

1992-93
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, November 12, 1992
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

1. Moment of Silence

THADDEUS EUGENE SHOEMAKER
Professor of Government
CSUS 1968-1992

2. Please mark your calendars: Tentative Schedule--Fall 1992 Academic Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest Suite, University Union:
November 19
December 3, 10, 17
3. Announcements:
Visiting Scholars Program

CONSENT CALENDAR

AS 92-84/Ex. COMMITTEE APPOINTMENTS--SENATE

Academic Policies Committee:

NANCY OSTIGUY, Senator, 1993 (repl. S. Serrano)

Alternative Instructional Delivery, ad hoc Committee on:

ELIJAH CHRISTIAN, Academic Telecommunications Advisory
Committee Representative
ERWIN KELLY, Academic Senate Representative
GEORGE RICH, At-large
P. MICHAEL SPARKS, Extended Learning Programs Subcommittee
Representative
JOHN STOCKMAN, At-large (w/several experiences as distance
learning instructor)
NANCY TOOKER, Curriculum Committee Representative
NICK TRUJILLO, Graduate Policies and Programs Committee
Representative

Committee on Diversity and Equity/AA:

THERESA MENDICK, Prof Serv, 1994 ('92-93 repl. J. Ware)

Faculty Affairs Committee:

RODNEY KINGSNORTH, A&S, 1993

JANIE LOW, Prof Sch, 1994

PAUL NOBLE, A&S, 1995

Faculty Endowment Fund Committee:

Hal Wiedman, Emeritus Faculty, 1993

Faculty Professional Development Committee:

CHRISTINE MILLER, Senator, 1993 (repl. S. Navari)

Fiscal Affairs Committee:

WILLIAM BUDGE, Prof Serv, 1993 (repl. K. Crowder)

General Education Committee:

JANET CROSS, Education, 1995 (F'92 repl. R. Golanty-Koel)

TONG ZHOU, E&CS, 1993 (repl. J. Post)

Graduate Policies and Programs Committee:

ERNEST UWAZIE, At-large, 1995 ('92-93 repl. J. Hernandez)

International Programs Committee:

ERNEST UWAZIE, Prof Sch, 1994 (repl. R. Heilman)

Library Committee:

JAY CRAIN, A&S, 1994 (repl. D. Forkey)

Military Studies Advisory Board:

LINDA GOODRICH, At-large, 1993 (repl. R. Phillips)

Senate Structure and Function, ad hoc Committee on:

ANDREW BANTA, At-large

JUANITA BARRENA, Executive Committee Member

STEVEN BUSS, At-large

MICHAEL FITZGERALD, At-large

SYLVIA NAVARI, Convenor, Executive Committee Member

JERRY TOBEY, At-large

University Writing Committee:

JUANITA BARRENA, At-large, 1994
BRADLEY NYSTROM, At-large, 1995
BONNIE WALKER, Prof Sch, 1993 (repl. P. Alexander)

AS 92-85/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Academic Telecommunications Advisory Committee:

RICK ROBERTSON, H&HS, 1995

AIDS Advisory Committee:

KATHLEEN HALL, Senate Chair Designee, 1993
ROBERT MATTOS, At-large, 1994 (repl. L. Agosta)

ASI Budget Review Board:

STEVEN BUSS, Academic Senate Representative, 1993

Campus Educational Equity Committee:

GAIL TOM, SBA, 1993 (repl. C. Wang)

Centers and Institutes, 1992-93 Review of

--Insurance Education and Research Program:

WILLIAM KERBY, Faculty At-large
RICHARD KELLOUGH, Faculty At-large

--Black Resource Center in the Sciences:

CAROLE MAYER, Faculty At-large

--Institute for Social Research:

BETTY RONAYNE, Faculty At-large

Committee for Persons with Disabilities:

GUY DEANER, Instructional Faculty, Educ, 1994
SUSAN BEELICK, Librarian, 1994
SUSAN SOLOMON, Instructional Faculty, SBA, 1993
ALBERT COOK, Instructional Faculty, E&CS, 1993 (repl.
R. Cooper)

Diversity Awards Programs, Committee for:

TOM WILLIAMS, At-large, 1994

Editorship Review Committee:

- MICHAEL FITZGERALD, Instructional Faculty, appointed by the Faculty Professional Development Committee, 1995
- CRAIG KELLEY, Instructional Faculty, appointed by the Faculty Professional Development Committee, 1996
- CHERYL OSBORNE, Instructional Faculty, appointed by the Executive Committee, 1996
- ROSALIND VAN AUKER, Instructional Faculty, appointed by the Research and Creative Activity Committee, 1996
- LEAH VANDE BERG, Instructional Faculty, appointed by the Faculty Professional Development Committee, 1994

Energy Management Committee:

- DEBORAH METZGER, Faculty, 1994

Grade Appeal Procedural Appeals Board:

- WILLIAM DILLON, At-large, 1993
- JERI LANGHAM, At-large, 1993
- MARGARET CLEEK, At-large, 1993

Hornet Foundation Board of Directors:

- DORIS BEARD, Faculty At-large, 1996

Institutional Scholarship Committee I:

- RODGER BISHTON, At-large, 1993

Institutional Scholarship Committee II:

- JOHN BRACKMANN, At-large, 1994

Lottery Fund Allocation Committee:

- VIRGINIA KIDD, A&S, 1995
- MING TUNG LEE, SBA, 1995
- JAMES HERNANDEZ, H&HS, 1995

Public Safety Advisory Committee:

- ROLAND DART, At-large, 1995

Satisfactory Progress Appeals Board:

- JANET CROSS, At-large, 1994

Student Academic Development Committee:

MICHAEL FITZGERALD, At-large, 1993
DAVID RASKE, At-large, 1993
JESUS TARANGO, At-large, 1993
NANCY TOOKER, At-large, 1993

Student Complaint Hearing Panel:

RICHARD ADAMS, At-large, 1993
BARBARA ARNSTINE, At-large, 1993
DAVID VANICEK, At-large, 1994
TOM WILLIAMS, At-large, 1994
PATRICIA CLARK-ELLIS, At-large, 1995
HARRY DENNIS, At-large, 1995

Student Disciplinary Action Hearing Officer:

EDWARD BRADLEY, At-large, 1993
ROLAND DART, At-large, 1993
PAUL FALZONE, At-large, 1993
ERWIN KELLY, At-large, 1993
EDITH LeFEBVRE, At-large, 1993
PETER SHATTUCK, At-large, 1993

Student Economic Support Committee:

NANCY TOOKER, A&S, 1995
PATRICIA ACKERMAN, H&HS, 1995

Student Health Advisory Committee:

CAROLYN VAN COUWENBERGHE, At-large, 1993

University Center Board:

CAROLE MAYER, Faculty At-large, 1995

University Copyright and Patent Committee:

TONG ZHOU, At-large, 1995

University Union Board of Directors:

KEITH BISHARAT, At-large, 1993

AS 92-86/Ex. ALCOHOLIC BEVERAGE POLICY, CSUS

The Academic Senate endorses the CSUS Policy on Alcoholic Beverages (Attachment A) amended by a footnote to the statement that reads: "alcoholic beverages may not be ...consumed in classrooms, laboratories...". The footnote would indicate that classes in oenology may be exempted with approval of the Dean of Students.

AS 92-87/Ex. ACADEMIC PLANS

The Academic Senate endorses the plan and advisory group set forth in the document titled "Issues and Actions in 1992-93 Toward Reshaping the University's Academic Programs" dated 10-5-92 (Attachment B).

AS 92-88/Ex. FACULTY AFFAIRS COMMITTEE--MEMBERSHIP AND CHARGE
(amends AS 92-81)

The Academic Senate amends the membership and charge of the Faculty Affairs Committee, as follows:

Charge:

Shall plan, review, and recommend policies concerning faculty professional matters in the general areas described below:

1. Policies concerning programs that benefit the professional lives of the faculty (other than faculty development programs which are currently the responsibility of the Faculty Professional Development Committee and the Research and Creative Activity Committee). These include but are not limited to:
 - Endowed professorships
 - Faculty awards/recognition programs
 - Sabbatical and difference in pay leaves

2. Policies concerning matters of professional ethics, professional responsibilities, and academic freedom, including but not limited to:
 - Faculty professional ethics
 - Issues of academic freedom
 - Faculty responsibilities
 - Role and responsibilities of department chairs

3. Personnel policies and procedures, including but not limited to:
- Periodic review of tenured faculty
 - Procedures for administrative searches
 - Procedures for ~~outside search for a~~ selection of department chairs

Membership:

Five voting members: two faculty members from the School of Arts and Sciences, two faculty members from professional schools, and one Library or Academically Related Student Services Professional faculty member ~~Dean of Faculty and Staff Affairs/or~~ Administrative designee (non-voting)

AS 92-89/CC, GPPC, Ex. CURRICULUM REVIEW, DEPARTMENT OF THEATRE ARTS

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Programs and Policies Committee on the program review of the Department of Theatre Arts* (Attachment C) and recommends that the following programs in the Department of Theatre Arts be reapproved for a period of six years or until the next scheduled program review:

- 1) The Bachelor of Arts degree program
- 2) The Teaching Credential Program in English/Drama
- 3) The Minor in Theatre Arts
- 4) The Master of Arts degree program.

AS 92-90/UARTP, Ex. TIME LIMITS ON THE USE OF SUBMITTED MATERIALS-AMENDS UNIVERSITY ARTP SECTION 4.09

The Academic Senate recommends amendment of Section 4.09 of the statement of University ARTP policy, as follows [underscore = addition]:

4.09 Time Limits on the Use of Submitted Materials

Materials used in evaluations shall be limited to those developed during the following periods:

Retention through Tenure: Materials submitted/received since date of initial appointment to probationary status.

First Promotion: Materials submitted/received since date of initial appointment to probationary status.

*The complete Academic Program Review is available for review in the Academic Senate Office, Administration 264.

Subsequent Promotions: Materials submitted/received since the date of the files closed immediately prior to the evaluation which resulted in the last promotion.

Periodic Review of Tenured Faculty: Materials submitted/received since date of last evaluation.

Periodic Review of Temporary Faculty: Materials submitted/received during previous five years.

AS 92-91/GPPC, Ex. CSUS/PUPIL PERSONNEL SERVICES CREDENTIAL PROGRAM

The Academic Senate recommends approval of the Pupil Personnel Services Credential Program in Nevada and Placer Counties, as amended by the September 22, 1992, statement regarding library support (Attachments D-1 and D-2).

AS 92-92/Ex. ALTERNATIVE INSTRUCTIONAL DELIVERY, AD HOC COMMITTEE ON (amends AS 92-80)

The Academic Senate expands the voting membership of the ad hoc Committee on Alternative Instructional Delivery, as follows (strikeover = deletion; underscore = addition):

ad hoc Committee on Alternative Instructional Delivery

Membership:

Voting:

~~Six~~ Seven faculty members appointed by the Academic Senate:

- 1 representative of the Extended Learning Programs Subcommittee
- 1 representative of the Curriculum Committee
- 1 representative of the Graduate Policies and Programs Committee
- 1 Librarian
- 1 representative of the Academic Senate
- 2 at-large, at least one of whom shall have had several experiences as a distance learning instructor

Non-voting:

- One representative of the Academic Telecommunications Advisory Committee
- One member of the administration who can contribute technical expertise to the work of the committee, appointed by the President
- One administrator appointed by the President.

Further, MARILYN MERRITT shall serve as the Librarian member of the ad hoc Committee on Alternative Instructional Delivery.

CONSENT-INFORMATION

AS 92-82/UARTP, Ex. MERIT SALARY ADJUSTMENT--ELIGIBILITY FOR PROMOTIONS WHEN STATE DOES NOT PROVIDE MSA IN A PARTICULAR YEAR

The Executive Committee, on behalf of the Academic Senate, recommends adoption of the following policy, as proposed by the University ARTP Committee, until such time as a substitute policy dealing with this issue over the long term is approved by the Senate:

"Faculty members who were not granted a Merit Salary Adjustment (MSA) for the 1992-93 academic year due solely to lack of funds shall nevertheless be deemed eligible to be considered routinely for promotion pursuant to Section 8.01.D of the University ARTP policy (M.O.U. 14.3) if in all other respects they are eligible."

REGULAR AGENDA

AS 92-83/Flr. MINUTES

Approval of the Minutes of meeting of September 24 (#4), 1992.

AS 92-93/Ex.^{FIR} TRUSTEE'S OUTSTANDING PROFESSOR AWARD 1992-93

Whereas, The CSUS Academic Senate views the Trustee's Outstanding Professor Award Program as an inappropriate way to recognize superior teaching; therefore, be it

Resolved: The CSUS Academic Senate reaffirms the campus policy of declining to participate in the Trustee's Outstanding Professor Award Program; and, be it further

Resolved: The CSUS Academic Senate establishes an ad hoc committee charged with recommending changes to the system's OPA program (after consulting with the other CSU campuses to determine the process each uses for selecting OPA nominees) which would make participation in the program acceptable to CSUS.

The following shall serve on the ad hoc committee: Charlotte Cook as convenor, Otis Scott, Mary Ann Reihman and Juanita Barrena.

Refer to ExCom
FIR.

AS 92-94/Ex. "THE STUDENT-ATHLETE IN THE CSU," CSU ACADEMIC SENATE
RESOLUTION AS-2062-92

Whereas, Intercollegiate athletics is an important activity in the California State University; and

Whereas, Recent studies, such as the March 1991 report of the Knight Foundation Commission on Intercollegiate Athletics (KFCIA) and the February, 1990 report of the American Association of University Professors Special Committee on Athletics (AAUP) document widespread concern regarding the relationship of some programs in intercollegiate athletics to the primary mission of colleges and universities; and

Whereas, The KFCIA has published (March, 1991) and the AAUP has adopted (June 1991) guidelines for intercollegiate athletics; and

Whereas, The Academic Senate of the CSU developed and endorsed a document entitled "Principles and Guidelines for Intercollegiate Athletics Programs in the CSU" (Attachment E) in Spring, 1992, and urged local campuses to add their endorsement; therefore, be it

Resolved: That the CSU Sacramento Academic Senate endorse the "Principles and Guidelines for Intercollegiate Athletics Programs in the CSU"; and be it further

Resolved: That to bring this campus into conformity with the principles articulated in the CSU Academic Senate resolution cited above, the following actions be taken: 1) the membership of the CSUS Athletic Advisory Board be revised to include a majority of faculty appointed by the Academic Senate, and 2) the NCAA faculty representative appointed by the President be endorsed by the Academic Senate; and be it further

Resolved: That the Academic Senate commend the President and the CSUS Department of Athletics for high ethical standards and their commitment to the primacy of academic goals for student athletes on this campus.

AS 92-95/UARTP, Ex. RETENTION MATTERS, DEANS' AUTHORITY TO
DETERMINE

The Academic Senate respectfully requests the President of the University to modify his action (Attachment F) delegating to the Deans the authority to make the final determination in certain retention matters to require that in any instance of inconsistency of recommendation at the same level or between levels of review, the Working Personnel Action File shall be forwarded to the Vice President for Academic Affairs for his or her determination of the question of retention.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Policy On Use of Alcoholic Beverages On Campus

California State University, Sacramento recognizes that the abuse of alcohol and other drugs is a threat to the mission of this institution and to the members of this University community. Students, faculty and staff have a mutual interest and shared responsibility to preserve, communicate, advance knowledge, cultivate wisdom, encourage creativity, and promote values ensuring the survival of humankind and improving the quality of life.

As part of compliance with the federal Drug Free Schools and Communities Act, the following policy and procedures set regulations for the use of alcohol as well as delineate the prohibition of the use of illicit drugs. This policy supersedes all other previous policies regarding the use of alcoholic beverages at CSUS.

I. Campus Regulations

A. Consumption & Sale

1. The consumption of alcoholic beverages by individuals twenty-one (21) years of age and over is permitted on University premises subject to the limitations contained in this policy and within enforcement provisions provided by state law, rules and regulations.
2. Alcoholic beverages **MAY NOT BE SOLD OR CONSUMED** in classrooms, laboratories, libraries or generally accessible open areas. Additionally, alcoholic beverages will not be sold or consumed at events which do not permit complete control, in accordance with University policy, Department of Alcoholic Beverages Control rules and state laws.
3. Beer and wine only **MAY BE SOLD AND CONSUMED** in permanently licensed campus facilities and only as a part of Hornet Foundation operations. The Hornet Foundation is responsible for establishing and administering procedures which comply with campus policy and rules set forth by the Department of Alcoholic Beverage Control.

Policy On Use Of Alcoholic Beverages On Campus

Other campus facilities may be licensed through the Hornet Foundation on a temporary basis for the SALE AND CONSUMPTION of alcoholic beverages. The Hornet Foundation shall determine at which events alcoholic beverages will be SOLD AND CONSUMED and shall provide service for such events in a manner consistent with University policy and Department of Alcoholic Beverage Control regulations.

Special events with sale and consumption of alcoholic beverages, in permanently licensed or unlicensed space with a temporary permit, must be requested by submitting a Request for Sale of Alcoholic Beverages at Special Events for and approved by the Hornet Foundation upon recommendation by the Reservations Office and Student Activities Office (Student Clubs or Organizations only).

4. Alcoholic beverages may be CONSUMED IN UNLICENSED campus facilities, subject to the following conditions:
 - a. Schools, divisions, departments, student organizations, auxiliary organizations, and other recognized faculty, staff or student organizations and University co-sponsored groups may receive approval for specific events to CONSUME, BUT NOT SELL, alcoholic beverages in unlicensed campus facilities. Exchanging any consideration, either directly or indirectly, for an alcoholic beverage constitutes a sale. "Consideration" includes money, tickets, tokens, or chips which have been issued in exchange for money or anything else of value. The affixing of an admission charge, donation or collection of funds or the event at which alcoholic beverages will be served to those who pay the admission charge or contribute funds constitutes a sale.
 - b. Approval shall not be granted to individuals.
 - c. Groups must request permission and receive approval prior to the date of the event by submitting an Application for Approval for Consumption of Alcoholic Beverages on the Campus in Unlicensed Space. This form is obtained through the Dean of Students Office and is returned there for approval.
 - d. No authorization for the consumption of alcoholic beverages shall be assumed unless approval has been received IN WRITING for the event.

Policy On Use Of Alcoholic Beverages On Campus

- e. Established procedures for reserving University facilities shall be followed in addition to request for the consumption of alcoholic beverages.
- f. An event shall NOT BE OPEN to the public or University community at large and shall not be advertised to the public or University community as an event where alcoholic beverages are to be served. Attendance at an event shall be limited to members of the sponsoring group and their invited guests.
- g. An officer or host of the sponsoring group and the person in charge of the event are both individually responsible and liable for compliance with all applicable laws, regulations, University policies and procedures.
- h. No minors shall be permitted to consume alcoholic beverages at any time. No person under twenty-one (21) years of age shall be in attendance unless specific control procedures to prevent service to and consumption by minors has been previously approved (Refer to CSUS Alcohol Request forms previously mentioned in 4-c).
- i. No obviously intoxicated person shall be furnished, served or given an alcoholic beverage.
- j. The University administration has the prerogative of over-ruling the non-legal binding portions of this policy.

C. Enforcement

As all members of the University community are responsible for observation of and adherence to applicable laws and regulations, all members of the University community hosting events where alcohol is consumed shall have an equal responsibility in enforcing these regulations.

Persons desiring additional information on federal, state and local laws may contact the Dean of Students office, Student Services Center, Room 206, (x6060)

SUPPLEMENTAL INFORMATION

The following information was excerpted from Alcohol On Campus: A Compendium of the Law and a Guide to Campus Policy, by Donald D. Gehring and Christy P. Geraci, College Administration Publications, Inc., 1989.

State Of California Laws

- A. Definition of a Minor - The state of California requires that individuals be twenty-one years of age to purchase alcoholic beverages or to consume it in any on-sale premises.
- B. Possession or Consumption by a Minor - In addition, Section 25662 of the Business and Professional Code prohibits those under twenty-one years of age from possessing alcoholic beverages "on any street or highway or in any public place or in any place open to the public."
- C. Sale or Gift to a Minor - Section 25658 (b) of the Business and Professional Code makes it unlawful for those under twenty-one to purchase any alcoholic beverages. It is also unlawful for "every person" to sell, furnish or give or cause to be sold, furnished or given any alcoholic beverages. [West's Ann.Cal.Bus. & Prof.Code #25658 (a)]. In *Bennett V. Letterly*, 141 Cal.Rptr. 682 (Cal.App. 4 Dist. Div. 2 1977), the court held that a minor who "chips in" to buy alcoholic beverages, but does not actually purchase them nor exercise control over them, can not be found guilty of furnishing to a friend who, while driving injures a pedestrian. The minor was also held not to be liable for the pedestrian's injuries.
- D. Misrepresentation of Age - Minors who use any false identification in order to obtain alcoholic beverages are guilty of a misdemeanor and subject to at least a \$200 fine (West's Ann.Cal.Bus. & Prof.Code #25661). It is also unlawful to provide a minor with a false identification (West's Ann.Cal.Bus. & Prof.Code #25660.5).
- E. Dramshop Liability - In 1978 the California legislature abrogated several judicial decisions which held vendors liable for injuries inflicted upon third parties by patrons who were served when they were obviously intoxicated. In abrogating this common law, the legislature stated specifically that vendors would not be civilly liable to third parties and that the consumption, rather than the serving of alcoholic beverages, was the proximate cause of injuries inflicted upon third persons by intoxicated patrons (West's Ann.Cal.Bus. & Prof Code #25602). This statute became effective on January 1, 1979. Two years later the California Supreme Court upheld the constitutionality of these 1978 amendments making consumption the proximate cause of injuries resulting from intoxication [*Cory v. Shierloh*, 174 Cal.Rptr. 500 (1981)].

State Laws

E. (cont.)

Section 25602.1 of the same code, however, allows for the civil liability of vendors who serve obviously intoxicated minors. Thus, in *Freeland v. Pirozzi*, 152 Cal.Rptr.299 (Cal.App.2 Dist. 1979) it was held that there was no civil liability where vendors sold alcoholic beverages to a sober minor for off-premises consumption nor was there any common law negligence nor negligence per se. In 1984 the California Supreme Court upheld that principle, stating that where minors were served who were not obviously intoxicated, there could be no civil liability imposed on the vendor [*Strang v. Cabrol*, 209 Cal.Rptr. 347 (1984)]. Also see *Rogers v. Alvas*, 20-7 Cal.Rptr. 60 (Cal.App. 1 Dist. 1984)]. However, where a vendor serves an obviously intoxicated minor the vendor can be civilly liable to "any person injured, including the intoxicated minor, [*Chalup v. Aspen Mine Company*, 221 Cal.Rptr. 97 (Cal.App. 4 Dist. 1985)].

Although minors who are injured as a result of their intoxication may bring an action against licensees who served them while they were obviously intoxicated, if their injuries are caused while operating a motor vehicle, they are barred from recovering against the licensee. In *Coudriet v. Southland Corp.*, 244 Cal.Rptr. 69 (Cal.App. 4 Dist. 1988), a twenty year old minor purchased alcoholic beverages from a 7-11 store while he was "obviously intoxicated." The young man then drove his motorcycle and had an accident resulting in serious injuries. The court held that operating a motor vehicle while intoxicated is willful and wanton misconduct and bars recovering under Section 25602.1. The court noted that "...such holding would not operate to bar a section 25602.1 suit by any obviously intoxicated minor, but only by those obviously intoxicated minors who had also engaged in willful misconduct by driving. After they had consumed additional alcohol while they were already obviously intoxicated" (p.72-73).

In 1986 the California legislature revised Section 25602.1 to broaden the scope of civil liability for those who sell alcoholic beverages to obviously intoxicated minors (Senate Bill No. 1053. Stats. 1986, ch 289). Prior to the effective date of the law, (January 1, 1987), only licensed vendors who sold alcoholic beverages to obviously intoxicated minors were civilly liable for injuries caused by the minor. The new law now includes those authorized to sell alcohol on federal military bases or other federal enclaves and "any other person who sells, or causes to be sold" any alcoholic beverages to an obviously intoxicated person. The revision to the statute has been held not to apply retroactively [*Baker v. Sudo*, 240 Cal.Rptr. 38 (Cal.App. 4 Dist. 1987)].

- F. Social Host Liability - The same 1978 amendments cited above also gave immunity to social hosts who furnished alcoholic beverages to their guests who subsequently caused personal injury or property damage [*West's Ann.Civ.Code #1714 (c)*]. The 1978 amendment only immunizes social hosts from liability in cases where the injury took place after Jan. 1, 1979 [*Sagadin v. Ripper*, 221 Cal.Rptr. 675 (Cal.App. 3 Dist. 1985)]. Thus, in *Andre v. Ingram*, 210 Cal.Rptr. 150 (Cal.App. 2 Dist. 1985) and *Bass v. Pratt*, 222 Cal.Rptr. 723 (Cal.App. 1 Dist. 1986) it was held that social hosts were immune from suit by persons injured by the intoxicated guests of the social host.

State Laws

F. (cont.)

However, the Third District Appellate Court has held that a social host who is aware that a guest should not be served alcoholic beverages because of a severe physical or mental condition and the risks associated with such service, may be liable for injuries inflicted by the guest even where the civil code precludes social host liability [Cantor v. Anderson, 178 Cal.Rptr. 540 (Cal.App. 3 Dist. 1981)].

5/31/92
UADSC:LBG:JT

Issues and Actions in 1992-93 Toward Reshaping
the University's Academic Programs

Assumptions

1. 1992-93 is a transition year in which the University must examine its academic programs (degree programs, concentrations, minors, certificate programs) and make decisions about the range and scope of its curricular offerings.
2. Steps to reshape the University's academic programs may include: a) adjustments in the number of students in a degree program; b) adjustments to the number of units required in a major; c) reductions to the number of elective courses offered in a program; d) changes in the degree of specializations offered within a degree program; e) discontinuation of an undergraduate or graduate degree, concentration, minor, or certificate program; f) change in the role, including magnitude, of a discipline's offerings in the General Education program; g) review of service courses offered to other departments and schools; and, h) selection of alternative delivery systems for instruction.
3. In the shaping of the University's academic program offerings a goal is to avoid the lay-off of currently employed tenured and probationary faculty. The administration will make a good faith effort to work with faculty in a program scheduled for reduction in size or discontinuation to reassign and/or retrain for reassignment where appropriate. However, reassignment of faculty to other programs must be done in a positive, cooperative manner, consistent with the policies of programs accepting reassigned faculty.

Actions

1. The first step in this examination of the University's academic programs is the establishment of instructional program priorities in each of the Schools, which shall form the basis for School academic plans. Schools plans must include an assessment of all academic programs, their size, and the scope of curricular offerings (which academic programs will be offered, with what scope, and at what size).
2. Given the integral relationship between the hiring of new tenured faculty and the establishment of School and University-wide academic program plans, except in highly unusual circumstances, the Vice President for Academic

Affairs will not approve requests to hire new faculty until a School's academic plan (based on instructional program priorities) has been approved.

3. Schools are asked to prepare their Academic Program Plans using the following guidelines:
 - a. The policy on Instructional Program Priorities (PM 91-12) established criteria for the evaluation of our academic programs and the establishment of priorities among our academic programs. School Academic Program Plans should contain evidence that criteria specified in PM 91-12 were used to examine a school's academic programs.
 - b. Schools will be expected to establish their Academic Program Plans by involving faculty through the normal governance processes of the School and including broad consultation with faculty.
 - c. The Vice President for Academic Affairs expects to receive the Schools' Academic Program Plans by December 1, 1992.
 - d. The Vice President for Academic Affairs approves or disapproves the Schools' Academic Program Plans. The Vice President for Academic Affairs will inform the Academic Senate and the Council for University Planning on these Academic Program Plans, as they relate to the University's Instructional Program Priorities (see Senate resolution As 91-64).
4. In reviewing the Schools' Academic Program Plans, the Vice President for Academic Affairs will establish an advisory group to work with her. This group should include one faculty member representing the appropriate governance body of each School. The Academic Senate will be asked to appoint one faculty member each from GPPC and the Curriculum Committee, one faculty member who served on the Ad Hoc Committee on Instructional Program Priorities, and one at-large faculty member. Of the nine faculty members serving as group members, one should also be a member of the Senate Executive Committee.
5. This advisory group will be charged to:
 - a) review individual school academic plans to assure that each school has used the criteria in the policy on Instructional Program Priorities;
 - b) review individual school plans to assure that each school has established an academic plan that addresses which academic programs

should be offered, at what size, and with what scope; c) review the collective plans of the Schools to assure that overall University academic programs follow the policy guidelines for balance and mix specified in the policy on Instructional Program Priorities; d) if circumstances merit, review and identify concentrations and/or degree programs for discontinuation; e) provide additional advice to the Vice President for Academic Affairs on the reshaping of the University's academic programs; and, f) report to the Vice President for Academic Affairs, who will provide both the Academic Senate and the Council for University Planning with a report.

If the above activities result in the identification of concentrations and/or degree programs for possible discontinuation the following steps will be taken:

1. If the work of the advisory group on the Schools' Academic Program Plans includes the identification of programs that should be considered for discontinuation, such programs will be referred back to the appropriate School for review and action by the Dean's office and the appropriate School governance structure. Each School will be given six weeks to respond before a final decision is reached to request that the Senate begin consideration of program discontinuation.
2. Action to discontinue a program will follow established University policy, which requires "appropriate action by the Academic Senate and its duly constituted committees charged with reviewing and evaluating programs" (Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs, aka Blue Book). Finally, the President accepts or rejects the recommendation of the Senate.
3. Current University policy calls for "reasonable provisions" to allow already enrolled students to complete their degrees. Typically, this has been interpreted as offering the necessary courses at CSUS to allow degree completion. While it may be impractical to offer courses supported only through the general fund to a student in a discontinued program, a pledge should be made that CSUS will work to develop alternative arrangements for students, including summer school, extended studies, distance education, and cooperative arrangements with other CSU campuses offering similar degree programs.

After reviewing thoroughly the attached Academic Program Review Report for the Department of Theatre Arts, prepared by the Review Team jointly appointed by our respective groups, the academic Senate Curriculum Committee and the Graduate Policies and Programs Committee make the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

COMMENDATIONS AND RECOMMENDATIONS OF THE PROGRAM REVIEW TEAM FOR
THE DEPARTMENT OF THEATRE ARTS
SCHOOL OF ARTS AND SCIENCES

The Department of Theatre Arts is commended for:

1. Its central hallway postboard, recognizing by name and photo the Department's majors and their production participation.
2. Its contributions to the University's cultural diversity programs through its non-traditional casting of productions.
3. Its contributions to increasing the ethnic diversity of the campus through its outreach programs to high schools and its brochures describing the ethnic theatre program it offers.
4. Its development of a well-planned and detailed acting syllabus.
5. Its dedicated technical staff that continues to contribute to the excellence of the Departments programs by training students during their participation on production crews and their concern for the Department in general.
6. Its efficient and underfunded office staff whose responsibilities include not only the routine activities of all departments but also those associated with the box office, publicity, public relations, and other aspects of the production program.
7. Its support of the editorship of the highly respected Theatre Journal and the nation-wide prestige the acquisition of the journal affords the University community.
8. Its introduction of computer techniques into the design program.
9. Its hiring of consultants and facilitators and the holding of Department retreats to assist in solving of Departmental problems including those associated with the selection of the production season.

10. Its encouragement of student participation in departmental affairs through a student representative at departmental meetings.
11. Its sponsorship of the annual Lenaea high school play production festival and the Lenaea workshops.

The Review Team recommends that the Department of Theatre Arts:

1. has catalog copy inform students of the opportunity to concentrate their studies in acting, design/technical, or theatre literature if they wish. (p. 6)
2. make the changes in catalog copy to reflect the increased GRE score required for admission into the MA program. (p. 7)
3. consider requiring an oral defense of thesis as it requires an oral exam over the graduate project. This may be particularly relevant since the thesis option is usually chosen by those students planning to enter a Ph.D. program. (p. 7)
4. consider using one of its replacement positions to hire a technical director. Dr. Harvey thought this position could be filled by someone already in the Department. (p. 10)
5. seriously consider the hiring of an outsider to serve as chair when the terms of the current chair expire. (p. 12)
6. develop a clear and concise students handbook in a format that is easy to produce and distribute. (p. 13)
7. continue to hold its annual convocation for the students each Fall for the purpose of distributing the handbook and articulating the operation of the Department. They may wish to hold a similar convocation in the Spring. (p. 13)
8. consider a formal means of getting a student representative on each of the standing committees of the Department except the ARTP committee. (p. 13)
9. consider the development of a design/technical syllabus that would complement the present acting syllabus. The intent would be to provide design/tech students with a clearly defined path to the BA as well as to attract students into this area. (p. 16)
10. seek to hire two part-time people as specialists in voice and movement. (p. 16)

11. formulate and distribute a statement which reflects its policies and expectations regarding both acting assignments and crew assignments. This information should be included in the Student Handbook as well as a formal part of the syllabus in those classes from which the production crews are drawn. (p. 16)
12. make a special effort in their outreach programs to make prospective students aware of the design/tech areas in the theatre profession. (p. 16)
13. consider the possibility of tightening up on the courses required for the BA which might protect some of these courses from cancellation due to low enrollments. (p.17)
14. consider submitting more of its ethnic drama courses for acceptance into the GE curriculum. (p.18)
15. investigate the development of a certificate program in Chicano Theatre and Black Theatre. (p. 18)
16. keep its graduate program in mind as it considers the specialties it wishes to hire in when replacing retiring faculty. It might wish to consider a "generalist" who could serve double duty in the Department in both the graduate program and aspects of the undergraduate program. (p. 21)
17. consider auditioning applicants to the MA program to allay any concerns outsiders may have regarding the GRE score entrance requirement. (p. 21)
18. retain the low GRE score entrance requirement for the MA program and safeguard the program by shifting other qualified faculty into it. (p. 21)
19. continue to investigate alternative ways of selecting the season, perhaps along the lines of Dr. Harvey's proposal and has as a goal the establishment of a method that might lead to a 2-year cycle of production. Rather than identifying particular plays, a style or category of play might minimally be identified. (p. 23)
20. devise a way to formally include the views of staff and students at all levels of the procedure for selecting the production season. (p. 24)
21. seek the funding be sought to hire a facilitator to help in communication skills during the selection of the season. (p. 24)

22. continue and enhance the process of assuring that the views and philosophies of all involved in the selection of the production season are valid and deserving a clear hearing. (p. 24)
23. continue its commitment to affirmative action and advertises their next job availabilities in such a way to assure an adequate pool of women, Asians, and Native Americans from which to select candidates. (p. 26)
24. consider setting aside a defined time during which student production projects could be performed. (p. 28)
25. move forward with the plans for renovating Speech & Drama 132 with the consultation of the Speech Pathology Department. (p. 30)
26. request a full time staff position to be filled by a person who could perform the numerous duties of a Business Manager. The Department may wish to consult with other Arts units regarding the possibility of this being a shared position. (p. 33)
27. grant a separate allocation from that of the academic and production programs for the maintenance of facilities that have been used by other groups. (p. 33)
28. investigate with HPE, other relevant groups, and the Associate Vice President for Administration the possibility of establishing a budget category for the upkeep of Theatre Arts facilities that are used by others. (p. 34)
29. establish a concrete proposal joining the Dance curriculum as a part of the Theatre Arts Department. Such a proposal should include any changes in the Theatre Arts core. This proposal should be forwarded to the School for an agreement of support. (p. 36)
30. seeks assistance from the office of Graduate Studies and Special Programs regarding help in seeking curriculum development grants which might provide a source of funding to assist with the merger, including the hiring of a consultant who has knowledge of successful Dance/Theatre Arts mergers. (p. 36)
31. in cooperation with the Dance faculty and in consultation with the Associate Vice Presidents of Graduate Studies and Academic Affairs, define a set of courses which would serve the requirements of a special major in Theatre Arts/Dance at the Graduate level and at the Undergraduate level. (p. 36)

The Review Team recommends that the Dean of the School of Arts and Sciences:

1. approve the filling of positions in voice and movement with two part-time appointments. (p. 16)
2. acknowledge the nationwide shortage of students in the design/tech areas of Theatre Arts and assist in remedying the situation locally by easing the minimum enrollment numbers for these courses to be taught. (p. 17)
3. give the replacement of the Computer Lighting Console top priority in Arts and Sciences budgetary considerations. (p. 29)
4. recommend the purchase and installation of a commercial spray booth in the costume shop and puppetry area. (p. 29)
5. give the acquisition of two computer workstations to be placed in the design laboratory high priority. (p. 30)
6. restore the faculty production assigned time units to the Department of Theatre Arts. (p. 33)
7. give positive consideration to the request for a full time staff position to be filled by a person who could perform the numerous duties of a Business Manager. (p.33)
8. take steps to assure the Theatre Arts Department of his support of the merger of the Dance Program with Theatre Arts and that when such a merger is approved and effected, it will not be at the sacrifice of some other component of the program in Theatre Arts. (p. 36)
9. initiate talks with the School of Health and Human Services regarding the merger of the two programs to assure all the ground work has been prepared as the School level. (p.36)

The Review Team recommends that the Vice Presidents for Academic Affairs and Administration:

1. allocate funding for the necessary remodeling of the Studio Theatre. (p. 31)
2. attend to the concerns of the Department in planning the construction of the new theatre. (p. 31)

Recommendation to the Academic Senate:

The Review Team recommends that the following programs in the Department of Theatre Arts be reapproved for a period of six years or until the next scheduled program review:

- 1) The Bachelor of Arts degree program
- 2) The Teaching Credential Program in English/Drama
- 3) The Minor in Theatre Arts
- 4) The Master of Arts degree program.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6018

OFFICE OF RESEARCH AND GRADUATE STUDIES
(916) 278-6163 FAX

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

DECI 7 1991
Academic Senate Received
413

M E M O R A N D U M

December 11, 1991

TO: Charlotte Cook, Chair
Academic Senate

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

RE: Proposal for Offering the CSUS PPS School Counseling
Program in Nevada and Placer Counties

PROPOSAL FOR OFFERING THE CSUS PPS SCHOOL COUNSELING PROGRAM IN NEVADA AND PLACER COUNTIES

Proposal submitted

At its meeting of Monday, December 9, 1991, the Graduate Policies and Programs Committee approved the proposal for offering the CSUS PPS School Counseling Program in Nevada and Placer Counties.

by
Miguel Martinez and Ted Taylor

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. Shel Weissman, Chair, Counselor Education Department
- Dr. Miguel Martinez, Counselor Education Department
- Dr. Ted Taylor, Counselor Education Department

California State University, Sacramento
School of Education
Department of Counselor Education

3

**PROPOSAL FOR A PART-TIME, OFF-CAMPUS PROGRAM
IN NEVADA AND PLACER COUNTIES**

A. PROGRAM GOALS

The goal of the off-campus P.P.S. Credential Program is to enable teachers and others to complete their graduate-level courses leading to the P.P.S. credential in their local area through the Continuing Education Department.

B. RATIONALE

Placer and Nevada counties are a significant distance from the CSU, Sacramento campus. This program is in response to a request by Nevada and Placer counties, Office of Education, to establish a program leading to the P.P.S. credential. There is anticipated growth in the demand for school counselors with a particular need to train teachers in local districts. The program is primarily targeted for currently employed teachers to become qualified school counselors. Classes will be held at night and on weekends to allow accessibility for those working full-time. There has been considerable interest expressed by residents of the two counties as evidenced by inquiries addressed to Continuing Education. It is anticipated there will be 30-33 students enrolled.

C. PROGRAM STANDARDS

The requirements for admission to the graduate school and the Department of Counselor Education will be identical to our on-campus program. Candidates will be paper screened and interviewed by Professors Taylor and Martinez. The standards will be the same as the on-campus program. The only element altered is the time pattern,

i.e., weekend classes where applicable. The intention is to duplicate the program and the curriculum of the on-campus program.

D. GENERAL

The overall curriculum design is outlined in Exhibit 1 and provides an overview of the program. The course work, field study, and practicum mirrors the on-campus program. The on-campus commitment to wedding theory and practice will be duplicated, including a field study component starting in the summer of 1992 and continuing through the completion of the credential. Special emphasis will be towards elementary school placement.

E. DELIVERY MODE

One special element of this program is the completion of certain classroom experiences. It is anticipated that Friday night and all day Saturday will be utilized so that a three-semester unit class will be completed in a five-week period of time. The rationale behind compacting is threefold. First, the more mature, experienced student is able to assimilate material at a faster rate; second, this enables the working student to make maximum use of his available time; and third, it creates the type of support and emotional involvement with other students and faculty that will result in the sound assimilation of the values, ethics, and personal growth of the counselor professional. The intent of this program is to create a cooperative model in which professor and students are co-facilitators in the teaching-learning process. Group support will be an important, vital aspect of the program.

F. LOCATION

The classes will be initially held at Bear River High School in the Nevada Union School District where there is access to A-V classroom and video equipment. This facility will be provided by the district without charge.

G. FACULTY

Select regular, full-time and part-time faculty in the Department of Counselor Education will provide the instruction. The program will be directed by Dr. Miguel Martinez who is also the coordinator of the on-campus school counseling program.

H. CLASS SIZE

Thirty to thirty-three students will be admitted. This should insure adequate F.T.E. with normal attrition and for smaller sections of practicum and field study.

I. COSI

The entire program will be through Continuing Education, therefore, there will be no impact on the on-campus program within the department or the School of Education.

J. EVALUATION

All courses will be evaluated by the Extended Learning Student Evaluation form. In addition, School of Education evaluation procedures and forms will be utilized by each instructor for each separate course. Evaluations to be reviewed by departmental chair and program coordinator.

K. LIBRARY

It is anticipated that students and faculty will utilize on-campus facilities. This utilization will be particularly focused on courses such as ED 250, EDC 274.0, and

EDC 271.2. It should be noted that starting with session #7, a 470.0A field study component becomes an ongoing part of the program. It will be required of students to do ongoing library research during their field study. There will continue to be a strong theory, research, and applications component. It should be noted that action research and research related to the practice of counseling will be emphasized.

The following is a *Proposal for Library Support of Off-Campus Programs prepared by Betty Ronayne, Education/Psychology Reference Librarian.*

Providing the full range of library support for off-campus programs is vital to students' successful completion of degree requirements, particularly at the graduate level. In exploring options for delivering effective library services, it is helpful to consider methods that have been successful at other universities with satellite campuses. Below are some possibilities.

1) Access to library research instruction

As needed, Education librarians from the main campus could commute to the Grass Valley location to provide instruction, printed guides, examples of reference tools. A minimum of two library instruction sessions per term is recommended: basic review at the beginning of the term; an advanced session that is project-related later in the term.

2) Access to library materials

Contact local public libraries, i.e. Auburn-Placer County Library and arrange for borrowing and/or reference.

Arrange for borrowing of CSUS Library materials; students might have to come to CSUS to get library card. Contact Mountain Valley Regional System (office located in CSUS Library, 2-North) regarding possibility of delivering library materials via MVLS courier van. Auburn-Placer Library is MVLS member. Courier van goes to Auburn at least three times per week.

Field trips to CSUS Library are to be arranged. Library instruction to be presented in conjunction with field trips.

PROPOSED
YEAR 2

		SESSION #1		SESSION #2		SESSION #3		SESSION #4		SESSION #5		SESSION #6		SESSION #7	
EDC 274.0	Carlton	Friday/Saturday	3 Units												
EDC 470.0A	Taylor/Martinez	Sessions 1,2,3	2 Units												
EDC 278.0I	Porter	Friday/Saturday	3 Units												
EDC 271.1	Wilson	Friday/Saturday	3 Units												
EDC 271.2	Stroube	Friday/Saturday	3 Units												
EDC 470.0A	Taylor/Martinez	Sessions 4 & 5	2 Units												
EDC 278.0A	Martinez/Douglas		3 Units												
EDSRS 160.2A			3 Units												
EDC 285.3	Martinez	Thursday	3 Units												
EDC 470.0A	Taylor/Martinez		4 Units												

EDUCATION

CALIFORNIA STATE UNIVERSITY SACRAMENTO
REGIONAL & CONTINUING EDUCATION

SCHOOL OF EDUCATION
Counselor Education Department

SCHOOL COUNSELING CREDENTIAL PROGRAM

On-site in the Auburn/Foothills area

Department Chair: Shel Weissman
Specialization Coordinator: Miguel Martinez

The Master of Science School Counseling Degree (Pupil Personnel Services) prepares competent specialists in counseling for professional employment in a number of settings such as schools, private practice, and public and private agencies. The school counseling credential program, a 57 unit program, specifically offers training for services within the educational system.

- Comprehensive skill development experiential training program emphasizing practical applications
- Faculty have extensive experience working in school districts and with the community
- Purpose of program is to prepare students for the school counseling credential and to become effective professional counselors

The core competencies:

- Coordination/administration of PPS programs
- Delivery of counseling services to individuals
- Consultation services to the system
- Cultural diversity/sensitivity related to the community

Our program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs.

FOR QUESTIONS CONCERNING THIS EXTERNAL DEGREE PROGRAM PLEASE CALL (916) 923-9961.

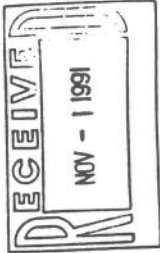


Nevada County Superintendent of Schools

Harold "Skip" Houser, Superintendent

11745 Mallman Drive
Grass Valley, California 95945
(916) 272-7222 FAX (916) 272-7226

BOARD OF EDUCATION
Dr. Alan Weisberg, President
Charles Christensen
Dr. Keith Marso
Marilyn Rollins
Dr. Robert V. Smith
Jesse Weath



Dr. Shel Weissman
School of Education
Cal. State Sacramento
6000 "J" St.
Sacramento, Ca. 95819

October 22, 1991

Dear Shel,

I obviously write in support of the CSUS Regional Center at Stanford Ranch and the services they have provided through the off-site counseling degree program. I can't express the enthusiasm and gratitude which people in the degree program have expressed to me for helping to bring a higher education program to the foothills. This type of service is exactly what small, rural areas have needed and the continuation of this program is of vital necessity.

The help we have received from Miguel Martinez and Mary Bellefleur, at the Regional Center, has been A+. Whatever actions, support, etc. is needed to lend to this fabulous program, the Nevada County Office of Education along with our ten school districts is willing to provide!

Thanks to you and your staff for opening opportunities.
Cordially,

Terence K. McAteer, Ed.D.
Assistant Superintendent



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6069

SCHOOL OF EDUCATION
Department of Counselor Education
164

July 23, 1991

Dear Prospective Student:

Thank you for your interest in our special block program in School Counseling. This unique program which will serve students in the foothills area including Auburn, Grass Valley, and Nevada City, will lead to the California Pupil Personnel Services Credential (PPSC). This Credential is required to be a school counselor in kindergarten through grade 12. This 57-unit PPS credential does not require the completion of a Master of Science Degree in Counseling (MSC), however, the 60-unit MSC can be earned by completing the 3 units of MSC culminating experience (thesis, project or oral/written examination).

We anticipate that this will be an especially strong and exciting program. The School Counseling Program is structured so that there is both a theory and practical application component each semester of the program. Students will develop competencies in four related areas: (a) coordination of PPS programs; (b) counseling; (c) consultation; and (d) social/cultural awareness. Additionally, the overall program is designed to encourage and support the personal growth of each student.

You will find the following items enclosed:

1. Application forms: (a) The California State University application (please attach check for \$55 payable to California State University), and (b) The Foothills PPSC Program application. Fill out both forms as soon as possible and mail them to:

Mary Bellefleur
Regional & Continuing Education
Stanford Ranch
P.O. Box 688
Rocklin, CA 95677

Applications must be received no later than August 14, 1991.

You should order official transcripts to be mailed to the same address as the application forms as soon as you can so that they will also be received by August 14, 1991.

MEMORANDUM

2. Interview schedule form: You will have to go through an interview before being admitted to the program. Please indicate choices 1-4 on the interview schedule form and return with your application. You will be assigned on a first-come first-served basis. A confirmation notice will be mailed to you.
3. List of courses required for the (a) PPSC and (b) MSC.
We also strongly advise that you acquire a University Catalog (available at The Hornet Bookstore), a Counselor Education Student Handbook (available at The Hornet Bookstore some time in September), and financial aid information (see enclosed). In these you will find course descriptions and more detailed information about programmatic requirements, suggested course sequences, and more.

We welcome your interest in our program and hope to serve you soon.

Sincerely,


Miguel Martinez, Coordinator
School Counseling Programs

Enclosures

To: Shel Weissman, Chair
Department of Counselor Education

From: October, 1991

Date: TRANSMITTAL LETTER

Subject: SCHOOL COUNSELING CREDENTIAL PROGRAM

The Master of Science School Counseling Degree (Pupil Personnel Services) prepares competent specialists in counseling for professional employment in a number of settings. Our campus-based credential program has recently completed an extensive review by the Commission on Teacher Credentialing (CTC). As a result of the program review, the PPS specialization was awarded approval without conditions, and given special commendations for program structure, content relevancy, and multicultural emphasis.

I am requesting a review of our present program in an effort to seek approval to offer the credential program onsite in the Auburn/Foothills area. The rationale for this community service is threefold: (a) the CSU Chancellor's office and our University encourages program and course offerings through extension particularly when enrollment is prohibitive in the regular program, (b) this effort is consistent with the Regional University concept to extend campus programs out to the region, and (c) our survey of potential students in the Nevada County, Auburn locations clearly indicate a professional need for this training.

Enclosed you will find pertinent program documents to clarify the emphasis of the specialty training, program goals, objectives, and related information.

We appreciate your review of these documents and support to offer the School Counseling Credential program in the Auburn/Foothills area.

lr

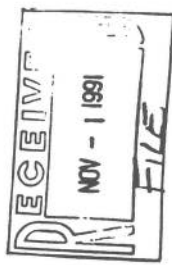
SCHOOL COUNSELING CREDENTIAL PROGRAM (PPS)
Course Descriptions

<p>EDC 273.0. Counseling Theory. An examination of four counseling philosophies, with emphasis on knowledge and practice. Requires the refinement of one's own counseling orientation. Must be taken within the first six units of the Counselor Education Program with concurrent enrollment in EDC 279.1, Practicum in Communication. 2 units.</p> <p>EDC 279.1. Practicum in Communication. Supervised practice in the basic styles of communication, verbal and nonverbal, with additional focus on the particular skills of at least two theories. Must be taken concurrently with EDC 273.0 and be completed within the first six units of study in the Counselor Education Program. 2 units.</p> <p>EDC 271.2. Gender Roles and Sexuality in Counseling. The impact of gender roles and sexism on the individual and society; human sexual behavior and disorders; attitudes, sources, and methods needed by counselors to assist in facilitating change. 3 units.</p> <p>EDC 272.0. Dynamics of Human Development. An overview of theories and research pertaining to the dynamics of human development, including cultural, biological, social, and psychological factors. Particular emphasis will be placed on the relationship of these factors to the field of counseling. 3 units.</p> <p>EDC 275.0. Group Processes in Counseling. Group process theory and procedures, including group counseling and guidance. May be repeated for credit. 3 units.</p> <p>EDC 274.0. Appraisal in Counseling. Intended to acquaint the prospective counselor with an array of assessment instruments and appraisal techniques. Includes practical experience with tests as well as foundations of test development. 3 units.</p> <p>EDC 271.1. Multicultural/Ethnic Counseling. Exploration of ethnic and cultural differences to develop or expand awareness, techniques, skills, theories, concepts, and to acquire information necessary to counsel effectively with clients of various ethnic/cultural groups. Students examine their own attitudes, behaviors, perceptions, and biases, and are encouraged to develop their own multicultural approach to teaching, counseling or administration. 3 units.</p>	<p>EDC 278.0E. Seminar: Counseling Children and Youth. Application of the counseling approaches introduced in EDC 273.0, Counseling Theory, specifically to counseling children and youth. Must be taken concurrently with EDC 473.0, Practicum in Counseling for all School Counseling specialization students. 3 units.</p> <p>EDC 470.0A. Field Study in Counseling. Directed field study for counselors. Supervised experiences in the field are arranged in counseling. Sixty-five clock hours of experience required for each unit of credit. A seminar on campus is part of the field experience. 2-6 units.</p> <p>EDC 279.2. Practicum in Group Counseling. Supervised practice in leadership of group counseling. Class meets in the lecture/laboratory mode with one hour of lecture and three hours laboratory. 2 units.</p> <p>EDC 278.0A. Seminar: Marriage and Family Counseling. An introduction to the basic concepts and principles of family therapy. This course provides and lays the foundation on which all theories/schools of family therapy are based. Issues include evaluation of families, diagnosis in a family context, interviewing strategies, redefining problems in a family systems context, and treatment principles. Students will learn behavioral approaches to marital and family treatment. Must be taken concurrently with EDC 473.0A, Practicum in Marriage, Family, and Child Counseling. 3 units.</p> <p>EDC 277.0A. Career Development. Course provides a basic introduction to career development and career counseling. Identification and assessment of issues common in career counseling settings are examined. Group and individual models of career development and counseling in schools, community agencies or private industry are also investigated and discussed. 3 units.</p>	<p>EDC 470.0A. Field Study in Counseling. Directed field study for counselors. Supervised experiences in the field are arranged in counseling. Sixty-five clock hours of experience required for each unit of credit. A seminar on campus is part of the field experience. 2-6 units.</p> <p>EDC 278.0D. Seminar: Organization and Administration of School Counseling Programs. The principles and practices necessary to plan, initiate, administer, and evaluate school counseling programs, including related laws. 3 units.</p> <p>EDC 278.01. Seminar: Consultation and Supervision in Counseling. The course presents the background, theory, and process of the counselor as a consultant to individuals, groups, and organizations. Emphasis is on consultation as a vehicle of change within systems and methods which the mental health professional can use to make effective interventions. Course content includes: the history of consultation, new roles of the consultant, strategies of change, stages of consultation and change, leadership, diagnosis, internal consultation, ethical considerations, and specific consultant skills. 3 units.</p> <p>EDC 470.0A. Field Study in Counseling. Directed field study for counselors. Supervised experiences in the field are arranged in counseling. Sixty-five clock hours of experience required for each unit of credit. A seminar on campus is part of the field experience. 2-6 units.</p> <p>EDSRS 160.2A. Education of Exceptional Children. Orientation to concept and practice of mainstreaming as provided in the California Plan for Special Education; characteristics of exceptional children and the School's responsibilities in meeting their needs. 3 units.</p>	<p>EDSRS 160.2B. Education of Exceptional Youth. Orientation to concept and practice of mainstreaming as provided in the California Plan for Special Education, characteristics of exceptional youth and the School's responsibilities in meeting their needs. 3 units.</p> <p>EDC 285.3. Advanced Seminar: Counseling Children and Youth. The continued examination of the counseling strategies presented in EDC 273.0 and 278.0E. Application of the approaches working with children and youth with special needs. Focus of the course will be to examine the consultation interventions utilized with the counseling approaches when working with children and youth. 3 units.</p> <p>EDC 470.0A. Field Study in Counseling. Directed field study for counselors. Supervised experiences in the field are arranged in counseling. Sixty-five clock hours of experience required for each unit of credit. A seminar on campus is part of the field experience. 2-6 units.</p> <p>ED 250.0. Educational Research. Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problem, research designs and presentation of reports representative of different research strategies. Classified students are encouraged to take this course early in their graduate programs. 3 units.</p> <p>EDC 470.0A. Field Study in Counseling. Directed field study for counselors. Supervised experiences in the field are arranged in counseling. Sixty-five clock hours of experience required for each unit of credit. A seminar on campus is part of the field experience. 2-6 units.</p> <p>EDC 279.0. Master's Oral Examination - Counseling - Plan C. Course focuses on reviewing and synthesizing of student's knowledge of theories, and applying theory to own theory, case studies and vignettes. A review and examination of previous learning will be included. 3 units.</p>
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CSUSACramento • 650 UNIVERSITY AVENUE, SUITE 101A • SACRAMENTO, CA • 95825-6726

October 22, 1991



MEMORANDUM

TO: Mary W. Burger
Vice President
for Academic Affairs

Steve Gregorich
Steve Gregorich, Dean
School of Education

FROM: Robert V. Arellanes, Dean
Regional and Continuing Education

RE: Pupil Personnel Services Credential and a Masters in Counselor Education, Nevada and Placer Counties

Over the past few months, representatives of the School of Education, in particular the Department of Counselor Education and Regional and Continuing Education, have held a series of meetings with Educators in the Nevada and Placer Counties Region. Surveys have been conducted and meetings held with parties interested in a Pupil Personnel Services Credential and a Masters in Counselor Education.

Both the School of Education and Regional and Continuing Education are now prepared to offer the University's duly accredited Credential and Masters Programs to Educators in the two counties area on a self-support basis, utilizing faculty from the Counselor Education Department.

Enclosed are the summaries of the timelines and academic programs for your consideration. We want to assure you that the Standards applied to off-campus credit bearing programs will be met, e.g., University faculty and library services. We are prepared to meet with you at your earliest convenience to discuss the projects further and obtain your approval to proceed.

- cc:** Jolene Koester
Assistant Vice President
for Academic Affairs
- Mary Bellefleur, Director
Special Programs
Regional & Continuing Education
- Shel Weissman, Chair
Counselor Education Department
- Nancy Wallinder, Coordinator
Graduate Studies

Attachments

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Education

SCHOOL COUNSELING
CREDENTIAL

The following information applies to students who began the courses listed below during the semesters indicated:

FALL 90 or LATER

COURSES REQUIRED FOR THE SCHOOL COUNSELING CREDENTIAL:

<u>DEPT</u>	<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>UNITS</u>
Ed	250.0	Educational Research	3
Edsrs	160.2Aor2B	Educ. of Exceptional Children/Youth	3
Edcap	271.1	Multi-cultural/Ethnic Counseling	3
	271.2	Gender Roles and Sexuality in Counseling	3
	272.0	Dynamics of Human Behavior	3
	273.0	Counseling Theory (concurrent with Edcap 279.1)	2
	274.0	Appraisal in Counseling	3
	275.0	Group Processes in Counseling	3
	277.0A	Career Development	3
	278.0A	Sem: Marriage and Family Counseling	3
	278.0D	Sem: Organization and Administration of School Couns.	3
	278.0E	Sem: Counseling Children and Youth (concurrent with Edcap 473.0)	3
	278.0I	Sem: Consultation and Supervision	3
	279.1	Practicum in Communication (concurrent with Edcap 273.0)	2
	279.2	Practicum in Group Counseling	2
	285.3	Adv. Sem: Counseling Children and Youth (concurrent with Edcap 470.0A)	3
	470.0A	Field-Study in Counseling (concurrent with Edcap 285.3)	9
	473.0	Practicum in Counseling (concurrent with Edcap 278.0E)	3
		Total	57

A course in Learning Theory is required for those who DO NOT have a Teaching Credential. ED 251.0 (Social/Psychological Issues in Education - 3 units) or equivalent will meet this requirement.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6079

SCHOOL OF EDUCATION
Department of Counselor Education
164

MEMORANDUM

TO: Maurine Ballard-Rosa, Chair
Graduate Policies Committee

DATE: December 12, 1991

FROM: Ted Taylor
Professor

SUBJECT: Off-Campus
PPS Program

This memo is in response to the Graduate Policies Committee's request for classification sessions #7, years one and two of the proposed schedule for the P.P.S. counseling program. I am responding to sessions #7 because most of the other sessions are six weeks in length and constitute 3-unit courses. The other exception is session #1, first year, which covered eight weeks for four units.

Both of the #7 sessions are planned to be nine-week summer sessions. Year number one (#7) constitutes EDC 278.0 (3 units), EDC 279.2 (2 units), EDC 470.0A (1 unit), and EDC 473.0 (3 units) for a total of nine units over the nine-week period of time. In general, each of these courses have didactic and experimental (lab) components. The experiential component will be done in the public schools and school-related agencies of Nevada and Placer counties during the nine-week summer session. These hours are based upon the same requirements as the campus-based program.

SESSION #7 - YEAR ONE

EDC 278.0E (3 units)
EDC 279.2(2 units)
EDC 470.0A (1 unit)
EDC 473.0A (3 units)

3 UNITS
Counseling Child & Youth
Group Practicum
Field Study Counseling
Field Study

WEEKLY
4-hour lecture, 4-hour lab
3-hour lecture, 3-hour lab
2-hour lecture, 7-hour lab
2-hour lecture, 30-hour lab

SESSION #7 - YEAR TWO

EDC 285.3 (3 units)
EDC 473.0A (4 units)

3 UNITS
Advanced Seminar Child & Youth
Field Study

WEEKLY
4-hour lecture, 4-hour lab
2-hour lecture, 30-hour lab

Note that EDC 470.0A, field study, will be continued throughout sessions one through four during the second year. Students will be meeting in weekly seminars of two hours and doing school on-site

Note that EDC 470.0A, field study, will be continued throughout sessions one through four during the second year. Students will be meeting in weekly seminars of two hours and doing school on-site counseling at the ratio of one unit per 65 hours. Also note that all 470.0A field study classes require 65 hours per unit.

The number of students for each section are as follows: EDC 279.2 (15 students), 470.A (8 students), and 473.0A (8 students).

Part of the difficulty in explaining this program is because it is not easy to translate a clinically-based program when using a more traditional model. It is important to note that in each case the courses have been equated with the on-campus model in every aspect including contact hour per unit. Furthermore, the integrity of the concept of theory with practice has been maintained.

Finally, I have been asked to address the E-Mail process. I have had several conversations with Dean Gregorich and he assures me that he will be responsible for the implementation of the E-Mail phase of this program. I hope this answers your questions and concerns.

TT:jr 14MM0

BOB - PER ATTACHED DOCUMENT SHOWS
(1) NO FULL TIME FACULTY TEACHING
MORE THAN 3 UNITS PER SEMESTER
WITH THE EXCEPTION OF TAYLOR &
MARTINES IN THE SUMMER SESSIONS

(2)



California State University, Sacramento

THE LIBRARY • 2000 JED SMITH DRIVE, SACRAMENTO, CALIFORNIA 95819-6039

TO: Mary L. Bellefleur, Regional & Continuing Education
FROM: Fred Batt, University Library
DATE: April 2, 1992
RE: Library support of Grass Valley program

FAX
927-4836

This is in response to your request for a memo describing the nature of support the library can offer our distance education programs, specifically the Grass Valley Counselor Education program.

Betty Ronayne has visited Sierra College Library. Their collection is more basic and general than anticipated. This might be a place for Grass Valley students to begin their research but visits to CSUS Library and/or use of our Interlibrary lending would be required for most research needs. Sierra College does offer several computer stations with the Impac CD union catalog of their holdings as well as regional and state holdings. Access to the CSUS Library will soon be available via dial-in to EUREKA!, the forthcoming computer catalog. Sierra College Library also offers computer laboratory that can be available to Grass Valley students.

If the Grass Valley program can set up a process for batching interlibrary loan requests (to avoid the \$1.50 per request processing fee to Mountain Valley), these requests can be sent directly to CSUS Library Interlibrary Loan Dept. via the Mountain Valley shuttle. I imagine this would also work on a request-by-request basis (with the fee paid).

If a system can be set up for faxing requests, CSUS Interlibrary Loan Dept. will either fax or use the Mountain Valley shuttle depending on the compatibility (and related costs) of the fax machine used at the Grass Valley end and the nature of the requested materials. A \$2.00 per item charge will be levied for faxed requests. A deposit account can be set up if desired. Another possible approach could be the instructor checking out materials (within limits) from CSUS Library (subject to recall) for the program.

With appropriate funding, CSUS Library can help develop a small reference collection at the Stanford Ranch or other locations as outlined elsewhere by Betty Ronayne.

Betty Ronayne et al. will provide library-related instruction at the CSUS location and/or the Grass Valley instruction location. Continuing Education has agreed to support travel expenses as needed.

THE CALIFORNIA STATE UNIVERSITY

For students coming directly to the CSUS Library, the External Degree Card is acceptable to take out library materials. We encourage students to come to Sacramento for their library research as we can offer the books, periodicals and indexes/abstracts to support their needs.

I am copying Rhonda Rios Kravitz (Head of CSUS Library Access Services), Kathryn King (Head of CSUS Library Interlibrary Loan), and Betty Ronayne (Education Librarian who has been working with the off-campus program). I have discussed the Mountain Valley shuttle approach with Judy Lane (MVLS) who doesn't perceive any problems. Betty may wish to further discuss options with the Sierra College Library personnel. Feedback from Rhonda, Kathryn and Betty is encouraged so we can better iron out the procedural details.

copies: Rios Kravitz, King, Ronayne



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6079

SCHOOL OF EDUCATION
Department of Counselor Education
164

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

MEMORANDUM

SEP 24 1992

To: Dr. Charlotte Cook, Chair, Academic Senate
Executive Committee

Academic Senate Reception
413

From: Shel Weissman, Chair
Department of Counselor Education



Date: September 22, 1992

Subject: CSUS/PUPIL PERSONNEL SERVICES CREDENTIAL PROPOSAL:
LIBRARY SUPPORT

It is my understanding that the proposal to offer our campus-based PPS Credential program to the foothills communities remains with the Executive Committee. The Committee's concern has been the lack of adequate plans for library services. I believe the following approaches will ensure students will have appropriate access to library materials and educational resources pertinent to course requirements and professionally-related learning.

In response to the above item on the Executive Committee Minutes of May 19, 1992 and subsequent correspondence, the following steps have been taken to assure that students in Nevada and Placer Counties have access to library materials in accordance with WASC standards:

1. On campus library/reference facilities are utilized by students and faculty in the off campus program. Students have been issued library cards allowing them the same access to the library's general holdings as students on campus. There are approximately 30 student users of these resources. Students are required to meet on campus for course requirements that include use of research facilities.
2. CSUS Library holdings are also supplemented by professional materials including films, videotapes, handouts and books, that have been made available to students in the program by the Auburn Children's Clinic in Auburn, and the Team Three Counseling Center in Grass Valley.
3. Access to EUREKA, the on line catalog of the CSUS Library is now available to students via computer dial-in. Sierra College library offers a computer laboratory available to off-campus students, or they may dial in from any accessible computer.
4. The Library coordinator, Betty Ronayne, is available to students and can help with library-related instruction.
5. Students may request materials through the Interlibrary Loan system which can be delivered via the Mountain Valley shuttle.

The combination of Library support alternatives meet or exceed current opportunities for students enrolled in the same campus-based program.

cc: Bob Rogers, Dean, Graduate Studies

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2062-92/AA & FA
January 9-10, 1992

THE STUDENT-ATHLETE IN THE CSU

- WHEREAS, Intercollegiate athletics is an important activity in the California State University; and
- WHEREAS, There is heuristic and social value in competitive sport for our students; and
- WHEREAS, Athletic programs in the CSU have made a dynamic contribution to nearly all of our campuses, helping to build a sense of community as well as to promote community support; but
- WHEREAS, Recent studies, such as the March, 1991 report of the Knight Foundation Commission on Intercollegiate Athletics (KFCIA) and the February, 1990 report of the American Association of University Professors Special Committee on Athletics (AAUP) document widespread concern regarding the relationship of some programs in intercollegiate athletics to the primary mission of colleges and universities; and
- WHEREAS, The KFCIA has issued a call for the reform of intercollegiate athletics, asserting that "[i]t is time to get back to first principles. Intercollegiate athletics exist first and foremost for the student-athletes who participate, whether male or female, majority or minority, whether they play football in front of 50,000 or field hockey in front of their friends" (KFCIA p.8); and
- WHEREAS, The KFCIA has published (March, 1991) and the AAUP has adopted (June 1991) guidelines for intercollegiate athletics; and
- WHEREAS, The obligation of the California State University is to educate, as well as to graduate, our students; and
- WHEREAS, CSU programs in intercollegiate athletics should reflect the highest academic values, which should be expressed in a statement of principles common to all campuses of the California State University; therefore be it
- RESOLVED: That the Academic Senate of the California State University endorse the "Principles and Guidelines for Intercollegiate Athletics Programs in the CSU" appended to this resolution and urge each campus senate to do likewise; and be it further

(over)

- RESOLVED: That the Academic Senate CSU urge the Chancellor to endorse and the presidents to implement the "Principles and Guidelines for Intercollegiate Athletics Programs in the CSU" to provide necessary guidance for faculty, students, and administrators in the appropriate operation of CSU intercollegiate athletics programs; and be it further
- RESOLVED: That the Academic Senate CSU urge the CSU Board of Trustees and Chancellor to hold campus presidents accountable for all aspects of their athletic programs.

APPROVED WITHOUT DISSENT - May 8, 1992

PRINCIPLES AND GUIDELINES FOR
INTERCOLLEGIATE ATHLETICS PROGRAMS IN THE CSU

PREAMBLE: The following set of principles and guidelines is intended to be minimal and generic, rather than exhaustive. We are aware that all CSU campuses have their own athletics policies, whether or not they are codified, and that for some campuses the principles listed below may merely reflect ordinary policy and practice, while other campuses may wish to enact policies more stringent and detailed than those suggested by this list. We are also aware that many of these principles are presently included in NCAA regulations. While we welcome the strengthening of NCAA rules for participation and hope that they will be maintained, we believe that the primary responsibility for the integrity of athletics programs rests with our institutions.

Institutional Principles

1. The faculty is responsible for the curriculum and for protection of academic standards.
2. Academic and Athletics administrators should ground all regulatory procedures in the primacy of academic values.
3. CSU campus athletics committees should be primarily composed of faculty representatives and they should be appointed by the campus academic senates.
4. Faculty representatives appointed by campus presidents to athletic governance organizations, such as the NCAA and regional athletics consortia, should be endorsed by their academic senates.
5. Presidents should be fully committed to the principle of gender equity.
6. Graduation rates of student-athletes should be comparable to those of other students.
7. Each campus should develop the means by which to make certain that student-athletes understand that their primary obligation to themselves and to the University is to be students. Students should understand that representing their campus by participation in inter-collegiate athletic competition is a privilege, one contingent upon satisfactory academic performance, upon steady progress toward a baccalaureate degree, and upon social conduct which reflects the values of the University.
8. All prospective student-athletes should have a reasonable prospect of graduating and should normally meet regular admissions standards. Such judgments should be made by admissions officers.

(over)

9. Student-athletes should be admitted as "special admits" on the same basis as all other applicants for special admission and be constrained by the same requirements for satisfactory progress.
10. California Community College and junior college transfer students should meet the standards for transfer required of all other students.
11. Freshman students whose high school course of study renders them academically ineligible or partially ineligible for competition under NCAA rules specifying units, course patterns, and GPA should (1) sit out a year and (2) meet the normal requirements for eligibility before competing.
12. Students who are invited for campus visits should be informed that all scholarship offers are contingent upon their meeting academic standards appropriate for admission.

Guidelines

13. Using procedures modelled after those of academic governance, presidents should commit themselves to an annual review of their athletics programs in areas pertaining to policy (including admissions, academic progress, graduation rates, ICA budgets, and such gender equity issues as distribution of resources, schedules, facilities, travel arrangements, coaching, and participation). These reviews should be published in a substantive annual report to the campus senate and subsequently made available to the entire campus community.
14. Student-athletes should not be counselled or permitted to enroll in courses simply to maintain eligibility, but should be counselled into courses of study which lead to a major and a degree.
15. In order to enjoy the privilege of participation, student-athletes should demonstrate satisfactory progress toward a degree.
16. Satisfactory progress should be determined at least on an annual basis.

California State University
Sacramento



The President

Sacramento, CA 95819-6022

May 7, 1992

MEMORANDUM

TO: Dean Colen
School of Health and Human Services

Dean Gillott
School of Engineering and Computer Science

Dean Gregorich
School of Education

Dean Martell
University Library

Dean Moorehead
School of Business Administration

Dean Sullivan
School of Arts and Sciences

FROM: Donald R. Gerth *[Signature]*

SUBJECT: Delegation of Authority

Based upon the recommendation of Vice President for Academic Affairs Mary Burger, I am delegating to the School Deans and the Dean and University Librarian authority to make the final decisions on certain retention actions. Specifically, the School Deans have authority for the final decision on retention of faculty who are in their first, second, third, and fifth probationary years with the exceptions noted below. The final review of faculty in their fourth and sixth probationary years will be made by the Vice President for Academic Affairs.

Exceptions to this delegation are as follows: 1) in all instances where there is a negative recommendation by the Dean, the Working Personnel Action File will be forwarded to the Vice President for Academic Affairs for final action and 2) the Vice President for Academic Affairs will retain authority for final action on all early tenure, tenure and promotion cases.

May 7, 1992
Page two

This delegation is effective beginning with the 1992-93 retention cycle. Vice President Burger and Dean Wagner are responsible for developing the procedures to implement this delegation.

cc: Vice President Burger
Dean Wagner
Academic Senate Chair Cook
Ms. Orman
Dr. Bossert, CFA President

Reordering Educational Priorities

■ **Finances:** Public colleges and universities hope to deal with the budget pinch by, among other things, improving productivity and cost efficiency.

By WILLIAM TROMBLEY
TIMES STAFF WRITER

SACRAMENTO—As California's public colleges and universities struggle through their most difficult fiscal crisis in recent memory, attention is turning to ways to improve productivity and cost efficiency in the state's higher education system.

Instructional television, computerized libraries, and more cooperation among University of California, California State University and community college campuses are among the ideas being pondered as education officials face up to the painful reality that the state's budget problems are not short term.

"We are assuming good things are not going to happen with the budget in the near term," said Chancellor Barry Munitz of the

20-campus Cal State system, "so we are placing more emphasis on higher productivity and greater efficiency."

New approaches are needed, Munitz and other officials believe, to cope with the series of financial blows California higher education has suffered in the last two or three years.

UC's state support was reduced 10.5% this year, while Cal State was cut 9%. Only a \$240-million loan from the state, which must be paid back in two years, has kept the 107-campus community college system on roughly the same financial footing as last year.

Nor does the future look much brighter.

"It's pretty clear there isn't going to be any new money next year" for higher education, said Maureen DiMarco, Gov. Pete Wilson's secretary for child develop-

ment and education. "It's time to stop pretending this is a temporary problem and come up with a real plan, some real options."

In response to this kind of prodding, committees, commissions and task forces are at work in all three segments of the public higher education system, as well as at the California Postsecondary Education Commission and other planning bodies. These are some of the ideas under consideration:

- More and better use of technology to deliver instruction at lower cost and also to reduce administrative expenses.
- Regional cooperation among the higher education systems.
- Increasing faculty teaching load, especially in the UC system.
- Concentrating expensive academic programs on a few campuses.

Please see EDUCATION, A27



Los Angeles Times

'We are assuming good things are not going to happen with the budget in the near term.'

BARRY MUNITZ
California State University chancellor

California State University, Sacramento
2700 J Street
Sacramento, California 95819

NOV 10 1992

Academic Senate Building

in the area of technology, and three public education systems, and some private colleges, are beginning to make greater use of televised courses, which generally enable a single instructor to handle many more students than would be possible in a conventional classroom.

More than 4,300 students are enrolled in telecourses at Coastline Community College in Orange County, which transmits the classes to neighborhood "learning centers" and to individual homes.

In a cooperative program called "two plus two," Coastline students take upper-division (junior and senior) courses offered by Cal State Dominguez Hills. Coastline students watch the Dominguez Hills classes on a large TV screen and interact with the professors and other students by telephone.

At Cal State Chico, televised courses are beamed to more than 600 students at 16 sites scattered throughout remote regions of Northern California. The college also offers courses in computer science leading to a master's degree, transmitted by satellite to several hundred engineers throughout the country.

Cal State plans to take the use of technology further if it succeeds in opening a campus at Ft. Ord, the Army base near Monterey that will be abandoned by 1994.

"It will be fundamentally different from scratch," Munitz said of the proposed campus. "We'll have touch-tone registration, an entire new library concept, FAX machines to distribute articles instead of subscribing to expensive periodicals and much more."

In the California Community Colleges system, officials hope to use technology not only to offer instruction but also to plan new campus facilities and reduce the cost of running the 107 two-year colleges, systemwide Chancellor David Mertes said.

Mertes and Chancellor Munitz of the Cal State system believe that significant savings can come from efforts to "regionalize" higher education courses.

The "two plus two" arrangement between Coastline Community College and Cal State Dominguez Hills is one example of regional cooperation between higher education systems. Munitz and Mertes say much more can be done along those lines.

President John Slaughter of Occidental College, a small, private liberal arts institution in Los Angeles, predicted that shared courses between public and private colleges and universities in the same part of the state "will be very common in the year 2000 and beyond."

Munitz said money could be saved, and students would graduate in shorter time than the six to seven years it now takes to obtain a CSU bachelor's degree, if students could enroll at several colleges simultaneously, some near their homes, others near work.

Munitz said he is also interested in exploring academic specialization by campus, concentrating certain high-cost programs, such as agricultural education, on one or two campuses. But he acknowledged that any move in this direction is likely to meet fierce faculty resistance because it could mean a loss of jobs and prestige.

This is also a sore point on UC's eight general campuses, all of which aspire to be among the nation's finest comprehensive universities, with a wide variety of teaching and research programs.

"Reducing academic programs really means reducing faculty," said Murray L. Schwartz, interim senior vice president for academic affairs at UC. "The issue is, how do you do that in this university, which has been in a growth mode but now may be turning around somewhat?"

The issue is being discussed by administrators and faculty committees on all the campuses and at statewide headquarters in Oakland, but there is no consensus on how to proceed, Schwartz said.

UC professors are being pressed

to teach more classes as another means of saving the state money. They average four courses during an academic year, while their counterparts in the Cal State system average three or four courses per quarter or semester.

Teaching responsibilities are generally light because UC professors are supposed to carry out cutting-edge research, which some do and many do not. This system worked fine when money was plentiful, but in recent years there have been many calls—from the Legislature and from within UC—for heavier teaching loads.

The question of turning UC into

an upper-division university and requiring students to take their first two years at a community college, where instructional costs are far lower, has been raised again.

UC officials have fought off this proposal in the past but may be hard-pressed to do so as the budget noose tightens.

Many other ideas have been proposed. President Richard Moore of Santa Monica College said more minority students would graduate if some two-year colleges, his among them, were allowed to grant four-year degrees.

But others are reluctant to make

such a sharp break with the master plan for higher education, which limits community colleges to the first two years.

But some doubt that changes such as these will yield significant savings.

"People in all the segments are trying to be more efficient, but most of these will be improvements at the margin," UC budget director Lawrence C. Hershman said. "I don't know anybody out there who thinks we can continue to absorb these deep cuts without making fundamental changes in the way the state handles higher education."

JAN

4-NOV.-92

TO: Academic Senators and your respective faculties

FROM: Ken Debow, Government ^{ICB}
Sylvia Navari, Social. Work ^{SN}
John Syer, Government ^{JS}

RE: Recruitment of CSUS students

By way of introduction each of us is the faculty member assigned to teach in, and do the on campus coordination for, the Assembly, Executive, and Senate Fellows programs respectively.

We are asking your help in our efforts to recruit more CSUS students to our respective programs and to better prepare them for both the application process and the rigors of a fellow's life.

For those of you who are not familiar with these programs, they are graduate level professional development programs for persons interested in gaining an in-depth understanding of, or pursuing a career in, executive level public service, politics, or public policy development/implementation. A total of 48 students from across the nation (each program receives upwards of 300 applications) each receive 12 graduate units for one academic year, during which time each student works full time with a mentor in the legislative or executive branch (dependent upon the program) and participates in an academic seminar with requisite graduate level assignments. Each student receives \$1560/month plus health benefit coverage plus their fees are paid by the programs. The monies for these programs are "line itemed" in the state budget and are not part of the CSU general fund allocation. These programs are joint programs between CSUS and both the legislative and executive branches. Each program has attached to it a part-time program coordinator/liaison who does the major portion of the coordination required for placing the fellows in the respective branches of government and monitoring of the internship throughout the year. Our respective program coordinators are Monica Neville, John Pimentel, and Nettie Sablehaus.

Regarding the purpose of this memo--our plea to you--if you have students interested in the programs, or students you think might benefit from the programs, please refer them to either of us for information and an application (we each can be reached through x6906). Because of the nature of our student body, they work full time and go to school, the few who do apply traditionally have not competed very well. Application records show that only a few CSU students apply to the Fellows Programs, and of those who do apply, the ratio of acceptance is lower than that of applicants from other universities.

We think we can alter this pattern if we recruit early and, with

the help of each of you, give our students some guidance in how to prepare for, not only the competitive nature of what ultimately is a nationwide search process, but the rigors of a Fellow's life. While academic preparedness is of import, students must have reasonably well developed presentation skills (interview techniques, verbal acuity, & writing skills), they must demonstrate a live interest in community involvement/public sector issues, and they must articulate some grasp of statewide public policy issues/state and national politics. In short, the applicant must generate in writing and in person a sense of excitement and commitment to public service. The rigors of a fellow's life are such that fellows generally, during the eleven (11) month period of the programs, work 50 hours per week, read for and actively participate in a weekly graduate level seminar, and write a publishable paper.

The fellowships offer tremendous opportunities for understanding public organizations and public life and pursuing executive level careers in public service. Encouraging our students to avail themselves of these opportunities is, we think, an integral part of attending a "people's" university. We appreciate your assistance in our endeavor to recruit CSUS students for these programs.

On another matter, though not unrelated to recruitment, Nettie Sablehaus (Senate Fellows Program Coordinator 278-6906) has offered to set up several CSUS/legislative and executive "Linkage Programs" that will benefit both faculty and students by providing reciprocal access between faculty and public servants (legislators, staffers, civil servants). The workings of government may be brought to campus and faculty may be requested to impart their wisdom and teaching expertise to the legislative and executive branches of government. Such access will open opportunities for scholarly pursuits, classroom enhancements, and practical experience for both faculty and students (the Fellows' faculty hope to use some of these "Linkage Programs" to prepare our students for public life).

These "Linkage Programs" are still ideas but are briefly described below. If you think you would be interested in any or all of them please return the bottom of page 3 to mail code 6081 (please describe these to your faculties and make copies of this memo as needed).

1. **Classroom Forums/Debates:** Speakers could be arranged for classroom presentations or debates on any public policy issue of interest to students or faculty.
2. **Shadow Program:** Students or faculty would spend a day with someone who creates, analyzes, influences, or implements public policy such as legislative staff, journalists, civil servants, or representatives of public/private sector associations.

3. **Capitol Classroom:** Faculty are encouraged to suggest topics and participate in monthly forums to be held in the Capitol on issues of interest to those who work in the public policy field. The format would be a 90 minute discussion with a moderator and a 2- person panel to be composed of some combination of university faculty, state government representatives, and public/private sector representatives. The subject of the first forum will be the North American Free Trade Agreement (NAFTA)

NAME: _____

DEPT: _____

PH: OFFICE _____ OTHER _____

LINKAGE PROGRAM(S) IN WHICH YOU ARE INTERESTED:

OTHER IDEAS/REQUESTS?

RETURN TO MAIL CODE 6081

AS 92-83:
Amend minutes of 9/24/92 -

AS 92-68B/Flr. FACULTY RESPONSIBILITIES

The Academic Senate refers the recommendation concerning faculty responsibilities:

"Further, as recommended in the Report [Art Department Program Review], the Academic Senate shall develop a description of the level of faculty activity and responsibility appropriate to all areas of faculty work (p.6)."

← [to the Executive Committee to 1) determine if there is a need to develop a new policy statement related to the recommendation to the Senate contained within the Art Program Review, page 6, or whether the matter can be addressed by amendment of existing University documents, and 2) if necessary, refine a charge for referral to the Faculty Affairs Committee.

JACK MROWKA, Chair
Curriculum Committee
6033/GEOGRAPHY