

1991-92
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, November 21, 1991
Forest Suite, University Union

INFORMATION

Tentative Schedule--Fall 1991 and Spring 1992 Academic Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest Suite, University Union:

Fall: December 5 and 12, 1991

Spring: February 13 and 17, 1992
March 12 and 26, 1992
April 9 and 23, 1992
May 7, 14 and 21, 1992

CONSENT CALENDAR

AS 91-98/Ex. COMMITTEE APPOINTMENTS--SENATE

Faculty Professional Development Committee:

SHARIE MEYER, At-large, 1993 (repl. R. Platzner)

Fiscal Affairs Committee:

TERRY THOLMAS, At-large, 1992 (repl. P. Kearly)

General Education Course Review Committee:

KAYLENE RICHARDS-EKEH, Prof Sch At-large, (through S'92)

AS 91-99/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Campus Educational Equity Committee:

JAMES CHOPYAK, A&S, 1993 (repl. B. Gonzalez)

Director of Career Center and Testing Services, Advisory Committee on the Selection of the:

DAVID RASKE, At-large
PETER SHATTUCK, At-large

Director of Financial Aid, Advisory Committee on the Selection of the:

JUANITA BARRENA, At-large
NANCY TOOKER, At-large

Public Safety Advisory Committee:

MARINA SNOW, At-large, 1993
JOAN BAUERLY, At-large, 1992

Satisfactory Progress Appeals Board:

MARDA WEST, At-large, 1993

Telephone Registration Planning Committee:

VERNON HORNBACK, At-large, 1992
JUDITH NG, At-large, 1992

AS 91-100/FisA, GPPC, Ex. PROGRAM CHANGES

The Academic Senate recommends approval of the following programs change proposals:

School of Engineering and Computer Science

a. M.S. in Computer Science:

Revises CSc 202 and renumbers it as CSc 205; revises CSc 220 and renumbers it as CSc 206; revises CSc 203 and renumbers it as 230 which then becomes an elective in the Software Engineering area; adds CSc 204 to replace CSc 203 as a core requirement (making new core CSc 201, 204, 205, 206, and 209), (as described in Attachment A).

School of Education

b. Special Education M.A.:

[Refer to Attachment B for description of program changes.]

REGULAR AGENDA

Carried

AS 91-95/AP, Ex. ^{FIR} STUDENT COMPLAINT HEARING POLICY AND PROCEDURES--PM 91-11

The Academic Senate endorses the revised "Student Complaint Policy and Procedures" specified in PM 91-11 (11/14/91 Academic Senate Agenda Attachment K).

Carried

AS 91-97/Flr. SABBATICAL LEAVES, FUNDING OF

The Academic Senate recommends that the administration of CSUS implement a system for funding paid leaves whereby departments and schools are reimbursed for sabbatical leaves taken by members of the unit, in order to avoid significant programmatic impact that might result from an unusual number of leaves within a single department or school in an academic year.

fully in part as necessary

AS 91-101/CODE, Ex. 1/FIR DEPARTMENTAL DIVERSITY PLANS--EVALUATION
CHECKLIST (AS 90-134)

Carried
The Academic Senate approves the evaluation checklist [Attachment C-1] for use by the Committee on Diversity and Equity (formerly the Affirmative Action Committee) in reviewing departmental diversity plans in accordance with the "Guidelines for Developing Faculty Diversity Goals" (AS 90-134) [Attachment C-2].

DISCUSSION ITEMS:

- Policy on check out, renewal, and recall of library materials.
- Report from the Chair on Executive Committee meeting with the Chair of the CSU Board of Trustees on November 13.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6018

OFFICE OF RESEARCH AND GRADUATE STUDIES
(916) 278-6402
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California State University, Sacramento
6000 J Street
Sacramento, California 95819

MEMORANDUM

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October 21, 1991

TO: Charlotte Cook, Chair
Academic Senate
MB-12

FR: Maurine Ballard-Rosa, Chair
Graduate Policies and Programs Committee

RE: Change in Core for M.S. in Computer Science

At its meeting of Monday, October 28, 1991, the Graduate Policies and Programs Committee approved the proposed change in the core for the M.S. in Computer Science.

A copy of the proposal is attached for your information.

MBR/sb
Attachment

cc Vice President Burger
Dr. Jolene Koester, Associate Vice President, Academic Affairs
Dr. Robert N. Rogers, Associate Vice President, Research and Graduate Studies
Dr. John Hester, Associate Dean, School of Engineering and Computer Science
Dr. Mary Jane Lee, Chair, Department of Computer Science

CALIFORNIA STATE UNIVERSITY, SACRAMENTO PROGRAM CHANGE PROPOSAL

Academic Unit: Computer Science Date of Submission to School Dean: 9/20/91

Requested Effective Fall X Spring , 1992

Type of Program Change:

Required forms attached:

- Modification in Existing Program
 - Substantive Change Form C
 - Non Substantive Change X no form required
- Deletion of Existing Program Form D
- Initiation (Projection) of New Program Form E
- Implementation of New Program 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: core requirement for the M.S. Computer Science program at the present is C Sc 201, 202, 203, and 220. C Sc 202 has been revised and renumbered 205 (202 will cease to be offered). C Sc 220 has similarly been revised and renumbered 206 (220 will cease to be offered). C Sc 203 has been revised and renumbered as C Sc 230. C Sc 203 will cease to be offered and C Sc 230 will become an elective in the Software Engineering area of the program. A new course, C Sc 204, will replace C Sc 203 as a core requirement. The new core will therefore be C Sc 201, 204, 205, 206, and 209.

Use changes are brought about as part of our continuing effort to keep current with technological changes in the field, as well as adjustments made in requirements for admission to the program.

Transaction:

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

Approvals:

Department Chair: Mary Jane Lee Date: 9/18/91
School Dean: Bob L. Hester Date: 10/1/91
Associate Vice President-Curriculum: Date:



California State University, Sacramento

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M E M O R A N D U M

DATE: November 6, 1991

TO: Maurine Ballard-Rosa, Chair
Graduate Policies and Programs Committee

FROM: Steve Buss, Chair
Fiscal Affairs Committee

SUBJECT: Change in Core for M.S. in Computer Science

On November 5, 1991, the Fiscal Affairs Committee approved the attached fiscal impact evaluation for the change in core for the M.S. in Computer Science.

If you have any questions, please call me at x7387.

SB:dp
Attachment
cc: Jolene Koester, Associate Vice President for Academic Affairs
John Williams, Chair, Curriculum Committee
Charlotte Cook, Chair, Academic Senate

FISCAL IMPACT EVALUATION

October 29, 1991

Change in Core for M.S. in Computer Science

PRESENT	PROPOSED
CSC 201 (3)	CSC 201 (3)
202 (3)	204 (3) (new course)
203 (3)	205 (3) (old 202)
209 (1)	206 (3) (old 220)
220 (3)	209 (1)
13 units	13 units

Evaluation

- CSC 202 will be changed and renumbered to 205 (0 wtu change)
- CSC 203 will become an elective and be offered every other semester (-3 wtu a year)
- CSC 204 is a new course (C-5) (+6 wtu a year)
- CSC 220 will be changed and renumbered to 206 (0 wtu change)

Recommendation

The Fiscal Affairs Committee estimates that proposed changes will cost 3 wtu or .1 FTEF a year and thus will have negligible fiscal impact.



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NOV 7 1991

Academic Senate Received
413

MEMORANDUM

November 4, 1991

TO: Charlotte Cook, Chair
Academic Senate

FR: Maurine Ballard-Rosa, Chair *MBR*
Graduate Policies and Programs Committee

RE: Special Education Program Change

At its meeting of Monday, October 14, 1991, the Graduate Policies and Programs Committee approved the proposed program change for the Special Education M.A. program.

A copy of the proposal is attached for your information.

MBR/sb

Attachment

cc Vice President Burger
Dr. Jolene Koester, Associate Vice President, Academic Affairs
Dr. Robert N. Rogers, Associate Vice President, Research and Graduate Studies
Dr. Steve Gregorich, Dean, School of Education
Dr. Michael Lewis, Chair, Department of Special Education and Rehabilitation

FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO Program Change Proposal

Academic Unit: Spec. Ed., Rehab., & Sch. Psych. Date of Submission to School Dean: 9/23/91

Requested Effective Fall X Spring _____, 1992

Name of Faculty Contact Person, if not Department Chair: Michael John Lewis, Chair

Type of Program Change:

_____ Modification in Existing Program Required forms attached:

X Substantive Change _____ Form C

_____ Non Substantive Change _____ Form B

_____ Deletion of Existing Program _____ Form D

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

_____ 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:

See attached.

Approvals:

Department Chair: *Michael John Lewis* Date: 9/24/91
 School Dean: *Donald Howard Hill* Date: 9/24/91
 University Committee: _____ Date: _____

This request involves a reconfiguration of course content into a new sequence. The 30 unit limit for the Master's program will be maintained but graduate students will be required to take a course on current issues in place of an elective. Additionally, students will be provided with information on the historical/philosophical foundations relating to the broad field of service to students with disabilities. The two courses addressed in this proposal include:

1. EDSRS 200.0 Historical/Philosophical Foundations of Special Education, and
2. EDSRS 297.0 Current Issues in Special Education.

The proposed change to add EDSRS 200.0 Historical/Philosophical Foundations in Special Education is, in essence, not really an addition, but rather a combining of two courses which are currently offered through the Department (EDSRS 263.8 Foundations for Learning Handicapped and EDSRS 261.8 Foundations for Severely Handicapped) into a single course. The newly designed course will cover issues related to the broad range of students with disabilities and will focus on the importance of integrated service delivery in the least restrictive environment. This change has stemmed from shifting philosophy regarding segregated service to students with disabilities and a concern that students enrolled in all special education credential and degree programs have exposure to issues covering the broad range of individuals with disabilities from birth to adulthood.

In a similar vein, the impetus for the proposed change to add EDSRS 297.0 Current Issues in Special Education developed from the rising concern expressed by both students and faculty that the present course in which these issues are addressed, EDSRS 264.0 Master's Seminar in Special Education, is overwhelming in terms of content expectations. There is general agreement that the course includes content equivalent to a 6-unit load. In essence students have been forced into a situation where they are expected to learn new material in addition to preparing for the comprehensive exam in one semester. For students enrolled in the thesis or project options, however, coverage of current issues is not presently required.

To address this problem, the faculty have agreed to "split the seminar course" into two semesters and limit the offering of the Master's Seminar to once a year (Spring only). This reorganization will force graduate students selecting the Comprehensive Exam Option to carefully plan their academic programs and allow for a two semester sequence (Current Issues in the Fall and the MA Seminar in the Spring) in preparation for the exam. Additionally, the current issues class will be offered in both Fall and Spring and will be required of all students enrolled in the Special Education Option for their graduate program. The current issues class will serve as the initial component of the culminating requirements and will be taken prior to enrollment in EDSRS 560.0 MA Thesis, EDSRS 562.0 MA Project or EDSRS 264.0 The Master's Seminar (and comprehensive exam). The following figure depicts the proposed changes with estimates as to how the courses will be reconfigured in the schedule of course offerings over an academic year.

Current Configuration:	Offered:	Proposed Configuration:	Offered:
EDSRS 263.8 LII Foundations	Fall 1-2	EDSRS 200.0	Fall 2
EDSRS 261.8 SII Foundations	Spring 1	EDSRS 297.0	Spring 1
Current Configuration:	Offered:	Proposed Configuration:	Offered:
EDSRS 264.0 MA Seminar	Fall 1-2	EDSRS 264.0	Fall 1
	Spring 1-2	EDSRS 297.0	Spring 1-2

It is estimated that this new configuration will incur a minor increase in wtu's (3.0) over an academic year due to the new requirement for EDSRS 297.0 for all Master's degree students. Figure 1 provides a fiscal analysis of the proposed program modifications.

Course	Course Classification	Units	Sections (+) Sections Deleted (-)		Enrollment per Section		Staffing			
			F	S	F	S	+/- wtu's		+/- FTE	
							F	S	F	S
EDSRS 263.S	C5	3	-1	-1	25	25	-3	-3	-.2	-.2
EDSRS 261.S	C5	3	-1	-1	25	25	-3	-3	-.2	-.2
EDSRS 200	C5	3	+2	+2	25	25	+6	+6	+4	+4
EDSRS 264.0	C5	3	-1		15	15	-3		-.2	
EDSRS 297.0	C5	3	+1	+1	15	15	+3	+3	+2	+2
								+3		+2

Figure 1: Fiscal Analysis of Proposed Program Modification for the Master's Program in Special Education, Fall 1991



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

California State University, Sacramento
6000 J Street
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M E M O R A N D U M

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DATE: October 30, 1991

Academic Senate Received
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TO: Maurine Ballard-Rosa, Chair
Graduate Policies and Programs Committee

FROM: Steve Buss, Chair
Fiscal Affairs Committee

SUBJECT: Special Education M.A. Program Change

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On October 29, 1991, the Fiscal Affairs Committee approved the attached fiscal impact evaluation for the Special Education M.A. Program Change.

If you have any questions, please call me at x7387.

SB:dp
Attachment
cc: Jolene Koester, Associate Vice President for Academic Affairs
John Williams, Chair, Curriculum Committee
Charlotte Cook, Chair, Academic Senate

FISCAL AFFAIRS COMMITTEE Fiscal Analysis Special Education M.A. Program Change

The Proposal

The Department of Special Education and Rehabilitation and School Psychology currently offers two programs for the M.A. in Special Education, each currently requiring 30 units. They propose converting six of those units from required electives to core courses in each program.

They want to create one of these new core courses (200.0) by collapsing the material currently taught in two electives, and eliminating the old electives (261.8 and 263.8). They want to divide an existing requirement for the "B" program (264) into two courses (264 and 297), adding the 297 course to both programs and leaving the revised course (264) in the "B" program only. The overall impact on all students is to convert six units of electives into core requirements for 200.0 and 297.0.

Impact of Course Offerings

The department currently graduates about 50 M.A. degrees per year, where 30 of those students choose the "B" program. A summary of the necessary schedule changes is presented below.

Course	Maximum Students	Proposed Students	Currently Students	Sections
200.0	25	25	0	0
297.0	15	15	0	0
261.8	25	25	NA	2
263.8	25	25	NA	2
264.0	15	15	30	2
				6

Proposed Sections	Minimum Requirements Students	Sections
4	50	2
2	50	3-4
0	0	0
0	0	0
1	30	2
7		7-8

The department believes that it can accomplish this proposal with one net additional section. The Fiscal Affairs Committee agrees, but with reservations.

First, the addition of 4 sections of the new 200.0 to serve 50 students is not necessary. At the department's proposed cap of 25 students per section, only 2 will be needed. Second, it is not clear how the department intends to serve 50 students in 2 sections of 15 students for the new 297.0. Three sections at this size would serve 45 students, while 4 would easily cover the demand. If the enrollment cap were raised to 20, only 3 sections would be needed. Finally, it is not possible to serve 30 students in 1 section of 15 students, clearly the department will need 2 sections per year.

Fiscal Impact

In total, the department could serve its anticipated demand for sections with an increase of 1 or 2 sections, depending on their willingness to increase the size of their 297.0 enrollment cap. At .2 FTEF/section, this would require .1 to .2 additional FTEF/year.

Department _____

DEPARTMENTAL DIVERSITY PLANS
Evaluation Checklist

	<u>Included/ Satisfactory</u>	<u>Included/Needs Clarification</u>	<u>Not Included</u>
1. Statement of Philosophy			
a. statement of commitment to affirmative action	—	—	—
b. acknowledgement of different aspects of diversity (e.g., ethnic, racial, sexual, religious, physical, age, etc.)	—	—	—
c. awareness of diversity issues as they impact departments/schools/University	—	—	—
2. Current Department/School Profile of Faculty by Ethnicity, Gender and Age			
a. description in graphic/narrative of the actual number of individuals from each ethnicity, the percentage of that number relative to the total number of departmental faculty, and the desired proportional percentage of that underrepresented group in the national availability of candidate pools	—	—	—
b. profile of department faculty by age, rank, gender, disability and ethnicity	—	—	—
c. profile of departmental student population locally and nationally	—	—	—
3. Statistical description of what a unit should attain, with timetables			
a. parity (Work force analysis to determine the minimum number of diverse faculty appropriate for the unit, based on national availability data; goals provided by Affirmative Action Officer.)	—	—	—
b. goals beyond parity, based on current and projected student diversity in California	—	—	—
c. activities and outcomes pursuant to achieving goals	—	—	—
4. Strategies of Recruitment			
Description of appropriate discipline-based recruitment strategies including:			
a. statements in advertisements	—	—	—
b. efforts to advertise and recruit early	—	—	—
c. networking activities	—	—	—
d. effort to work with Affirmative Action Office	—	—	—

	<u>Included/ Satisfactory</u>	<u>Included/Needs Clarification</u>	<u>Not Included</u>
5. Description of Department's Appointment Process			
a. demonstration of sensitivity to the importance of diversity in the appointment process, including appointment criteria relevant to departmental diversity goals and interview questions pertaining to diversity issues.	---	---	---
b. description of resources the department is willing to commit to attracting diverse faculty to this University	---	---	---
6. Plan for Periodic Evaluation, including criteria and methodology for evaluating effectiveness of the plan	---	---	---
7. Affirmative Action Representatives			
a. description of role of representative	---	---	---
b. assessment of effectiveness of role of representative	---	---	---

Comments: _____

9/19/91 -- CODE/AA Committee
11/5/91 -- Executive Committee Revision

*AS 90-134/AA, Ex. DIVERSITY GOALS, GUIDELINES FOR DEVELOPING FACULTY

The Academic Senate recommends the following "Guidelines for Developing Faculty Diversity Goals":

GUIDELINES FOR DEVELOPING FACULTY DIVERSITY GOALS

Preamble

AS 88-208, dated April 14, 1988, requested that all academic units update their faculty diversity goals (affirmative action plans) in accordance with CSU Executive Order No. 340 and AS 88-208.

Additionally, AS 88-208 established hiring process guidelines as support for achievement of faculty diversity goals. Moreover, President Gerth, in a memorandum dated May 1, 1989, specified that departmental diversity goals statements (affirmative action plans) generally should contain elements that serve as the basis for the guidelines elaborated below.

These guidelines underscore the fact that CSUS is committed to increasing the diversity of its faculty and to meeting the needs of a diverse student population. This commitment remains strong because it is recognized that a diverse faculty contributes to enriching the curriculum and to providing role models for students.

In accordance with these diversity goals, each department shall develop and/or update its statement of diversity goals using the guidelines provided below. The department's plan shall be submitted to the Affirmative Action Office. Plans shall be reviewed by the Affirmative Action Committee which shall forward its review to the President. Departmental diversity goals are subject to approval by the President. Diversity goals shall be updated and resubmitted every five years for review and approval, with a brief statement of any changes to the original plan provided annually.

1. Statement of Philosophy

This is the basis of the plan. It is important to include a statement of commitment to affirmative action. This should go beyond a statement of equal opportunity for employment. It should demonstrate awareness of the changing demographics in California, as well as in the USA, and how this impacts on the mission of the department, as well as that of this university. It should indicate the philosophy of the department toward diversity. Ideally, it should include recognition of the significant role diversity will have in shaping future directions in the departmental field of knowledge, expertise and practice.

Resources: University Affirmative Action Office; School Deans; Office of Institutional Research; Affirmative Action Committee; Campus Educational Equity Committee; Affirmative Action Representatives; Ethnic Studies; Women's Studies; the Committee on Persons with Disabilities; Office of Services to Students with Disabilities.

2. Current Department Diversity Profile

Include a narrative or graphic description of the actual number of individuals from each diverse group, the percentage of that number relative to the departmental population, and the desired proportional percentage of that underrepresented group in not only the national availability pools, but beyond to achieve a diverse faculty. Be sure to separate gender and disability from ethnicity. Describe the faculty population (departmental) by age and rank, and how this will impact the department in the future. Indicate plans to hire across rank and age, to ensure age and rank heterogeneity.

The student population in California is rapidly changing in diversity. Provide a profile of the student population within the department. Describe anticipated changes in the student population, and activities to attract diverse student populations.

Resources: Affirmative Action Officer; Office of Institutional Research.

3. Use of Statistics--Description of what a unit should attain with timetables.

Describe the department's current utilization of diverse faculty in relation to national availability data. Include a work force analysis, and the minimum number of diverse faculty the department should have, based on national availability.

Describe departmental goals beyond parity with national availability by linking faculty diversity goals to current and projected student diversity and to changing demographics in the State of California.

Identify the outcomes that the department plans to attain. These should be stated in behavioral terms. List the specific activities in which the department will engage to accomplish these outcomes. Activities may include efforts to encourage diverse students to become university educators. Indicate timetables for achievement of outcomes.

4. Strategies of Recruitment

This section should describe mechanisms the department uses for notifying prospective applicants. For example, describe statements in advertisements that indicate a preference for individuals with diverse backgrounds, and efforts to advertise and recruit early in the academic year.

Describe the networking activities of faculty with organizations and institutions that attract a diverse student population. Describe participation in conferences, and contacts with professional associations. List the publications in which the positions have been advertised. Indicate the efforts the department has made to work with the Affirmative Action Officer to enhance recruitment strategies.

Resources: Affirmative Action Officer; Affirmative Action Representative; School Deans; Ethnic Studies; Women's Studies, Committee on Persons with Disabilities.

5. Description of Departmental Appointment Process

This section provides the department the opportunity to describe how they demonstrate sensitivity to the importance of diversity in the appointment process. Actions taken may include representation across disability, gender and ethnicity on selection committees. Include a copy of the criteria provided to hiring committees describing departmental goals for diversity. List interview questions regarding a candidate's experience, values, and beliefs regarding diversity. Provide a description of resources the department is willing to commit (or interested in committing) to encourage diverse faculty to select this university. Examples of these types of resources are release units for research, moving costs, program and curriculum development, and so forth.

6. Plan for Evaluation

Indicate the criteria and methodology your department will use to evaluate the effectiveness of your departmental affirmative action plans. You may refer to your department's previous Affirmative Action Plan and Diversity Goal document. You may also wish to discuss interim hiring opportunities not discussed in the previous plan.

Carried 3/7/91.
President Approved 4/5/91.