YOU'LL NEED YOUR MAY 9 AGENDA!

1990-91
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, May 16, 1991
2:45 - 4:30 p.m.
Forest Suite, University Union

INFORMATION

1. ad hoc Committee on Scholarship Report--R. Crable

2. Meeting Schedule--THAT'S ALL FOLKS--HAVE A GREAT SUMMER!

CONSENT CALENDAR

AS 91-39/CC, GPPC, Ex.   CURRICULUM REVIEW--DEPARTMENT OF
JOURNALISM

[Note: the complete Academic Program Review is available in the
Academic Senate Office, Adm. 264.]

The Academic Senate receives the commendations and
recommendations of the Curriculum Committee and the Graduate
Policies and Programs Committee on the program review of the
Department of Journalism (**Attachment A[1], 5/2/91 Senate Agenda**)
and recommends that the Bachelor of Arts degree program in
Journalism be approved for six years or until the next
scheduled program review.

[1]At its meeting of May 7, 1991, the Executive Committee
referred the "Recommendation to the Dean of the School of Arts
and Sciences" (see page 2, Attachment A, 5/2/91 Senate Agenda) to
the Graduate Policies and Programs and Curriculum committees for
reconsideration.

AS 91-40/CC, GPPC, Ex.   CURRICULUM REVIEW--DEPARTMENT OF
GOVERNMENT

[Note: the complete Academic Program Review is available in the
Academic Senate Office, Adm. 264.]

The Academic Senate receives the commendations and
recommendations of the Curriculum Committee and the Graduate
Policies and Programs Committee on the program review of the
Department of Government (**Attachment B[1], 5/2/91 Senate Agenda**)
and recommends that:

1. the Bachelor of Arts degree program in Government be
approved for six years or until the next scheduled program
review.

2. the Bachelor of Arts degree program in Government-Journalism be approved for six years or until the next scheduled program review.

3. the Master of Arts degree program in Government be approved for six years or until the next scheduled program review.

Further, the Academic Senate receives recommendation #1 to the Academic Senate, as follows: "1. The Academic Senate consider, and the Dean of Arts and Sciences and Academic Affairs consult about (a) formulating a more precise definition of faculty currency and devising ways of measuring currency, and (b) finding ways of promoting faculty currency." from the program review for the Department of Government and will consider this item within the context of the report of the ad hoc Committee on Scholarship.

[1]At its meeting of May 7, 1991, the Executive Committee amended the recommendations to the department to decrease the number of reports the department is requested to submit to Curriculum and Graduate Policies and Programs committees by April 1, 1992. Specifically, the department is requested to submit reports on recommendations 3, 4, 8, 11 and 19 and to consider all other recommendations prior to the next program review.

AS 91-60/CC, FisA, Ex.   PROGRAM CHANGES

The Academic Senate recommends approval of the School Psychology Program changes as shown in Attachment A and forwards the Fiscal Affairs Committee evaluation [available for review in the Academic Senate Office].

AS 91-61/AP, Ex.   ACADEMIC CALENDARS FOR 1992-93 and 1993-94

The Academic Senate recommends that the proposed 1992-93 and 1993-94 academic calendars (Attachment B) be amended to begin and end the Spring semesters one week earlier than proposed.

AS 91-62/UARTP, Ex. UNIVERSITY ARTP POLICY

Resolved: To amend the currently approved statement of University ARTP policy as follows:

1. Section 5.01.A

   To delete:

   A. All personnel actions shall be based solely upon the candidate's ability, qualifications, experience, and fitness for the position to be filled without regard to the race, religion, color, national origin, ancestry,

~~sex, handicapped status, marital status, creed, age, or sexual orientation of the applicant.~~

To add:

A. "It is the policy of the CSU to prohibit discrimination against faculty unit employees on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, or veteran's status." (M.O.U. 16.1)

2. Section 6.04.A

To insert immediately following item 1:

2. "Temporary faculty unit employees (excluding coaches) employed during the 1990-91 academic year and possessing six or more years of service on that campus since July 1, 1983 shall be offered a two year temporary contract commencing with academic year 1991-1992. In addition to other provisions of this Agreement, the following special conditions shall apply:" (M.O.U. 12.18)

"a. For purposes of this section, one year of service shall be considered employment of one (1) semester or two (2) quarters in the bargaining unit on a single CSU campus during a single academic year. In calculating the six year eligibility period service need not be continuous, but the entire six (6) year period must have been worked on a single campus in a single department." (M.O.U. 12.18.a)

"b. Two year contracts will be issued for employment on each campus and in each department where the temporary faculty member has established eligibility." (M.O.U. 12.18.b)

"c. The time base of appointments provided here shall be as established under terms of the "similar assignment" language and precedents of Article 12.3 of this Agreement." (M.O.U. 12.18.c)

"d. "The President shall decide the type and extent of course offerings for the department, consistent with current policies and procedures on each campus." (M.O.U. 12.18.d)

~~2~~3. ...
~~3~~4. ...
~~4~~5. ...
~~5~~6. ...

3. <u>Section 6.06.B.3</u>

   To amend as follows:

   3. "Each departmental peer review committee recommendation
      report shall be approved by a simple majority of the
      <u>membership of that</u> committee ~~casting a vote~~. ~~An~~
      ~~abstention shall count as a negative vote.~~" (M.O.U.
      12.11.b)

   4. To authorize the University ARTP Committee's presiding
      member to conform to the new M.O.U. all citations to the
      M.O.U. currently appearing in the University document.

CONSENT--INFORMATION

<u>AS 91-57/Ex.</u> NAMING OF BUILDINGS (RESIDENCE HALL)

The Executive Committee, on behalf of the Senate, endorses the
recommendation that a residence hall be named in honor of
former State Senator Earl Desmond.

<u>AS 91-58/Ex.</u> CURRICULUM REVIEW--HISTORY DEPARTMENT [responds to
                AS 88-49]

The Executive Committee, on behalf of the Academic Senate,
receives the response [available for review in the Academic
Senate Office] of the History Department to recommendation #2
to the department in the academic program review.

REGULAR AGENDA
AS 91-61   <u>Old Business</u>

<u>AS 91-49/CODE/AA, Ex.</u>   SEXUAL HARASSMENT POLICY [Amends PM 85-17]
                        [See page 7, May 9, 1991, Senate Agenda]

<u>AS 91-50/Ex.</u>   FACULTY PROFESSIONAL ETHICS, STATEMENT OF (In
                response to AS 90-9)
                        [See page 7, May 9, 1991, Senate Agenda]

<u>AS 91-51/AP, Ex.</u>   ASSESSMENT POLICY, CSUS
                        [See page 10, May 9, 1991, Senate Agenda]

<u>AS 91-56/Flr.</u>   ATHLETICS, PRIORITIES IN

Whereas,   This Academic Senate has recommended that Athletics
            "should be supported contingent upon the
            availability of resources, following adequate
            support for academic programs"; and

Whereas,   The budget of each of the University's academic
           programs has already been cut substantially for the
           coming academic year, placing many programs in
           peril; and

Whereas,   The availability of budgetary sources other than the
           general fund is greater for Athletics than for most
           academic programs; therefore be it

Resolved: That the general fund allocation to Athletics be
           considered in its effect on academic programs, and
           be guided by the academic program priorities
           recommended by this Academic Senate; and, be it
           further

Resolved: That the totality of funding sources, and the
           possibility of expansion of non-general fund support
           to relieve demands on the general fund at CSUS, be
           fundamental considerations in the allocation of
           resources to Athletics.

New Business

AS 91-59/Flr. **MINUTES**

Carried

Approval of Minutes of April 25 (#22), May 2 (#23) and May 9
(#24), 1991.

AS 91-15/Ex. NEW ACADEMIC DEPARTMENTS, CRITERIA FOR ESTABLISHING

[Note: On March 7, 1991, was referred back to the Executive
Committee. Amendments proposed to AS 91-15 as it was presented
on the March 7, 1991, Senate Agenda are shown below [strikeover=
deletion and underscore = addition]:

The Academic Senate recommends adoption of the following policy
statement on the establishment of academic departments:

   Policy on Establishment of New Academic Departments

The following guidelines are established in recognition that
disciplines evolve, and the university's academic programs grow
and change. The faculty who administer and teach in an
academic program may, therefore, seek changes in the
administrative status of the program. Most frequently, the
change sought is department status. Adjustments in
administrative status of programs must be based on both
programmatic and fiscal considerations.

subject area

An academic department ~~is~~ defined as an entity within a school, created around a ~~discipline,~~ that administers academic programs, develops curriculum and makes personnel decisions, subject to school and university approval processes.

<u>Process for evaluation of applications for department status:</u>

1. Applications for department status shall be submitted to the relevant school and university curriculum committees, in accordance with procedures for program change proposals~~,~~.

2. ~~a~~Applications shall be considered on a case by case basis~~,~~ <u>in accordance, with established procedures for review and approval of program change proposals.</u>[a]

3. ~~a~~Applications shall include information relative to the ~~following considerations~~ <u>criteria specified below</u>, which shall ~~serve as guidelines for the decision-making bodies~~ <u>be used at all levels of review in deciding whether to recommend approval or disapproval of requests for department status</u>.

4. <u>The evaluations shall be qualitative, not simply quantitative. That is, department status may be recommended if most, but not all, criteria are satisfied; and approval of department status is not guaranteed if all criteria are satisfied.</u>

_____

[a]<u>The proposal shall first be reviewed by the appropriate school committee(s) and School Dean whose recommendations shall be forwarded to the Office of the Vice President for Academic Affairs for distribution to the appropriate Senate committees (Graduate Policies and Programs, Curriculum, and Fiscal Affairs). The Senate committees shall review the proposal and School recommendations, evaluate the proposal in relation to the specified criteria, and forward their recommendations to the Academic Senate. As in all cases of program change proposals, the Academic Senate shall consider the proposal and make its recommendations to the President on approval or disapproval.</u>

~~Considerations~~Criteria for Evaluation:

At all levels, requests for department status shall be evaluated in relation to the following criteria.

~~a~~1.   The program(s) represents a distinct ~~discipline~~. *subject area*

> *Are the courses offered under a separate Hegis code? Do the faculty teaching in the program(s) hold degrees or specializations in the discipline? Are there journals, textbooks, and/or bodies of research and analysis pertaining to the discipline?*

~~b~~2.   The number and size of the academic program(s) is sufficient to generate the resources needed to support a department office.

> *Is a major or minor offered? Are graduate programs offered? What is the FTES and FTEF for each program?*

— space

~~c~~3.   *There is a group of faculty whose responsibilities* ~~are primarily in~~ *this program(s).*   *will assume major*   *for*   *] reg print*

> *How many faculty are teaching/advising* ~~full-time~~ *in the program? How many faculty are teaching part-time in the program, and what percentage of them hold appointments in other programs/departments?*

~~d~~4.   A significant number of department functions are being executed by the program faculty at the present time.

> *Does the program prepare and manage its own budget? Are program faculty responsible for primary level RTP decisions? recommendations on faculty appointments? curriculum development? student advising? Does the coordinator/director of the program(s) report directly to the school dean?*

~~e~~5.   Department status would enable faculty teaching in the program to achieve greater parity with colleagues in areas such as academic freedom and participation in ARTP decisions.

> *How are curriculum decisions for the program(s) made under the current administrative entity? How are faculty currently involved in the ARTP processes?*

~~f~~6.   Department status for the program(s) would be appropriate to the organizational structure of the school.

g7. Budget adjustments required by the granting of department status for the program(s) would not have a negative fiscal impact on other programs within the school.

h8. Establishment of the new department would result in a clear, significant improvement in the delivery of the program(s) to students, and would enhance the mission of the university.

AS 91-63/UWC, Ex.   WRITING PROFICIENCY POLICY, PROPOSED AMENDMENT TO (Amends AS 77-118 amended by AS 79-61, AS 79-91 and AS 80-17)

The Academic Senate recommends that the Policy on Writing Proficiency (statement appears on pages II-4 and 5 of the May 9, 1991, Senate approved "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with the Baccalaureate Degree") be amended (rationale and implementation procedures shown in Attachment C) as follows [underscore = addition]:

. . .

B. Writing Proficiency Examination

    . . .

    7. Any student who fails the examination may meet with one of the examination readers to seek advice regarding appropriate instruction in composition and/or to ask for a reevaluation of the student's examination essay. (Reevaluation procedures will be designed and supervised by the Coordinator of Writing Proficiency Examinations.)

    8. Any student who fails the Writing Proficiency Examination two times must meet with a WPE counselor to have her/his examination evaluated--before the student will be allowed to take another WPE.

    9. Any student who fails the Writing Proficiency Examination three times must take English 109, Writing for Proficiency, before the student will be allowed to take another WPE.

    . . .

AS 91-64/Ex.   "INSTRUCTIONAL PROGRAM PRIORITIES: GUIDELINES FOR ACADEMIC PLANNING, RESOURCE ALLOCATION, AND ENROLLMENT MANAGEMENT" (AS 91-16C), GUIDELINES FOR IMPLEMENTATION OF THE POLICY ON

The Academic Senate recommends adoption of the "Guidelines for Implementation of the Policy on 'Instructional Program Priorities: Guidelines for Academic Planning, Resource Allocation, and Enrollment Management'" (to be distributed under separate cover).

FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Program Change Proposal

Academic Unit: **Special Educ., Rehabilitation, and School Psychology**

Date of Submission to School Dean: **4/16/91**

Requested Effective Fall __X__ Spring _____, 19 **91**

Name of Faculty Contact Person, if not Department Chair: **Dr. William R. Merz**

Type of Program Change: Required forms attached:

__X__ Modification in Existing Program

__X__ Substantive Change   __X__ Form C

_____ Non Substantive Change   _____ Form B

_____ Deletion of Existing Program   _____ Form D

_____ Initiation (Projection) of New Program   _____ Form E
       onto Master Plan

_____ New Degree Programs   _____ Form F

_____ Addition of New Minor, Concentration,
       Option, Specialization, Emphasis   _____ Form G

_____ Addition of New Certificate Program   _____ Form H

Briefly describe the change requested and the justification for the change: The changes proposed below are made in response to new credentialing regulations that go into effect in January 1991. The Commission on Teacher Credentialing has adopted regulations which separate the school psychology credential from the school counseling credential, necessitating major revisions within the School Psychology Training Program. Previously, in order to become a school psychologist one had to possess a basic Pupil Personnel Services Credential, either in school social work or school counseling, in order to obtain a school psychology endorsement. No Master's degree is required for these credentials. However, the M.S. in Counseling has traditionally been obtained as one progresses toward the credential. In addition, the National Association of School Psychologists (NASP) requires an M.A. or M.S. to meet accreditation requirements.

Criteria for CTC approval require extensive changes in the program. Courses must be directed more specifically at requirements for school psychologists and less generically at requirements for counselors. In addition, specific requirements in special education curriculum and a full year of field work experience in school psychology are mandated. Consultation skills are emphasized. While the role of the school psychologist as an assessor has been de-emphasized, it is presumed that school psychologists have a strong background in measurement, individual assessment, program assessment, and program planning.

Approvals:

Department Chair: _Michael John Lewis_   Date: _2/19/91_

School Dean: _Steve Gregorich_   Date: _2-28-91_

University Committee: _____   Date: _____

California State University, Sacramento
School of Education
Department of Special Education, Rehabilitation, & School Psychology
6000 J Street
Sacramento, California 95819

School Psychology Credential
Master Degree in Counseling: School Psychology
Proposal for a Substantive Program Change

Purpose and Need:

The changes proposed below are made in response to new credentialing regulations that went into effect in January 1991. The Commission on Teacher Credentialing has adopted regulations which separate the school psychology credential from the school counseling credential, necessitating major revisions within the School Psychology Training Program. Previously, in order to become a school psychologist one had to possess a basic Pupil Personnel Services Credential, either in school social work or school counseling, in order to obtain a school psychology endorsement. No Master's degree is required for these credentials. However, the M.S. in Counseling has traditionally been obtained as one progresses toward the credential. In addition, the National Association of School Psychologists (NASP) requires an M.A. or M.S. to meet accreditation requirements.

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Program Description and Fiscal Analysis:

The program described below meets the requirements of both organizations while presenting material traditionally taught to the school psychologist. Every attempt has been made to broaden the content to meet credentialing requirements and accreditation mandates while presenting a strong academic program. Students are able to obtain the M.S. in Counseling: School Psychology without obtaining a credential. Students are also able to obtain a credential without obtaining the M.S. in Counseling: School Psychology. However, it is anticipated that 95% of the students will obtain both the credential and the M.S. The program below presumes specific undergraduate experiences which are prerequisite to entering the credential and M.S. program. These are courses which would be taken by individuals preparing for professional education, majoring in psychology, or majoring in child development. They are courses that reflect knowledge and skills prerequisite to graduate study in the field of school psychology.

This summary of changes will treat five specific areas separately. Experiences prerequisite to entering the program are reduced from nine to six. We are requesting that students either have experience in the classroom as a teacher or an aide or that they have completed a baccalaureate degree and taken a course on tutoring children which involves classroom experience and teaching. The number of units is reduced from 24-27 to 19. In the segment labeled Counseling Core, the units are reduced from 40 to 19. Two of the courses which appeared as prerequisites in the present program are put into the Counseling Core. These courses are consolidated into one course--a course on human development and learning. There is one equivalent course, Assessment of Pupils in Learning Handicapped Programs, which is substituted for the Appraisal course.

In the School Psychology Sequence, the statistics course has been moved from the prerequisites into the program because it is an integral part of assessment, program evaluation, and research. A course in techniques of observation, recording, and evaluating behavior has been added. The total number of units in this segment of the proposed program is 30 compared with the 23-26 in the present program. In the area called Special Education Sequence, only a clarification has been made. Students are given an option of meeting the instructional requirements by taking one of five courses which will best meet their needs and backgrounds. A new segment called Credential Sequence has been added. This segment contains all of the assessment practica and field work which fulfills requirements for the credential. In the present program, as part of course work with EDCAP 278.5A,B, and C, students must spend four hours per week in a clinic testing children under supervision. In the new program, they will take a practicum for which they will receive credit; this will be taken concurrently with the class. The class will cover only the didactic portion, giving appropriate credit for the clinic work. Justifications for these changes are presented below. In reading the following, please be aware that EDCAP and EDC prefixes refer to courses that were and are offered through the counseling area group. In 1990 the counseling faculty left EDCAP and founded a separate department, leading to a change in prefix.

Undergraduate Experiences Prerequisite to Entering the School Psychology Training Program

Present Program			Proposed Program		
Course Title	CSUS #	Units	Course Title	CSUS #	Units
Abnormal Psych	PSYCH 168	3	Abnormal Psych	PSYCH 168	3
Drugs	PSYCH 117, CrJ 193	1-3	Drugs	PSYCH 117, CrJ 193	3
Exceptionality	EDSRS 160.2A or B, PSYCH 185	3	Exceptionality	EDSRS 160.2 A or B, PSYCH 185	3
Human Dev.	CH DV 134.3	3			
Human Learning	PSYCH 104, EDTE 101, EDTE 147.1, CH DV 131.0	2-3			
Intro to Counseling	EDCAP 170.0, PSYCH 170	3	Intro to Counseling	EDC 170.0, PSYCH 170	3
Multicultural/ Ethnic	See Addendum	3	Multicultural Counseling	See Addendum EDC 170.2 A-D	4
Personality	PSYCH 130	3			
Statistics	PSYCH 102, EDCAP 148.2	3			
			Tutoring Children	EDTE 103.0	3
TOTAL		24-27	Total		19

Counseling Core			Counseling "Core		
Course Title	CSUS #	Units	Course Title	CSUS #	Units
Educational Research	ED250	3	Educational Research	ED250.0	3
Social Psychological Issues or Teaching Experience	ED251	3			
Multicultural Counseling	EDCAP271.1	3	Multicultural Counseling	EDC271.1	3
Gender Roles in Counseling	EDCAP271.2	2			
Basic Counseling Theory	EDCAP273.0A	2	Basic Counseling Theory	EDC273.0	2
Advanced Counseling Theory	EDCAP273.0B	2			
Appraisal in Counseling	EDCAP274.0	3	Assessment of Pupils in Learning Handicapped Programs	EDSRS266.2	3
Group Processes in Counseling	EDCAP275.0	3			
Career Development	EDCAP277 EDCAP275.0	3 3	Group Processes in Counseling	EDC275.0	3
Seminar in School Counseling	EDCAP278.0D	3			
Practicum in Communication	EDCAP279.1	2	Practicum in Communication	EDC279.1	2
Practicum in Group Counseling	EDCAP279.2	2			
Field Study in Counseling	EDCAP470.0A	6		(CH DV 137.0 Under Revision)	
Practicum in Individual Counseling	EDCAP473.0	3	*Human Development and Learning		3
TOTAL		40	TOTAL		19

Present Program | Proposed Program

School Psychology Sequence

Course Title	Course #	Units	Course Title	Course#		Units
Seminar in Program Development and Evaluation	EDCAP278.3	2	*Seminar in Program Development and Evaluation	EDSRS278.3	(1)	3
Seminar in Preventive Intervention	EDCAP278.4	3	Seminar in Preventive Intervention	EDSRS278.4	(1)	3
Assessment of Pupils in Learning Handicapped Programs	EDSRS 266.2	3	See Counseling Core			
Seminar in Testing A	EDCAP278.5A	3	Intro to Behavioral Statistics	EDSRS148.2	(2)	3
Seminar in Testing B	EDCAP278.5B	3	**Techniques of Observation, Recording, & Evaluating Behavior	EDSRS278.5A	(2)	3
Seminar in Testing C	EDCAP278.5C	3	*Assessment of Cognitive Function	EDSRS278.5B	(2)	3
Field Study in School Psychology		6 / 3	*Pathology & Personality Assessment	EDSRS278.5C	(2)	3
Culminating Experience	EDCAP570, 571,572	3-6	*Assessment of Special Need	EDSRS278.5D	(2)	3
			Culminating Experience	EDSRS 570, 571, 572	(2)	3
			**Counseling & Psychotherapy for School Psychologists	EDSRS278.1	(2)	3
			Practicum in Individual Counseling	EDSRS473.0	(2)	3
TOTAL		**26-29**	**TOTAL**			**30**

Special Education Sequence

Course Title	Course #	Units	Course Title	Course#		Units
Legal Aspects of Special Education	EDSRS 265.1	3	Legal Aspects of Special Education	EDSRS 265.1	(2)	3
Seminar for Resource Specialists	EDSRS 265.3 EDSRS 266.1	3	***Instructional Courses:	EDSRS 265.3 EDSRS 266.3 EDSRS 266.4 EDSRS 296.0F		3
TOTAL		**6**	**TOTAL**			**6**

MS-COUNSELING: SCHOOL PSYCHOLOGY

TOTAL   55

Present Program   Proposed Program
                                          Credential Sequence

                                          **Assessment   EDSRS278.5E   (2-3) 9
                                          Practicum
                                          Field Study   EDSRS470.0B   (2)   12

                                          TOTAL   2 1

ENTIRE PROGRAM TOTAL   72-75 ENTIRE PROGRAM TOTAL   76

* Course Change proposals submitted
** New Courses
*** Students may select one of these five
courses to fill a requirement on instruction
in conjunction with the advisor's opinion
**** To be taken concurrently with assessment
courses. To be taken up to 3 times

1 Offered Spring Only
2 Offered Each Semester
3 A three unit course that will be taken three
times currently with EDSRS 278.5B, EDSRS
278.5C and EDSRS 278.5D

FALL, 1992

May 11, 1992 (Mon)	CAR Registration Materials Available
July 16, 1992 (Thurs)	Computer Assisted Registration Deadline
Aug. 24, 1992 (Mon)	Academic Year Begins
Aug. 24-25, 1992 (Mon-Tues)	Department & University meetings, etc.
Aug. 26, 1992 (Wed)	Priority Add/Drop; Late Registration
Aug. 27, 1992 (Thurs)	Open Add/Drop; Late Registration
Aug. 28, 1992 (Fri)	Department Meetings, etc.
Aug. 31, 1992 (Mon)	Instruction Begins
Sept. 7, 1992 (Mon)	Labor Day (Holiday)
Sept. 14, 1992 (Mon)	* Admission Day (Rescheduled) (Campus Open, Classes Held)
Oct. 12, 1992 (Mon)	** Columbus Day (Rescheduled) (Campus Open, Classes Held)
Nov. 11, 1992 (Wed)	*** Veteran's Day (Rescheduled) (Campus Open, Classes Held)
Nov. 26, 1992 (Thurs)	Thanksgiving Day (Holiday)
Nov. 27, 1992 (Fri)	* Holiday (Admission's Day Observed)
Dec. 11, 1992 (Fri)	Last Day of Instruction
Dec. 14-18, 1992 (Mon-Fri)	Final Examinations
Dec. 21, 1992-Jan. 26, 1993 (Mon-Tues)	Winter Recess (Students)
Dec. 21, 1992 and Jan 4-5, 1993 (Mon-Tues)	Fall Term Grades Due
Dec. 25, 1992 (Fri)	Christmas (Holiday)
Dec. 28, 1992 (Mon)	** Holiday (Columbus Day Observed)
Dec. 29, 1992 (Tues)	*** Holiday (Veteran's Day Observed)
Dec. 30, 1992 (Wed)	+ Holiday (Lincoln's Birthday Observed)
Dec. 31, 1992 (Thurs)	++ Holiday (Washington's Birthday Observed)

Jan. 1, 1993 (Fri)   New Year's Day (Holiday)

January 5, 1993 (Tues)   Last Day of Fall Semester

January 6-26, 1993 (Wed-Tues) Winter Recess (Faculty)

72 Days of Instruction; 85 Faculty Work Days

SPRING 1993

Nov. 23, 1992 (Mon)   CAR Registration Materials Available

Dec. 4, 1992 (Fri)   Computer Assisted Registration Deadline

Jan. 18, 1993 (Mon)   Martin Luther King, Jr. Day (Holiday)

Jan. 27, 1993 (Wed)   Spring Semester Begins

Jan. 27, 1993 (Wed)   Priority Add/Drop; Late Registration

Jan. 28, 1993 (Thurs)   Open Add/Drop; Late Registration

Jan. 29, 1993 (Fri)   Department Meetings, etc.

Feb. 1, 1993 (Mon)   Instruction Begins

Feb. 12, 1993 (Fri)   + Lincoln's Birthday (Rescheduled)
                            (Campus Open, Classes Held)

Feb. 15, 1993 (Mon)   ++ Washington's Birthday Observed (Rescheduled)
                                (Campus Open, Classes Held)

April 5-9, 1993 (Mon-Fri)   Spring Recess

May 21, 1993 (Fri)   Last Day of Instruction

May 24-28, 1993 (Mon-Fri)   Final Examinations

May 28-29, 1993 (Fri-Sat)   Commencement Ceremonies

May 31, 1993 (Mon)   Memorial Day Observance (Holiday)

June 1-3, 1993 (Tues-Thurs) Grades Due

June 3, 1993 (Thurs)   Last Day of Academic Year

75 Days of instruction; 87 Faculty Work Days

*, **, ***, +, ++ Holiday Observances Rescheduled

ACADEMIC HOLIDAYS 1992-93

[Draft B]

| | | Campus | |
		Open	Closed
Labor Day	September 7, 1992 (Monday)		X
*Admission Day	September 14, 1992 (Monday)	X	
**Columbus Day	October 12, 1992 (Monday)	X	
**Veteran's Day	November 11, 1992 (Wednesday)	X	
Thanksgiving Day	November 26, 1992 (Thursday)		X
Christmas	December 25, 1992 (Friday)		X
New Year's Day	January 1, 1993 (Friday)		X
Martin Luther King, Jr. Day	January 18, 1993 (Monday)		X
**Lincoln's Birthday	February 12, 1993 (Friday)	X	
**Washington's Birthday Observed	February 15, 1993 (Monday)	X	
Spring Recess	April 5-9, 1993	X	
Memorial Day Observed	May 31, 1993 (Monday)		X

*   Admission Day to be observed the day after Thanksgiving.

** Columbus Day, Veteran's Day, Lincoln's Birthday, and Washington's Birthday to be observed December 28-31, 1992.

(DRAFT B)

1992-93 ACADEMIC CALENDAR

Fall 1992	Pay Periods	Instr. Days	Exams	Other	Work Days
September	(8/24-9/30)	22		5 (Registration, Orientation, and Other)	27
October	(10/1-10/31)	22			22
November	(11/1-12/1)	20			20
December	(12/2-12/31)	8	5	1 (Evaluation Day)	14
January	(1/1-1/5)			2 (Grades)	2
Fall Total		72	5	8	85

* *

Spring 1993					
February	(1/27-3/1)	21		3 (Registration & Orientation)	24
March	(3/2-3/31)	22			22
April	(4/1-4/30)	17			17
May	(5/1-5/31)	15	5	1 (Commencement)	21
June	(6/1-6/3)			3 (Evaluation & Grades)	3
Spring Total		75	5	7	87
ACADEMIC YEAR TOTAL		147	10	15	172

Last Day of Fall   =   1/5/93
Commencement   =   5/29/93
Last Day of Spring =   6/3/93

ACADEMIC CALENDAR

[Draft B]

FALL, 1993

May 10, 1993 (Mon)	CAR Registration Materials Available
July 15, 1993 (Thurs)	Computer Assisted Registration Deadline
Aug. 23, 1993 (Mon)	Academic Year Begins
Aug. 23-24, 1993 (Mon-Tues)	Department & University meetings, etc.
Aug. 25, 1993 (Wed)	Priority Add/Drop; Late Registration
Aug. 26, 1993 (Thurs)	Open Add/Drop; Late Registration
Aug. 27, 1993 (Fri)	Department Meetings, etc.
Aug. 30, 1993 (Mon)	Instruction Begins
Sept. 6, 1993 (Mon)	Labor Day (Holiday)
Sept. 13, 1993 (Mon)	* Admission Day (Rescheduled) (Campus Open, Classes Held)
Oct. 11, 1993 (Mon)	** Columbus Day (Rescheduled) (Campus Open, Classes Held)
Nov. 11, 1993 (Thurs)	*** Veteran's Day (Rescheduled) (Campus Open, Classes Held)
Nov. 25, 1993 (Thurs)	Thanksgiving Day (Holiday)
Nov. 26, 1993 (Fri)	* Holiday (Admission's Day Observed)
Dec. 10, 1993 (Fri)	Last Day of Instruction
Dec. 13-17, 1993 (Mon-Fri)	Final Examinations
Dec. 20, 1993-Jan. 25, 1994 (Mon-Tues)	Winter Recess (students)
Dec. 20 & Jan. 3-4, 1994 (Mon-Tues)	Fall Term Grades Due
Dec. 24, 1993 (Fri)	Christmas (Holiday) Observed
Dec. 27, 1993 (Mon)	**Holiday (Columbus Day) Observed

Dec. 28, 1993 (Tues)	*** Holiday (Veteran's Day Observed)
Dec. 29, 1993 (Wed)	+ Holiday (Lincoln's Birthday Observed)
Dec. 30, 1993 (Thurs)	++ Holiday (Washington's Birthday Observed)
Dec. 31, 1994 (Fri)	New Year's Day (Holiday) Observed
Jan. 4, 1994 (Tues)	Last Day of Fall Semester
Jan. 5-25, 1994 (Wed-Tues)	Winter Recess (Faculty)

<u>72</u> Days of Instruction; <u>85</u> Faculty Work Days

<u>SPRING 1994</u>

Nov. 29, 1993 (Mon)	CAR Registration Materials Available
Dec. 10, 1993 (Fri)	Computer Assisted Registration Deadline
Jan. 17, 1994 (Mon)	Martin Luther King, Jr. Day (Holiday)
Jan. 26, 1994 (Wed)	Spring Semester Begins
Jan. 26, 1994 (Wed)	Priority Add/Drop; Late Registration
Jan. 27, 1994 (Thurs)	Open Add/Drop; Late Registration
Jan. 28, 1994 (Fri)	Department Meetings, etc.
Jan. 31, 1994 (Mon)	Instruction Begins
Feb. 12, 1994 (Sat)	+ Lincoln's Birthday (Rescheduled)
Feb. 21, 1994 (Mon)	++ Washington's Birthday Observed (Rescheduled) (Campus Open, Classes Held)
March 28-April 1, 1994 (Mon-Fri)	Spring Recess
May 20, 1994 (Fri)	Last Day of Instruction
May 23-27, 1994 (Mon-Fri)	Final Examinations
May 27-28, 1994 (Fri-Sat)	Commencement Ceremonies
May 30, 1994 (Mon)	Memorial Day Observance (Holiday)

May 31 & June 1-2, 1994   Grades Due
  (Tues-Wed)

June 2, 1994 (Wed)   Last Day of Academic Year

75 Days of instruction; 87 Faculty Work Days

*, **, ***, +, ++ Holiday Observances Rescheduled

ACADEMIC HOLIDAYS 1993-94

[Draft B]

		Campus Open	Closed
Labor Day	September 6, 1993 (Monday)		X
*Admission Day	September 13, 1993 (Monday)	X	
**Columbus Day Observance	October 11, 1993 (Monday)	X	
**Veteran's Day	November 11, 1993 (Thursday)	X	
Thanksgiving Day	November 25, 1993 (Thursday)		X
Christmas Observance	December 24, 1993 (Friday)		X
New Year's Day Observance	December 31, 1993 (Friday)		X
Martin Luther King, Jr. Day Observance	January 17, 1994 (Monday)		X
**Lincoln's Birthday	February 12, 1994 (Saturday)		X
**Washington's Birthday Observed	February 21, 1994 (Monday)	X	
Spring Recess	**March 28-April 1, 1994** (Monday-Friday)	X	
Memorial Day	May 30, 1994 (Monday)		X

* Admission Day to be observed the day after Thanksgiving.

**Columbus Day, Veteran's Day, Lincoln's Birthday, and Washington's Birthday to be observed December 27-30, 1993.

1993-94 ACADEMIC CALENDAR

[Draft B]

Fall 1993	Pay Periods	Instr. Days	Exams	Other	Work Days
September	(8/23-9/30)	23		5 (Registration, Orientation, & Other)	28
October	(10/1-11/1)	22			22
November	(11/2-12/1)	20			20
December	(12/2-12/31)	7	5	1 (Evaluation Day)	13
January	(1/1-1/4)			2 (Grades)	2
Fall Total		72	5	8	85

****

Spring 1994	Pay Periods	Instr. Days	Exams	Other	Work Days
`ebruary	(1/26-3/1)	22		3 (Registration & Orientation)	25
March	(3/2-3/31)	18			18
April	(4/1-4/30)	20			20
May	(5/1-5/31)	15	5	2 (Commencement and Evaluation)	22
June	(6/1-6/2)			2 (Grades)	2
Spring Total		75	5	7	87
ACADEMIC YEAR TOTAL		147	10	15	172

Last Day of Fall   =   1/4/94
Commencement   =   5/28/94
Last Day of Spring   =   6/2/94

California
C000 J St Attachment C
Sacramen Academic Senate Agenda
May 16, 1991

MAYO 3 1991

Academic   Senate received:

413

MEMORANDUM

TO: Academic Senate

FROM: Composition Committee, English Department

SUBJECT: Recommendations for some changes in WPE procedures.

DATE: April 30, 1991

RECOMMENDATION: The Composition Committee recommends that
    (1) students who fail the Writing Proficiency Exam two times
be required to meet with a WPE counselor to have their exams
evaluated--before they are allowed to take another WPE.
    (2) students who fail the Writing Proficiency Exam three
times be required to take English 109, Writing for Proficiency,
before they are allowed to take another WPE.

RATIONALE: The exam's primary purpose is to demonstrate writing
proficiency at the junior level to allow the student to proceed
with upper division coursework and work in advanced study. But
its secondary purpose is to notify students that at least two
independent, anonymous readers, under controlled conditions have
found their writing below adequate levels for proficiency. This
finding in itself is usually a warning that the student needs
more university coursework in writing. After two failures it is
a strong warning; after three failures, it seems to us an
inescapable warning.
    Yet many students procrastinate or ignore the advice the
exam is giving them. It is not surprising that the weakest
students in writing are reluctant to address their writing
problems--by listening to a trained counselor--or take another
writing course. Often students ignore this implicit advice
because of economic or time constraints--we are sympathetic to
these problems, but we still feel these students would be better
served by taking the course early in their upper-division work.
Our success with English 109 (approximately 80% of students in
109B pass the exam by the end of the semester) indicates that it
is usually the appropriate remedy for students failing the exam.
    In contrast, students who simply take the exam again and
again usually have done little supervised work in writing and
fail at increasingly higher rates. For example, for the exam
given October 1990, the pass rate for first-time attempts was
73%, for second-time attempts 46%, for third-time, 38%, for fifth
or more 12%.
    The number of students with 3-time (or more failures) on
recent exams hovers between 150 and 250 out of a typical exam
administration involving 2000 students. This group of multiple-
failures most often ignores the quite-useful writing structures
the university has created. They also are most likely to absorb
increasing amounts of university attention--for repeat
counselling, administrative exceptions, university appeals, last-
minute additions to courses, special tutoring. These are the

students likely to end up in the final semester of their senior year without an upper-division course in writing, without tutoring, in sight of graduation, and facing another failure on the WPE.

Many of the multiple-failure students have been counselled; some are currently enrolled in English 109, the proficiency exam course. But most put off the counselling and the course until late in the process. Eventually they must do both.

If our system believes in education more than in repeat-testing, it ought to channel this group of students at a far earlier stage into counselling, tutoring, and coursework.

IMPLEMENTATION: Research into implementation has not been completed. However, if the new requirements are approved by the university, we would publish these new requirements in our booklet that goes out to prospective takers of the exam. We would also include them in letters going out to those who fail the exam the first time and those who fail it the second time.

In addition, outside the cashier's office during WPE registration periods, we would have posted a notice warning students of these new requirements. We would not confirm scores for the university, or send letters to students who take the exam the second and third times if they have not conformed to these requirements. (We have records in our office that allow us, when filing a student's current exam, to know how many (if any) times she or he has taken the exam before.

Although the new requirements might initially increase counseling appointments and the demand for 109, this group of students would eventually seek counselling and end up in 109 anyway, so we anticipate no great overall increased demand for our services. Students who are counselled early in the process (rather than the semester of the anticipated graduation) stand a far better chance of achieving success. Once students take 109, they are unlikely to be repeat takers and repeat counselees. In the long run, this should save us money in grading and counselling.

IMPLEMENTATION GUIDELINES FOR THE POLICY ON INSTRUCTIONAL
PROGRAM PRIORITIES: GUIDELINES FOR ACADEMIC PLANNING,
RESOURCE ALLOCATION, AND ENROLLMENT MANAGEMENT

Document Purpose:

This document provides guidelines for the implementation of the
University policy on Instructional Program Priorities:
Guidelines for Academic Planning, Resource Allocation, and
Enrollment Management, approved by the President on April 29,
1991, (hereafter referred to as the policy on Instructional
Program Priorities) or "the policy." The policy on Instructional
Program Priorities establishes University-wide instructional
program priorities for FTES generating programs and
centers/institutes. The referenced policy defines, by program
category, the desired balance and mix of programs offered
collectively by the University's academic departments.
Guidelines for implementation of the referenced policy are
contained herein.

Document Provisions:

**A. Guidelines for Determining, Reviewing, and Revising
     Instructional Program Priorities**

The following guidelines are offered to assist in the
establishment of University, school and departmental
instructional program priorities:

1. Each school and primary academic unit (department/program)
    within the school must define its instructional program
    priorities using the program categories identified in "the

policy" (e.g. undergraduate majors, graduate degree programs, general education courses, service courses, minors).

2. University, school, and primary academic units' instructional program priorities are based on the application of the criteria and factors identified in the policy on Instructional Program Priorities.

3. Because primary academic units/schools may have different program emphases by virtue of their disciplines (e.g., a graduate program emphasis), the balance and mix of programs in a primary academic unit or school may differ from those defined in the University as a whole. However, the sum must reflect the instructional program priorities and the desired balance and mix defined at the University level.

4. Each school shall work with its primary academic units to evaluate the strengths and weaknesses of its programs in relation to the criteria in the policy statement on Instructional Program Priorities and to establish specific priorities among program offerings within each of its primary academic units, and within the school. It is incumbent upon primary academic units and schools to be able to describe how their instructional program priorities relate to the criteria

and how their courses/programs contribute to the desired balance and mix of programs specified in "the policy."

5. Instructional program priorities within each school shall be submitted to the Vice President for Academic Affairs who has the responsibility for evaluation of these priorities in light of the University's policy on Instructional Program Priorities. The Vice President for Academic Affairs has the authority to revise instructional program priorities for individual schools to reflect the University-wide priorities specified in "the policy." The Vice President for Academic Affairs will present to the Council for University Planning (CUP), for review and comment, the instructional program priorities of the schools.

6. The instructional program priorities of the schools shall be reflected in the educational programs portion of unit plans submitted to the Council for University Planning, which provide the basis for the University Plan.

7. Subsequent review and revision of primary academic units and schools' instructional program priorities shall take place through the annual submission of school plans to the Vice President for Academic Affairs.

8. Program reviews shall consider primary academic units' instructional program priorities in the review of academic program(s) and courses. Program review recommendations shall be used by departments/programs and schools to review and revise their instructional program priorities.

9. Revisions to the policy on Instructional Program Priorities shall occur by action of the Academic Senate and the approval of the President. A review of "the policy" shall occur on a regular basis to coincide with the institutional self-study process of the institutional accreditation by the Western Association of Schools and Colleges.

B. **Guidelines for the Implementation of Instructional Program Priorities Through Enrollment Management:**

1. Enrollment management entails establishing policies and procedures to manage the application and admission of students to the University and the timely progress of students through their degree programs. Managing enrollment requires translating the Instructional Program Priorities into specific enrollment targets for departments/programs and schools. Enrollment targets shall reflect the desired balance and mix of the priorities.

2. Each school shall work with its departments to establish specific enrollment targets for each program category defined in the policy on Instructional Program Priorities.

3. Each school shall develop a school enrollment plan that reflects its instructional program priorities and submit it to the Enrollment Management Group. The Enrollment Management Group, working closely with the Vice President for Academic Affairs, may recommend changing a school's enrollment plan to ensure that overall University enrollment reflects the Instructional Program Priorities.

4. The Vice President for Academic Affairs shall present school enrollment targets for review and comment by the Council for University Planning.

5. After school and University enrollment targets have been approved by the President, enrollment is to be managed by Educational Support Services, as well as schools and departments. Schools and departments have a greater role in managing enrollment of continuing students through course offerings that comprise the schedule. New student enrollment is managed at the University level.

6. There are three distinct phases in the process of managing the flow of new students: application, admission, and enrollment. Application is initiated by the prospective student. Management of enrollment at application can be accomplished by establishing time frames during which applications will be accepted. This control can be enhanced by making it program specific, that is, by having differential closing dates for various degree and entitlement programs. Program priorities and established FTE targets should be used to define a program as being over or under enrolled. Earlier closing dates would be established for programs in which enrollments are to be limited; and later closing dates would be established for programs in which enrollments are to be encouraged. For each semester, Admissions and Records shall project student applications, admissions, and enrollments. Recommendations concerning closing dates will be made by Admissions and Records to the President via the Enrollment Management Group and CUP. In addition, directed marketing efforts (outreach, for example) can be undertaken to influence a greater number of students to apply to programs which are considered to be underenrolled. Units undertaking directed marketing efforts shall be supported where an appropriate academic priority exists. Marketing resource requests must be included in the Resource Allocation Process.

Admission is granted by the University. Generally, all applicants who have submitted timely applications and who meet the threshold University standards will be admitted. However, a program may be declared impacted and then secondary criteria[1] will be used to select, for admission, a subset of those who applied for that program. The use of impaction should be in accordance with established program priorities. Requests for a declaration of impaction will be prepared by the school/department and forwarded to the President via the Enrollment Management Group and CUP.

Enrollment itself is the action of an admitted student. Although the act of enrolling is largely outside the control of the University, specific marketing efforts may be directed towards applicants who have been admitted to help influence them to enroll in the University. Such marketing efforts should target specific groups such as generally underrepresented applicants, or applicants to underenrolled programs. Marketing resource requests (given appropriate academic priorities have been established) should be submitted for consideration in the Resource Allocation Process.

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[1]Establishment of secondary criteria constitutes a "program change proposal" subject to review and approval by established procedures.

7. Enrollments of continuing students may be managed in three
    ways: re-admissions, change of program, and registration.
    Former students seeking re-admission to the University can be
    managed at the same points as new students: application,
    admission, and enrollment. However, admission criteria, in
    particular, may differ for these students. Re-admits and
    Special Admits, for example, may have course and load limits
    placed upon them. Schools/departments shall have specific
    policies and procedures (VPAA approved) for dealing with
    applications for re-admission.

    Change of program can be managed by establishing policies and
    procedures for application and admission. For example, time
    frames can be established for allowing application for a
    change of program, secondary criteria can be applied for
    admission to impacted programs. Managing change of program
    is an important tool for the department. Schools/departments
    shall have specific policies and procedures (VPPA approved)
    for dealing with applications for change of program.

    There are various management tools that can be applied during
    the registration process, including class schedules, total
    unit limits, add/drop policies, and repeat policies.
    Departments should be very aware of the application of
    enrollment management through the registration process. The
    schedule of classes should implement the annual University

enrollment plan, and should not encourage over enrollment by responding to student demand without regard to the enrollment plan. Schools/departments should also periodically review the Computer Assisted Registration (CAR) scheduling restrictions to insure that only students with appropriate major/minor codes are permitted to register through CAR.

Enrollment of continuing students may also be managed by changing the number of units a student can request through computer-assisted registration.

Appropriate add/drop policies, generally uniform across the University, should be developed to aid the enrollment management process. Specifically, the Add/Drop Policy should encourage students to make early decisions about their course loads so that students who may be waiting for available seats can be accommodated. Encouraging faculty to enforce prerequisite and major/minor code checking is another method of enhancing enrollment management by securing timely adds and drops.

Schools/departments should develop and enforce appropriate repeat policies and procedures. The Repeat Policy should limit course repeat attempts to a number that is reasonable for both the student and the institution.

C. **Implementation of Instructional Program Priorities Through the Resource Allocation Process**[2]

The Vice President for Academic Affairs is the University official responsible for evaluating the adequacy of instructional resources and recommending resource priorities and allocation for the schools and other University programs within the purview of Academic Affairs. Within the established resource allocation process, the Vice President for Academic Affairs is the principal advocate for academic program center resource requests and identifies how these requests relate to instructional program priorities.

1. Recommendations regarding the allocation of faculty position resources to the schools for instruction (instructional allocation) and the use of faculty position resources for programs and functions within the purview of Academic Affairs (e.g., research assigned time, academic governance, academic advising, faculty development, diversity hiring, educational equity, centers and institutes) shall be the responsibility of the Vice President for Academic Affairs.

In accordance with the established schedule, faculty position resource requests from the schools and other program centers requesting a faculty position resource allocation shall be

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[2]Adoption of these guidelines amends PM 91-06 (issued March 11, 1991).

submitted to the Vice President for Academic Affairs. The
Vice President for Academic Affairs and Academic Affairs
staff, in consultation with the Vice President for Finance
(or designee), shall prepare an analysis and evaluation of
faculty position resource requests in relation to approved
instructional priorities (and enrollment targets within the
schools) and approved priorities among instructionally
related programs. After consultation with the Deans
individually and collectively and with other individuals or
groups as deemed necessary by the Vice President for Academic
Affairs, the Vice President for Academic Affairs shall
formulate recommendations on the distribution of faculty
positions. Prior to submission of the Vice President's for
Academic Affairs recommendations to the Council for
University Planning, the Vice President for Academic Affairs
shall also consult with the Senate Chair (or designee)
regarding consistency of the proposed recommendations with
academic program priorities specified in the "Policy on
Instructional Program Priorities: Guidelines for Academic
Planning, Resource Allocation, and Enrollment Management."
The Vice President for Academic Affairs recommendations on
faculty position resource allocations shall be made directly
to CUP for review and comment.

2. The Vice President for Academic Affairs shall also be
   responsible for making recommendations regarding priorities

for the distribution of non-faculty resources to the schools,
library and University programs within the purview of
Academic Affairs. In accordance with the established
schedule, school and library budget requests and resource
requests for other programs within the purview of Academic
Affairs shall be submitted to the Vice President for Academic
Affairs. The Vice President for Academic Affairs shall
formulate recommendations on priorities for the distribution
of non-faculty resources to programs within the purview of
Academic Affairs as they relate to academic program
priorities and faculty resource allocations. The process for
formulating recommendations on non-faculty resources shall be
the same as that prescribed for faculty positions, except
that the Vice President for Academic Affairs recommendations
on priorities for non-faculty resources for instruction and
instructionally related programs, along with individual unit
requests, shall be submitted to the budget allocation group
for consideration along with resource requests from all other
program centers. In turn, the budget allocation group shall
submit its recommendations on the distribution of non-faculty
resources to CUP for review and comment.