends approval of the proposed program changes in Computer Engineering which consist of prerequisites changes for CpE 164, 165, 159, 153, 185 and 187.

C. Humanities Minor:

The Academic Senate recommends approval of the proposed program change in the Humanities Minor which consists of identification of five areas of specialization and courses which are subsumed within each specialization.

AS 89-113/CC, Ex. GRADES, UPPER DIVISION (CHEMISTRY MAJORS)

The Academic Senate recommends approval of the Department of Chemistry's proposal to require that each upper division course used for the major for a chemistry B.A. or B.S. degree be passed with a minimum grade of C-.

AS 89-114/Ex. FACULTY RECRUITMENT EFFORTS 1989-90 [response to AS 89-69]

The Academic Senate receives the September 1, 1989, report on 1989-90 recruitment efforts (Attachment C) forwarded by President Gerth in response to AS 89-69, Termination of Searches.

resolution-Wright 89-125 Resolution carried

REGULAR AGENDA

#1 AS 89-124 *Racism Issues on Campus*

#2 AS 89-122

Carried

AS 89-109/Flr. MINUTES

Approval of Minutes of the meetings of October 12 and October 19, 1989.

Carried

AS 89-107A/CC, GPPC, Ex. CURRICULUM REVIEW--ELECTRICAL AND ELECTRONIC ENGINEERING

[Substitute for AS 89-107 recommended by Executive Committee.]

The Academic Senate postpones consideration of recommendations 1 and 2 to the Academic Senate in the Academic Program Review, Department of Electrical and Electronic Engineering ["1. the General Education Committee and the Academic Senate Curriculum Committee reconsider the special provision allowing School of Engineering students to meet the General Education critical thinking requirement by course work in their major." and "2. the General Education Committee and the Academic Senate Curriculum Committee reconsider the special provision allowing School of Engineering students to meet the Understanding Personal Development requirement by courses in their major."] pending the outcome of actions in the General Education program review that pertain to this issue or no later than Spring semester 1991.

The Academic Senate recommends that the M.S. program in Electrical and Electronic Engineering be approved for five years or until the next program review.

The Academic Senate recommends that the program changes for the B.S. in Electrical and Electronic Engineering be approved (Attachment D) and that the B.S. program, with these revisions, be approved for five years or until the next program review.

*Fiscal Affs
9/29/89*

AS 89-107/CC, GPPC, Ex. CURRICULUM REVIEW--ELECTRICAL AND
ELECTRONIC ENGINEERING

The Academic Senate postpones consideration of recommendations 1 and 2 to the Academic Senate in the Academic Program Review, Department of Electrical and Electronic Engineering ["1. the General Education Committee and the Academic Senate Curriculum Committee reconsider the special provision allowing School of Engineering students to meet the General Education critical thinking requirement by course work in their major." and "2. the General Education Committee and the Academic Senate Curriculum Committee reconsider the special provision allowing School of Engineering students to meet the Understanding Personal Development requirement by courses in their major."] pending the outcome of actions in the General Education program review that pertain to this issue or no later than Spring semester 1991.

The Academic Senate recommends that the B.S. and M.S. Programs in Electrical and Electronic Engineering be approved for five years or until the next program review.

[See Attachment I, October 12 Senate Agenda, for "Commendations and Recommendations"; the complete program review is available for review in the Academic Senate Office, Adm. 264.]

AS 89-108/CC, Ex. EXTENDED LEARNING PROGRAMS REVIEW

The Academic Senate recommends that the following policies and procedures be used to review the Extended Learning Program:

1. A review of the Extended Learning Programs be conducted in a manner similar to that used for the review of other academic programs. The review should include utilization of an outside consultant appointed by the Vice President for Academic Affairs in consultation with the Academic Senate Chair.
2. The Extended Learning Programs Review Team shall be chaired by an Academic Program Review Team Chair and shall include two members of the ELP Subcommittee (these two members may not also be members of the ELP staff), one member of the Curriculum Committee, one member of the Fiscal Affairs Committee, one at-large ELP faculty member (who is not a CSUS faculty member) to be nominated by the Dean of ELP, and one at-large CSUS faculty member, with care being taken to ensure that all five Schools receive representation whenever possible.
3. The questionnaire approved by the Extended Learning Programs Subcommittee, Attachment J, October 12 Senate

Agenda, be used as the basis for the Extended Learning Programs self study, with the understanding that the Review Team, once appointed, may have additional questions to ask ELP and will give ELP adequate time to respond to these questions.

- 4. The ELP Review Team shall solicit input from department and schools regarding Extended Learning Programs.

AS 89-?/Flr. PROGRAM CHANGE--NURSING UNDERGRADUATE PROGRAM

Postponed

[Discussion of AS 89-70 from October 12 Consent-Information: "The Executive Committee, on behalf of the Senate, recommends approval of the changes proposed in the undergraduate program in Nursing (Attachment B, October 12 Senate Agenda)."]

*Consent
11/11/89*

AS 89-115/FisA, CC, Ex. MULTIPLE SUBJECTS/SEVERELY HANDICAPPED SPECIALIST PROGRAM

The Academic Senate recommends approval of the combined Multiple Subjects/Severely Handicapped Specialist Program (Attachment E).

AS 89-116/FisA, CC, Ex. JAPANESE, MINOR IN

*9/29/89
NFI*

The Academic Senate recommends approval of the Minor in Japanese (Attachment F).

AS 89-117/FisA, CC, Ex. CERTIFICATE OF ACADEMIC ACHIEVEMENT-- ENGLISH/HUMANITIES WAIVER PROGRAM

*Move to
Consent?*

*9/29
NFI*

The Academic Senate recommends approval of the English/Humanities Waiver Program Certificate (Attachment G).

AS 89-118/FisA, CC, Ex. CERTIFICATE OF ACADEMIC ACHIEVEMENT-- ENGLISH/DRAMA WAIVER PROGRAM

*9/29
NFI*

The Academic Senate recommends approval of the English/Drama Waiver Program Certificate (Attachment G).

AS 89-119/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 9.01

The Academic Senate recommends amendment of Section 9.01 of the University ARTP policy by adding the following:

9.01 In General

...

H. Written criteria, policies and procedures may incorporate other documents which have originated within the CSU system (e.g., collective bargaining agreements, university-wide policy documents) by reference. Materials from outside the CSU system (e.g., standards of professional organizations

or accrediting agencies) shall be applicable only if they are reproduced verbatim in or appended to the ARTP document of an academic unit.

Reletter 9.01.H-R as 9.01.I-S.

AS 89-120/RSAC, Ex. PRESIDENT'S AWARD FOR SCHOLARLY ACHIEVEMENT

The Academic Senate recommends that a monetary award in the amount of \$1,000 accompany the President's Award for Scholarly Achievement [described in Attachment H]. If possible, the monetary award shall be initiated in 1989-90.

AS 89-121/Ex. INTERIM ADVISORY COUNCIL ON INTEGRATION OF STUDENT SERVICES AND ACADEMIC AFFAIRS

The Academic Senate endorses the establishment of the Interim Advisory Council on Integration of Student Services and Academic Affairs outlined in Attachment I, with the following amendments to Section IV. on the membership:

This membership is to be composed of six eight faculty recommended by the Academic Senate ~~in consultation with the appropriate Academic Dean one from each of the Schools and the Library~~, three from the School of Arts and Sciences, one from each professional school, and one from the Library; one at-large staff or Student Service Professional from the Division of Undergraduate Studies and Educational Support Services; six student services non-administrative professionals recommended by procedures developed in those units--two from the Outreach/Recruitment and Enrollment Services component, two from the Retention component, and two from the Student Affairs area; three students--a lower division student, an upper division student and a graduate student--appointed according to the normal procedures; a member chosen from the Academic Deans or Associate Deans, and one other administrative appointee of the Vice President for Academic Affairs. Membership on the Advisory Council shall be for a staggered three-year term determined by lot. The Chair of the Council shall be elected yearly from its membership.

Cancel
11/11/89
AS 89-122/AA, Ex. FACULTY DIVERSITY PROGRAM--HIRING OPPORTUNITY GROUP (HOG) REPORT

The Academic Senate receives the report of the Hiring Opportunity Group (Attachment J) and endorses the establishment of the Faculty Diversity Program described therein with the following recommendations for revision:

1. That on page 1, paragraph 1, line 7, language be inserted to make it explicit that the group identified as "Asian" encompasses several groups, including Asian Americans and Pacific Islanders.
2. That on page 2, line 1, under the title Opportunity Appointment, the word "new" be deleted so that the program does not appear to be conditional upon the allocation of additional positions (i.e, new) to the campus.

AS 89-123/CC, GPPC, Ex. ACADEMIC PROGRAM REVIEW, POLICY AND PROCEDURES FOR

Based upon the report of the ad hoc Committee to Review the CSUS Program Review Process submitted by the ad hoc committee on November 28, 1988 (copies available in the Senate Office), endorsed with modifications by the Graduate Policies and Programs Committee and the Curriculum Committee on March 27, 1989, and endorsed with modifications by the Executive Committee on April 18, 1989, the Academic Senate recommends the following changes in the Program Review Policies and Procedures [see Attachment K for Appendices A-D and current documents]:

1. That revisions to the program review process should be adopted as follows and that Section VI, "Procedures for Academic Programs Reviews" of the CSUS booklet on "Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs" [BLUE BOOK] be revised accordingly:
 - a. That the normal duration between program reviews be increased from five years to six years.
 - b. That the timing of program reviews for departments subject to accreditation, licensing or credentialing by outside agencies be adjusted to coincide with these external reviews.
 - c. That the self-study questionnaire/format in Appendix A be adopted [replacing Form I in the BLUE BOOK].
 - d. That the CSUS self-study questionnaire/format for departments subject to external review be adjusted to incorporate or substitute portions of the self-study prepared for external review upon agreement of the School Dean, the Associate Vice President for Academic Affairs and a current program review team chair.
 - e. That the standards for length of approval in the program review process, shown in Appendix B, be adopted.

- f. That the document "Review Team Composition Guidelines" (Appendix C) be adopted.
- g. That the document "University Wide Program Reviews" (Appendix D) be adopted.

2. Additional recommendations include:

- a. That the Vice President for Academic Affairs, in consultation with the Instructional Deans and the Academic Senate, develop a process for updating the instructional priorities for academic units contained in the 1980 University Planning Committee's document on "University Planning Profiles for Academic Units."
- b. That a concerted effort be made to provide departments timely and accurate information and orientation on matters pertaining to program reviews. This should include:
 - 1) Conducting workshops on the self-study and program review process organized by the Office of Academic Affairs.
 - 2) Making available exemplary self-studies as models through the Office of Academic Affairs.
 - 3) Encouraging departments to consult with the Associate Vice President for Academic Affairs and/or program review teams as the self-study is conducted.
 - 4) Making available copies of all program review self-studies in the School Dean's office.
- c. That provision of accurate and timely data for program reviews be made a high priority for the Office of Institutional Studies and that sufficient resource support be provided to that office.
- d. That fiscal recommendations from program reviews be identified in departmental budget requests and given substantive consideration in determination of school and university allocations.
- e. That the Vice President for Academic Affairs, in consultation with the Instructional Deans and the Academic Senate, develop a process, subject to approval by the President, to ensure that administrators respond, in writing, to recommendations addressed to them in the program reviews within the time specified.



California State University, Sacramento

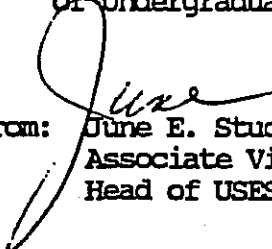
6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

OFFICE OF ACADEMIC AFFAIRS

MEMORANDUM

July 5, 1989

To: Members of the Division
of Undergraduate Studies and Educational Support Services

From:  June E. Stuckey
Associate Vice President and
Head of USESS

I am writing to thank all of you for your support and encouragement during the past few months of planning for our new Division of Undergraduate Studies and Educational Support Services. Your suggestions and vision for this unit have been most important and helpful in shaping our immediate future. I shall continue to rely upon your good judgment and commitment to students to guide us toward longer term plans.

At this point, I want to share with you the initial plans for the organization of the Division. They are not complete, but are evolving. Nevertheless, we are moving toward greater consolidation and integration of both program functions and administrative structure. We need to do this to gain efficiency and effectiveness as we reach out to serve not only more students but a more diverse student body. Obviously we must always strive to improve the quality and timeliness of our basic services.

In the next few months we shall work hard on defining with the faculty and their schools our mutual responsibility and interrelationship for gaining excellence and equity in all our academic and educational support services, and for achieving a campus environment that is people friendly and conducive to the pursuit of learning. We shall also devote ourselves to developing a communication and governance system that encourages broad participation in setting the Division's future agenda, particularly as it relates to our goals and priorities.

Once again, I thank you for your cooperation and assistance in this transitional period and I look forward eagerly to working with each of you.

JES/cp
Encl.

cc: President Gerth
Vice President Burger
Council of Deans

PROPOSAL FOR THE ORGANIZATION
OF UNDERGRADUATE STUDIES
AND EDUCATIONAL SUPPORT SERVICES

The organization which is described below for the Division of Undergraduate Studies and Educational Support Services is designed to provide the structure for supporting University goals that President Donald Gerth cited when he created the Division in February, 1989. These are 1) to meet the University's goals of attracting, retaining and graduating students that are representative of the rich cultural and ethnic diversity of the region we serve; 2) to create a campus environment that is people friendly and conducive to learning; 3) to provide students with timely and high quality basic educational support services and programs; and 4) to develop a partnership with the faculty and their respective schools in developing and delivering academic and educational support programs.

These goals are not mutually exclusive to the Division, but are shared especially with the Student Life Division and the Schools, as well as other campus program centers.

The Division of Undergraduate Studies and Educational Support Services shall consist of two primary components with a major interface within each component with the Schools and the Division of Student Life. The primary components are 1) the Outreach/Recruitment and Enrollment Services (ORE) Unit, and the Retention Unit.

The ORE Unit will combine the activities now subsumed under Admissions and Records, Financial Aids, School and College Relations and Student Affirmative Action. The Unit will be charged with 1) directing and coordinating all University outreach and recruiting efforts and particularly with achieving the desired cultural diversity within the student body; 2) admitting and registering students, maintaining student records, and certifying accuracies of those records; and 3) assisting students in determining their financial needs and securing necessary financial support.

The Unit will also be responsible for managing student enrollment consistent with the overall University enrollment goals and its target enrollments for each of the Schools and their respective programs. The Unit's leadership shall be available to assist in the process of enrollment planning at both University and School levels. Admission practices shall be consistent with the University goal of achieving, program by program, a culturally representative student body.

The ORE Unit shall work together in setting goals and priorities, in planning work schedules, and in utilizing resources. Whenever possible staff will be cross trained, not only to allow them more career mobility, but to permit staff exchanges during peak work load periods. I will initially head the ORE Unit. Dr. Isabel Hernandez-Serna will become Director of University Outreach. Mr. Larry Glasmire will continue as Director of Admissions and Records, and Mr. Ralph Alvarez will continue as Director of Financial Aids.

The Retention component of the Division will combine the activities now subsumed under academic and career advising, placement, testing, and services and programs to specialized groups--e.g., economically disadvantaged students, exceptional admitted students, underrepresented students, students with physical or learning disabilities, reentering students, students on academic action, and services to athletes and veterans.

The focus of the Retention Unit will be on the retention and graduation of underrepresented students, and on developing a campus learning environment that encourages and supports all students in persisting toward their educational goals. The Retention Unit will maintain a direct liaison relationship between educational support programs offered in the Schools and with those offered within the Division of Undergraduate Studies. This relationship is to ensure that educational support services, wherever offered on campus, are mutually supportive of one another, rather than duplicative or competitive.

A special relationship will be formed between the School of Arts and Sciences and the Division of USESS. It will be guided by Associate Dean Cecilia Gray, who will head the retention efforts in both units. The careful coordination of the offerings of programs in Arts and Sciences, particularly those in General Education and Learning Skills, with specialized programs offered in the Division of USESS is critical to the success of the University retention program.

A Center for Academic Achievement will be created within the USESS Retention Unit. The purposes of the Center will be

- 1) assist underrepresented students to persist in their courses of study;
- 2) assist students with special needs to reach their educational goals;
- 3) assist new students, particularly those considered at risk, in identifying with and becoming involved in the academic community;

- 4) develop in consultation with faculty experimental designs or new modes of delivery of programs to determine their effect on student learning and retention;
- 5) promote and support school based retention programs;
- 6) encourage faculty involvement in the activities of the Center for Academic Achievement.

The Educational Opportunity Program, which has had twenty years of successful experience working with economically disadvantaged and underrepresented students, will form the hub of the Academic Achievement Center. Its role will be expanded to serve all underrepresented students who wish the Program's services. A permanent Director for EOP will be appointed Fall semester, who will assume also the responsibility for directing the activities of the Center for Academic Achievement. The specialized programs within the Division that will join EOP in the Center's activities will be identified in consultation with the programs involved and in consideration of their program objectives.

A Student Development and Assessment Center will also be developed within the Retention Unit. Programs that are currently subsumed under academic advising, career planning and placement, and testing will be housed in the Center. The Center's focus will be on assisting students who are undecided on academic or career goals, or are in need of short term counseling or advising on academic, social, or personal concerns. A comprehensive testing program, including assisting faculty with student outcome assessment, will be provided in this Center. The major goals of this Center shall be

- 1) provide academic and career advising for undecided students that are not otherwise served by specialized programs;
- 2) assist faculty in carrying out their responsibility to provide students with accurate, timely, and appropriate academic and career advising;
- 3) develop and implement a coordinated and comprehensive University orientation program for all new students;
- 4) provide training opportunities for faculty and student affairs professionals to prepare for General Education, academic, and career advising;
- 5) assist students with employment opportunities through placement activities for those completing their

educational programs and through part-time employment, internships, and volunteer services for continuing students;

- 6) provide a comprehensive testing program, including testing in the areas of aptitude, achievement, placement, personality, vocational interests, classroom make-up tests, entrance examinations, and provide assistance in test construction, design, and evaluation;
- 7) assist faculty in developing and implementing plans for student outcomes assessment.

The formation of the Center for Academic Achievement will begin shortly. A search will be instituted for the Director of the Center employing the practices commonly used to select Directors of Centers within Schools and Divisions. Full consultation with the programs involved in forming the Center will occur.

The planning for the Student Development and Assessment Center will continue through the 1989-90 academic year to give us time to assess the management needs of the unit, consult broadly with involved campus personnel including student affairs professionals, the schools' leadership, and the faculty.

The professional staff and faculty assigned to work in the Retention Unit--whether in the Center for Academic Achievement or the Student Development and Assessment Center--will be expected to prepare themselves as generalist advisers and counselors so that they can rotate from among program assignments. It is expected that those staffing both Centers will rotate periodically to the other Center not only to keep current as a generalist, but to provide appropriate cultural and ethnic diversity among the staff in both units.

The Retention Unit shall work together in the same way as outlined for the Outreach/Recruitment and Enrollment Services Unit.

7-5-89

INTERIM ADVISORY COUNCIL
ON
INTEGRATION OF STUDENT SERVICES AND ACADEMIC AFFAIRS

I. Purpose Statement

The purpose of the Advisory Council is to advise the leadership of Academic Affairs and the Divisions of Undergraduate Studies and Educational Support Services and Student Affairs on ways to promote University goals of 1) integrating more fully the delivery of academic programs, educational support services, and student development and advocacy services, 2) improving basic educational support services, 3) improving the retention and graduation rate of all students and particularly those in underrepresented classes, 4) achieving the desired enrollment level and diversity of students within our academic programs, 5) improving the campus environment, making it more people friendly and conducive to learning, 6) achieving a mutually supportive relationship between the faculty and student services professionals in meeting the goals outlined, 7) maintaining a participatory and collegial governance system consistent with system-wide and contractual policy.

II. Recommending Relationship

The Council reports to Academic Vice President through the Deans (Heads) of the Divisions of USESS and Student Affairs. Recommendations for actions or procedural changes will be made to the appropriate Dean/Head with informational copies to the Academic Vice President. Recommendations dealing with policy issues shall be made directly to the Academic Vice President for consultation with appropriate campus bodies.

III. Charge

The Council is charged with initiating its own agenda as it applies to goals outlined in the above purpose statement. The Council is also to respond to issues or concerns related to its purpose as identified by the Academic Vice President, the Dean of Student Affairs, the Head of USESS, or campus consultative bodies. The Council may initiate studies of its own or request the Academic Senate, the Council of Deans, the Associated Students, or other appropriate bodies to initiate studies and actions.

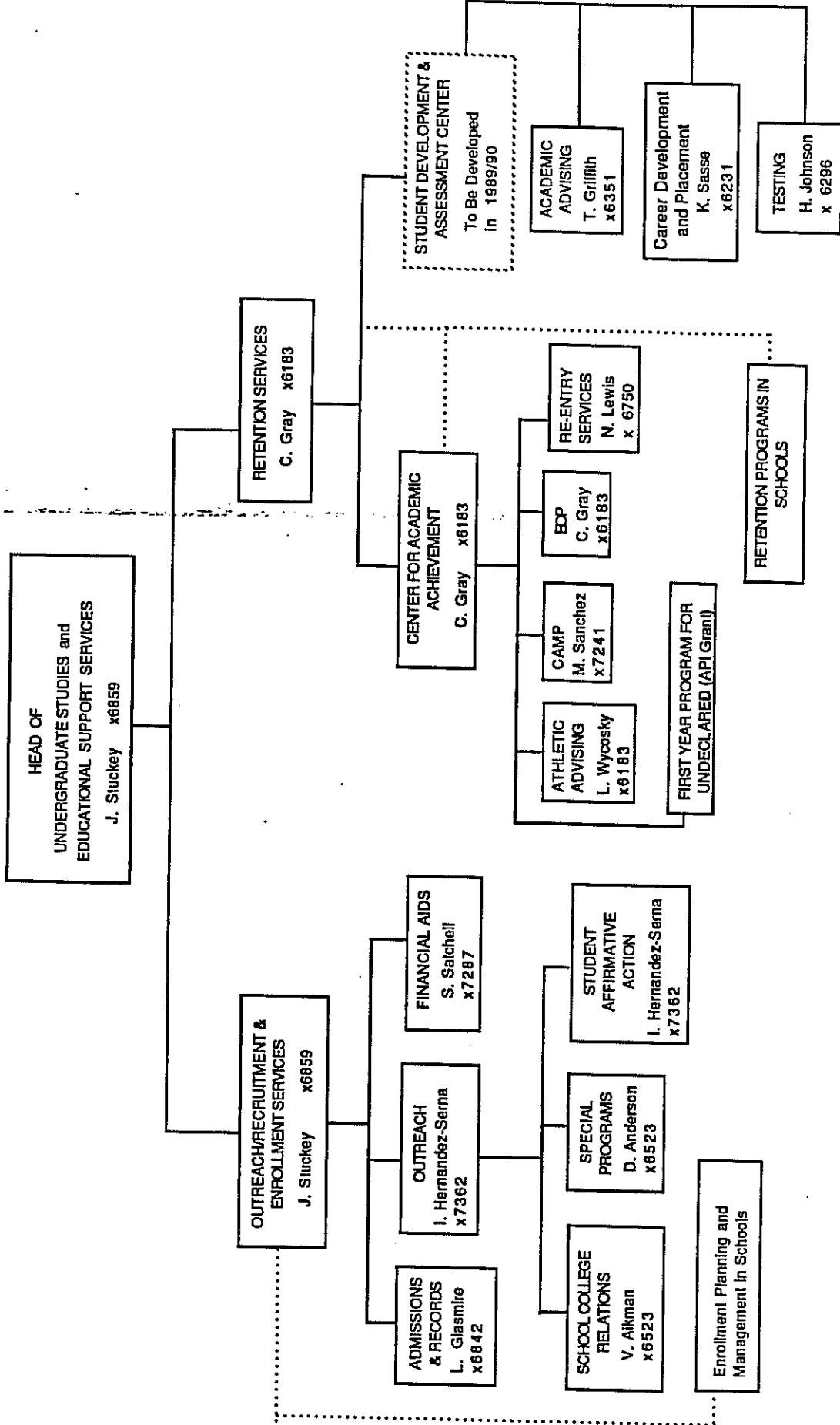
IV. Membership

This membership is to be composed of six faculty recommended by the Academic Senate in consultation with the appropriate Academic Dean--one from each of the Schools and the Library--six student services non-administrative professionals recommended by procedures developed in those units--two from the Outreach/Recruitment and Enrollment Services component, two

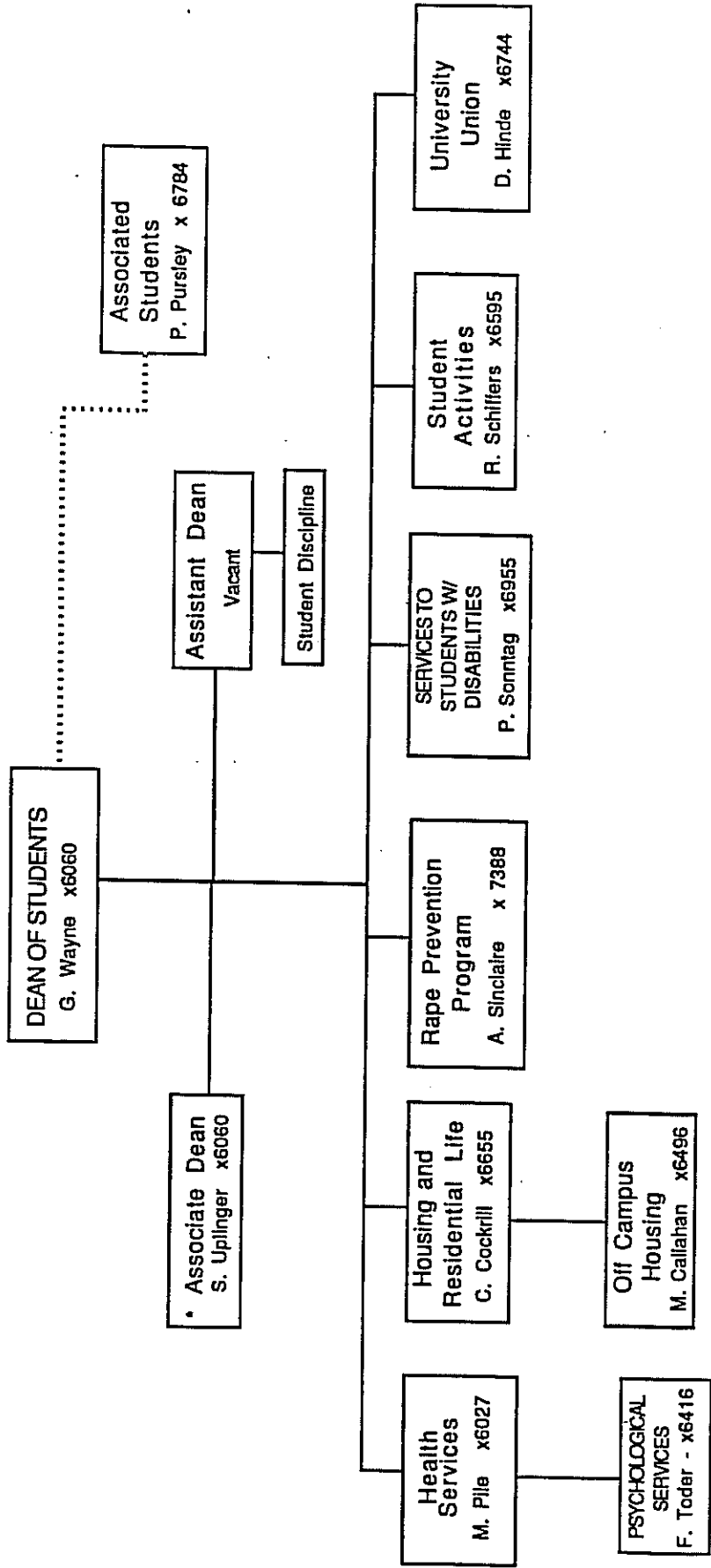
from the Retention component, and two from the Student Affairs area--three students--a lower division student, an upper division student and a graduate student--appointed according to the normal procedures, a member chosen from the Academic Deans or Associate Deans, and one other administrative appointee of the Vice President for Academic Affairs. Membership on the Advisory Council shall be for a staggered three-year term determined by lot. The Chair of the Council shall be elected yearly from its membership.

9-20-89

Undergraduate Studies and Educational Support Services



Student Affairs



• This position serves half-time with Undergraduate Studies/Educational Support Services.

FIRST ORDER PRIORITIES

USESS, 1989/90

- . Begin EASE Conversion.
- . Get Academic Achievement Center Operative.
- . Keep Admissions and Evaluations on Schedule.
- . Start Implementing the New Academic Advising Policy.
- . Achieve Educational Equity Goals.
- . Improve Budgeting Procedures.
- . Promote Professional Development.
- . Improve Communication Within and Outside of the Division.
- . Develop Plans for the Student Development and Assessment Center.
- . Respond to Approved Changes in the General Education that Relate to the Delivery of Educational Support Services or Programs.

FISCAL AFFAIRS COMMITTEE
FISCAL IMPACT EVALUATION
REVISION OF M.S. IN ACCOUNTANCY

The current M.S. in Accountancy requires 30 units:

Accy 260	Accounting Theory	3 units
Accy 261	Cost Analysis	3
Accy 265	Computerized Accounting	3
Accy 279	Management Control	3
Accy 502	Master's Project	1-3
Mgmt 234	Financial Management	3
Mgmt 290	Policy Formulation	3
Electives		9 or more as needed
		_____ to total 30
		30 units

The current program has an estimated 150 students (on paper), with perhaps 50 to 75 actively pursuing the degree. About 10 graduate each year.

The new requirements focus students into one of two options:

- a regular program, and
- a new tax concentration

and are as follows:

Core

Accy 260	Accounting Theory	3
Accy 261	Cost Analysis	3
Accy 262	Auditing Theory	3
Accy 265	Computerized Accounting	3
Accy 269	Advanced Tax Accounting	3
		_____ 15 units

Regular Program

Electives (100 or 200 level or Accy 502)		9
Graduate Business Electives		6
Accy 502 or a comprehensive exam		_____ 15 units

Tax Concentration

Accy 270	Tax Research	3
Accy 271	Tax Periods and Methods	3
Accy 272	Taxation of Business I	3
Graduate Accounting Elective		3
Elective (100 or 200 level or Accy 502)		3
Accy 502 or a comprehensive exam		_____ 15 units

The new program totals 30 units; there is no change in the number of units required. The comprehensive exam is a new requirement to give students an alternative to Accy 502, which has been an obstacle to completion of the M.S. in the past.

Fiscal Impact

The Department of Accountancy Chair, Eugene Sauls, expects to need 15 WTU each Fall and 12 WTU each Spring to staff 9 new courses (3 required--Accy 270, 271, 272; and 6 electives--Accy 250, 273, 274, 275, 276, 277), each offered once per academic year. The present enrollment in the M.S. program may be increased by 50 new students attracted by the tax concentration. It is conceivable that the required courses (270, 271, 272) with class limits of 30 may therefore need additional sections beyond one section per academic year stated in the proposal, in order to accommodate 50 students. Such additional sections would raise the needed WTU beyond 15 in the Fall and 12 in the Spring. Some additional sections of 270, 271, and 272 will be offered in the Summer, according to Chair Sauls. The net additional WTU needed by Accountancy during the academic year (exclusive of Summer), is difficult to determine. The total WTU needed by Accountancy, then, will be at least 15 WTU (1.25 FT positions) in the Fall and 12 WTU (1.0 FT position) in the Spring, for an average of 1.125 FT positions per year.

Chair Sauls contends that the faculty needed to staff the new courses can come from the current allocation to the School of Business Administration (as opposed to the Department of Accountancy), and that the M.S. revision will not require any new faculty positions at the School level (it will require new positions within the Department). Unlike some schools on campus, the School of Business Administration does not allocate a fixed, continuing number of faculty positions to each department in the School, but seeks to staff courses across the School based on student demand. To accommodate the needed new faculty for this revised M.S. program, the total number of sections offered in other courses within the School will be decreased by raising class sizes in some courses. These courses which will have their section sizes increased may be lower division, upper division, or even graduate courses, and will be both in the Accountancy Department and in other departments within the School.

Associate Dean Felicenne Ramey of the School of Business Administration confirms that the School will not request additional faculty positions for this program initially, but states that if new faculty positions are generated by the enrollment within the program, that the School would expect to receive a portion of the positions generated.

The elimination of Management 234 and 290 from the Accountancy M.S. should not impact Management. The induced courseload matrix for these courses shows only one Accountancy major per year in 234 since Fall, 1986, and no Accountancy majors in 290 for the past 5 semesters.

Summary

The revised M.S. in Accountancy will require at least 1.125 new faculty positions per year, which will initially come from the current faculty allocation to the School of Business Administration. If student enrollment generates new faculty positions, the School will request at least a portion of the new positions. The elimination of Management courses from the M.S. will not impact the Department of Management.

DM:jlm

9/19/89--endorsed by the Fiscal Affairs Committee

California State University
Sacramento



Attachment C
Academic Senate Agenda
November 9, 1989

The President
Sacramento, CA 95819-2694
(916) 278-7737
FAX # (916) 278-6959

MEMORANDUM

September 1, 1989

TO: Juanita Barrena, Chair
Academic Senate

FROM: Donald R. Gerth *[Signature]*

At the Spring, 1989 Academic Senate meeting during which diversity recruiting was discussed, you asked that a summary of tenure track hires for the 1989-90 academic year be presented to the Senate. Attached is a memo from Dean Wagner which summarizes the results of last year's recruitment efforts. If you have questions or need additional information, please contact Dean Wagner.

Attachment

California State University, Sacramento
600 J Street
Sacramento, California 95819

SEFI 1989

Academic Senate Received

413




California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

MEMORANDUM

September 1, 1989

TO: Donald R. Gerth

FROM: 
David L. Wagner, Dean
Faculty and Staff Affairs

As we close out the cycle for hiring tenure track faculty for the 1989-90 academic year, it presents an opportunity to offer a brief overview of our progress on hiring minority and women faculty.

Tenure track hires for the 1989-90 academic year: 48 positions advertised--38 TT hires

- 16 males or 42%
- 22 females or 58%
- 29% diversity hires (6 Black, 4 Asian, 1 Hispanic)
- 18.5% hiring of Black & Hispanic faculty

Tenure track hires for the 1988-89 academic year: 29 positions advertised--16 TT hires

- 12 males or 70%
- 4 females or 30%
- 25% diversity hires (1 Black, 1 Asian, 2 Hispanic)
- 18.5% Black & Hispanic

1989-90 Academic Year Tenure Track Hires By School

Arts and Sciences

7 males -- 1 Black
9 females -- 2 Black, 1 Hispanic
5 searches cancelled; 1 offer declined

Business Administration

4 males -- 2 Asian
1 female
2 searches cancelled; 5 offers declined

Donald R. Gerth
Page two
September 1, 1989

Education

2 males -- 1 Asian
3 females -- 1 Asian
1 search cancelled; 1 offer declined

Engineering

2 males
1 search cancelled

Health and Human Services

1 male
9 females -- 3 Black
4 searches cancelled; 3 offers declined

Total

16 males -- 1 Black, 3 Asian
22 females -- 5 Black, 1 Asian, 1 Hispanic
13 searches cancelled; 10 offers declined

DLW:mlk

(revised 9/13/89)

ATTACHMENT I

The changes requested represent no change in net content of the curriculum. Math 45 and EEE 161 were each moved back a semester to give the students one more semester of maturity. EEE 130 was moved ahead a semester to make room for 161, but this move will also allow the power student to take an additional power course before senior design. Engr 140 was moved ahead 3 semesters, mostly to make room for other changes; but, also, ABET prefers the students to complete engineering economics before taking senior design. The contents of EEE 117 and EEE 118 were rearranged (no net change for the two courses). This will allow more meaningful electronic design by the end of EEE 118.

The nine units of elective lectures in the senior year have been restricted. Six units must be chosen from a group called "design electives." Likewise, one of the two elective laboratories must be chosen from a list of design laboratories. The approved list of lectures and labs is shown below.

These changes were the result of the five year review, the ABET review, and the external consultant's suggestion.

DESIGN ELECTIVE LECTURES

BME 120
BME 123
CpE 153
CpE 186
E&EE 135
E&EE 144
E&EE 154
E&EE 155
E&EE 196Q
Engr 166

DESIGN ELECTIVE LABS

CpE 187
E&EE 143
E&EE 157
E&EE 189
Engr 167
E&EE 186

E & EE ELECTIVES

any course from DESIGN
ELECTIVES
CpE 164
CpE 173
E&EE 141
E&EE 142
E&EE 145
E&EE 151
E&EE 159
E&EE 162
E&EE 164
E&EE 165
E&EE 166
E&EE 187
Phys 106
Phys 130

E & EE ELECTIVE LABS

any lab from DESIGN LABS
CpE 165
E&EE 131
E&EE 163
E&EE 196R

Tue, Apr 25, 1989

PROPOSED E&EE CURRICULUM PATTERN

Freshman Year

Chem 1A General Chemistry	5	Math 31 Caculus II	4
Math 30 Calculus I	4	Phys 11A Mechanics	4
CSc 16 FORTRAN Programming	2	Engr 5 Computer-aided Drawing	1
GE	6	GE	9
<u>Total</u>	<u>17</u>		<u>18</u>

Sophomore Year

Math 32 Caculus III	4	Math 45 Differential Equations	3
Engr 30 Analytic Mechanics	3	Phys 11B Heat, Sound & Light	4
Phys 11C Electricity & Magnetism	4	CpE 64 Intro to Logic Design	4
Engr 45 Engineering Materials	3	Engr 17 Circuit Analysis	3
GE	3	GE	3
<u>Total</u>	<u>17</u>		<u>17</u>

Junior Year

E&EE 117 Electronic Networks I	4	E&EE 161 Applied Electromagnetism	4
E&EE 130 Electromechanical Con.	3	E&EE 118 Electronic Networks II	4
Engr 115 Statistics for Engineers	2	E&EE 180 Signals & Systems	3
Engr 140 Engineering Economics	2	Engr 124 Thermodynamics	3
CpE 184 Intro to Microprocessors	4	GE	3
Engr 110 Dynamics	3		
<u>Total</u>	<u>18</u>		<u>17</u>

Senior Year

E&EE 185 Modern Communications	3		
E&EE 184 Intro to Feedback Systems	3		
E&EE 190 Engineering Design	2	E&EE Design Electives	6
E&EE Elective	3	E&EE Elective lab (Design)	1
E&EE Elective lab	1	E&EE 191 Senior Design Project	2
GE	3	GE	6
<u>Total</u>	<u>15</u>		<u>15</u>

TOTAL UNITS =134

REQUIRED COURSES

CHEMISTRY

Chem 1A

PHYSICS

Phys 11A
Phys 11B
Phys 11C

MATHEMATICS

Math 30
Math 31
Math 32
Math 45

ENGINEERING

Engr 5
Engr 17
Engr 30
Engr 45
Engr 110
Engr 115
Engr 124
Engr 140

COMPUTER ENGINEERING

Cp E 64
Cp E 184

COMPUTER SCIENCE

C Sc 16

ELECTRICAL AND ELECTRONIC ENGR

E&EE 117
E&EE 118
E&EE 130
E&EE 161
E&EE 180
E&EE 184
E&EE 185
E&EE 190A or B
E&EE 191A or B
6 units elective lecture (Design)
3 units elective lecture
1 unit elective lab (Design)
1 unit elective lab

GENERAL EDUCATION

33 units

COMMENTS ON E&EE CURRICULUM CHANGES

<u>COURSE</u>	<u>ACTION FROM</u>	<u>TO</u>	<u>REASON</u>	<u>COMMENT</u>
MATH 45	SO - 1	SO - 2	Eliminate two math courses in same semester.	Math 45 and Engr 17 will complement each other.
Engr 30	SO - 2	SO - 1	Make room for Math 45.	
E&EE 161	JR - 1	JR - 2	Probably the most abstract and difficult course. Rough for first semester juniors.	Give students maturity of first semester junior year.
E&EE 130	JR - 2	JR - 1	Make room for E&EE161.	Will allow power students to take second power course before E&EE 190A.
Engr 115	JR - 2	JR - 1	Make room for E&EE 161	
Engr 140	SR - 2	JR - 1	Balance units.	ABET prefers Economics before senior design.
GE (3 units)	JR - 1	SR - 2	Balance units.	Interviewing and senioritis get in way of technical courses anyway.

NOTE: THESE CHANGES ONLY MOVE COURSES AND DO NOT CHANGE ANY UNITS OR COURSE REQUIREMENTS. TOTAL CONTENT OF E&EE 117 AND 118 REMAINS THE SAME -- SOME TOPICS ARE INTERCHANGED.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Education

The Multiple Subjects/Severely Handicapped (MS/SH)
Combined Credential Program

Purpose and Background:

The School of Education plans to institute its innovative combined credential program in spring 1990.

Students completing the program earn two teaching credentials: Multiple Subjects (MS) and Severely Handicapped (SH) Specialist. The School of Education has offered separate programs leading to these credentials for many years. The combined program integrates the content of the two traditional credential programs. As such, it is not a "new" program but rather a re-packaging of course content and competencies from the traditional programs.

The combined program represents a collaboration of two departments: Teacher Education and Special Education/Rehabilitation/School Psychology. The program was developed by faculty from these departments and is currently involved in the review and approval processes stipulated by School and University policy.

Rationale:

The schools of California are facing an ever-escalating teacher shortage. This is especially true in the area of special education. A large percentage of special education teachers do not possess special education credentials; these teachers often have minimal training and experience related to special education. For example, school districts employ special education teachers under "emergency" credentials after verifying for the California Commission on Teacher Credentialing (CTC) that they have searched for - and failed to find - a regularly credentialed person. School districts also employ substitute teachers on long-term contracts to staff special education classrooms.

The structure of typical credential programs contributes to the shortage of trained special educators. CTC guidelines mandate that most special education teaching credentials must be built upon a prior regular education (or basic) teaching credential. Thus, teachers interested in a career in special education must complete an entire program in special education after finishing the basic credential program; at CSUS this additional special education training consists of three semesters of full-time study. Given that special education teachers are paid no more than general educators, the present university structure of credential programs constitutes for many a disincentive for pursuing a career in special education. The situation is made worse by the current shortage of general education personnel. It takes a very dedicated person to turn down a paying general education position to pursue additional study in special education.

The joint program decreases significantly the number of semesters necessary to train a person for entrance into the special education classroom. The program should increase the number of trained special educators in the CSUS service area.

The faculty believe that the credential programs have been combined without sacrificing quality. The combined program allows faculty to make use of their unique skills and content backgrounds; it also allows for exciting opportunities to team teach. The program will be evaluated in order to provide data on which to base decisions about program quality and effectiveness. Furthermore, the combined program is based on the same CTC approved competencies that are imbedded in the traditional MS and SH credential programs; students in the combined program must demonstrate all of the same competencies demonstrated by their peers in the traditional programs.

Program Description:

The combined program consists of 65 units of study sequenced over four semesters. The program admits approximately 18-25 students and runs parallel to the traditional MS and SH programs. The traditional MS program consists of 32 units with most students completing in three semesters. The traditional SH program consists of 45 units which may be completed in three semesters of intensive study. Thus, the program is shorter by at least two semesters in the training of special educators. A third semester is "saved" if a student takes the opportunity for an internship in special education during the fourth semester of the combined program.

Students are eligible for the MS credential following successful completion of the third semester of the combined program; students earn the SH credential following successful completion of the fourth and final semester.

**PROPOSED COMBINED
MULTIPLE SUBJECT/SEVERELY HANDICAPPED
PROGRAM**

<u>PREREQUISITE</u>	<u>UNITS</u>
<i>EDSRS 160.2a/b</i> Introduction to Exceptional Children/ Youth	3
 LEVEL I (Spring)	
<i>EDSRS 220.0</i> Foundations of Learning, Multicultural and Special Education	3
<i>EDSRS 221.0</i> Legal Aspects and Socio-Humanistic Factors In Education	3
<i>EDSRS 222.0</i> Curriculum and Instruction in Math, Science and Computers [Team-Taught]	6
<i>EDSRS 223.0</i> Behavior Management in Teacher Education and Special Education	3
TOTAL	15
 LEVEL II (Fall)	
<i>EDSRS 224.0</i> Reading and Language Arts I: Teacher Edu- cation	3
<i>EDSRS 225.0</i> Assessment for Students with Moderate and Severe Disabilities	3
<i>EDSRS 226.0</i> Instructional Design I: Early Childhood Education for Students with Moderate and Severe Disabilities	3
<i>EDSRS 227.0</i> Social Science in Teacher and Special Edu- cation	3
<i>EDSRS 467.0</i> Student Teaching: Teacher Education/SDC- SH [Elementary School Site]	5
TOTAL	17
 LEVEL III (Spring)	
<i>EDSRS 228.0</i> Reading and Language Arts II: Teacher Edu- cation and Applications for Students with Moderate and Severe Disabilities	3
<i>EDSRS 229.0</i> Instructional Design II: Transition Curri- culum for Older Students with Moderate and Severe Disabilities	3
<i>EDTE 420.8B</i> Student Teaching: Teacher Education- Phase III	10
<i>EDTE 420.6A</i> Seminar in Student Teaching: Teacher Education	1
TOTAL	17
Multiple Subjects Credential Earned	
 LEVEL IV (Fall)	
<i>EDSRS 467.2B</i> Student Teaching: SH [DCH, SDC-SH] <i>or</i>	10
<i>EDSRS 467.2C</i> Internship: SH [DCH, SDC-SH]	
<i>EDSRS 230.0</i> Consultation Skills in Special Education: Moderate and Severe Disabilities	3
<i>EDSRS 231.0</i> Clinical Seminar on Students with Moderate and Severe Disabilities	3
TOTAL	16
Severely Handicapped Credential Earned	
GRAND TOTAL 65	

Fiscal Affairs Committee
 Multiple Subjects/Severely Handicapped Specialist (MS/SH):
 Combined Credential Program Proposal:
 Fiscal Impact Evaluation
 9/27/89

The School of Education is proposing a Combined Multiple Subjects/Severely Handicapped Credential Program which would consist of 65 units sequenced over 4 semesters. The traditional programs leading to these credentials consist of a total of 77 units, completed in a minimum of 6 semesters. The proposed program would run parallel to the traditional programs.

I. PROPOSED CHANGES

The proposal calls for the additional courses:

	COURSE TITLES	UNITS	CODE
EDSRS 220.0	Foundation of Learning, Multicultural and Special Education	3	(C-5)
EDSRS 221.0	Legal Aspects and Socio-Humanistic Factors in Education	3	(C-5)
EDSRS 222.0	Curriculum and Instruction in Math, Science and Computers	6	(C-5)
EDSRS 223.0	Behavior Management in Teacher Education and Special Education	3	(C-5)
EDSRS 224.0	Reading and Language Arts I: Teacher Education	3	(C-5)
EDSRS 225.0	Assessment for Students with Moderate and Severe Disabilities	3	(C-5)
EDSRS 226.0	Instructional Design I: Early Childhood Education for Students with Moderate and Severe Disabilities	3	(C-5)
EDSRS 227.0	Social Science in Teacher and Special Education	3	(C-5)
EDSRS 228.0	Reading and Language Arts II: Teacher Education and Applications for Students with Moderate and Severe Disabilities	3	(C-5)
EDSRS 229.0	Instructional Design II: Transition Curriculum for Older Students with Moderate and Severe Disabilities	3	(C-5)

	COURSE TITLES	UNITS	CODE
EDSRS 230.0	Consultation Skills in Special Education: Moderate and Severe Disabilities	3	(C-5)
EDSRS 231.0	Clinical Seminar for Students with Moderate and Severe Disabilities	3	(C-5)
EDSRS 467.0	Student Teaching: Teacher Educational SDC-SH	5	(S-25)
EDSRS 467.2C	Internship: SH	10	(S-12)

The program would be as follows:

	<u>Sections Added</u>	<u>Enrollment per sec.</u>	<u>WTU'S</u>	<u>FTES</u>
<u>SPRING</u>				
EDSRS 220 (New)	+1	22	+3	+4.4
EDSRS 221 (New)	+1	22	+3	+4.4
EDSRS 222 (New)	+1	22	+6	+8.8
EDSRS 223 (New)	+1	22	+3	+4.4
Subtotal:	<u>+4</u>		<u>+15</u>	<u>+22.0</u>
<u>FALL</u>				
EDSRS 224 (New)	+1	22	+3	+4.4
EDSRS 225 (New)	+1	22	+3	+4.4
EDSRS 226 (New)	+1	22	+3	+4.4
EDSRS 227 (New)	+1	22	+3	+4.4
EDSRS 467.1	+1	22	+10.5	+7.3
Subtotal:	<u>+4</u>		<u>+22.5</u>	<u>+24.9</u>
<u>SPRING</u>				
EDSRS 228 (New)	+1	22	+3	+4.4
EDSRS 229 (New)	+1	22	+3	+4.4
EDSRS 420.8B	--	22	+10.5	+14.7
EDSRS 420.6A	+1	22	+1	+1.5
Subtotal:	<u>+3</u>		<u>+17.5</u>	<u>+25.0</u>
<u>FALL</u>				
EDSRS 467.2B or	--	16	+7.7	+10.7
EDSRS 467.2C (New)	--	6	+6	+4.0
EDSRS 230 (New)	+1	22	+3	+4.4
EDSRS 231 (New)	+1	22	+3	+4.4
Subtotal:	<u>+2</u>		<u>+19.7</u>	<u>+23.5</u>
TOTAL (2 Year)	+13 sec.		+74.7 WTU'S	+95.4 FTES
Annual Avg.	+6.5 sec.		+37.35 WTU'S	+47.7 FTES

II. ANALYSIS

The proposed program would admit 18-25 students in the first year and none in the second, carrying the initial group through the two-year program. The 18-25 admissions are in addition to the planned admissions to the existing MS and SH programs, thus:

37.35 WTU's annually converts to 1.6 full-time faculty (FTEF) or 1.2 part-time faculty positions which would be needed if this proposal is approved.

The proposal states that in addition to the 1.6 FTEF and additional 3 WTU's per semester will be required for program coordination. The program should not affect other departments in regard to resources, the School "... should be able to provide staff and OE support..." to the program, and no unusual space or equipment needs are foreseen.

The proposal also states that the School is prepared to support the initial Spring staffing for the program out of the existing School resources. During Fall 1990/Spring 1991, and thereafter, the School will need a .8 position allocation per semester, (either through set asides or through the allocations generated by the additional FTE's), to permit the program to expand into its 4 semester sequence.

The Department feels that part of the 1.6 FTEF will be covered internally within the School because some enrollment shift will occur from the traditional program to the new combined one, which would allow less frequent scheduling of courses in the traditional program, as has occurred in the MS/LH credential.

III. TOTAL COSTS

It is projected that this proposal will require 1.6 full-time faculty positions to teach courses plus .25 full-time faculty positions for program coordination which means that this program will need at least 1.85 full-time faculty positions to work. The School will request .8 position and shall cover the additional needs through rescheduling.

FisA Com. Analysis 9/29/89: No Significant
Fiscal Impact

DEPARTMENT OF FOREIGN LANGUAGES - CSUS

MEMORANDUM

TO: Dr. M. Goodart, Chair
Curriculum Committee

Date: August 30, 1989

FROM: Claude Duval, Chair
Foreign Languages

Subject: Japanese Minor

Claude Duval

In answer to the very appropriate questions raised by the Fiscal Affairs Committee concerning the proposed Minor in Japanese, I am re-submitting a more clearly defined proposal which, I am confident, will accurately represent our academic objective for this important language.

The rewritten proposal is basically the same; the changes are mostly stylistic in content and form.

I do hope that the Curriculum and Fiscal Affairs Committees will give urgent attention to the proposal so that it may have the possibility of proceeding to its final approval along with the Chinese Minor proposal which has just been approved by the Academic Senate Executive Committee. Thank you for your consideration and assistance.

SEP 1989
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ACADEMIC AFFAIRS

cc: T. Yamanaka, A&S Associate Dean
A. Radimsky, Chair, Fiscal Affairs Committee
J. Barrera, Chair, Academic Senate
✓ J. Koester, Asst. VP, Academic Affairs
S. Hayashigatani, Prof. of Japanese
J. Crain, Director, Pacific Asian Studies

Proposed Minor in Japanese

Justification for the Minor program in Japanese:

There exists in the Department of Foreign Languages an aggregate of courses in Japanese, all but one (the newly proposed Japanese 110 "Introduction to Japanese Literature" scheduled to be offered Spring 89) already in place, which are designed to offer students the necessary language, literary and cultural knowledge and competency in Japanese to form a Minor worthy of the name.

In a recent survey (Spring 89) conducted by the Department of Foreign languages, 30 current students of Japanese are planning to obtain a minor in the language. Some of these students will petition for a Special Minor in Japanese insofar as they will be graduating within the 2 or 3 semesters. In recent years, 2 to 5 students complete a Special Minor in Japanese each year. A regular Minor, officially in place, will better serve the existing and growing demand in Japanese and will encourage more students to commit themselves to specializing in this important and critical Asian language.

This important step in developing a viable Japanese program for CSUS is taken in response to students' demands and needs and to realistic language requirements from other areas of the University such as International Business and Pacific-Asian Studies. It will also serve the critical, emerging instructional needs of Asian language programs in the secondary schools where competent students of Japanese, with at least a Minor, may be able to provide acceptable first year level teaching of the Japanese language.

The proposed Minor in Japanese:

The Minor in Japanese requires 12 units of upper division credit. The prerequisite lower-division language acquisition will generally be done through coursework, although a process to demonstrate equivalent competency is available for students who feel they are ready to begin upper division level courses.

Required core courses: (9 units)

Japanese 110	<i>Introduction to Japanese Literature</i>	(3)
Japanese 116A or Japanese 116B	<i>Language and Culture of the Japanese, part I</i> <i>Language and Culture of the Japanese, Part II</i>	(3)
Japanese 150	<i>Advanced Japanese Reading, Writing, Speaking and Grammar</i>	(3)

Electives: (3 units):

Japanese 116A or Japanese 116B	<i>Language and Culture of the Japanese, part I</i> <i>Language and Culture of the Japanese, Part II</i> (Whichever Part is not being taken for the core requirement)	(3)
Japanese 120	<i>Japanese Civilization</i>	(3)
Japanese 195	<i>Field work -Tutoring</i>	(1-3)
Japanese 199	Special Problems in Japanese	(1-3)

Allocation and Resource Needs:

With the deletion of Japanese 70 and the addition of Japanese 110 in its place, the Japanese program does not require additional courses. The existing lower division courses, without Japanese 70, provide the necessary intermediate competency required to enter upper division courses. The upper division offerings listed above make up an academically sound unit of coursework in Japanese language and culture. The minor requirements are very comparable to other Minors in the Department of Foreign Languages. While it is anticipated that some lower-division teaching will have to continue periodically to be handled by part-time, as has been the case for the past ten years, the present full-time faculty member in Japanese, Professor Shotaro Hayashigatani, is fully qualified and experienced to be responsible for the upper division offerings in the program.

The possibility of additional resources, whether we have a Minor or not, would very likely be needed at the first year Beginning Japanese level where demand continues to steadily grow. Each semester the program requires 4 to 8 units of part-time to handle the interest and the demand in Japanese. We have been able to offer two fully-enrolled (60+ total students) sections of 1A each fall semester since 1985; and this semester (F89), we were able to open a 3rd section of 1A, not funded by the University but from a special grant Professor Hayashigatani was awarded last spring from NEC Electronics Corporation, to accomodate the 80+ student demand.

The program will basically continue to operate as it has since 1985, i.e. one full-time faculty member and from 4 to 8 units of part-time as needed.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M

TO: Andrew Banta, Chair
Curriculum Committee

DATE: September 29, 1989

FROM: *Anne-Louise Radimsky*
Anne-Louise Radimsky
Chair, Fiscal Affairs
Committee

SUBJECT: Minor in Japanese

I have reviewed the program change proposal for the minor in Japanese. There does not seem to be any fiscal impact directly related to the new minor in Japanese. There is a potential need for additional resources at the lower division level, but it is related to increased demand for Japanese language courses rather than being due to the minor itself.

ALR/DP

cc: J. Koester, Interim Assistant Vice President
M. Robbins, Chair, Graduate Policies and Programs Committee
A. Williamson, Dean, Graduate Studies
J. Barrera, Chair, Academic Senate

OCT 1989
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CSU, SACRAMENTO
ACADEMIC AFFAIRS



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

SCHOOL OF ARTS AND SCIENCES
OFFICE OF THE DEAN

MEMORANDUM

April 26, 1989

APR 1989

TO: June Stuckey, Associate Vice President
Academic Affairs

FROM: Tohru Yamanaka, Associate Dean
School of Arts and Sciences

A handwritten signature in black ink, appearing to read "TY", with a horizontal line extending to the right.

SUBJECT: Certificates in English/Humanities and English/Drama Waiver
Programs

I am sending you two separate but related proposals for certificates of academic achievement in English/Humanities and English/Drama waiver programs. Both programs have existed for a number of years leading to a single subject credential in English but students were not recognized for their additional accomplishments in Drama or Humanities.

As stated in the proposals, students completing these waiver programs ordinarily major in one of the three disciplines, English, Drama, or Humanities, completing all of the stated requirements in that major. In addition they complete a focused study in one of the other disciplines from this group not taken as a major. Hence a student completing the English/Drama program may declare a major in English and complete the requirements for that major and then complete another 27 units in Drama. The additional achievement was not recognized because these approved waiver programs are not degree major programs. Approval of them as certificate of academic achievement programs will enable the students' transcripts to record their achievements officially.

These proposals have been endorsed in the approval process in the School of Arts and Sciences and also by the University Teacher Education Committee. I recommend their approval by the Academic Senate and Academic Affairs.

If you or the Senate committees have questions regarding these proposals, please ask me.

TY/ph

Enclosures

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM CHANGE PROPOSAL

Academic Unit: Humanities Date of Submission
to School Dean: March 21, 1989

Requested Effective Fall X Spring , 1989

Type of Program Change:	Required forms attached:
<u> </u> Modification in Existing Program	
<u> </u> Substantive Change	<u> </u> Form C
<u> </u> Non Substantive Change	<u> </u> no form required
<u> </u> Deletion of Existing Program	<u> </u> Form D
<u> </u> Initiation (Projection) of New Program	<u> </u> Form E
<u> </u> Implementation of New Program	<u> </u> Form F
<u> </u> Addition of New Minor, Concentration, Option, Specialization, Emphasis	<u> </u> Form G
<u> X</u> Addition of New Certificate Program	<u> X</u> Form H

Briefly describe the change requested and the justification for the change:

The Commission on Teacher Credentialing (CTC) approved waiver program in English/Humanities enables the student to qualify for a Single Subject Credential in English. Because students in this waiver program will ordinarily complete majors in English or in Humanities their transcripts do not show the completion of this waiver program. The program requires considerable breadth in another discipline beside the major. In order for the student to receive recognition for the additional course work to qualify for a teacher credential it is requested that the program be approved as a Certificate of Academic Achievement. This will make possible the recording of the title of the program in students' transcripts together with their major.

Transaction:

School Review Completed (date):
University Review Completed (date):
Chancellor's Review Completed (date):

Approvals:

Department Chair: *[Signature]*, English, *[Signature]*, Humanities Date: 4/3/89 4/7/89
School Dean: Date:
Associate Vice President-Curriculum: Date:

- III.A. 1. Departments of Humanities and English
2. English/Humanities waiver certificate
3. The proposal meets the guidelines because the program is to accomplish a specific task, i.e. that of satisfying the CTC requirements for subject matter competency in English/Humanities.
4. The program is needed to officially recognize the students' completion of an approved waiver (but a non-degree) program on the CSU, Sacramento transcripts of student records.
5. The program has been in existence since 1976 and was approved by CSUS and by CTC after extensive discussions and cooperation between the two departments. Additional consultation between the departments occurred in 1984 when the program was reviewed and revised to conform to the revisions in the California Administrative Code, Title 5 standards for the program and the modifications in the CTC guidelines.

6. Basic Core

English 40A, Introduction to British Literature, I	3
English 50A, Introduction to American Literature, I	3
English 140, Studies in British Literature	3
English 150, Studies in American Literature OR Humanities 164, American Culture, II	3
English 145B OR English 145C, Shakespeare	3
Humanities 105, Approaches to Humanities	3
English 110A, Linguistics and the English Language	3
English 120A, Advanced Composition	3
English 125A, Literature and Film for Adolescents	3
English 125B, Writing and the Young Writer	3
Traditional Grammar Requirement: --Pass English Department Traditional Grammar Exam OR --English 110J, Traditional grammar and Standard Usage	(3)

Total 30 - 33

Breadth and Perspective

Required Courses (12 units):

Humanities 10, Introduction to Humanities, I	3
Humanities 11, Introduction to Humanities, II	3
Humanities 70, Introduction to Asian Humanities	3
Humanities 137, Exploring World Religions	3

Total 12

Electives (12 units):

Choose four of the following courses:

Humanities 120, The Hebraic-Hellenic Background to Western Civilization	3
Humanities 130, Classical Mythology	3
Humanities 131, Medieval Culture	3
Humanities 139, World Mythology	3
Humanities 155, The Romantic Spirit	3
Humanities 166, The Modern Temper	3
Humanities 168, Major Interpretations of American Culture	3
Humanities 171, Introduction to the Eastern World	3
Humanities 174, Modern Japanese Literature and Culture	3
Humanities 176, Islamic and Arabic Culture	3
Humanities 180, The Film	3
Humanities 188, Fantasy and Romance	3
	<hr/>
Total	12

7. The waiver program advisors in the Department of English and in the Department of Humanities together with the curriculum committees of the two departments.
 8. The program is offered on a continuing basis.
 9. The number of students in the program will vary from semester to semester but all are candidates for a bachelor's degree offered at CSU, Sacramento with the majority majoring in English or Humanities. These students are nearly all candidates for the California single subject credential.
 10. Resources needed for the certificate programs are borne by the Departments of English and Humanities as parts of their on-going departmental activity in providing major, G.E., and service programs. Courses offered in this program are regular departmental courses in English and in Humanities. Departmental FTE and WTUs are not affected by the recognition of the existing program as a program for the certificate of academic achievement. No additional resources will be needed because of designating this program as a certificate program.
- IV. Administrative responsibility is shared by the two departments and coordinated in the Office of the Dean of Arts and Sciences.
- V. The certificate format is the same format used for other certificate programs in the School of Arts and Sciences.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM CHANGE PROPOSAL

Academic Unit: Theatre Arts Date of Submission to School Dean: March 21, 1989

Requested Effective Fall X Spring , 19 89

Type of Program Change:	Required forms attached:
<u> </u> Modification in Existing Program	
<u> </u> Substantive Change	<u> </u> Form C
<u> </u> Non Substantive Change	<u> </u> no form required
<u> </u> Deletion of Existing Program	<u> </u> Form D
<u> </u> Initiation (Projection) of New Program	<u> </u> Form E
<u> </u> Implementation of New Program	<u> </u> Form F
<u> </u> Addition of New Minor, Concentration, Option, Specialization, Emphasis	<u> </u> Form C
<u> X </u> Addition of New Certificate Program	<u> X </u> Form H

Briefly describe the change requested and the justification for the change:

The Commission on Teacher Credentialing (CTC) approved waiver program in English/Drama enables the student to qualify for a Single Subject Credential in English. Because students in this waiver program will ordinarily complete majors in English or in Drama their transcripts do not show the completion of this waiver program. The program requires considerable breadth in another discipline beside the major. In order for the student to receive recognition for the additional course work to qualify for a teacher credential it is requested that the program be approved as a Certificate of Academic Achievement. This will make possible the recording of the title of the program in students' transcripts together with their major.

Transaction:

School Review Completed (date): _____
University Review Completed (date): _____
Chancellor's Review Completed (date): _____

Approvals:

Department Chair: *[Signature]*, English *[Signature]* 4/14/89 Date: 4/3/89
School Dean: _____ Date: _____
Associate Vice President-Curriculum: _____ Date: _____

- III.A. 1. Departments of Drama and English
2. English/Drama waiver certificate
3. The proposal meets the guidelines because the program is to accomplish a specific task, i.e. that of satisfying the CTC requirements for subject matter competency in English/Drama.
4. The program is needed to officially recognize the students' completion of an approved waiver. (but a non-degree) program on the CSU, Sacramento transcripts of student records.
5. The program has been in existence since 1976 and was approved by CSUS and by CTC after extensive discussions and cooperation between the two departments. Additional consultation between the departments occurred in 1984 when the program was reviewed and revised to conform to the revisions in the California Administrative Code, Title 5 standards for the program and the modifications in the CTC guidelines.

6. Basic Core

Drama 102, Modern Drama in Production	3
English 40A, Introduction to British Literature, I	3
English 50A, Introduction to American Literature, I	3
English 50B, Introduction to American Literature, II	3
English 140, Studies in British Literature	3
One from English 145B, Shakespeare--Early Plays, English 145C, Shakespeare--Later Plays	3
English 125A, Literature and Film for Young People	3
English 110A, Linguistics and the English Language	3
English 120A, Advanced Composition	3
English 125B, Writing and the Young Writer	3
Traditional Grammar Requirement: --Pass English Department Traditional Grammar Exam OR --English 110J, Traditional Grammar and Standard Usage	(3)

Total 30 - 33

Breadth and Perspective

Drama 2, History of Theater--Greece to Restoration	3
Drama 3, History of Theater--Restoration to Pres	3
One from Drama 10A, Beginning Voice Theater Drama 30, Introduction to Oral Interpretation	3
Drama 11A, Acting Study, I	3
Drama 16, Stagecraft	3
Drama 20, Lighting	3
Drama 107, Directing	3

Drama 131, Style in Costume	3
Theater Literature Series	
One from Drama 104, American Theater	3
Drama 140, Black Theater Lit. & History	
Drama 149, The Playwright As Artist	
Drama 153, Contemporary British Theater	
Drama 170, Black Theater in African Continuum	
Drama 173A, Chicano Theater: Background --Legend and Ritual	
Drama 173B, Chicano Theater: Drama, Art and Life	
	<hr/>
Total:	27

7. The waiver program advisors in the Department of English and in the Department of Drama together with the curriculum committees of the two departments.
 8. The program is offered on a continuing basis.
 9. The number of students in the program will vary from semester to semester but all are candidates for a bachelor's degree offered at CSU, Sacramento with the majority majoring in English or Drama. These students are nearly all candidates for the California single subject credential.
 10. Resources needed for the certificate programs are borne by the Departments of English and Drama as parts of their on-going departmental activity in providing major, G.E., and service programs. Courses offered in this program are regular departmental courses in English and in Drama. Departmental FTE and WTUs are not affected by the recognition of the existing program as a program for the certificate of academic achievement. No additional resources will be needed because of designating this program as a certificate program.
- IV. Administrative responsibility is shared by the two departments and coordinated in the Office of the Dean of Arts and Sciences.
- V. The certificate format is the same format used for other certificate programs in the School of Arts and Sciences.

AS 89-54/RSAC PRESIDENT'S AWARD FOR SCHOLARLY ACHIEVEMENT

The Academic Senate recommends the establishment of a President's Award for Scholarly Achievement, as follows:

The purpose of this award is to recognize and honor one faculty member each fall for significant contributions in research or creative activity made within the previous one to three years. In addition to the recipient of the award, up to two faculty members may also be awarded Honorable Mention. Unlike the Outstanding Scholar awards, which tend to be given for the accumulated contributions of a lengthy career, the emphasis here is on work done within a short time span--by either new or veteran faculty members.

The recipient of the award shall present a lecture which will allow both public recognition of distinguished work and the opportunity for fruitful exchange of ideas among peers.

Nominations may be made to the Office of Research and Sponsored Projects, either by the individual or by a colleague, and should take the form of a letter describing in detail the candidate's recent accomplishments and offering any other pertinent information. The Committee for Research and Scholarly Activity will then ~~select~~ recommend the recipient on the basis of the letter of nomination, the record of accomplishment, and any supporting materials that have been supplied. Supporting materials (copies of books, articles, etc.) for candidates who become finalists will be requested by the Committee if none have been forwarded. Evidence of excellence will include such factors as dissemination in refereed forums, or evidence of broad (national, international) recognition among knowledgeable peers--supplied, for instance, in the letters of recommendation.

5-11-89 Carried.

7-17-89 President approved with modification noted by ~~strikeout~~ and underline.

The President
Sacramento, CA 95819-2694
(916) 278-7737
FAX # (916) 278-6959

October 2, 1989

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

OCT 2 1989


Academic Senate Received
419

California State University
Sacramento



M E M O R A N D U M

TO: Dr. Juanita Barrena
Chair, Academic Senate

FROM: Donald R. Gerth 

Attached is a proposal for an "Interim Advisory Council on Integration of Student Services and Academic Affairs."

I would like to ask for your comments and recommendations for faculty appointments.

Thank you.

DRG/hd

cc: Vice President Burger
Dean Moulds
Associate Vice President Stuckey
Dean Wayne

Attachment

INTERIM ADVISORY COUNCIL
ON
INTEGRATION OF STUDENT SERVICES AND ACADEMIC AFFAIRS

I. Purpose Statement

The purpose of the Advisory Council is to advise the leadership of Academic Affairs and the Divisions of Undergraduate Studies and Educational Support Services and Student Affairs on ways to promote University goals of 1) integrating more fully the delivery of academic programs, educational support services, and student development and advocacy services, 2) improving basic educational support services, 3) improving the retention and graduation rate of all students and particularly those in underrepresented classes, 4) achieving the desired enrollment level and diversity of students within our academic programs, 5) improving the campus environment, making it more people friendly and conducive to learning, 6) achieving a mutually supportive relationship between the faculty and student services professionals in meeting the goals outlined, 7) maintaining a participatory and collegial governance system consistent with system-wide and contractual policy.

II. Recommending Relationship

The Council reports to Academic Vice President through the Deans (Heads) of the Divisions of USESS and Student Affairs. Recommendations for actions or procedural changes will be made to the appropriate Dean/Head with informational copies to the Academic Vice President. Recommendations dealing with policy issues shall be made directly to the Academic Vice President for consultation with appropriate campus bodies.

III. Charge

The Council is charged with initiating its own agenda as it applies to goals outlined in the above purpose statement. The Council is also to respond to issues or concerns related to its purpose as identified by the Academic Vice President, the Dean of Student Affairs, the Head of USESS, or campus consultative bodies. The Council may initiate studies of its own or request the Academic Senate, the Council of Deans, the Associated Students, or other appropriate bodies to initiate studies and actions.

IV. Membership

This membership is to be composed of six faculty recommended by the Academic Senate in consultation with the appropriate Academic Dean--one from each of the Schools and the Library--six student services non-administrative professionals recommended by procedures developed in those units--two from the Outreach/Recruitment and Enrollment Services component, two

from the Retention component, and two from the Student Affairs area--three students--a lower division student, an upper division student and a graduate student--appointed according to the normal procedures, a member chosen from the Academic Deans or Associate Deans, and one other administrative appointee of the Vice President for Academic Affairs. Membership on the Advisory Council shall be for a staggered three-year term determined by lot. The Chair of the Council shall be elected yearly from its membership.

9-20-89

HIRING OPPORTUNITY GROUP REPORT

FACULTY DIVERSITY PROGRAM

The Hiring Opportunity Group recommends establishing a Faculty Diversity Program to facilitate the recruitment of minority and women faculty in disciplines where minorities and/or women are underrepresented relative to the ethnic/gender composition of our student body and service area. For purposes of this program, the term "minority" includes individuals with the following ethnic backgrounds: Asian; Black or African-American; Hispanic, particularly Mexican-American; and Native American. This program, focused upon minority and female faculty, is a supplement to the University's normal faculty recruitment policies and procedures and does not replace those policies/procedures or our continuing Affirmative Action efforts which include the disabled and Vietnam-era vets. The program is initially established on a pilot basis for a period of three years under the direction of the Vice President for Academic Affairs. This program has two (2) components: first, an enhanced recruitment effort and, second, an opportunity appointment pool. The diversity program will be evaluated on an ongoing basis by the Office of Faculty and Staff Affairs with periodic review by the Academic Senate's Affirmative Action Committee. An annual report with recommendations for modifications, if any, shall be forwarded by the Office of Faculty and Staff Affairs to the Vice President for Academic Affairs for consultation with the Academic Senate.

Recruitment Efforts

Funds will be set aside to assist schools and departments in their efforts to recruit and retain minority and women faculty. In 1989-90 the total dollars available for faculty recruiting should amount to a minimum of \$125,000. In subsequent years this amount should be increased. Funds available over the 1988-89 recruitment level of \$35,000 shall be focused on efforts to enhance recruitment of diversity candidates. These additional funds are to be made available to the schools after completion of an approved hiring recruitment plan. Such efforts would include:

Recruitment Activity

1. Recruiting teams sent to other universities/colleges and industry.
2. Recruiters sent to professional and other conferences.
3. Defraying cost of special placement ads.

Incentives

1. Augment school/department funds to bring candidates to campus.
2. Assist in paying relocation expenses.
3. Fund partially research or special equipment needs.

Opportunity Appointment

Each year a limited number of new faculty positions identified for opportunity appointments will be held aside (not allocated to the schools in the usual manner) for tenure track appointments for possible use in this program. If the positions are not used by July 1, they may be allocated to schools at that time. All unused positions will be used to support instruction.

A target of seven (7) positions is recommended for this Opportunity Appointment program for 1989-90 for appointments beginning teaching in the 1990-91 academic year.

Procedures

1. Announcements describing the program will be sent to each school and department.
2. Examples for allocating full or partial positions include:
 - A department finds two (2) underrepresented minority and/or women candidates for one advertised position; a second position could be given to provide for hiring both underrepresented minority and/or women candidates instead of one.
 - During a regular recruitment effort, a department identifies a candidate whose academic specialty does not adequately match that specified in the advertised position.
 - Positions could be used to assist in bringing to campus a visiting professor for a semester, year, or two (2) years.
 - In offering a higher salary to a desired candidate, a partial position could be used to assist in covering the difference between the actual salary level and the vacant position rate.
 - Partial positions could be used to provide assistance where needed to reduce the teaching assignment of diversity hires during their first year.

3. Requests for positions and funds must be initiated by the department and be recommended for approval by the school Dean before forwarding to the Vice President for Academic Affairs who will review the reasons for the request. Among the factors considered will be the qualifications of the candidate(s), the current ethnic and gender composition of tenure track faculty in the department and the school, the candidate's area of specialization, the long-term needs of the school and department, the number of probationary appointments in recent years, the number of positions filled in part-time or lectureship, and anticipated faculty allocation.
4. In some cases, an opportunity appointment may result in a temporary over-allocation of faculty positions to a particular department for a specified period of time. Usually, if a department is given an additional position, it is with the understanding that by the second or third year it becomes part of the normal departmental allocation when FTEF are calculated under a faculty allocation model.

APPENDIX A

ACADEMIC PROGRAM REVIEW SELF-STUDY DOCUMENT

Department/Program of: _____

Date: _____
(Semester in which the Self-Study is being prepared.)

I. Data Base Information

A. University Supplied Data

The following data derived from central sources are provided to the program under review. Please examine the data and comment on any of the following items that you believe need additional explanation. All these data, together with any comments, are to be included with the rest of the Self-Study Document when it is submitted to the School Dean.

1. Recommendations from last program review. (Please indicate how your department responded to each of the recommendations directed to it. How did administrators and other units on campus respond to recommendations directed to them?)
2. Program Planning Profiles.
3. University Planning Committee Statement of Program Priorities.
4. Results of opinion polls of faculty, students, and recent alumni.
5. Current Report of Ethnicity and Gender Distribution.
6. Grading distribution for past two years.
7. Percentage of majors who pass the writing proficiency exam compared to the pass rate of other majors. If the pass rate for your department is lower than the university average, please indicate why you think your majors do not do well on this exam.
8. List of currently approved courses offered by the unit and the enrollment generated by the courses over the past two years.
9. Library holdings and expenditures.

B. Program Supplied Data

The program under review is asked to supply the following data:

1. How many FTEE are on soft (grant) money?
2. Evaluation of the programmatic role of each course: Code the supplied currently approved course list (Item 8, above) according to the function of each course: MA for major, MI for minor, E for elective in degree program, GE for General Education, S for service for other degree programs, C for credential requirement.

Then evaluate each course according to its programmatic value with either R for retain, M for modify, D for delete. Course Change Proposals are to be attached for courses identified for modification or deletion.

3. Provide copies of any materials, other than catalog copy and program planning guides, that you distribute to prospective or current students.

II. Program Review Questions

The program under review is asked to respond to the following questions using this format, but not these sheets, to answer each question. Each section of questions begins with a brief statement of the Western Association of Schools and Colleges' accreditation standards appropriate to the section's topic. The standards are the basis of the Consultant's and Review Team's evaluation of academic programs. Your responses to the questions should provide sufficient information to allow the reviewers to make substantive statements about how well your programs are meeting the standards. However, if you determine that additional information is needed to provide an accurate reflection of the qualitative or quantitative aspects of your programs, you may expand particular questions or add comments at the end of this document. Please include an index in your self-study document.

- A. Objectives and Priorities — Standard: clearly identified objectives and priorities appropriate to the academic unit's role in fulfilling the mission of the University.
 1. What are your academic unit's objectives for the next five years? You may use the information prepared for your Unit Plan.
 2. How does your academic unit develop its objectives? How are the faculty involved in developing and approving the objectives?
 3. Please rank in descending order of priority the following instructional functions as your unit now performs them:
 - _____ Provide liberal arts and/or general education.
 - _____ Provide undergraduate educational preparation through majors, minors, options, concentrations, and special emphases. Please rank in descending order of priority any options, concentrations, and special emphases you offer. (An option, concentration or special emphasis requires University approval and is defined as "an aggregate of courses within a degree major designed to give a student a specialized knowledge, competence, or skill.")
 - _____ Provide core courses within school/division.
 - _____ Provide service function for other programs.

Provide graduate study through the master's degree. Please rank in descending order of priority any options, concentrations, and special emphases you offer.

Provide professional/pre-professional training (e.g., teacher education, pre-law).

Provide extended education, consortium, off-campus, or external degree programs.

Provide in-service training for those currently employed.

Other (please identify).

4. If your ranking of priorities differs from that indicated by the University Planning Committee (see item 3 of the University Supplied Data), why is this the case?

B. Policy Making and Administration -- Standards: appropriate placement of an academic unit within the University's administrative structure; an internal administrative structure permitting effective decisions about the unit's policies and active involvement of the faculty in deliberations about the unit's affairs.

1. Is your department satisfied with its placement in the University's administrative structure? If not, please explain.
2. Summarize the administrative structure of your unit, including the role played by committees.
3. In general, how does your unit plan its programs and course offerings?
4. How does your unit decide which courses in particular to offer in a given semester? Please attach a copy of your two-year projection of course offerings.
5. How does your unit decide who will teach particular courses in a given semester?
6. How does your unit avoid duplication of curriculum with other academic units?
7. What means do you use to incorporate student views into your curriculum planning?
8. How were the faculty and students of your academic unit involved in formulating the answers to this questionnaire?

C. Educational Programs -- Standards: educational programs that are clearly defined, coherent, academically sound, and consistent with the academic unit's purposes and its academic and financial resources; undergraduate programs having adequate provision for and requirement of liberal education beyond satisfaction of University General Education requirements; graduate programs having appropriate and clear admission standards and conforming to University policy regarding the application of undergraduate coursework and the requirements of core courses; course offerings sufficient to support each approved program, with adequate quality and enrollment to justify their continuation; provisions for student evaluation of courses in conformance with University policy; a pattern of grading reflecting the varying achievements and abilities of students and consistent with University-wide patterns; establishment, staffing, advertisement, evaluation, and support of off-campus, consortium, and extended education programs and courses that reflect the same standards as those applied to on-campus programs and courses.

UNDERGRADUATE PROGRAM

1. How is your undergraduate program(s) structured? (Be sure to include the core, approved options, concentrations, and advising tracks.)
2. Briefly indicate how the structure of your program(s) ensures that your majors will acquire the knowledge and skills essential to your discipline.
3. What criteria do you use to determine what courses will be offered as electives in the major in your department?
4. Are your course offerings reviewed on a regular basis to determine if they fulfill the purpose for which they were designed? If so, please describe the process.
5. What would your department like to do to improve its undergraduate program within the next five years? (You may use the information prepared for your Unit Plan.)
6. Is the current enrollment sufficient to permit scheduling all undergraduate courses at least once every two years and to maintain the options and specializations in the program?
7. If the enrollment in required courses for your program is barely sufficient or insufficient, are there other compelling reasons for retaining the major, options, or concentrations?
8. Are there significant developments in your discipline that are not represented in your undergraduate program(s)? Should they be represented in order to maintain or improve the quality of your program(s)? If so, what changes would have to be made in your current program(s) to incorporate these developments?

GRADUATE PROGRAM

9. Describe your graduate program(s). Include the core requirements, approved options, concentrations, advising tracks, and anything else you think is important. (Include a description of the requirements for theses, projects, culminating experiences, etc.)
10. Briefly indicate how the structure of your program(s) ensures that your majors will acquire the knowledge and skills essential to your discipline.
11. What criteria do you use to determine what courses will be offered as electives in your graduate program(s)?
12. Are your graduate course offerings reviewed on a regular basis to determine if they fulfill the purpose for which they were designed? If so, please describe the process.
13. What would your department like to do to improve its graduate program within the next five years? (You may use the information prepared for your Unit Plan.)
14. Is the current enrollment sufficient to permit scheduling all graduate courses at least once every two years and to maintain the options and specializations in the program?
15. If the enrollment in required courses for your program is barely sufficient or insufficient, are there other compelling reasons for retaining the major, options, or concentrations?
16. Are there significant developments in your discipline that are not represented in your graduate program(s)? Should they be represented in order to maintain or improve the quality of your program(s)? If so, what changes would have to be made in your current program(s) to incorporate these developments?
17. How does the department decide which culminating requirement is most appropriate to a student's course of study?

OTHER ACADEMIC FUNCTIONS

18. In what certificate programs does your unit participate, and what are their objectives?
19. Describe the effect of the University general education requirements upon your unit's undergraduate programs and enrollment.
20. If your unit performs a service function, indicate the departments or programs primarily served, the courses involved, and the nature and extent of the service rendered. What means do you use to evaluate the adequacy of the service?

21. What community in-service needs do your programs or courses satisfy?
 22. Describe your academic unit's involvement in off-campus, consortium, and extended education programs and activities.
 23. What does your unit do to assure that off-campus, consortium, and extended education courses and instructors are formally approved and that they conform to the same standards applied to on-campus programs?
 24. What unique local resources or advantages strengthen your programs? What unique local problems impair the effectiveness of your programs?
 25. What, if any, effect do competitive programs offered by this institution or other institutions in the area have upon your curriculum, faculty, and enrollment?
 26. What criteria does your academic unit use to decide whether to designate a course as lower division, upper division, or graduate?
 27. What criteria do you use to determine which courses will be evaluated by students? How do you use the results of the student evaluations? Please attach a copy of your student evaluation form.
- D. Faculty -- Standards: faculty qualified by training and experience and adequate in numbers and diversity to offer the unit's academic programs; regular review of faculty members' professional performance in conformance with University policy; a record of personnel decisions in conformance with the University's affirmative action policies.
1. Summarize the academic preparation of your faculty, including the number of doctorates and master's degrees and the areas of specialization (include part-time faculty). Describe the geographic distribution of institutions from which your faculty hold terminal degrees.
 2. Are there faculty within the Department that are not teaching in their primary area of specialization? If so, how many and why?
 3. Describe your faculty's scholarly and creative activities. To what extent have these activities been supported by the University; i.e., research grants, assigned time, etc.
 4. In what field? In the field?
 5. Is your faculty sufficiently diverse in specialization to offer the department's academic program?

6. To what extent have members of your unit retrained to teach courses within or outside your department? To what extent are they teaching courses for which they've retrained?
7. To what extent has your unit retrained members of other departments to teach your courses? To what extent are they teaching courses for which they've retrained?
8. Describe the effect of your unit's current Student-Faculty Ratio upon your academic programs.
9. What provision does your unit make to cover coursework normally taught by faculty on leave or by those who resign or retire?
- E. Library and Other Learning Resources -- Standard: acquisition, maintenance, and management of library, media, computer, and other learning resources adequate to support the academic unit's instructional programs.
1. Assess the strengths and weaknesses of CSIS Library holdings and services in your field. What improvements do you recommend?
 2. Assess the strengths and weaknesses of CSIS media holdings, services, and facilities in your field. What improvements do you recommend?
 3. Does your unit use the services offered by the Computer Center? Does your unit have its own computer facilities? Assess the strengths and weaknesses of CSIS computer and laboratory facilities and services to support your program.
- F. Educational Equity/Affirmative Action -- Standards: effective educational equity strategies systematically employed in attracting, retaining, and graduating underrepresented students; effective affirmative action strategies systematically employed in the recruitment and hiring of faculty; appropriate weight given to educational equity activities of faculty in ARIP considerations.
1. Describe and evaluate your unit's educational equity activities in recruitment, retention, and graduation of underrepresented students.
 2. Describe the ethnic, multicultural, and gender distribution of faculty and indicate how closely this distribution represents the ideal for the department.
 3. Describe and evaluate your unit's efforts to attract, hire and retain underrepresented faculty.
 4. How are educational equity activities of your faculty included in the unit's ARIP considerations?

G. Student Services -- Standards: well-defined and effective academic and career advising programs; clearly defined articulation agreements with community colleges.

1. What does your unit do to provide academic advising for its students?
Undergraduate:
Graduate:
 2. What does your unit do to provide career advising for its students?
Undergraduate:
Graduate:
 3. What assistance do you give graduates of your program (baccalaureate and masters level) to obtain employment?
 4. What are the short-term and long-term job prospects for graduates of your undergraduate and graduate programs? What are the local demands for graduates of your program as employees?
 5. Are you satisfied with the articulation agreements with community colleges? What is your unit doing to encourage transfer students to enter its program? What proportion of your majors are transfer students?
 6. Are transfer students adequately prepared to succeed in courses offered by your unit?
Physical Resources -- Standard: acquisition, maintenance and management of physical resources adequate to support the academic unit's instructional programs.
1. Assess the quality of program equipment and identify major replacement or new equipment needs over the next five years. Indicate when possible the life expectancy of replacement equipment and priority ranking of new equipment needs.
 2. What changes or improvements should be made in your physical plant, facilities, and equipment in order to maintain your program effectiveness? What, within the realistic limits of the University budget, could be done in this area to enhance your program effectiveness? What should be attempted or done through University development efforts (non-state funds)?

3. If additional budgetary and space allocations are necessary to accomplish these objectives, specify the nature of the need and the request. Attach a copy of the last three budget allocations.

Undergraduate:

Graduate:

- I. Financial Resources — Standard: financial planning, resources, and management adequate to support the academic unit's instructional programs.

1. Describe the extent to which the current budget for operating expenses, travel, equipment, and clerical-technical staff is adequate to support your unit's instructional programs.
2. What realistic actions might be taken at the University level to strengthen or improve your unit's program effectiveness?
3. Describe what additional financial support, outside of state funds, your unit has received in the last five years. Describe any current efforts to obtain such support.

II. Supporting Documentation

The unit under review shall prepare two sets of the following documentation in support of its program review. These sets shall be maintained as follows:

- (1) One set shall be filed with the Program Review Team to be maintained in its office (Adm. 234). This set will be returned to the Department after the review is completed.
 - (2) One set shall be filed with the Program Review Team to be forwarded to the Consultant prior to the Consultant's site visit. (Exception: If the unit under review has recently provided such documentation as part of an accreditation self-study, this second set need not be filed separately.) This set will be returned to the Dean's Office after the review is completed.
- A. A Vita for each of your faculty members (including part-time and temporary lecturers, as well as regular tenure track faculty). The Vita should include a list of the following data for at least the last five years:
1. Scholarly and/or creative activity, including publications, work in press, musical, artistic, and theatrical performances, and other appropriate professional activities.
 2. Grants and/or contracts received during the past five years.
 3. Invited papers delivered in the past five years.

4. Fellowships, grants in aid, or innovative grants received in the past five years.
5. New courses introduced in the past five years.
6. Professional awards and honors.
7. Consulting work.
8. Retraining in other specializations or disciplines.
9. Participation in national/regional professional activities.
10. Campus committees served on.
11. Community service related to your academic field.
12. Other related academic activities.

- B. A departmental course outline or, in the absence of a departmental course outline, a recent or current syllabus from each instructor teaching a given course, for all courses.

Please note that the vitae and the course outlines form an important part of the materials which will be made available to the outside consultant in fields where accreditation is not customary, and that the consultant will be instructed to review these documents prior to arrival on campus. Delay in submission of these documents may seriously delay or impede the program review process which may in turn delay or impede approval or reappraisal of degree programs.

IV. Other materials

During the review process the consultant and/or the review team may request to see exam questions from various classes and samples of student work. The department should have such materials on hand, or work out a procedure which will ensure the consultant and review team access to the material while the consultant is on campus.

Fall, 1988

APPENDIX B

STANDARDS FOR LENGTH OF PERIOD OF APPROVAL
IN THE REVIEW PROCESS

The normal period of approval for a program undergoing campus review is six years.

The following definitions are adopted for approval of programs:

1. **Unconditional Approval:** recommendation that the program be approved for the full duration of the cycle or until the next review.
2. **Conditional Approval:** recommendation that the program be approved for less than a full cycle, subject to the fulfillment of specified conditions. Once these conditions have been met, and upon favorable review by the appropriate curriculum committee(s), unconditional approval will be recommended for the remainder of the cycle or until the next review.

Among the situations which may warrant conditional approval are:

1. Problems brought about by rapid changes:
 - a. declining enrollment
 - Are there too many options for too few students?
 - Is the program overfunded or overstaffed?
 - Is the program still viable?
 - Is there repeated low enrollment in a significant number of classes?
 - b. rapidly increasing enrollment
 - Are all components of the program still being satisfactorily supported; e.g., advising, computer, library, media, etc.?
 - Is the program still coherent and complete, or do new options need to be considered?
 - Are there sufficient facilities in the department, school and/or campus to support the program?
 - c. impending retirement of faculty
 - Do the mission and goals of the program need to be reevaluated before new faculty are hired?
 - How can the new hiring taking place enhance the program?
 - d. changes external to the program
 - Should the mission of the program change, given other changes taking place on campus?
 - Do significant new developments imply a need for reevaluation of departmental offerings?

2. Lack of response to recommendations from previous reviews.
3. In addition to the above, significant problems identified by the review team and external consultant in some of the following areas:
 - a. undergraduate and graduate advising procedures that are not consistent with school and university practices; or evidence that advising is not sufficient for students in the major;
 - b. grading patterns that are out of line with typical practices in the school and university;
 - c. course syllabi which reflect a lack of rigor (e.g., lack of currency in course material; simplistic exams; inappropriate grading methods; inadequate reading and writing requirements);
 - d. faculty teaching courses for which they are not sufficiently prepared;
 - e. course syllabi and materials which do not require the quantity and quality of student work typically expected by normal practices in the school and university;
 - f. Lack of clarity among the faculty of the department with respect to departmental goals and objectives;
 - g. a structure to the major which is inconsistent with similar major programs at other institutions or which is inconsistent with typical practices in the school or university;
 - h. a loss of professional accreditation.
4. Other serious factors, identified by the program review team as needing top be addressed within a time frame less than six year.

APPENDIX C

REVIEW TEAM COMPOSITION GUIDELINES

A. Selection of Review Team Chairs

The nominating committee will consist of the Vice President for Academic Affairs or designee and the chairs of the Graduate Policies and Programs Committee and the Curriculum Committee.

The committee will be convened by the Associate Vice President for Academic Affairs. Members of the committee will suggest candidates for vacated chair positions. Consultation with current and former Review Team Chairs and other appropriate persons will usually be included in this process.

The Associate Vice President for Academic Affairs will be responsible for contacting nominees to determine their interest and availability.

The committee will then submit its final recommendations for approval by the Graduate Policies and Programs Committee and the Curriculum Committee.

B. Selection of Review Teams

1. Review teams will consist of a review team chair, and one member appointed by each of the following committees: Curriculum, Graduate Policies and Programs (GPPC), and Fiscal Affairs. There shall be no more than one non-faculty representative on any review team. The Associate Vice President for Academic Affairs will be a non-voting, ex officio member of all review teams. Other administrators serving on the Curriculum, GPPC, or Fiscal Affairs Committees may be appointed by the committee on which they serve as a non-voting, ex officio member of a review team.

2. Review team members are to be drawn from units other than the one being reviewed.

3. At least one member of the team should be from a professional school, and one member from Arts and Sciences.

4. No more than one faculty member from a department or unit (unit is not to be defined as a school) shall serve on a review team.

5. The school having programs reviewed may appoint one faculty member as a voting member to the review team, provided that the appointee is not from the unit being reviewed or is not otherwise involved in the program.
6. Members of the Curriculum, GPPC, and Fiscal Affairs Committees will indicate their preferences for review team assignments. The Associate Vice President and the chairs of the Curriculum, GPPC, and Fiscal Affairs Committees shall confer and make the final assignments.
7. Appointed members of review teams may disqualify themselves from service if they believe there may be a conflict of interest in serving.
8. Units being reviewed may request a change in membership of a review team if the unit presents reasonable cause.

UNIVERSITY-WIDE ACADEMIC PROGRAM REVIEWS

endorsement of the report will be attached to the team's report before final distribution to the reviewed unit and others on the distribution list. Along with the team's report, the committees' endorsement and reasoned exceptions, go the committees' commendations, recommendations and Senate action items. Departments who choose to do so, may file a final response to be appended to the Review Team's final document.

Academic degree programs are normally scheduled for review at least once every six years, and summaries of program review findings must be forwarded annually to the Chancellor's Office. These recommendations become the basis for the preparation of the CSU Academic Master Plan which authorizes each campus to offer specific degree programs.

Board of Trustees regulations require that every academic unit be reviewed on a regularly scheduled basis. For this review each academic unit prepares a self study of its academic programs. These self studies are to conform to a common University format and utilize data supplied by the University for program planning and evaluation.

The self studies are forwarded to the School Dean who, according to school policy, examines them and, in consultation with appropriate school committees, makes recommendations concerning program offerings to both the academic unit and to the Vice President for Academic Affairs through the Associate Vice President for Academic Affairs.

After the school has reviewed the programs, the self studies are forwarded to the Vice President's office for conveyance to the Academic Senate Curriculum and Graduate Policies and Programs Committees. These committees, through specially appointed review teams, conduct the University-wide-level academic program review.

The Team examines the unit's self study and other relevant materials, conducts interviews, gathers additional information including seeking expert opinion as necessary from outside consultants. As a result of this study, the Team prepares, originally in draft form and then in final form, a detailed substantive report reflecting both qualitative and quantitative aspects of all programs offered by the unit.

The Chair of the Review Team is responsible for the preparation, submission and interpretation of review reports, together with any minority findings, to the Academic Senate Curriculum Committee and the Graduate Policies and Programs Committee, and acts as a non-voting consultant when the Review Team's report is under consideration.

At the same time as the Review Team's draft report is submitted to the committees, it is also forwarded to the unit whose program(s) is being reviewed. The unit is given two weeks to respond to the report, correct inaccuracies in fact or data, and take reasoned exception to judgments or conclusions drawn. After receipt of the unit's response, the Academic Senate Curriculum and Graduate Policies and Programs Committees shall study the report and unit's response, make further investigation, and instruct the Review Team as to suggested additions, deletions, or modifications to the draft report. After the Review Team receives the comments from the unit involved and the two committees, it prepares its final review report for resubmission to the committees.

No sooner than one week after the Academic Senate Curriculum Committee and the Graduate Policies and Programs Committees receive the Team's final review report, each of these committees will move to adopt the report either fully or with reasoned exceptions. The committees' separate

SECTION VII

POLICY RELATING TO UNDERGRADUATE AND GRADUATE DEGREE PROGRAMS

The University structures its academic degree programs in such a way that sufficient breadth and depth experiences are required to ensure maintenance of degree objectives. In the Bachelor of Arts programs, primary degree objectives are 1) to provide the student with a balanced and coherent liberal arts education that expands one's knowledge and appreciation of the world and enhances his or her ability to deal constructively with life's experiences; 2) to provide the student with appropriate content, methodology, applications in a recognized discipline sufficient to support entry into related vocations or advanced study, or to enhance one's own personal knowledge or skill. The liberal arts function is provided through the University's general education program and related liberal arts electives. The second function is provided by academic major and minor requirements.

Bachelor of Arts Degree majors require a minimum of 24 upper division units and are limited to 48 units in the major field, including lower division prerequisites. The comprehensive liberal studies degree program which includes both major and general education requirements is currently exempt from the 48 unit limitation. Exemptions to the unit limitation are granted only upon the recommendation of the Academic Senate's Curriculum Committee and approval of the School Dean and the Vice President for Academic Affairs.

The Bachelor of Science Degree has the same primary objectives as the Bachelor of Arts Degree but is grounded in scientific methodology and emphasizes applications in a wide range of technical and professional fields. Bachelor of Science majors require a minimum of 36 upper division units, and are limited to no more than one half the total degree unit requirements in the major field, inclusive of both lower and upper division units, but exclusive of co-requisite requirements. Exemptions to the unit limitation of Bachelor of Science programs are made in the same fashion indicated for Bachelor of Arts programs.

The Bachelor of Music carries the same primary objectives as the other baccalaureate degrees, but is more structured and prescribed in major content in order to meet specific professional goals. The Bachelor of Music degree requires 132 units. The total number of units required for the major (including all prerequisites and corequisites not included in the General Education program) may not exceed the difference between 132 and the number of units specified in the General Education program.

Graduate study is designed to advance knowledge and competencies in specific content areas of individuals holding baccalaureate degrees. It is presumed those engaging in graduate education possess the requisite undergraduate preparation in the liberal arts and appropriate discipline areas to support scholarly discourse and activity. Students found

CALIFORNIA STATE UNIVERSITY,
SACRAMENTO

Policies and Procedures

for

Initiation, Modification, Review and Approval

of

Courses and Academic Programs

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inefficient in undergraduate foundation preparation may be denied graduate admission or required to take additional undergraduate work to qualify for classified graduate standing.

The Master of Arts Degree, an extension of the Bachelor of Arts Degree, is grounded in liberal traditions and directed toward the mastery or application of specific content material. Degree programs are designed to prepare individuals for entering related career fields, doctoral programs or other professional areas of study. Master of Arts programs are limited to a 30-unit requirement, exclusive of qualifying undergraduate prerequisites, including units associated with the culminating experience.

The Master of Science Degree, an extension of the Bachelor of Science Degree, is grounded in liberal traditions, scientific methodology, and is directed toward the mastery or application of scientific or technological principles in specific content areas. Degree programs are designed to prepare individuals for entering related career fields, doctoral programs or other professional areas of study. Master of Science programs are limited to a 30-unit requirement, exclusive of undergraduate prerequisites, including units associated with the culminating experience.

Master's degrees in designated professional fields such as Business Administration (MBA), and Social Work (MSW) are designed to prepare individuals to enter specific career fields. These degree programs commonly considered training for practitioners in the field are grounded in liberal traditions, with appropriate foundation study in related arts and science curricula necessary to support the acquisition of professional knowledge and skill in the specific content area. Master's programs in designated professional areas are limited to a 60-unit requirement, exclusive of undergraduate prerequisites, including units associated with the culminating experience.

Exemption from the unit limitation for Master's Degrees are made only upon the recommendation of the appropriate school/division, university review bodies, School Dean/Division Chair, Vice President for Academic Affairs, approval of the President with the concurrence by the Chancellor. Current exceptions are the interdisciplinary Master of Arts program in International Affairs with a limitation of 48 units, the Master of Science program in Counselor Education with a limitation of 60 units, and the Master of Arts program in Speech Pathology and Audiology which exceeds the maximum by 1-3 units.

Students seeking a second master's degree must offer at least 51 units total for both degrees when each degree is a 30-unit program. Comparable totals may apply proportionately when degrees of more than 30 units are involved. Basic requirements for level of courses, culminating requirements, residency, and other university rules apply to all second master's students.

Undergraduate degree programs are expected to include at least five courses with no fewer than fifteen units that are common to the degree program. Graduate degree programs are expected to include at least three courses with no fewer than nine units, excluding independent study, field work, and the culminating experience, that are common to the degree programs.

To maintain program viability, graduate programs are to be scheduled so that enough courses are offered to insure completion of a 30-unit program within two academic years. As a standard, graduate programs shall offer each year the nine units common to the degree program and at least nine units of degree applicable course work. Over a two year period, 18 units of 200 level courses shall be offered, exclusive of supervisory units, and these units shall not include repeated offerings of the same course. The offerings should be varied enough to allow, and the scheduling pattern should permit, students to take at least 27 units of degree applicable course work, exclusive of supervisory units, over a two year period. Consideration shall be given to the diverse nature of programs and courses when evaluating program and enrollment viability. Graduate programs whose enrollments do not support consistently the offering of this scheduling pattern may be discontinued or admission to the program may be suspended upon the recommendation of the Graduate Policies and Programs Committee after a formal review of the program. Such program reviews, unless otherwise scheduled, normally take place every five years.

Developed by University Planning Committee: Spring, 1980

Approved by President: Summer, 1980

Approved by Chancellor's Office: 12-2-80

Revised and Approved by Graduate Policies and Programs Committee: 10-11-82

Revision Approved by Academic Senate: 11-10-82

Revised and Approved by Academic Senate Curriculum Committee: 11-21-83

Policy Approved by Academic Senate: 12-14-83

ACADEMIC PROGRAM REVIEW SELF-STUDY DOCUMENT

DEPARTMENT/PROGRAM OF: _____

Date: _____
(Semester in which the Self-Study is being prepared.)

I. Data Base Information

A. University Supplied Data

The following data derived from central sources are provided to the program under review. Please examine the data, and supply additions and corrections as necessary and comment on the significance of each of the starred items as they relate to program quality or effectiveness. All these data, together with corrections, modifications, and comments, are to be included with the rest of the Self-Study Document when it is submitted to the School Dean.

- *1. Program Profile from Data for Selected Disciplines
- 2. Program Planning Guides
- *3. University Planning Committee Statement of Program Priorities
- *4. Pertinent portion of Program Planning and Budgeting Document
- 5. List of current faculty by rank, tenure, and tenure-track
- *6. List of courses added and deleted in the past two years
- *7. Library holdings and expenditures (FEGIS)
- *8. Results of opinion polls of faculty, students, and recent alumni (as available)
- *9. Current report from Affirmative Action Officer
- *10. Grading distribution for past two years
- *11. List of currently approved courses offered by the units and the enrollment generated by these courses over the past two years
- *12. Course-major crosslisting
- *13. Summary of Space Utilization Data
- *14. Completion rate of graduate students

B. Program Supplied Data

The program under review is asked to supply the following data:

- 1. How many FTEE are on soft (grant) money?
- 2. Evaluation of the programmatic role of each course: Code the supplied currently approved course list (Item 11, above) according to the function of each course: NA for major, MI for minor, E for elective in degree program, CE for General Education, S for service for other degree programs, C for credential requirement. Then evaluate each course according to its programmatic value with either R for retain, M for modify, D for delete. Course Change proposals are to be attached for courses identified for modification or deletion.

II. Program Review Questions

The program under review is asked to respond to the following questions using this format, but not these sheets, to answer each question. Each section of questions begins with a brief statement of the western Association of Schools and Colleges' accreditation standards appropriate to the section's topic. The standards are the basis of the Consultant's and Review Team's evaluation of academic programs. Your responses to the questions should provide sufficient information to allow the reviewers to make substantive statements about how well your programs are meeting the standards. However, if you determine that additional information is needed to provide an accurate reflection of the qualitative or quantitative aspects of your programs, you may expand particular questions or add comments at the end of this document.

- A. Objectives and Priorities — Standard: Clearly identified objectives and priorities appropriate to the academic unit's role in fulfilling the mission of the University.
 - 1. What are your academic unit's objectives for the next five years?
 - 2. How does your academic unit develop and communicate its objectives?

3. Please rank in descending order of priority the following instructional priorities as your unit now performs them:
- _____ Provide liberal arts and/or general education.
 - _____ Provide undergraduate educational preparation through majors, minors, options, concentrations, and special emphases. Please rank in descending order of priority any options, concentrations, and special emphases you offer. (An option, concentration or special emphasis requires University approval and is defined as "an aggregate of courses within a degree major designed to give a student a specialized knowledge, competence, or skill.")
 - _____ Provide core courses within school/division.
 - _____ Provide service function for other programs.
 - _____ Provide graduate study through the master's degree. Please rank in descending order of priority any options, concentrations, and special emphases you offer.
 - _____ Provide professional/pre-professional training (e.g., teacher education, pre-law).
 - _____ Provide extended education, consortium, off-campus, or external degree programs.
 - _____ Provide in-service training for those currently employed.
 - _____ Other (please identify).
4. If your ranking of priorities differs from that indicated by the University Planning Committee (see Item 3 of the University Supplied Data), why is this the case?
- B. Policy Making and Administration -- Standards: appropriate placement of an academic unit within the University's administrative structure; an internal administrative structure permitting effective decisions about the unit's policies and active involvement of the faculty in deliberations about the unit's affairs.
1. What is the effect of the unit's placement within the University's administrative structure upon its instructional effectiveness, and what improvements might be made?

Undergraduate:

Graduate:

2. Summarize the administrative structure of your unit, including the role played by committees.
3. In general, how does your unit plan its programs and course offerings?
4. How does your unit decide which courses in particular to offer in a given semester? Please attach a copy of your two-year plan of course offerings.
5. How does your unit decide who will teach particular courses in a given semester?
6. How does your unit avoid duplication of curriculum with other academic units?
7. What means do you use to incorporate student views into your curriculum planning?
8. How were the faculty and students of your academic unit involved in formulating the answers to this questionnaire?
- C. Educational Programs -- Standards: educational programs that are clearly defined, coherent, academically sound, and consistent with the academic unit's purposes and its academic and financial resources; undergraduate programs having adequate provision for and requirement of liberal education beyond satisfaction of University General Education requirements; graduate programs having appropriate and clear admission standards and conforming to University policy regarding the application of undergraduate coursework and the requirements of core courses; course offerings sufficient to support each approved program, with adequate quality and enrollment to justify their continuation; provisions for student evaluation of courses in conformance with University policy; a pattern of grading reflecting the varying achievements and abilities of students and consistent with University-wide patterns; establishment, staffing, advertisement, evaluation, and support of off-campus, consortium, and extended education programs and courses that reflect the same standards as those applied to on-campus programs and courses.
1. List in order of priority the educational objectives of the graduate degree program(s) your academic unit offers. Please answer separately for each graduate degree program.
2. What are the reasons for the structure of your graduate degree program(s)?

3. What core, or common, courses are required of all students within each graduate degree program you offer? How does each core course meet the objectives of the graduate program(s)?
4. How do the remaining requirements of each graduate degree program you offer meet the objectives of the program(s)?
5. What options, concentrations, and special emphases are included in each graduate degree program you offer? (An option, concentration, or special emphasis requires University approval and is defined as "an aggregate of courses within a degree major designed to give a student a specialized knowledge, competence, or skill.")
6. What are the purposes and objectives of each of the options, concentrations, or special emphases indicated above, and how does each differ from the generic degree program?
7. Do you offer subdivisions or special areas of study other than the approved options, concentrations, and special emphases listed in question 5. If so, please identify and describe.
8. What constitutes an excellent graduate program in your discipline? How does each of your graduate programs compare to it? What changes would you make in each of your programs, resources permitting, to make it more closely resemble the program you've envisioned?
9. Are the criteria for admission to classified graduate status consistent with those published in the Catalog and Graduate Program Planning Guides? Do you distribute any other information or advising materials to prospective and current students? If so, please provide copies.
10. Is the current enrollment in each graduate program sufficient to permit your academic unit to schedule all graduate courses regularly and to maintain the options and specializations in the program? If the enrollment is barely sufficient or insufficient, are there other compelling reasons for retaining the program(s)?
11. What culminating requirements (thesis, project, examination) does your unit use for the Master's Degree?
12. What criteria govern advice to students about the culminating experience that would be appropriate to their course of study?

13. Summarize the reasons why students fail to complete graduate degrees in your unit.
14. Are there developments in the body of knowledge born of or crucial to your discipline that are currently not represented in your graduate program(s)? Should they be represented in order to maintain or improve the quality of your program(s)? If so, what changes would have to be made in your current program(s) to incorporate these developments?
15. List in order of priority the educational objectives of the undergraduate degree program(s) your academic unit offers. Please answer separately for each undergraduate degree program.
16. What are the reasons for the structure of your undergraduate degree program(s)?
17. What core, or common, courses are required of all students within each undergraduate degree program you offer? How does each core course meet the objectives of the program(s)?
18. How do the remaining requirements of each undergraduate degree program you offer meet the objectives of the program(s)?
19. What options, concentrations, and special emphases are included in each undergraduate degree program you offer? (An option, concentration, or special emphasis requires University approval and is defined as "an aggregate of courses within a degree major designed to give a student a specialized knowledge, competence, or skill.")
20. What are the purposes and objectives of each of the options, concentrations, or special emphases indicated above, and how does each differ from the generic degree program?
21. Do you offer subdivisions or special areas of study other than the approved options, concentrations, and special emphases listed in question 19. If so, please identify and describe.
22. What constitutes an excellent undergraduate program in your discipline? How does each of your undergraduate programs compare to it? What changes would you make in each of your programs, resources permitting, to make it more closely resemble the program you've envisioned?

23. Is the current enrollment in each undergraduate program sufficient to permit the unit to schedule all undergraduate courses regularly (at least once every two years) and to maintain the options and specializations in the program? If the enrollment in courses necessary for completion of the major is barely sufficient or insufficient, are there other compelling reasons for retaining the major?
24. Are there developments in the body of knowledge born of or crucial to your discipline that are currently not represented in your undergraduate program(s)? Should they be represented in order to maintain or improve the quality of your program(s)? If so, what changes would have to be made in your current program to incorporate these developments?
25. In what certificate programs does your unit participate, and what are their objectives?
26. Describe the effect of the University general education requirements upon your unit's undergraduate programs and enrollment.
27. If your unit performs a service function, indicate the departments or programs primarily served, the courses involved, and the nature and extent of the service rendered. What means do you use to evaluate the adequacy of the service?
28. What community in-service needs do your programs or courses satisfy?
29. Describe your academic unit's involvement in off-campus, consortium, and extended education programs and activities.
30. What does your unit do to assure that off-campus, consortium, and extended education courses and instructors are formally approved and that they conform to the same standards applied to on-campus programs?
31. What unique local resources or advantages strengthen your programs? What unique local problems impair the effectiveness of your programs?
32. What, if any, effect do competitive programs offered by this institution or other institutions in the area have upon your curriculum, faculty, and enrollment?

33. What criteria does your academic unit use to decide whether to designate a course as lower division, upper division, or graduate?
 34. Discuss briefly the adequacy of the number and variety of courses your academic unit offers.
 35. Describe the effect of your unit's current targeted FYES upon your academic programs.
 36. What means does your unit use to provide students opportunities to evaluate courses?
- D. Faculty — Standards: faculty qualified by training and experience and adequate in numbers and diversity to offer the unit's academic programs; regular review of faculty members' professional performance in conformance with University policy; a record of personnel decisions in conformance with the University's affirmative action policies.
1. Describe the effect of your faculty's academic preparation upon the quality of your academic programs.
 2. Describe the effect of your faculty's instructional effectiveness, as substantiated by departmental and student evaluations, upon the quality of your academic programs.
 3. Describe the effect of the fields of specialization of your faculty upon the quality of your academic programs.
 4. Describe the effect of your faculty's scholarly and creative activities upon your academic programs.
 5. Describe the effect of your faculty's currency in the discipline and subdisciplines offered upon your academic programs.
 6. To what extent have members of your unit retrained to teach courses within or outside your department? To what extent are they teaching courses for which they've retrained?
 7. To what extent has your unit retrained members of other departments to teach your courses? To what extent are they teaching courses for which they've retrained?
 8. Describe the effect of your unit's current targeted Student-Faculty Ratio upon your academic programs.

9. What provision does your unit make to cover coursework normally taught by faculty on leave or by those who resign or retire?

E. Library and Other Learning Resources -- Standard: acquisition, maintenance, and management of library, media, computer, and other learning resources adequate to support the academic unit's instructional programs.

1. Assess the strengths and weaknesses of CSUS Library holdings and services in your field. Recommend improvements. Give reasons for your recommendations.

2. Assess the strengths and weaknesses of CSUS media holdings, services, and facilities in your field. Recommend improvements. Give reasons for your recommendations.

3. Assess the strengths and weaknesses of CSUS computer and laboratory facilities and services in your field. Recommend improvements. Give reasons for your recommendations.

4. What provisions do you make for the active involvement of the faculty in liaison to the library? to media? to laboratories and computer facilities? Recommend improvements. Give reasons for your recommendations.

F. Educational Equity -- Standards: effective educational equity strategies systematically employed in attracting, retaining, and graduating underrepresented students; effective educational equity strategies systematically employed in the recruitment and hiring of faculty; appropriate weight given to educational equity activities of faculty in ARPP considerations.

1. Describe and evaluate your unit's educational equity activities in recruitment, retention, and graduation of underrepresented students.

2. Describe and evaluate your unit's efforts to attract and hire underrepresented faculty.

3. How are educational equity activities of your faculty included in the unit's ARPP considerations?

G. Student Services -- Standards: well-defined and effective academic and career advising programs; clearly defined articulation agreements with community colleges.

1. What does your unit do to provide academic advising for its students?

Undergraduate:

Graduate:

2. What does your unit do to provide career advising for its students?

Undergraduate:

Graduate:

3. What does your unit do to assist students who have taken a master's degree in your discipline to obtain appropriate employment or to continue graduate/professional study?

4. What does your unit do to assist its undergraduate majors to obtain appropriate employment or to begin graduate/professional study?

5. What sources of information do you have for the professional activity of graduates of your programs in the last five years?

Undergraduate:

Graduate:

6. What are the short-term and long-term job prospects for graduates of your undergraduate and graduate programs? What are the local demands for graduates of your program as employees?

7. Please indicate, to the best of your knowledge, the distribution and employment of former graduates of your undergraduate and graduate programs.

8. What is your unit doing to maintain professional contacts or to improve the articulation agreements with community colleges? What is your unit doing to encourage transfer students to enter its programs? What proportion of your majors are transfer students?

III. Supporting Documentation

The unit under review shall prepare two sets of the following documentation in support of its program review. These sets shall be maintained as follows:

- (1) One set shall be filed with the Program Review Team to be maintained in its office (Adm. 234). This set will be returned to the Department after the review is completed.
- (2) One set shall be filed with the Program Review Team to be forwarded to the Consultant prior to the Consultant's site visit. (Exception: If the unit under review has recently provided such documentation as part of an accreditation self-study, this second set need not be filed separately.) This set will be returned to the Dean's Office after the review is completed.

A. A Vita for each of your faculty members (including part-time and temporary lecturers, as well as regular tenure track faculty). The Vita should include a list of the following data for at least the last five years:

1. Scholarly and/or creative activity, including publications, work in press, musical, artistic, and theatrical performances, and other appropriate professional activities.
2. Grants received during the past five years.
3. Invited papers delivered in the past five years.
4. Fellowships, grants in aid, or innovative grants received in the past five years.
5. New courses introduced in the past five years.
6. Professional awards and honors.
7. Consulting work.
8. Retraining in other specializations or disciplines.
9. Participation in national/regional professional activities.
10. Campus committees served on.
11. Community service related to your academic field.
12. Other related academic activities.

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B. A departmental course outline or, in the absence of a departmental course outline, a recent or current syllabus from each instructor teaching a given course, for all courses.

Please note that the vitae and the course outlines form an important part of the materials which will be made available to the outside consultant in fields where accreditation is not customary, and that the consultant will be instructed to review these documents prior to arrival on campus. Delay in submission of these documents may seriously delay or impede the program review process which may in turn delay or impede approval or reapproval of degree programs.

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9. How well prepared are transfer students from community colleges when they enter your courses? What do you do to assist transfer students to make a smooth academic transition from their previous campus to CSUS?

10. Physical Resources -- Standard: acquisition, maintenance and management of physical resources adequate to support the academic unit's instructional programs.

1. Assess the quality of program equipment and identify major replacement or new equipment needs over the next five years. Indicate when possible the life expectancy of replacement equipment and priority ranking of new equipment needs.

2. What changes or improvements should be made in your physical plant, facilities, and equipment in order to maintain your program effectiveness? What, within the realistic limits of the University budget, could be done in this area to enhance your program effectiveness? What should be attempted or done through University development efforts (non-state funds)?

3. If additional budgetary and space allocations are necessary to accomplish these objectives, specify the nature of the need and the request. Attach a copy of the last three budget allocations.

Undergraduate:

Graduates:

1. Financial Resources -- Standard: financial planning, resources, and management adequate to support the academic unit's instructional programs.

1. Describe the extent to which the current budget for operating expenses, travel, equipment, and clerical-technical staff is adequate to support your unit's instructional programs.

2. What realistic actions might be taken at the University level to strengthen or improve your unit's program effectiveness?

3. Describe what additional financial support, outside of state funds, your unit has received in the last five years. Describe any current efforts to obtain such support.

ACTION

carried -

Whereas, On October 19, 1989, representatives of the Black Student Alliance appeared before the Senate's Affirmative Committee to inform the Committee of incidents of racism experienced by students on the campus and to make recommendations on how the campus might achieve a campus environment that is multicultural and encompasses the diversity of the California population; and

Whereas, In a variety of other forums (e.g., the President's 1988-89 Open Forums on Human Rights and Diversity) other students and members of the academic community have expressed similar concerns; and

Whereas, The Academic Senate condemns acts of racism, and is committed to the elimination of behaviors, policies and procedures that result in differential treatment of students and others members of the academic community; and

Whereas, The President has made evident his commitment to the protection of human rights, the achievement of educational equity, increasing faculty and staff diversity, and the creation of a truly multicultural university; and

Whereas, The President has taken a proactive position on institutional accountability for these matters and has exerted strong leadership in effecting institutional change to effect the goals stated above; and

Whereas, The President has called for a series of Open Forums to discuss racism issues on campus; therefore, be it

Resolved: The Academic Senate joins with the President in his continuing effort to identify and redress behaviors, policies and procedures that result in differential treatment of individuals; and, be it further

Resolved: The Academic Senate directs the Affirmative Action Committee to prepare a report to the Chair on its meeting with the representatives of the Black Student Alliance, including recommendations for responding to the issues and concerns raised by the students; and, be it further

Resolved: The Academic Senate directs the Chair of the Academic Senate to participate, on the Senate's behalf, in the Open Forums called by the President for the purposes stated above and to inform the Senate of the issues and concerns raised at these meetings; and, be it further

Resolved: The Academic Senate shall consider the reports of the Affirmative Action Committee and the Chair and take action, as appropriate, to address the issues and concerns raised.