

ACADEMIC SENATE

AGENDA

Wednesday October 14, 1981

2:00 p.m. SSC-107

INFORMATION

1. Gerald Garthe Memorial Scholarship Fund
2. Tuition in the CSUC - Dorothy Sexter TIME CERTAIN: 3:30 p.m.  
(Refer to AS-1268-81/EX., distributed to Senators at 9/16/81 meeting.)

CONSENT CALENDAR

AS 81-48/Ex. COMMITTEE APPOINTMENTS

Academic Policies Committee: ANNE-LOUISE RADIMSKY (81-82 repl. for K. Scarborough, 1984) Sch./Div.

\* Commencement Committee: KATHLEEN JARVIS (repl. for P. Noble) 1982

Curriculum Committee: JOSEPH AIELLO (Fall 81 repl. for S. Weissman, 1984) Professional Services  
PHYLLIS SEMAS, Senator, 1983 (repl. for D. Campbell)

Election Committee: KEVIN CALANDRI  
JAMES RITCHEY

Faculty Affairs Committee: DENNIS HUFF, 1982, At-large (repl. for K. Scarborough)  
TOMMY WOON, At-large, 1984 (repl. for J. Bosco)

\* Financial Aids Advisory Committee: ROBERT METCALF (repl. for J. Lonam)

Fiscal Affairs Committee: JOSEPH RUE, Senator, 1983 (repl. for G. Garthe)  
JUANITA BARRENA, Arts/Sci., 1983 (repl. for J. Nicola)  
ALBERT GUTOWSKY, At-large, 1983 (repl. for J. Zickel)  
DEANNA BALANTAC, At-large, 1982 (repl. for J. Wilson)

General Education Committee: HELEN RENKEN, Staff, 1983 (reappointed)

Graduate Policies/Programs Committee: MARYJANE REES, Arts/Sci., 1982  
(repl. for R. LoVerso)  
RICHARD KELLOUGH, Sch./Div., 1982  
(repl. for E. Saks)

AS 81-48/Ex. COMMITTEE APPOINTMENTS -- contd.

\* President's ad hoc Search Process Committee - President Johns will select three faculty from the following list of six:

EDILBERTO CAJUCOM  
BARBARA CHARLTON  
LEE KAVALJIAN

JO LONAM  
EUGENE SAHS - PENDING  
ROBERT THOMPSON

REGULAR AGENDA

AS 81-47/Fir. MINUTES

Approval of Minutes of May 20 and September 16, 1981 meetings

AS 81-49/FA, Ex. EARLY CHILDHOOD EDUCATION, MASTER OF ARTS DEGREE

The Academic Senate approves the proposed concentration in Early Childhood Education under the Master of Arts Degree in Education.  
(Copies of the proposal will be distributed to Senators under separate cover.)

AS 81-50/FA, Ex. MERIT SALARY INCREASE

The Academic Senate approves the policy that only one merit salary increase within each academic rank be granted for leaves without pay.

AS 81-51/Ex. EDUCATION AND PROFESSIONAL ACTIVITY IN THE CSUC

The Academic Senate endorses the position taken by the Statewide Academic Senate regarding education and professional activity in the CSUC.  
(Attachment A: Statewide Academic Senate resolution AS-1258-81)

AS 81-52/Ex. EMPLOYMENT BEYOND MANDATORY RETIREMENT AGE

The Academic Senate accepts the following editorial amendment to proposed FACULTY MANUAL Section 4.24.01 I. (Attachment B: AS 81-32)

4.24.01 I. Recommendations will be forwarded through the Dean or Division Chair for approval and transmittal to the President by December 15 of the academic year in which the employee requests certification of eligibility.

AS 81-53/Ex. COLLECTIVE BARGAINING DEBATE

Resolved that, the CSUS Academic Senate sponsor a debate on campus on collective bargaining and invite representatives of CFA, UPC and the no-agent position.

ACADEMIC SENATE  
of  
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

AS-1258-81/EX  
September 10-11, 1981

EDUCATION AND PROFESSIONAL ACTIVITY IN THE CSUC

- WHEREAS The California State University and Colleges has no law nor policy which provides a definitive and comprehensive statement of the role of professional activity in the CSUC; and
- WHEREAS, Since the adoption of the Donohoe Act, the CSUC has encountered considerable ambiguity about the relationship between its teaching function and its research/professional activity function; and
- WHEREAS, Since the adoption of the Donohoe Act, the CSUC also has encountered noticeable vacillation about the amount and type of state resources appropriate for support of its research/professional activity function; and
- WHEREAS, State funding to support and encourage faculty professional activity has been inadequate; and
- WHEREAS, Although the faculty's professional activity contributes to the quality of education, and although there are many ways in which the faculty's professional strength can be expressed, the Academic Senate CSUC has addressed only isolated aspects of this issue; and
- WHEREAS, The attached document on "Education and Professional Activity in the CSUC" provides a general position on the relation between the faculty's professional activity and the quality of education; therefore be it
- RESOLVED: That the Academic Senate of the California State University and Colleges adopt the attached position paper on "Education and Professional Activity in the CSUC"; and be it further
- RESOLVED: That the Academic Senate CSUC commend the attached position paper to the campus Senates/Councils for their consideration.

FIRST READING

September 1981

SECOND READING

November 1981

EDUCATION AND PROFESSIONAL ACTIVITY IN THE CSUC

PROFESSIONAL ACTIVITY AND TEACHING:

Universities worthy of public support must stress the attainment of merit in teaching and learning. To achieve and to maintain quality education, universities must sustain the intellectual and professional development of their faculties. Such faculty development appropriately includes a variety of professional activities - such as independent scholarship, research, and creative work - which reflect the variety of programs which the institution embraces.

There is no substitute for the stimulation which students receive when their teachers are active and proficient practitioners of their disciplines. To realize the benefits to education which can be provided by the faculty's professional strengths, a university should make adequate provision for sustaining and furthering the professional achievement of its instructional staff. Instructional and professional activities complement each other most constructively when they do not compete for prominence or for institutional resources. On the other hand, without adequate resources and reasonable flexibility to implement professional projects, a university may find itself unable to use its faculty's professional ability to its advantage.

How the various professional activities relate to the quality of instruction varies in respect to the specific standards and practices of the different disciplines. To promote productive links between teaching and professional activity in each educational program, it is important to rely upon the assessments of those who understand the discipline. Appropriate kinds of professional work for enriching instruction in any program should be delineated by persons well informed about and experienced in applying the prevalent standards of the profession.

PROFESSIONAL ACTIVITY IN THE CSUC:

The primary commitment of the CSUC is to excellence in teaching and learning. The CSUC seeks to provide an environment that encourages the intellectual development of students. To create such an environment for students, CSUC faculty must themselves continue their intellectual and professional development.

Effective faculty members keep current in their academic fields. By constantly enhancing their own education, they improve the education of their students. To be an effective teaching institution, the CSUC should provide for the systematic support and acknowledgment of its faculty's efforts to maintain intellectual and professional competence. To the extent that either institutional or faculty support for preserving the teaching staff's intellectual activity and agility falters, the quality of education in the CSUC will deteriorate.

Traditionally, universities have stimulated their faculties' intellectual and professional achievement by creating programs to support professional activity on the part of the teaching staff. However, in the CSUC, there has been considerable ambiguity about the appropriate role of faculty professional activity. There also has been noticeable vacillation about whether encouragement and resources should be expended on such activity. In general, the state's support of faculty professional activity in the CSUC has been very inadequate.

To understand the present status of professional activity in this system, we should recall how the Donohoe Act for Higher Education addresses the function of research (which traditionally is a predominant mode of professional activity in universities) in the CSUC. The Donohoe Act recognizes the CSUC's research function but does not define it further than to require compatibility with the teaching function. The meager characterization is reflected in section 40000 of Title 5.

But adequate resources for implementing a compatible research function have not been made available, nor have the appropriate nature and extent of the CSUC's research/professional activity function been defined or explored. Most important, neither the Donohoe Act, nor Title 5, nor any of the other laws or policies under which the system operates address the question of how the faculty's professional competence should be preserved and demonstrated in the absence of adequate funding and implementation of the CSUC's compatible research/professional activity function.

In 1968, acting on a commissioned study prepared by an independent consultant, the Coordinating Council for Higher Education unanimously requested state support for research and related activity in the CSUC. At that time, the Academic Senate CSUC developed a basic position statement which expressed the Senate's commitment to the importance of research and related activities in this system. Subsequently, additional Senate resolutions have been adopted which address other aspects of professional activity and growth.

Although the principles expressed in the 1968 Senate document on research and related activity still are significant, the statement presupposes an institutional context in which the value of this type of faculty professional activity is both acknowledged and supported by the expenditures of institutional resources. To the degree that this institutional context has been absent both for research activities and for other types of professional work, the faculty's professional achievement has had to be accomplished primarily through voluntary or overload projects and through success in securing sources of non-state funding. However, if budgetary neglect for support of professional activity were to continue, it would become less and less likely that the ad hoc mechanisms utilized for more than a decade to stimulate involvement in research scholarship and creative endeavors could suffice to sustain the active searches for new knowledge, fresh interpretations and creativity which characterize a faculty's professional activity and which are essential for the atmosphere vital to learning.

#### MAINTAINING PROFESSIONAL COMPETENCE IN THE CSUC:

In industry, it is standard practice to provide professional employees with on-going training and with opportunities to update and to expand their skills. In many universities the faculty maintains and enhances its professional skills because part of its regular workload involves research, creative activity or other professional projects. In the CSUC, the failure to provide resources in order to recognize and support continuing faculty professional growth has become an enduring factor which provokes concern about the system's ability to maintain up-to-date, professional competence in instructional subject matter.

As subject matter changes and expands, maintaining competence in any discipline requires not only continued study but also access to the community of scholarship in the discipline. All CSUC faculty should have the opportunity to keep abreast of advances in their disciplines by communicating about scholarly issues with colleagues both on and beyond their home campuses.

In order to promote such communication and to preserve the competence of the faculty, the institution must provide adequate support. Such support should include access to current scholarly publications, access to modern equipment, and access to discussion and interpretation of new work in the field. At a minimum, this means paying for faculty travel to professional seminars and conferences. Because faculty must expend their time if they are to keep up-to-date in their disciplines, acknowledgment of this level of professional activity also must be reflected realistically in workload reporting and workload assignment mechanisms, as well as in the availability of sabbatical leaves for all faculty at reasonable and regular intervals. The absence of such support profoundly jeopardizes the ability of the CSUC's faculty to offer students an up-to-date education.

As the institution should provide the means for its faculty to maintain professional competence, the faculty should insist that its members employ these resources to satisfy the professional standards which are reflected in the practices of the various disciplines. Each academic department or program should be concerned that its faculty possesses up-to-date professional expertise. [Campus senates/councils should consider whether campus personnel policies reflect how methods for professional development vary from discipline to discipline.] As part of their overall responsibility for the quality of the educational programs, campus senates/councils should concern themselves with the institutional factors which provide support to enable the faculty to maintain professional competence.

#### INDEPENDENT PROFESSIONAL ACTIVITY IN A TEACHING INSTITUTION:

To maintain professional competence, all faculty members should pursue active study of their disciplines even if they are not engaged in independent research, creative or other professional project. Although faculty competence may be maintained through means other than independent research, it is essential to the CSUC's teaching mission that an adequate level of such activity occur throughout each CSUC institution.

During the past decade, the CSUC's primary mission of serving as a teaching institution has all too often been interpreted to mean that teaching and independent professional activity were to be considered separable -- albeit related -- matters. This view is justifiable in the sense that there are avenues other than original research and publication for maintaining professional competence. But this view is not justifiable when it is taken to mean that students can obtain a good education without exposure to professionals who are doing original, independent work in their fields. For good education, some faculty and student involvement in research, scholarship and creative activity is essential because it exemplifies how knowledge is obtained and how the boundaries of our collective understanding are expanded.

For the CSUC to offer good education, there must be faculty who are engaged in independent research, scholarly or creative activity. Minimal support for such activity includes the allocation of space, equipment, and support staff; the flexibility to give faculty time to pursue independent research or creative projects; and some opportunity to teach well-prepared advanced students who are able to understand and to appreciate progress within a discipline.

As the institution should support the faculty's independent professional projects because such work enhances the quality of education, the faculty should develop methods for ensuring that the professional work which is supported with institutional resources enriches the broad educational mission of the institution. As appropriate, [campus senates/councils should consider the development of methods to improve the effectiveness of institutional support for independent professional activity, including how campus personnel policies acknowledge and assess such activity.] Consistent with the CSUC policies which refer to research and related activities, professional growth, and other professional work, each campus senate/council might develop definite policy statements to guide the development of the campus research/professional activity function and to increase the benefits which the campus educational programs receive as a result of the professional strength of the faculty. It also is essential to convince faculty of the high priority afforded to professional activity and of the support which the institution will commit to professional activity, even though there may be inadequate state funding. Such an institutional milieu, if combined with institutional flexibility, could increase faculty professional activity and could enhance the quality of education dramatically.

### ENCOURAGING PROFESSIONAL ACTIVITY:

When the resources needed to maintain the professional competence of the CSUC faculty and to enable the faculty to engage in independent professional work have been in short supply, it sometimes has been supposed that these objectives nevertheless might be obtained by instituting a coercive personnel system. For instance, it sometimes is presumed to be efficient academic management simply to require that faculty members be current in their fields regardless of whether the faculty is provided with access to current scholarship and current equipment. Similarly, it sometimes is presumed to be efficient academic management to reward faculty who publish and to punish those who do not, regardless of other workload considerations or of considerations about access to the support needed for independent professional work.

In the short run, this coercive approach may appear to be successful, particularly in fields in which faculty do not need, or else can acquire from external sources, additional resources for their professional work. But, in the long run, this approach is likely to be severely damaging to the educational fabric of the CSUC.

First, when good teaching is an acknowledged goal, but when there are inadequate means of recognition for the professional activity needed to improve education, faculty are forced to direct their attention away from the institution rather than toward it in order to retain their ability to conduct themselves as professionals in their disciplines. When faculty believe that their professional activity must be conducted despite rather than as part of their institutional assignments, they tend to view professional activity as competitive with teaching rather than as compatible with it. This has happened in the CSUC to the extent that faculty have had to pursue professional projects over and above their official workloads with resources not provided for in the budget, or because campuses have such limited space at off-campus locations. Under such conditions, development of the suspicion that professional activity competes with teaching is understandable. Nevertheless, this suspicion is detrimental to preserving good education in the CSUC because it neglects the need to maintain the faculty's professional competence and the importance of exposing students to examples of active professionals at work.

Second, a university which reaps the benefits of faculty professional activity by coercion impairs its own ability to retain high quality faculty. To substitute coercion for adequate professional support is to motivate the most successful teacher/researchers to leave the CSUC, when possible, for employment where they will receive greater personal reward and professional support than the CSUC can supply. The reward system would be an effective long run substitute for adequate institutional flexibility and resources only if the CSUC were a closed system with no exit for any of its teaching staff. In fact, of course, the CSUC competes with other educational institutions and with industry for professional staff.

Third, to demand of the CSUC's faculty that they ensure the institution's continued enjoyment of the benefits of their professional strength in the absence of adequate public support is to divorce the concept of providing students with a good education in the CSUC from the concept of providing students with a public education. To maintain that there is no need to obtain adequate public support of professional activity in this system is to impoverish the claim that there is a public responsibility to provide excellent education in the CSUC. It is to suggest instead that the faculty must operate outside of or in addition to their institutional responsibilities in order to find support for the professional activity which is vital for improving the quality of their students' education.

CONCLUSION:

Sustaining quality education in the CSUC requires that provision be made for all faculty to maintain competence in their disciplines so what students learn is worthwhile and up-to-date. Sustaining good education in the CSUC also requires that provision be made to maintain a level of independent professional activity on every campus so that students are exposed to active, creative practice in their fields. Both these objectives should be pursued to achieve educational excellence. Policies which deal with maintaining professional competence and encouraging independent professional work should be designed to reflect the variety of standards and practices in the disciplines represented by each campus's educational programs. Because the quality of teaching is affected by the level of faculty professional competence and the level of faculty involvement in active intellectual work, adequate resources must be provided to ensure that instruction and professional work in the CSUC function compatibly and not competitively.



**\*AS 81-32/UARTP, Ex. EMPLOYMENT BEYOND MANDATORY RETIREMENT AGE**

The Academic Senate recommends approval of the Policy on Employment Beyond Mandatory Retirement Age recommended by the UARTP Committee.

**4.24.00 Certification of Academic Employees to Continue Employment Beyond Mandatory Retirement Age**

"Certification of eligibility" is a determination which shall entitle an academic employee who has reached mandatory retirement age to delay retirement and to continue employment for one year immediately following the certification's effective date.

**4.24.01 Initial Certification**

- A. During the academic year prior to that academic year in which an academic employee shall reach mandatory retirement age, the President or designee shall notify the academic employee in writing of the requirement to request certification of eligibility. For the academic employee who shall reach mandatory retirement age between academic years, the notice shall be given prior to the academic year immediately preceding the academic employee's mandatory retirement age.
- B. An academic employee who wants to receive certification of eligibility shall so notify the President or designee in writing during the first full month of the academic year in which the academic employee shall attain mandatory retirement age. If an academic employee shall reach mandatory retirement age on a day when the campus is between academic years, the academic employee shall notify the President during the first full month of the immediately preceding academic year.
- C. At the department level, an at least 3-person committee will be formed to serve as a review and recommending body. Pre-retirement Reduction in Timebase individuals are to be deemed full-time personnel for purposes of this process.
- D. The department chair serves as an ex officio, non-voting member of the review committee.
- E. The committee shall make its recommendation according to the criterion of competent teaching performance. The committee will review:
  1. course materials supplied by the faculty member.
  2. standardized student evaluations.
  3. written, signed peer input.

F. A recommendation for certification requires a majority vote of the review committee that the faculty member's teaching ability is satisfactory or above. If performance is satisfactory or above, the committee will recommend certification for one year.

G. Faculty right to reasons applies (see FACULTY MANUAL 4.14.00).

H. The department chair shall concur or not concur in writing with the committee recommendation. If the chair does not concur, the chair must provide specific reasons in writing to the committee and to the individual involved.

I. Recommendations will be forwarded through the Dean or Division Chair for approval and transmittal to the President by December 15 of the academic year in which the employee requests certification of eligibility.

J. The President, by February 1 of the academic year in which the academic employee requests certification of eligibility, shall notify the academic employee in writing, whether the academic employee has been granted a certification of eligibility.

#### 4.24.02 Recertification

A. An employee who wants to delay retirement and continue employment after the termination of the initial or a subsequent certification period shall request recertification at least eight months prior to the termination of the current certification period.

B. The procedures and requirements for recertification are the same as those for initial certification.

5/13/81 - Carried.

7/22/81 - Returned by President Johns for clarification and re-submission.

DS 81-49

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
School of Education

Proposal for an Internal Degree Program

Definition of the Proposed Major Program

1. Name of the California State University or College submitting the request and the full and exact title of the proposed aggregate of courses, whether it is an option, concentration, special emphasis or minor.

Institution: California State University, Sacramento

Title of Program: Master of Arts in Education  
Concentration in Early Childhood Education

Program to be implemented in the 1981-82 school year. The program has been offered through the Consortium. We request that the program be returned to the California State University, Sacramento Campus as an internal degree.

2. Full and exact title of the degree major program under which the aggregate of courses will be offered, where applicable.

Master of Arts in Education  
Concentration in Early Childhood Education

3. Options, concentrations or special emphases already existing under the degree major program for which the new aggregate of courses is proposed.

Master of Arts in Education  
Concentrations in Behavioral Sciences in Education  
Bilingual/Cross-Cultural Education  
Educational Administration  
Elementary Education  
Guidance  
Reading  
Secondary Education  
Special Education

4. Department(s) to offer the aggregate of courses.

Teacher Education and other departments in the School of Education.

5. Purpose of the proposed aggregate of courses.

The degree program in Early Childhood Education is aimed primarily at people who are working in a variety of settings with young children and their parents such as nursery schools, elementary schools, children centers, day care and clinical settings.

The program recognizes the young child's inbeddedness in family and community and, therefore, seeks to develop greater sensitivity, understanding and confidence in students to deal effectively with diverse kinds of families and communities.

This program will develop graduate level personnel who have knowledge of child development; of elements of programming and curriculum development; of social-cultural influences that children bring to school; of principles and practices involved in organizing and administering programs for young children; of evaluation of the Early Childhood Education program as related to designated goals and objectives.

- 1) To develop the ability to identify, analyze, and evaluate programs in early childhood education.
- 2) To develop the ability to analyze research and reporting in education, child development, and early childhood education.
3. To formulate a personal philosophy and approach to early childhood education supported by theory and practice and develop a commitment to young children.
4. To develop the ability to identify program goals; establish long- and short-range objectives; to evaluate the outcomes and adapt program objectives to better meet the needs of the children.

6. Need for the proposed aggregate of courses.

There are several justifications for the need of the proposed aggregate.

- a. There has been an increased interest in the education of young children. The number of students enrolled in the graduate classes in Early Childhood Education has doubled. Under California Senate Bill 1302, and Assembly Bill 65, more than 50% of the elementary schools in the state are currently receiving funds to assist them in developing and improving their education programs. Teachers in these programs have requested assistance in developing skills needed to implement desired innovations.
- b. The Master of Arts in Early Childhood Education has been offered through the Consortium of the California State University and Colleges. Students desiring a Master of Arts in Education with a Concentration in Early Childhood Education did so by applying for admission to the Consortium Program.

Many of the students took the required courses on Campus rather than externally. Offering the program as an internal degree will open this option to many more students. It will assure those who entered the program through the Consortium an opportunity to complete their Master of Arts in Early Childhood Education.

- 7. List of the courses, by catalog number, title, and units of credit, as well as total units to be required under the proposed aggregate of courses.

Master of Arts Education: Concentration Early Childhood Education

1.	T. Ed. 230.0	Advanced Early Childhood Growth & Development	3 units
2.	T. Ed. 231.0	Curriculum Development in Early Childhood Education	3 units
3.	T. Ed. 231.4	Meeting the Needs of the Exceptional Child in an Early Childhood Setting.	3 units
4.	T. Ed. 231.3	Planning for Cultural Diversity	3 units
5.	T. Ed. 232.1	Coordination of Early Childhood Programs	3 units
6.	T. Ed. 230.2	Individualizing Instruction in Early Childhood Classrooms	3 units
			<u>12 units</u>

These courses are required of students seeking both the Master of Arts with a Concentration in Early Childhood Education and the Early Childhood Specialist Credential. Candidates seeking only the Master's Degree must take a minimum of 4 of the above courses.

- \* 8. List of courses, by catalog number, title, and units of credit, as well as total units to be required for the major in which the proposed aggregate of courses is to be included.

Graduate Core Requirements

Total Units required for Major Core 9 units

ED 251	Social and psychological considerations (issues) in Education	3 units
ED 252	Theory of curriculum development	3 units
ED 250	Educational Research	3 units

E.C. Concentration: Elective Courses

Student is to select three of the following

- |     |             |   |         |
|-----|-------------|---|---------|
| 1.  | S.S. 165.0  | Introduction to Special Education                                   | 3 units |
| 2.  | S.S. 166.0  | Introduction to Assessment in Special Education                     | 3 units |
| 3.  | S 125.0     | Introduction to Bilingual Educ.                                     | 3 units |
| 4.  | T.E. 224.0  | Seminar in Children's Literature                                    | 2 units |
| 5.  | S.S. 262.0  | The Mentally Gifted Pupil   | 3 units |
| 6.  | T.E. 221.8  | Seminar in Language Arts  | 3 units |
| 7.  | S.S. 263.3  | Seminar on Exceptional Children                                     | 3 units |
| 8.  | S.S. 265.0  | Curriculum for Multi-Cultural Schools                               | 3 units |
| 9.  | C.D. 132.0  | Child Care: Infancy through middle years (0-12): Problems & Issues. | 3 units |
| 10. | C.D. 133.0  | Research in Human Development                                       | 3 units |
| 11. | C.D. 131.1  | Child Readiness for Language/ Reading Skills                        | 3 units |
| 12. | T.E. 146.1  | Sex Role Stereotyping in American Education                         | 3 units |
| 13. | ED 244.3    | Politics of Education   | 3 units |
| 14. | ED 247.5    | Children from Diverse Subcultures                                   | 2 units |
| 15. | EDCAP 203.1 | Grants and Proposal Writing   | 2 units |
| 16. | EDCAP 270.0 | Introduction to Counseling  | 2 units |

(EDCAP = Counseling & Policy Studies)  
(SS = Special Services)

6-9 units

Other electives may be substituted with approval of the advisor.

Thesis or Project

- |                        |           |
|------------------------|-----------|
| Thesis - ED TE 536.0   | 3-6 units |
| or                     |           |
| Project - ED TE 538.0A | 2 units   |
| ED TE 538.0B           | 4 units   |

TOTAL UNITS REQUIRED FOR A MASTER OF ARTS IN EDUCATION-  
CONCENTRATION IN EARLY CHILDHOOD EDUCATION 30 units

9. Additional courses, not now offered, to be developed for the proposed aggregate of courses.

One new course number is needed to initiate the program. The course, Meeting the Needs of the Exceptional Child in an Early Childhood Setting, has been developed and taught with an experimental number (296.0B) which will be changed to ED TE 231.4. All other core courses in the Early Childhood Education Concentration are currently being offered in the Early Childhood Specialist Credential Program.

We do not anticipate the need for additional courses during the first two years of implementation.

10. List of all present faculty members, with rank, highest degree earned, and professional experience, who would teach in the proposed aggregate of courses. (See attached.)
11. Additional instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the proposed aggregate of courses. List all resources needed for the first five years beyond those currently projected, including specific resource, cost, and source of funding.

None