

1991-92  
ACADEMIC SENATE  
California State University, Sacramento

AGENDA

Thursday, February 13, 1992  
Forest Suite, University Union

INFORMATION

✓ 1. Moment of Silence

VIVEK D. WAGLE  
Professor of Civil Engineering  
CSUS 1984-1992

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

February 27

March 12 and 26

April 9 and 23

May 7 (1992-93 Nominations, 2:30-3:00), 14 and 21 (1992-93  
Elections, 2:30-3:00)

4:00 PM ✓ 3. President Gerth in response to Senate request in AS 91-74:

Resolved: The CSUS Academic Senate requests that if the President's efforts to cause systemwide adoption of his proposal on ROTC discontinuation have not succeeded prior to the end of the Fall 1991 term, the President meet with the Senate to discuss the course of action to be taken on this campus with regard to ROTC in order to maintain the integrity of the University's policy on non-discrimination.

✓ 3a. Erwin Kelly - CSU Senate

4. Senate issues for remainder of the year.

✓ 5. Certificates of Participation have been approved by the Curriculum Committee for the following: a. Not for Profit Management, b. Purchasing Management, c. Total Quality Management, and d. Telecommunications Management - Advanced Level. Copies of the proposals are on file in the Senate Office.

✓ 6. Robbin Wiggins, CODE Forum

**CONSENT CALENDAR**

AS 92-03/Ex. COMMITTEE APPOINTMENTS--SENATE

Academic Policies Committee:

MIGUEL MOLINA, Professional Services-SA, 1993 (repl. C. Kenner)

Committee on Diversity and Equity/AA:

METTA ONGKASUWAN, SBA, 1992 (repl. A. Harriman)

International Programs Committee:

ELIZABETH HANSON-SMITH, At-large, 1994 (repl. G. McDaniel)

AS 92-04/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Lottery Fund Allocation Committee:

JENNIFER WARE, Library, 1994

Reprographics and Photocopy Services, Non-Academic Program

Review Team for:

HAROLD KERSTER, Faculty At-large

Student Complaint Hearing Panel:

PATRICIA CLARK-ELLIS, At-large, 1992

AS 92-05/FisA, CC, Ex. PROGRAM CHANGES

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

**School of Arts and Sciences**

- a. English B.A.: Increase the unit requirement for the Bachelor of Arts in English from 48 units to 51 units; increase the Required Lower Division Courses from 12 units to 15 units by adding Engl 11A; increase the Required Upper Division Courses from 12 units to 18 units by adding 3 units from the Engl 170 series and a 3-unit course from among Engl 165, 180, and 185; decrease Electives from 24 units to 18 units; every English major must include in his/her program one 3-unit upper division course designated as a capstone course (see Attachment A).
- b. Government B.A., International Relations Concentration: Change core course requirements for the International Relations concentration within the Government major and increase the units required for the concentration from 36 to 42. The Senate notes that the concentration is not in

compliance with the University requirement of five common courses among the concentrations for the degree (Attachment B).

- c. Music B.M., Voice Major: Add Ling 140 to the Bachelor of Music Voice Major (Attachment C).
- d. Physics B.A. and B.S.: Reorganize material in Physics 104, 140, 155, 160, and 166 and present it in new courses Physics 105, 135, 151, and 156; add new course Physics 162; revised BA remains at 28 units but shifts 6 units to electives; revised BS remains at 37 units but shifts 9 units to electives (Attachment D).

#### School of Education

- e. Single Subject Teaching Credential Program: Changes as presented in Attachment E.

#### School of Health and Human Services

- f. Elementary Physical Education Minor: Changes as presented in Attachment F.
- g. Gerontology B.S.: Substitute Gero 103 for Social Work 145. Note: Recommended with the stipulation that no additional WTU need be allocated to the program (Attachment G).
- h. Health and Safety Studies: Option in Health Care Administration in the Health and Safety Studies program and rearrangement of core requirements in the current options (Attachment H). Note: The Department withdrew the request to change the name of the degree program to Health Science.

#### AS 92-06/FisA, GPPC, Ex. PROGRAM CHANGES

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

#### School of Arts and Sciences

- a. Communication Studies M.A.: Restructures degree requirements including the institution of six major areas of study: Interpersonal and Small Group Communication, Rhetoric and Public Communication, Organizational Communication, Intercultural and International Communication, Media Studies and Public Affairs and Issue Management (Attachment I).

- b. Public Policy and Administration Degree: Change degree name from Master of Arts in Public Policy and Administration to Master of Public Policy and Administration (Attachment J).
- c. International Affairs M.A.: Changes as presented in Attachment K.

#### School of Business Administration

- d. Master of Business Administration, Urban Land Development Specialization: Changes as presented in Attachment L.

AS 92-07/CC, GPPC, FISA, Ex. MASTER PLAN PROJECTION--B.A. IN GRAPHIC DESIGN

The Academic Senate recommends placement of the B.A. in Graphic Design on the CSUS Academic Master Plan (Attachment M).

AS 92-08/CC, GPPC, Ex. PROGRAM REVIEW--REGIONAL AND CONTINUING EDUCATION

The Academic Senate receives the "Academic Program Review for Regional and Continuing Education," Fall Semester, 1991 [copy available for review in the Senate Office, Administration 264], and reserves the opportunity to comment on issues raised in the report pending clarification from the President and other campus entities on their positions on the issues including, but not limited to, 1) the President's understanding of a regional university, 2) whether or not the President envisions CSUS becoming a regional university, and, if so, 3) the relationship of regional university programs to on-campus programs.

AS 92-09/Ex. BUDGET, AD HOC COMMITTEE TO RECOMMEND FACULTY POSITION SET-ASIDES FOR 1992/93

The Academic Senate establishes a Senate ad hoc Committee to Recommend Faculty Position Set-asides for the 1992/93 Budget, as follows:

#### Membership

- FRED BALDINI, Chair/designee, Research and Creative Activity Committee
- LEAH VANDE BERG, Chair/designee, Faculty Professional Development Committee
- ART JENSEN, Member, previous "PCP" Committee and current Executive Committee

Charge

Develop a recommendation for Senate consideration for supporting both research and faculty professional development programs in 1992/93, including the Scholarly and Creative Activity program. Recommendations for support of these programs shall be made at varying levels of funding, beginning with fifty percent of the resources that were available in 1991/92 as a worst case scenario.

AS 92-10/G.E., Ex. ENTRY LEVEL MATHEMATICS TEST POLICY

The Academic Senate recommends adoption of the revised Entry Level Mathematics Test Policies (Attachment N), to be implemented May 9, the date of the first offering of the revised ELM Test, as follows:

Those students who are not exempt from taking the ELM Test will be required to take the ELM Test before or during their first semester of enrollment at CSUS. An ELM Test demand date will be provided on the Saturday following the first week of classes. Students who are subject to the ELM requirement may not enroll in a G.E. quantitative reasoning course at CSUS until they meet the ELM requirement, either by passing the ELM Test or by passing an appropriate course at CSUS.

Students not passing the ELM Test must either take appropriate ELM equivalency courses in the Learning Skills Center or Mathematics and Statistics Department or retake and pass the ELM Test.

Those students who plan to take Math 1 to satisfy their G.E. quantitative reasoning requirement should satisfy the ELM requirement by either retaking and passing the ELM Test or by passing Learning Skills Center ELM equivalency courses. The Learning Skills Center ELM equivalency courses will include intermediate algebra topics and topics which will help to prepare students for Math 1.

Those students who plan to take a course at CSUS other than Math 1 to satisfy the quantitative reasoning G.E. requirement should satisfy the ELM requirement by either retaking and passing the ELM Test or by passing Math 9.

An exit test will be required for Math 9 and the Learning Skills Center ELM equivalency courses. Those tests will comprise at least 60% of the student's grade in the course.

Students will be strongly advised to maintain continuous enrollment until their G.E. quantitative reasoning requirement is satisfied.

AS 92-11/AP, Ex. GRADING POLICIES--CREDIT/NO CREDIT (Amends AS 91-36A/CSUS Catalog)

The Academic Senate recommends the following: 1) the second semester composition course may not be graded CR/NC, and 2) any courses used to satisfy the foreign language graduation requirements may not be graded CR/NC.

AS 92-12/AP, Ex. ACADEMIC DISHONESTY, POLICY ON

The Academic Senate recommends adoption of the following statement of policy on academic dishonesty [as recommended by the Academic Policies Committee and amended by the Executive Committee--underscore=addition; strikeover=deletion]:

It is the intent of the students, the faculty, and the staff at CSUS that academic dishonesty not occur. The ideal is that a student attending CSUS will only be welcome by the community of students, faculty and staff if that student honors principles of academic integrity. Therefore all members of the campus community share the responsibility for fostering a climate of academic integrity. (As part of their responsibility, faculty are encouraged to include a statement on their course syllabi regarding academic dishonesty.)

Students are required to maintain a high standard of academic integrity. If a student is unclear about a specific situation, he/she should ask the instructor, who will explain what is and is not acceptable in that class. If a student is charged with academic dishonesty, then a process is set in motion which can result in severe consequences as specified in Title 5, Subchapter 4, Article 1, Section 41301, ranging from grade reduction in that course, to expulsion from the University and denial of a degree. If it is determined that a student has committed an act of academic dishonesty then this information is may be made available to employers and other academic institutions upon request as provided for by State and Federal law.

The following are examples of academic dishonesty:

**Cheating:** Copying from another student during an examination; using tests, notes, or software during an examination (in class or take-home) when not permitted to do so by the instructor; copying homework assignments prepared by others; working together on a take-home exam or homework when specifically prohibited by the instructor; altering a graded work after it has been returned and submitting it for regrading.

**Providing Information to Others:** Allowing another to copy one's work as his/her own work; allowing others to copy answers during an examination; informing students in later sections of a course about questions which appear on an examination.

**Plagiarism:** Plagiarism is offering the work of others as your own. Specific examples of plagiarism include: reproducing essential parts of books, computer programs, journal articles, artistic work, literary work, or musical work done by others and falsely claiming credit for it as one's own work; submitting a paper obtained from a "research" or term paper service as one's own work; retyping someone else's paper and submitting it as one's own work; copying homework answers from a text and submitting them as one's own work.

**Misrepresentation:** Having another student take one's exam or do one's computer program, homework, or lab experiment; taking another student's exam or doing another's computer program, homework, or lab experiment; lying to an instructor to improve a grade; submitting work which is substantially the same for credit in two different courses without prior approval.

Unlawful entry or unauthorized presence in an office are also instances of academic dishonesty.

If an instructor believes that a student has committed an act of academic dishonesty then the instructor shall meet with the student and inform the Dean of Students Office (see the attached statement on academic dishonesty procedures).

The Academic Senate further recommends that the sections of the policy dealing with examples of academic dishonesty be published on the cover of the blue book.

#### CONSENT - INFORMATION

##### AS 92-02/Ex. COMMENCEMENT--WEARING OF HONOR STOLES

The Executive Committee, on behalf of the Academic Senate, recommends that the wearing of honor stoles at commencement ceremonies be reserved only for those receiving honors from the university (Cum Laude, Summa Cum Laude, and Magna Cum Laude). Honor societies should single out their members in other ways (e.g., color tassel, pin).

**REGULAR AGENDA**

**Old Business**

*Refer to  
Ex Com. AS 92-05h  
agreed*

AS 91-110/UWC, GE, Ex. Flr. G.E.--WRITING COMPONENT IN UPPER  
DIVISION G.E. COURSES (Amends AS 91-42)  
[Responds to Senate's request AS 91-75]

The Academic Senate recommends revision, effective Fall 1992, of the "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with the Baccalaureate Degree," dated August 1991, Section I.D.b.2).a), page 10, as follows [12/12/91 Senate Agenda Attachment V-1 shows subsection D in its entirety; 12/12/91 Senate Agenda Attachment V-2 provides University Writing Committee rationale]:

b. Writing Requirements

1) Writing Component in Lower Division G.E. Courses  
...

2) Writing Component in Upper Division G.E. Courses

a) Upper division G.E. courses, unless granted an exception as provided in paragraph c) below, shall include substantial writing assignments (a minimum of 1500 words of formal, graded writing assignments). In view of this requirement, class size shall be limited to 50 students per section.  
...

*agreed  
++  
AS 92-13  
AS 92-113  
AS 91-111/AP, Ex.*

**REGISTRATION PRIORITY**

The Academic Senate recommends adoption of the policy for priority registration recommended by the Academic Policies Committee, amended as follows (strikeover = deletion; underscore = addition):

**Priority Registration**

Until the SIS records system is in operation, priority registration shall be implemented as follows:

1. First Priority

a. Students who have 1) a disability and 2) needs related to their disability, such as a need for prearranged support services, or a need to restrict distance that must be travelled between classes, or a need to restrict the number of trips to campus.



Eligibility shall be confirmed each semester by a Learning Disabilities Specialist or a Disability Management Counselor.

- b. Students who are "priority workers".

## 2. Second Priority

Certified students (see d. below) in certain programs are eligible for secondary priority. In order for a program to be eligible for the category of secondary priority, the program must offer tutoring, group work, or other academic support services. Furthermore, the requirements of the program must demand that students who are involved with the program register in particular courses, a sequence of courses, or time blocks. ~~Whether or not a program is eligible for the category of secondary priority is determined by the Academic Policies Committee. Requests for program inclusion in this priority shall be reviewed by the Academic Policies Committee which shall forward its recommendations on approval to the Senate for recommendation to the President.~~

Second priority is extended to students in approved programs when the program head certifies that they have satisfied the following conditions:

- a. The student is an active participant in the program during the semester in question.
- b. The student is (if necessary--as determined by the program head) an active participant in the academic support services.
- c. The student, if a continuing CSUS student, has a CSUS gpa of at least 2.0 in his/her ~~previous Spring grade report~~ most recently recorded semester.
- d. The student is making satisfactory progress toward his/her degree--including the following (with the possible exception of the student's first semester at CSUS):
  - the student has satisfied the English composition requirement, or is enrolled in the English composition course, or in the appropriate remedial courses.
  - the student has satisfied the Quantitative reasoning requirement, or is enrolled in a Quantitative

reasoning courses, or in the appropriate remedial courses.

In each of the above cases, if a student is enrolled in a course but does not successfully complete the course (i.e., receives a grade of NC or lower than C-) then that student will not be permitted to receive second priority until the student has successfully completed the course.

- the student is enrolled in appropriate courses for his/her major (the program head can determine this by having the student's major advisor sign the student's CAR form).

~~If a program head certifies that a student has satisfied the above requirements, and if it is later determined that the student has not satisfied all of these requirements, then that program shall no longer be eligible for secondary priority (any appeals shall be made to the Academic Policies Committee). Program eligibility shall be reviewed for consistency with the guidelines by the appropriate administrator in consultation with the Academic Policies Committee.~~

### 3. Additional Priorities

Students not receiving first or second priority as defined above shall receive priority in the following order:

Graduating seniors, freshmen, seniors, classified graduate students, juniors, sophomores, unclassified graduate students.

### AS 91-112/LIB, Ex. LIBRARY CIRCULATION POLICY

[The version of AS 91-112 which appeared on the 12/12/91 Agenda was subsequently amended by the Executive Committee to read as follows:]

The Academic Senate recommends approval of the changes in Library Circulation Policy as proposed by the Library faculty and administration and recommended by the Senate's Library Committee, amended as follows (strikeover = deletion; underscore = addition):

## PROPOSED CHANGES IN LIBRARY CIRCULATION POLICY

## I. LOAN PERIOD:

	<u>New</u>	<u>Old</u>
FT faculty/Staff	6 mo.	1 year
PT faculty	1 sem.*	1 sem.
Graduate students enrolled for culminating requirement	1 sem.*	1 sem.
Other CSUS students and UCD students	21 days	21 days
Alumni and community users	21 days	21 days

\*No matter when during the semester an item is checked out, it is due at the end of that semester.

## II. RESTRICTIONS ON # ITEMS THAT CAN BE BORROWED:

	<u>New</u>	<u>Old</u>
FT faculty/Staff	unlimited	unlimited
Parttime faculty	unlimited	unlimited
Graduate students enrolled for culminating requirement	unlimited	unlimited
Other CSUS students	unlimited	unlimited
Reciprocal users, e.g. UCD	30	unlimited
Alumni and community users	10	unlimited

## III. RECALL PROCEDURES:

## ALL BORROWERS

New: If a checkout item is requested by another library user, it will be recalled. The recall notice will specify a NEW due date, which will be seven days from the date the recall is sent, but will be no less than three weeks from the original checkout date.

If the item is not returned by the new due date, the borrower will be assessed a \$10.00 FINE per item and BORROWING PRIVILEGES WILL BE SUSPENDED UNTIL THE ITEM(S) IS RETURNED OR REPLACEMENT COST IS PAID.

Old: 15 cents a day fine--same as overdue books that have not been recalled (except for faculty who received no fine).

IV. SANCTIONS FOR FAILURE TO RETURN ITEMS BY THE DUE DATE  
("OVERDUE BOOKS")

	<u>New</u>	<u>Old</u>
Faculty/Staff and Graduate students enrolled for culminating requirement	<del>Seven days after the due date an overdue notice is sent and borrowing privileges are suspended.</del> <u>As soon as possible after the due date, an overdue notice is sent. After a one-week grace period following the generation of the overdue notice, borrowing privileges are suspended.</u>	None
All other users	Borrowing privileges will be suspended seven days after due date (see Section V. for "fine" information)	Fine of 15 cents per day up to \$10.00

V. SANCTIONS FOR FAILURE TO RETURN ITEMS 45 DAYS AFTER DUE DATE

	<u>New</u>	<u>Old</u>
Faculty/Staff and Graduate students enrolled for culminating requirement	<del>A bill will be sent for replacement cost of the item(s) plus a processing fee. Suspension of borrowing privileges will continue until the item(s) are returned or the replacement bill and \$10.00 processing fee are paid.</del> <u>A fine of \$10.00 is assessed and a bill is sent for replacement cost of the item(s), plus a \$10.00 processing fee. Suspension of borrowing privileges will continue until 1) the item(s) are returned and the \$10.00 fine is paid, or 2) the replacement cost, \$10.00 processing fee, and \$10.00 fine are paid.</u>	Bill sent for cost of book
CSUS students and all other users	A fine of \$10.00 is assessed and borrowing privileges remain suspended until the fine is paid. In addition, a bill will be sent as described above. Finally, an "academic hold" will be imposed if fine and bill are not paid.	Bill sent for cost of book  Academic hold
All other users	Same as faculty.	

**FIRST READING**

*4th m  
Reg.  
Agenda*

AS 91-113/Ex. SCHOLARSHIP, DESCRIPTION OF (CALL FOR REFERENDUM)

The Academic Senate calls for a referendum of the faculty to establish the following as the description of scholarship at CSU Sacramento:

Scholarship is the quality of learning characterized by a broad, deep, and current understanding of the content, perspectives, theories, methods, potential, limitations, and pedagogy in a particular academic and epistemological enterprise.

Scholarship is associated with thinking openly, deeply, and critically; it encompasses the processes of discovery, integration, application, creation, and criticism. Faculty can engage in each of these processes at varying levels of scholarship.

Scholarship also encompasses dissemination, which might take many forms, including publications, conference presentations, lectures, reorganization of course content, participation in exhibits or performances, consulting, teaching, and service to the University or to professional organizations. No form is inherently more scholarly than another.

New Business

AS 92-01/Flr. MINUTES

Approval of the Minutes of the meeting of December 12 (#8), 1991.

*3rd m  
Reg.  
Agenda*

AS 92-13/CC, FisA, Ex.

PROGRAM CHANGE--PHYSICAL EDUCATION B.S. (BIODYNAMICS OPTION)

The Academic Senate recommends approval of the program changes as presented in Attachment O. <sup>A & B</sup> However, the Academic Senate recommends against approval of the name change.

*Carried.*

*Postpone  
Carried*



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

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

DECEMBER 1991

## MEMORANDUM

Academic Senate Review  
413

December 10, 1991

To: Charlotte Cook, Chair  
Academic Senate

From: *John L. Williams*  
John L. Williams, Chair  
Academic Senate Curriculum Committee

Subject: Program Change Proposal, English B.A.

At its meeting on Monday, December 9, the Academic Senate Curriculum Committee took the following action regarding the proposed changes in the Bachelor of Arts in English:

It was MSC to approve the proposal to increase the unit requirement for the Bachelor of Arts in English from 48 units to 51 units; increase the Required Lower Division Courses from 12 units to 15 units by adding Engl 11A; increase the Required Upper Division Courses from 12 units to 18 units by adding 3 units from the Engl 170 series and a 3-unit course from among Engl 165, 180, and 185; decrease Electives from 24 units to 18 units; every English major must include in his/her program one 3-unit upper division course designated as a capstone courses.

It was recommended that the Chair of the English Department meet with the Articulation Officer to discuss the possible articulation of English 11A.

Copies of the proposal and the Fiscal Affairs Committee report are attached for your information.

JLW/cp  
Att.

cc: Vernon T. Hornback, Chair  
Department of English

Ann Weldy, Associate Dean  
School of Arts and Sciences



# California State University Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M

DATE: November 22, 1991

TO: John Williams, Chair  
Curriculum Committee

FROM: Steve Buss, Chair  
Fiscal Affairs Committee

SUBJECT: Proposed Change in Bachelor of Arts in English

=====

On November 19, 1991, the Fiscal Affairs Committee approved the attached fiscal impact evaluation for the proposed change in Bachelor of Arts in English.

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

SB:dp  
Attachment  
cc: Jolene Koester, Associate Vice President for Academic Affairs  
Maurine Ballard-Rosa, Chair, Graduate Policies and Programs Committee  
Charlotte Cook, Chair, Academic Senate

## FISCAL IMPACT ANALYSIS

Revision of B.A. in English

In summary, English proposes the following:

OLD	NEW
Req'd Lower Division	Req'd Lower Division
12 units	15 units
Req'd Upper Division	Req'd Upper Division
12 units	18 units
Electives	Electives
24 units	18 units
TOTAL	TOTAL
48 units	51 units

As of Fall 1991, there are 490 majors. The changes of requirements are accompanied by some course reclassification (02 to 04).

English estimates that part of the effect of increasing the lower division requirements will be borne by community colleges for those who transfer to CSUS. The net effect of increasing the unit requirements and the reclassifications is estimated to be an increase of 1 to 2 sections per term, in total, by the 1994-95 academic year. Interim increases are expected to be covered by internal shifts.

My analysis is that the new program will have minor fiscal impact. In fact, considering the apparent rigid adherence to the mode and level "maximum enrollments" used in the analysis, it is likely that future increases due to this change alone (exclusive from growth in number of majors) could be accommodated by slight increases to the caps. Minor short term impact by 1994-95 (three sections a year) is 4 wtu's or .27 FTEP.

FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM CHANGE PROPOSAL

Academic Unit: Department of English to School Dean: April 2, 1991

Date of Submission

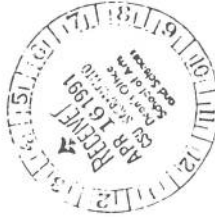
Requested Effective Fall X Spring     , 19 92

Name of Faculty Contact Person, if not Department Chair: \_\_\_\_\_

Type of Program Change: Required Forms Attached:

- Modification in Existing Program
- Substantive Change \_\_\_\_\_ X Form C
- Non-Substantive Change \_\_\_\_\_ Form B
- Deletion of Existing Program \_\_\_\_\_ Form D
- Initiation (Projection) of New Program onto Master Plan \_\_\_\_\_ Form E
- New Degree Programs \_\_\_\_\_ Form F
- Addition of New Minor, Concentration, Option, Specialization, Emphasis \_\_\_\_\_ Form G
- Addition of New Certificate Program \_\_\_\_\_ Form H

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



SEE ATTACHED

*[Signature]*  
Approval Pending

Approvals: \_\_\_\_\_  
 Department Chair: *[Signature]* Vernon T. Hornback, Jr. Date: 4/1/91  
 School Dean: \_\_\_\_\_ Date: 10-1-91  
 University Committee: \_\_\_\_\_ Date: \_\_\_\_\_

FORM C

Substantive Program Change Proposal

- 1. Department: English Contact Person: V. T. Hornback, Jr., Chair
- 2. Degree Program to be changed: B.A. in English
- 3. Purpose of the Change:

The Department of English, over a period of eighteen months, in follow-up of the last Program Review, has conducted an exhaustive review of our major curriculum, including comparisons to the major programs at our CSU sister campuses and those of a large number of other institutions, ranging from U. C. Berkeley and University of Oregon on the West Coast to Yale and Duke on the East Coast. After extensive efforts by the Undergraduate Programs Committee and Executive Committee, and a series of six Department Meetings in which the faculty deliberated for over twelve hours, the Department has voted (22-8) to make the changes in the English Major herein proposed. We hope hereby to bring our major more closely into alignment with the most important current trends in the discipline, without, however, being "trendy."

4. Need for the Change:

In particular we determined that five changes were necessary:  
 1) To begin with, the major needed the addition, as the first required course, of a sophomore level "practical criticism" course which would introduce majors to the terminology and methodology of English studies, and give them some experience of analyzing, talking about, and writing about literature from a variety of practical and theoretical positions. We determined that, as most of our students come to us as junior-level transfers, the course should be offered at the sophomore level for practical reasons (we could never offer enough sections of an upper division course of this sort) as well as pedagogical reasons (the hope that English majors at an early stage would acquire a common vocabulary and a common set of critical/analytical skills).

2) Second, in recognition of the fact that in our current major the curricular emphasis is heavily in favor of an historical, period course approach, and that literary history is no longer the only respectable, or in many quarters, even the most preferred approach to the major, the Department determined to also place emphasis upon literary genres and modes, by requiring at least one course in English 170, Literary Genres and Modes, thus asserting a kind of parity to another major structuring principle in English studies.

3) In addition, because relatively few of our majors were graduating with any extensive or significant exposure to the literature of ethnic minorities, and only a few more with exposure to literature by and/or about women, we determined to make



improvements in our curriculum in these areas. We also decided to link with these two areas a third, and new, area, literature in English exclusive of British and American (Engl 165, Literature of the English Speaking World). The latter will, in particular, add a multi-cultural dimension to our curriculum. Because we have only a few faculty with the expertise to teach in this latter area, we decided that at least for the immediate future it should share a required three units with Engl 180, Literature of Minority Groups, and Engl 185, Women's Literature. Three units from any one of the three categories will ensure at least some "non-traditional" content in the student's major program.

4) Perhaps the most radical change is the requirement that among the courses taken by the English major there be one identified in the Schedule of Classes (and in the Department's Course Description Booklet) as a "capstone course." The capstone course can be offered under any number, but must be a course especially designed to be a kind of culminating experience, to be taken in one's senior year. The capstone course will be a small (C-4), research and writing-intensive course in which the student will be expected to demonstrate an appropriate undergraduate-level mastery of how to "do" English--a research project of some substance, considerable feedback from professor and peers, much classroom discussion, and a great deal of writing. The capstone course will be so designated by footnote in the Schedule of Classes, or, if the University's computer cannot cope with such stress, by adding a decimal point and number to the catalog number (e.g., Engl 155.1F, Mark Twain, or Engl 170.2G, Modern Poetry). Capstone courses will have to be approved by the usual A & S and Senate Curriculum Committee route.

5) In order to incorporate the necessary changes, the Department voted to increase the unit requirement from 48 to 51. Given the massive dimensions of the current budget crisis, which only came to light after the Department had already completed its two-year development and review of the proposed changes in the major, we recognize that now is not the most propitious time to be requesting an increase in the number of units required in the major. Such an increase would obviously have some effect upon the University's FTE, at least in the enrollment generated by our "native" freshmen, who would take three more units in English, since the increase in unit requirements is at the lower division level. However, the number of English majors entering at the lower division level is relatively small. Presumably most junior transfers--the vast majority of our majors--would already have taken the course at the community college level, from which we would now accept 15 required units instead of the current 12, and a total of 21 in the major instead of the current 15. The units required at the upper division level would remain the same. In all probability, there would not be a great increase in the number of enrollments.

Should the increase in the unit count be considered a risk, the Department would possibly be willing to forego the increase in units for the present, reducing the number of transferrable units

to 18 again. We would hope, at some future date, to implement the unit change as well.

5. Impact on Other Units: No other departments will be affected by these changes. No other departments were consulted.

#### 6. Comparison of Current and Proposed Program:

##### OLD PROGRAM:

48 units; at least 30 units must be in upper division.

##### A. Required Lower Division Courses (12 units)

Engl 40A Introduction to British Literature I (3)  
Engl 40B Introduction to British Literature II (3)  
Engl 50A Introduction to American Literature I (3)  
Engl 50B Introduction to American Literature II (3)

Lower division requirements must be completed no later than semester in which the student begins taking upper division courses in the major.

##### B. Required Upper Division Courses (12 units)

Engl 120A Advanced Composition (3)  
(should be taken in junior year)  
Engl 145B Shakespeare: Early Plays or  
Engl 145C Shakespeare: Later Plays  
(one 3-unit course)  
Engl 140 Studies in British Literature  
(one 3-unit course)  
Engl 150 Studies in American Literature  
(one 3-unit course)

C. Electives (24 units, of which 12 must be in upper division)

##### NEW PROGRAM:

51 units; at least 30 units must be in upper division.

##### A. Required Lower Division Courses (15 units)

Engl 11A The Literary Experience (3)  
Engl 40A Introduction to British Literature I (3)  
Engl 40B Introduction to British Literature II (3)  
Engl 50A Introduction to American Literature I (3)  
Engl 50B Introduction to American Literature II (3)

Lower division requirements must be completed no later than the first semester in which the student begins taking upper division courses in the major.

##### B. Required Upper Division Courses (18 units)

Engl 120A Advanced Composition (3)  
(should be taken in junior year)  
Engl 145B Shakespeare: Early Plays or  
Engl 145C Shakespeare: Later Plays  
(one 3-unit course)  
One 3-unit course from the Engl 140 series, Studies in British Literature  
One 3-unit course from the Engl 150 series, Studies in American Literature  
One 3-unit course from the Engl 170 series, Studies in Literary Genres and Modes  
One 3-unit course from among the following:  
Engl 165 Literature of the English Speaking World  
Engl 180 Studies in the Literature of Ethnic Minorities  
Engl 185 Studies in Women's Literature

C. Electives (18 units, of which 12 must be in upper division)

##### D. Capstone Course:

Every English major must include in his/her program one 3-unit upper division course designated as a capstone course. Each semester several such courses will be so identified, and may be in any area. Capstone courses are designed to be taken near the end of the student's baccalaureate program, and will be taught as small (25 maximum enrollment), intensive, sharply focused research and

writing courses. If the capstone course is taken under a 140, 150, 165, 170, 180, or 185 number, it may also be used to satisfy three units of upper division course requirements. The student may also choose to take the capstone course under some other number, in which case it will count as three of the eighteen units of electives.

**7. Resources needed to implement the program change:**

**a) Tables for Academic Years 1992-92, 1993-94, 1994-95**

**1) 1992-93 Academic Year:**

Course Classif.	Units	Sections Added(+)		Sections Deleted(-)		Enrollmt		Staffing		
		F	S	F	S	F	S	F	S	
11A	C-4	3	+1	+1	25	25	+3	+3	+2	+2
165	C-2	3	+1	+1	40	40	+3	+3	+2	+2
170	C-2	3	0	0	0	0	0	0	0	0
180	C-2, C-3	3	-2	-2	40/30	40/30	+6	+6	-4	-4
185	C-2, C-3	3	+2	+2	40/30	40/30	+6	+6	-4	-4
Capst.	C-4	3	+1	+1	25	25	+3	+3	+2	+2

**2) 1993-94 Academic Year:**

Course Classif.	Units	Sections Added(+)		Sections Deleted(-)		Enrollmt		Staffing		
		F	S	F	S	F	S	F	S	
11A	C-4	3	+1	+1	25	25	+3	+3	+2	+2
165	C-2	3	+1	0	40	40	+3	0	+2	0
170	C-2	3	0	0	0	0	0	0	0	0
180	C-2, C-3	3	0	0	0	0	0	0	0	0
185	C-2, C-3	3	0	0	0	0	0	0	0	0
Capst.	C-4	3	0	+1	25	25	0	+3	0	+2

**3) 1994-95 Academic Year:**

Course Classif.	Units	Sections Added(+)		Sections Deleted(-)		Enrollmt		Staffing		
		F	S	F	S	F	S	F	S	
11A	C-4	3	+1	+1	25	25	+3	+3	+2	+2
165	C-2	3	+1	0	40	40	+3	0	+2	0
170	C-2	3	0	0	0	0	0	0	0	0
180	C-2, C-3	3	0	0	0	0	0	0	0	0
185	C-2, C-3	3	0	0	0	0	0	0	0	0
Capst.	C-4	3	0	+1	25	25	0	+3	0	+2

11A	C-4	3	0	+1	0	25	0	+3	0	+2
165	C-2	3	0	+1	0	40	0	+3	0	+2
170	C-2	3	0	0	0	0	0	0	0	0
180	C-2, C-3	3	+1	0	40/30	0	+3	0	+2	0
185	C-2, C-3	3	0	+1	0	40/30	0	+3	0	+2
Capst.	C-4	3	+2	+2	25	25	+6	+6	+4	+4

**b) Summary:**

Over a three-year period (1992-1995) the Department projects a net increase from two to four sections of Engl 11A; from 0 to two or possibly three sections of Engl 165; no increase in the number of sections of Engl 170 (we offered six sections in both 1990-91 and 1989-90), or at most an increase of one or two sections. The first year we would decrease the number of English 180 sections, but only because a number of English 185 sections equal to the number of 180's lost would be offered. Thereafter we would probably add one 180 and one 185, as the requirement for three required units will be shared by 165, 180, and 185. We estimate that a total of five to six sections per semester will be needed by 1994-95, of which three to four are already offered. By 1994-95 we will be designating four courses per semester as capstone courses.

**c) Accommodating Changes in Staffing:**

Only students entering under the new catalog (1992-94) and students under the "old" catalog(s) who wish to switch to the new major program will need to take the newly required Engl 11A course during the 1992-93 academic year; only students who elect to do so, or who are transfers who must enter under the 1992-94 catalog, will take the new 165, or capstone courses, or the newly required Engl 180 or 185. We already offer one section of Engl 11A per semester, and in the first year will probably need to increase by only one section, if at all. The additional section can be offered at no additional staffing cost by shifting faculty from a lower demand course to an 11A. We will probably use the computer to limit enrollment in Engl 11A to English majors. The Engl 165 course can also be offered by moving a faculty member from a course with less demand. We always offer several sections of English 170 courses, and foresee no need to add additional sections. Should we need to add another section, we can do so by internal schedule adjustments. Currently, although the English 185, Studies in Women's Literature, course has been approved, the courses in Women's Lit have not yet been moved from the English 180 series, in which they were originally housed. We offer several sections per semester of courses which will become Engl 185 courses, and also at least two sections per semester of courses which will continue to be offered under the 180 number, which will be used exclusively for ethnic minority literature. We will probably not need to offer additional sections of English 170,

180, or 185 for at least two years, and thereafter (see projections for 1994-95) only one each of 180 and 185.

The Department's decision to offer a "capstone course" will have some impact, as it will have to carry a C-4 classification in order to be pedagogically effective in accomplishing its capstone function. We have determined not to make it a separate, 3-unit required course, but to adapt current courses (some, such as single author courses--Milton, Blake, Faulkner--or some genre or mode courses--Comedy, Tragedy--are ideally adaptable), or to design topics courses within the existing categories. Thus, for at least two or three years, it will not be necessary to offer additional sections of courses, or, if demand exceeds the capacity of the enrollment maximum of 25, probably not more than one additional section, which can probably be balanced by internal scheduling shifts. As with Engl 11A, we will probably limit enrollment to English majors. All of the foregoing is predicated upon relative steady-state enrollment--and therefore staffing--conditions. If, however, the major continues to grow, and if the University ever begins to grow in resources as well as in enrollment, we will eventually expect to add net new faculty positions.

The Department has also decided to increase the unit requirement in the major from 48 to 51. According to a survey of CSUS major unit requirements done by Prof. Linda Palmer, our major ranks somewhere in the middle range. As the number of units of upper division coursework necessary to complete the major remains constant at 30, and the permissible sophomore-level transfer units have increased from 18 to 21, we anticipate that most of the enrollment increase will be absorbed among the units transferred from community colleges, from which we receive the vast majority of our majors.

d) Additional Department Needs:

- 1) Space: For the immediate future--we have no idea when, or if, English will move into a new building--our space needs appear to be under control, if our current understanding of our classroom allocation is accurate.
- 2) Equipment: Although we still have some hopes of acquiring equipment to replace obsolete and worn out equipment, and acquire additional computers for our lab, changes in the major have no direct bearing on our equipment needs.
- 3) O.E.: Changes will have a negligible affect upon our O.E. needs.
- 4) Library: Our library resources are currently satisfactory, and no additional demands are foreseen.
- 5) Computer: See 2) above.
- 6) Media Resources: Need for additional resources not anticipated.
- 7) Clerical/technical support: The Department is at the moment anxiously awaiting a decision as to whether or not we will be allowed to fill the CA-III position vacated when Ms. Stella Hultman retired (or even hire a CA-II). This position would address an overall Department need, however, and the change in the major only

indirectly is related.

Estimated cost/how needs will be accommodated: The changes in the English major are essentially internal curricular changes, and will not result in any foreseeable costs to the Department. They merely involve rearrangements of currently existing resources to accommodate shifts in emphasis.



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

California State University Sacramento  
6000 J Street  
Sacramento, California 95819

DECEMBER 10, 1991

Academic Senate  
413

M E M O R A N D U M

December 10, 1991

To: Charlotte Cook, Chair  
Academic Senate

From: John L. Williams, Chair  
Academic Senate Curriculum Committee

Subject: Program Change Proposal, Music B.M.

At its meeting on Monday, December 9, the Academic Senate Curriculum Committee took the following action regarding the proposed change in the Bachelor of Music Voice Major:

It was MSC to approve the proposed addition of Ling 140 to the Bachelor of Music Voice Major, pending receipt of the Fiscal Affairs Committee report.

A copy of the proposal is attached for your information.

JLW/cp  
Att.

cc: Rollin Potter, Chair  
Department of Music

Ann Weldy, Associate Dean  
School of Arts and Sciences

## FORM B

### CALIFORNIA STATE UNIVERSITY, SACRAMENTO PROGRAM CHANGE PROPOSAL

Academic Unit: Music Date of Submission to School Dean: 4/15/91

Requested Effective Fall  Spring  19 91

Name of Faculty Contact Person, if not Department Chair: Rollin Potter

Type of Program Change: Required Forms Attached:

- Modification in Existing Program  Form C
- Substantive Change  Form B
- Non-Substantive Change  Form D
- Deletion of Existing Program  Form E
- Initiation (Projection) of New Program onto Master Plan  Form F
- New Degree Programs  Form G
- Addition of New Minor, Concentration, Option, Specialization, Emphasis  Form H
- Addition of New Certificate Program

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

The Department requests an addition of a linguistics course, Ling. 140, to the Bachelor of Music Voice Major. The added offering will better prepare singers in French, German and Italian pronunciation and comprehension. The alteration is strongly recommended by National Association of Schools of Music, our accrediting body.

Approvals:

Department Chair: Rollin Potter Date: 4/16/91

School Dean: Ann Weldy Date: 6.3.91

University Committee: \_\_\_\_\_ Date: \_\_\_\_\_

DEPARTMENT OF FOREIGN LANGUAGES - CSUS MEMORANDUM

Form C

California State University, Sacramento  
Substantive Program Change Proposal

TO: Dr. Jolene Koester  
Academic Affairs Date: Dec. 3, 1991

FROM: Claude Duval, Chair *Claude Duval*  
Foreign Languages

SUBJECT: Linguistics 140

In order to satisfy accreditation requirement for Music voice majors (about 15 presently), the Department agreed to create a 3-unit course, Linguistics 140: Pronunciation and Diction in French/German/Italian.

This course will only be offered as needed, very likely every 3 or 4 semesters, depending on the demand from music voice students. The course will be team-taught by professors Robert Tzakiri and Olaf Perfler. They would continue to teach their usual 11 or 12 units in their respective language areas.

The impact would be minimal and when the course is offered it would require, at most, an additional .2 WTU expenditure/ allocation for the foreign language programs.

cc: Ann Weldy  
R. Potter

1. Department of Music, Rollin R. Potter, Chair
2. Bachelor of Music--Voice Concentration
3. The change will provide Bachelor of Music voice majors with a course in linguistics, designed for study of texts of French, German and Italian song literature.
4. The change is needed to provide Bachelor of Music voice majors with more study in reading comprehension and pronunciation expertise in the three languages indicated. The change is also strongly recommended by the National Association of Schools of Music, our accrediting body.

5. The change will require the Foreign Language Department to offer this course on an every other year basis.

6. The Department of Music wants to make the following change for its Bachelor of Music voice majors:

Add to the voice concentration:

Ling 140--Pronunciation and Diction in French/German/Italian--3 units

New Program

Old Program

A. Required Lower Division Core Courses (19 units)	Same
(3) Music 5 Beginning Theory	Same
(3) Music 6 Intermediate Theory	Same
(3) Music 7 Advanced Theory	Same
(3) Music 10A Survey of Music Literature	Same
(3) Music 10B Survey of Music Literature	Same
(4) Music 142 Large Performance Ensembles	Same



# California State University, Sacramento

California State University Sacramento SACRAMENTO, CALIFORNIA 95819-2654  
6000 J Street Sacramento, California 95815

DEC 12 1991

Academic Senate Meeting

413

M E M O R A N D U M

DATE: December 11, 1991

TO: John Williams, Chair  
Curriculum Committee

FROM: Steve Buss, Chair  
Fiscal Affairs Committee

SUBJECT: Proposed Change in Music Voice Major

On December 10, 1991, the Fiscal Affairs Committee approved the attached fiscal impact evaluation for the proposed change in the Music Voice Major.

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

SB:dp  
Attachment  
cc: Jolene Koester, Associate Vice President for Academic Affairs  
Maurine Ballard-Rosa, Chair, Graduate Policies and Programs Committee  
Charlotte Cook, Chair, Academic Senate

## Fiscal Affairs Committee Evaluation of the Proposed Changes to the Bachelor of Music

### Description of Changes

A additional 3 units course in Linguistics (Linguistics 140) is to be added to the Voice Concentration. This change comes after a previously reviewed increase of 2 units for Music 153, Advanced Choral Conducting. Hence, contrary to what the proposal states, the total number of units in the concentration will be 30.

### Fiscal Impact

The summary of the impact is

Course	Course Class.	Units	Sections Added (+) Sections Deleted (-)		Enrollment per Section		Staffing		+/- WTU's		+/- FTEF's	
			F	S	F	S	F	S	F	S	F	S
LING 140	C4	3	+1		15				+3		+2	
											+3	+2

offered every other year only.

This amounts to an average increase of .05 FTEF per year for the Foreign Language Department. The department has indicated that it could absorb the increased load within its current resources. Hence the proposed program change has no significant fiscal impact.



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

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

DECEMBER 1991

M E M O R A N D U M

Academic Senate Research  
413

December 10, 1991

To: Charlotte Cook, Chair  
Academic Senate

*John L. Williams*  
From: John L. Williams, Chair  
Academic Senate Curriculum Committee

Subject: Program Change Proposal, Physics B.A. and B.S.

At its meeting on Monday, December 9, the Academic Senate Curriculum Committee took the following action regarding the proposed changes in the Bachelor of Arts and Bachelor of Science programs in Physics:

It was MSC to approve, pending receipt of the Fiscal Affairs Committee report, the proposal to reorganize material in Physics 104, 140, 155, 160, and 166 and present it in new courses Physics 105, 135, 151, and 156; add new course Physics 162; the revised BA remains at 28 units but shifts 6 units to electives; the revised BS remains at 37 units but shifts 9 units to electives.

A copy of the proposal is attached for your information.

JLW/cp  
Att.

cc: Michael Shea, Chair  
Department of Physics and Astronomy

Ann Weldy, Associate Dean  
School of Arts and Sciences



# California State University, Sacramento

California State University Sacramento SACRAMENTO, CALIFORNIA 95819-2694  
6000 J Street  
Sacramento, California 95815

DEC 12 1991

Academic Senate Received  
413

M E M O R A N D U M

DATE: December 11, 1991

TO: John Williams, Chair  
Curriculum Committee

FROM: Steve Buss, Chair *Steve Buss*  
Fiscal Affairs Committee *John P.*

SUBJECT: Proposed Revision of Physics B.A. and B.S.

=====  
On December 10, 1991, the Fiscal Affairs Committee approved the attached fiscal impact evaluation for the proposed revision of the Physics B.A. and B.S.

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

SB:dp  
Attachment  
cc: Jolene Koester, Associate Vice President for Academic Affairs  
Maurine Ballard-Rosa, Chair, Graduate Policies and Programs Committee  
▼ Charlotte Cook, Chair, Academic Senate

## Evaluation of Program Change Proposal for B.A. and B.S. Degrees in Physics and Astronomy

### Summary of Proposal

The proposal reorganizes materials in physics 104, 140, 155, 160, and 166 and presents in new courses Physics 105, 153, 154, and 156. It adds a new course, Physics 162. The revised BA remains at 28 units but shifts 9 units to electives; the revised BS remains at 27 units but shifts 9 units to electives.

### Fiscal Analysis

This substantive change proposal was prepared by the department almost one year ago, following two years of intensive review and consideration. It represents the first major modification to the existing curriculum in approximately twenty years.

On initial review, it was found the proposal did not contain the quantitative data analysis that presents the gains and losses of FTEs and FTEF for the courses and programmatic changes proposed. On request, the department chair readily prepared and presented a data addendum to the proposal, dated December 6, 1991. That addendum is hereby made a part of the proposal materials.

The addendum has been calculated on a base of 12 WUs rather than the required 15 WUs. In the interests of time, the Committee has re-calculated so that FTEF 0.23, 0.23, 0.125, and 0.50 become 0.26, 0.10, and 0.24 respectively. Analyzing the + and - FTEF results in a net +0.15 FTEF. However, that quantitative data increase is not an accurate, realistic increase. The +0.15 FTEF can be accounted for by the unit difference between the old 155 (4 units) and the new 162 (5.6 units); by the new 156 being considered offset by the deleted 160, while 162 is a new course; and by the plan that 156 and 162, both elective courses, are to be offered every two years, each in alternate years.

### Conclusion

The net result of this analysis is that the substantive program change proposal has no fiscal impact in the short term. The newly configured required curriculum and the increased program flexibility created by 6 and 9 unit elective choices for the BA and BS degrees respectively may have longer term fiscal impact, but that possibility cannot be accurately estimated now.



(Form B)

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
 PROGRAM CHANGE PROPOSAL

FORM B ATTACHMENT

Justification for Modification in BS and BA Degree Programs in Physics

The Department of Physics and Astronomy is proposing to modify the BS and BA degree programs in Physics. The Department has been working on this modification for the past two years which has included bringing in outside consultants, making this a major part of our recent program review, and holding many Department meetings to discuss the issues. The main objectives of modifying these programs at this time are, (i) to modernize the curriculum; we haven't made significant changes in the programs in over 20 years, (ii) to make the program more flexible by designating electives. Currently both programs are totally specified, and (iii) to attract more majors by adjusting the programs to the career goals of a broader range of students.

A summary of the changes is as follows:

A. Material in present courses Physics 104, 140, 155, 160, 166 is to be reorganized so that most of it is presented in new courses; Physics 105, 135, 151, 156. A new course, Physics 162, presents material which has become increasingly important for a well-prepared physics major to know but is not adequately covered in the present program.

B. Required Upper Division Courses will still total 28 units for the B.A. and 37 units for the B.S., but instead of being fully specified, will now allow elective choices for 6 of those units in the B.A. and 9 of those units in the B.S. program.

The added flexibility in choosing an emphasis (such as theoretical or experimental) will better serve the needs of our typical students and will make the major more attractive to prospective students.

Academic Unit: Physics and Astronomy Date of Submission December 21, 1990

Requested Effective Fall X Spring     , 1991

Type of Program Change: \_\_\_\_\_ Required forms attached: \_\_\_\_\_

- \_\_\_\_\_ Modification in Existing Program
- X \_\_\_\_\_ Substantive Change X Form C
- \_\_\_\_\_ Non Substantive Change \_\_\_\_\_ no form required
- \_\_\_\_\_ Deletion of Existing Program \_\_\_\_\_ Form D
- \_\_\_\_\_ Initiation (Projection) of New Program \_\_\_\_\_ Form E
- \_\_\_\_\_ Implementation of New Program \_\_\_\_\_ Form F
- \_\_\_\_\_ Addition of New Minor, Concentration, Option, Specialization, Emphasis \_\_\_\_\_ Form G
- \_\_\_\_\_ Addition of New Certificate Program \_\_\_\_\_ Form H

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

Justification for Modification in BS and BA Degree Programs in Physics

(see attached Form B)

Transaction:

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

Approvals:

Department Chair: Michael Shen Date: 12/20/90  
 School Dean: William S. Date: 11-11-91  
 Associate Vice President-Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_

FORM C ATTACHMENT

Form C  
Physics BA Degree

-2-

Program Change Proposal - BA in Physics

1. Academic Unit - Department of Physics and Astronomy  
2. Program Title - B.A. in Physics

3. Purpose of the Change  
i) Modernize the curriculum  
ii) Add flexibility in course selection  
iii) Meet the career goals of a greater number of students

4. Need for Change  
A. The field of Physics continues to change and the last major revision of our curriculum was approximately 20 years ago. These course changes are needed to deal more efficiently with some of the traditional subject matter and to introduce substantial experience with the very important area of computational physics into our program.  
B. Our majors have a wide range of abilities, as well as very different career goals (e.g., graduate study for the Ph.D. vs. immediate employment in industrial research). On both counts they will be better served by a more flexible set of requirements.

5. Impact on Other Units - None anticipated  
6. BA Program Requirements

<u>Old Program</u> (28 U.D. Units)	<u>New Program</u> (28 U.D. Units)
Physics 104 Vector Analysis	Physics 105 Math Methods in Physics
Physics 106 Modern Physics	Physics 106 Modern Physics
Physics 110 Classical Mechanics	Physics 110 Classical Mechanics
Physics 115A Intro. to Electric and Electronic Measurements	Physics 115A Intro. to Electric and Electronic Measurements
Physics 145 Physical Optics	Physics 124 Thermodynamics & Statistical Mechanics
Physics 150 Quantum Mechanics	Physics 135 Electricity and Magnetism

<u>Old Program</u>	<u>New Program</u>
Physics 155 Electromagnetic Theory	Physics 175 Advanced Lab
Physics 160 Theoretical Mechanics	Elective
Physics 175 Advanced Lab	Elective
No Electives	Physics 194 Seminar
	<u>Possible Electives</u>
	Astron 131 Solar System
	Astron 132 Stars, Galaxies and Cosmology
	Physical Sci 104 History of Physical Sciences
	Physics 115B Electronic Measurements
	Physics 130 Acoustics
	Physics 142 Applied Solid State
	Physics 145 Optics
	Physics 146 Advanced Optics
	Physics 150 Quantum Mechanics
	Physics 151 Advanced Modern Physics
	Physics 156 Advanced Classical Physics
	Physics 162 Computational Physics

7. Resources Needed to Implement the Program Changes

- a) The table requested here would not be very useful to the Committee given the kind of changes we are proposing. Upper division physics class all have just one section except when the optics lab (P-145) or the two electronics measurement courses (P-115A,B) have an enrollment of more than 12 students at which time we offer a 2nd lab section. Enrollment in Upper Division Physics courses is between 5-20 students and they are offered just once a year.
- Courses we are deleting: Phys. 104, Phys. 140, Phys. 155, Phys. 160, Phys. 166
- Courses we are adding: Required Phys. 105, Phys. 135  
Electives Phys. 156, Phys. 162, Phys. 146

Form C  
Physics BA Degree

We are assuming that we will be allowed to offer two or three electives for our students each semester. Assuming that this is the case the weighted teaching units do not change from what we currently offer. For example:

<u>Semester Fall 1989</u>			
Number of U.D. Courses	- 7 each	15.9 FTES	2.1 FTEF
<u>Semester Spring 1990</u>			
Number of U.D. Courses	- 6 each	12.2 FTES	1.8 FTEF

The change in FTES associated with our physics major program is already quite small but we are hopeful that these changes will increase enrollment somewhat.

- b) As was stated we do not anticipate any significant changes in WTU's and FTES as a result of this program change.
- c) We anticipate no additional cost associated with this program change.

FORM C ATTACHMENT

Program Change Proposal - BS in Physics

1. Academic Unit - Department of Physics and Astronomy

2. Program Title - B.S. in Physics

3. Purpose of the Change

- i) Modernize the curriculum
- ii) Add flexibility in course selection
- iii) Meet the career goals of a greater number of students

4. Need for Change

- A. The field of Physics continues to change and the last major revision of our curriculum was approximately 20 years ago. These course changes are needed to deal more efficiently with some of the traditional subject matter and to introduce substantial experience with the very important area of computational physics into our program.
- B. Our majors have a wide range of abilities, as well as very different career goals (e.g., graduate study for the Ph.D. vs. immediate employment in industrial research). On both counts they will be better served by a more flexible set of requirements.

5. Impact on Other Units - None anticipated

6. Program Requirements

<u>Old Program</u> (37 U.D. Units)	<u>New Program</u> (37 U.D. Units)
Physics 104 Vector Analysis	Physics 105 Mathematical Methods in Physics
Physics 106 Modern Physics	Physics 106 Modern Physics
Physics 110 Classical Mechanics	Physics 110 Classical Mechanics
Physics 115A Intro. to Electric & Electronic Measurements	Physics 115A Intro. to Electric & Electronic Measurements
Physics 115B Electronic Systems & Instrumentation	Physics 124 Thermodynamics & Statistical Mechanics
Physics 124 Thermodynamics & Statistical Mechanics	Physics 135 Electricity and Magnetism
Physics 140 Solid State Physics	Physics 150 Quantum Mechanics

Form C  
BS Physics Degree

-2-

Old Program

Physics 145 Optics

Physics 150 Quantum Mechanics

Physics 155 Electromagnetic  
Theory

Physics 160 Theoretical  
Mechanics

Physics 166 Nuclear Physics

Physics 175 Advanced Lab

New Program

Physics 151 Advanced Modern  
Physics

Physics 175 Advanced Lab

Physics 194 Seminar

Elective

Elective

Elective

Possible Electives  
Physics 115B Electronic Systems  
& Instrumentation

Physics 130 Acoustics  
Physics 142 Applied Solid  
State

Physics 145 Optics  
Physics 146 Advanced Optics  
Physics 156 Advanced Classical  
Physics

Physics 162 Computational  
Physics

Form C  
Physics BS Degree

-3-

We are assuming that we will be allowed to offer two or three electives for our students each semester. Assuming that this is the case the weighted teaching units do not change from what we currently offer. For example:

Semester Fall 1989

Number of U.D. Courses - 7 each 15.9 FTES 2.1 FTEF

Semester Fall 1990

Number of U.D. Courses - 6 each 12.2 FTES 1.8 FTEF

The change in FTES associated with our physics major program is already quite small but we are hopeful that these changes will increase enrollment somewhat.

b) As was stated we do not anticipate any significant changes in WTU's and FTES as a result of this program change.

c) We anticipate no additional cost associated with this program change.

7. Resources Needed to Implement the Program Changes

a) The table requested here would not be very useful to the Committee given the kind of changes we are purposing. Upper division physics class all have just one section except when the optics lab (P-145) or the two electronics measurement courses (P-115A,B) have an enrollment of more than 12 students at which time we offer a 2nd lab section. Enrollment in Upper Division Physics courses is between 5-20 students and they are offered just once a year.

Course we are deleting: Phys. 104, Phys. 140, Phys. 155,  
Phys. 160, Phys. 166

Courses we are adding: Required  
Phys. 105, Phys. 135, Phys. 151

Electives  
Phys. 156, Phys. 162, Phys. 146

Amended: August, 1990

PROPOSED BS DEGREE  
(37 Units)

JUNIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
<u>Course</u>	<u>Title</u>	<u>Units</u>	<u>Course</u>
P-105	Math Methods in Physics	3	P-110
P-106	Modern Physics	3	P-135
P-115A	Electronic Measurements	4	Elective

SENIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
<u>Course</u>	<u>Title</u>	<u>Units</u>	<u>Course</u>
P-150	Quantum Mechanics	3	P-151
P-124	Thermo & S. & M.	3	P-175
	Elective	3	P-194
	Electives (9 units)	9	Elective
P-145	Optics	3	P-115B
P-162	Computational Physics	3	P-130
P-156	Advanced Classical Phy.	3	P-146
	Advanced Optics	3	P-142
	Applied S.S.	3	

Amended: August, 1990

PROPOSED BA DEGREE  
(28 Units)

JUNIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
<u>Course</u>	<u>Title</u>	<u>Units</u>	<u>Course</u>
P-105	Math Methods in Physics	3	P-110
P-106	Modern Physics	3	P-135
P-115A	Electronic Measurement	4	E & M

SENIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
<u>Course</u>	<u>Title</u>	<u>Units</u>	<u>Course</u>
P-124	Thermo & S. M.	3	P-175
	Elective	3	P-194
	Electives (6 units)	6	Elective
P-104	History of Physical Sci	3	P-115B
P-145	Optics	3	P-130
P-162	Computational Physics	3	P-142
P-156	Advanced Classical Phy.	3	P-146
A-131	Solar System	3	P-151
P-150	Quantum Mechanics	3	A-132
	Electronic Meas.	3	
	Acoustics	3	
	Applied S. S.	3	
	Advanced Optics	3	
	Advanced Mod. Physics	3	
	Astrophysics	3	

PROPOSED COURSE SCHEDULE FOR NEW PHYSICS BA/BS PROGRAMS

CORE COURSES

FALL 1991

P-106 Modern Physics  
 P-105 Mathematical Methods in Physics  
 P-115A Electronic Measurements  
 P-150 Quantum Mechanics  
 P-124 Thermodynamics & Statistical Mechanics

Electives

P-145 Optics  
 P-162 Computational Physics  
 A-131 Solar System

CORE COURSES

SPRING 1992

P-106 Modern Physics  
 P-110 Mechanics  
 P-135 E & M  
 P-151 Advanced Modern Physics  
 P-175 Advanced Lab  
 P-194 Seminar

Electives

P-115B Electronic Measurements  
 P-130 Acoustics  
 A-132 Astrophysics

CORE COURSES

FALL 1992

P-106 Modern Physics  
 P-105 Mathematical Methods in Physics  
 P-115A Electronic Measurements  
 P-150 Quantum Mechanics  
 P-124 Thermodynamics & Statistical Mechanics

Electives

P-145 Optics  
 P-156 Advanced Classical Physics  
 A-131 Solar System

CORE COURSES

SPRING 1993

P-106 Modern Physics  
 P-110 Mechanics  
 P-135 E & M  
 P-151 Advanced Modern Physics  
 P-175 Advanced Lab  
 P-194 Seminar  
Electives  
 P-115B Electronic Measurements  
 P-130 Acoustics  
 P-142 Applied Solid State Physics  
 A-132 Astrophysics

FORM C

1. Name of Academic Unit Submitting Proposal: Teacher Education

Name of contact Person: Warren L. Prentice, Department Chair

2. Full title of degree program to be changed: Single Subject Teaching Credential Program (Credential rather than degree program)

3. Purpose of the Change: To drop the course, ED TE 102.0, Socio-Humanistic Factors in Education (2 units), and add ED TE 480.6B, Seminar: Single Subject Student Teaching (Phase III) (2 units) as requirements for the Single Subject Credential Program. The Seminar is currently an optional course.

To drop the courses, ED TE 101.0, Introduction to Learning in Schools (2 units), and ED TE 420.6A, Seminar: Problems of Teaching (1 unit), and add ED TE 106.0, Educational Psychology (3 units).

To add the course ED TE 105.0, Multicultural Education for a Pluralistic Society (SS). Multicultural Issues and Practices in Secondary Schools is currently a requirement as an experimental course (ED TE 196.0M).

Summary: Delete ED TE 101.0 (2 units)  
Delete ED TE 102.0 (2 units)  
Delete ED TE 420.6A (as ELECTIVE offering)  
Add ED TE 105.0 (3 units)  
Add ED TE 106.0 (3 units)  
Add ED TE 480.6B (2 units)

Increase 4.0 units

4. Need for the Change: The courses have been added to the Program to meet the required content and experiences of Standard 25 of the Commission on Teacher Credentialing "Standards of Program Quality and Effectiveness." The programmatic needs which existed in ED TE 102.0 no longer exist. It is, therefore, being dropped from the program.

5. Programmatic or fiscal impact on other academic units' programs: No programmatic or fiscal impact is expected on other academic units' programs.

FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
Program Change Proposal

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

FEB 4 1992

413

Academic Unit: Teacher Education Date of Submission: 5-24-91  
Requested Effective Fall XX Spring 1991

Name of Faculty Contact Person, if not Department Chair: \_\_\_\_\_

Required forms attached:

- XX Modification in Existing Program
- XX Substantive Change X Form C
- Non Substantive Change      Form B
- Deletion of Existing Program      Form D
- Initiation (Projection) of New Program      Form E
- New Degree Programs      Form F
- Addition of New Minor, Concentration, Option, Specialization, Emphasis      Form G
- Addition of New Certificate Program      Form H

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

The courses are being added to the Program to meet the required content and experiences of Standard 25 of the Commission on Teacher Credentialing "Standards of Program Quality and Effectiveness." The programmatic needs which existed in ED TE 102.0 no longer exist. It is, therefore, being dropped from the program.

ED TE 106.0, Educational Psychology, replaces ED TE 101.0, Introduction to Human Learning.

ED TE 105.0, Multicultural Education for a Pluralistic Society (SS) has been offered for the past three semesters as an experimental offering (ED TE 196.0M). The dropping of ED TE 102.0 (2 units) and adding the "Seminar" (ED TE 480.6B) (2 units) will cause no change in program units.

Approvals:  
Department Chair: Warren L. Prentice Date: 5-24-91  
School Dean: William H. Griffith Date: 5-25-91  
University Committee: \_\_\_\_\_ Date: \_\_\_\_\_

6. Side by side comparison of old program requirements and new program requirements as they will be presented in the University Catalog.

The Department would complete #6 in the following way:

1. Add ED TE 105.0, Multicultural Education for a Pluralistic Society, (3 units).
2. Add ED TE 106.0, Educational Psychology (3 units).
3. Delete ED TE 101.0, Introduction to Learning (2 units) from the program. It is necessary to add ED TE 106.0 because the Multiple Subjects Credential Program also uses number ED TE 101.0 in that program. This will avoid confusion with the similar course offered in the MS program.
4. Delete ED TE 420.6A, Seminar Problems of Teaching, as an elective offering.
5. Delete ED TE 102.0, "Socio-Humanistic Factors in Education (2 units) from the program and substitute ED TE 480.6B, Seminar: Single Subject Student Teaching (Phase III) (2 units).
6. Change the name of ED TE 480.6B, Seminar: Classroom Concerns to Seminar: Single Subject Student Teaching (Phase III).

The overall unit increase for the Single Subject Credential program will be 4.0 units.

**NEW PROGRAM**

<u>Phase I</u>	
ED TE 100.0B Observation/Participation in Schools	(3 units)
ED TE 105.0 Multicultural Education for a Pluralistic Society	(3 units)
ED TE 106.0 Educational Psychology	(3 units)
ED TE 380.0 Secondary School Teaching	(3 units)
Total Units: (12.0)	

**OLD PROGRAM**

<u>Phase I</u>	
ED TE 100.0B Observation/Participation in Schools	(3 units)
ED TE 101.0 Introduction to Learning in Schools	(2 units)
ED TE 196.0M (ELECTIVE) Multicultural Education for a Pluralistic Society	
ED TE 420.6A (ELECTIVE) Seminar in Problems of Teaching	(3 units)
ED TE 380.0 Secondary School Teaching	(3 units)
Total Units: (8.0 units)	

Phase II

ED TE 383.1 Teaching Reading in Secondary Schools	(3 units)
(Various Numbers) Single Subjects Methods Courses	(3 units)
ED TE 480.2A Student Teaching (Single Subject Credential)	(4 units)
Total Units: (10.0)	

Phase II

ED TE 383.1 Teaching Reading in Secondary Schools	(3 units)
(Various Numbers) Single Subjects Methods Courses	(3 units)
ED TE 480.2A Student Teaching (Single Subject Credential)	(4 units)
Total Units: (10.0)	

Phase III

ED TE 480.6B Seminar-Single Subject Student Teaching	(2 units)
ED TE 480.2B Student Teaching (Single Subject Credential)	(10 units)
Total Units: (12.0)	

Phase III

ED TE 102.0 Socio-Humanistic Factors in Education	(2 units)
ED TE 480.2B Student Teaching (Single Subject Credential)	(10 units)
Total Units: (12.0)	



CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
COURSE CHANGE PROPOSAL

Teacher Education

Date: April 18, 1991

Academic Unit \_\_\_\_\_ Semester Effective: Fall XX Spring \_\_\_\_ 19 91  
 COMPLETE THE JUSTIFICATION FOR CHANGE AND APPROPRIATE TYPE OF CHANGE, e.g. addition, deletion, change.

JUSTIFICATION:

This course is presently required for credentialing of teachers.

ADDITION: ED TE 106.0 - Educational Psychology Units 3.0

Course Description: Introductory study and projected application of research data which directly relate to teaching and learning environments, techniques, and strategies in the classroom. Emphases are given primarily to cognitive, developmental, and social-psychological theories and data which contribute to the systematic investigation and application of effective teaching, learning, assessment, environmental management, and motivational skills needed by teachers and learners. Individual differences and needs are stressed. A variety of classroom teaching strategies shall be used as models and analyzed and discussed by the instructor and students. Media and classroom dialogue shall be the basic instructional tools. \*\*add below

DELETION: \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
 CHANGES: From Course No. \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
 To Course No. \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
 (Add Course Description if appropriate)

\*\*Prerequisite: Admission to the Teacher Credentialing Program.

B. COURSE UPDATE TRANSACTION (Refer to instructions on reverse side of department copy)

Course No.	7	Course Prefix	3	No.	13	Disc	16	AID	17	Footnote	18	19	Dupl	21	Course Classification	22
Course Title (25 spaces, include dashes)	ED TE 106.0															
Units	53	55	61	67	67	67	67	67	67	67	67	67	67	67	67	67
COURSE TITLE (25 spaces, include dashes)	EDUCATIONAL PSYCHOLOGY															
Units	030	030	030	030	030	030	030	030	030	030	030	030	030	030	030	030

APPROVALS: I have read and approved this proposal. I am not approving forward without signing to the following: Dean, Associate Vice President for Curriculum, and the Department Chair. (Signatures and Dates)

Department Chair \_\_\_\_\_ Date \_\_\_\_\_  
 Associate Vice President for Curriculum \_\_\_\_\_ Date \_\_\_\_\_  
 Dean \_\_\_\_\_ Date \_\_\_\_\_

7a. Indicate according to the questions below the resources needed to implement the program change.

NEW PROGRAM

Course	Course Classific.	Units	Sections Added (+)			Sections Deleted (-)			Enrollment Per Section			Staffing +/- WTU's		
			F	S	F	S	F	S	F	S	F	S		
106.0	04	3.0	+3	+3	+30	+30	+9	+18	+18	+18	+18	+18		
105.0	04	3.0	+3	+3	+30	+30	+9	+18	+18	+18	+18	+18		
480.6B	05	2.0	+3	+3	+30	+30	+6	+12	+12	+12	+12	+12		
101.0	04	2.0	-3	-3	-30	-30	-6	-12	-12	-12	-12	-12		
102.0	04	2.0	-3	-3	-30	-30	-6	-12	-12	-12	-12	-12		
Net Change		+4.0	+3	+3	+30	+30	+12	+24	+24	+24	+24	+24		

7b. How will the above changes in FTEF and wtu's be accommodated?

The School of Education is proposing that one additional faculty position be added to support these important changes in the program.

7c. What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed? Estimate the cost and indicate how these resources needs will be accommodated.

No additional space, equipment, operating expenses, library, computer, or media resources, or clerical/technical support, or other resources will be needed.

UNIT CHANGE FOR TE 101.0

**NOTE:** In order to increase the number of units of 101.0 to 3.0, the Single Subject Credential Program must add a new course (ED TE 106.0) to avoid confusion with the 101.0 course offered for the Multiple Subjects Credential Program for 2.0 units.

f. Department and Number of Course: ED TE 106.0

2. Course Title: Educational Psychology

3. Unit Value: 3 (increase from 2 units)

4. Frequency of Offering: Multiple sections each semester (except summer) (first offering Fall 1991)

5. Catalog Description:

Introductory study and projected application of research data which directly relate to teaching and learning environments, techniques, and strategies in the classroom. Emphases are given primarily to cognitive, developmental, and social-psychological theories and data which contribute to the systematic investigation and application of effective teaching, learning, assessment, environmental management, and motivational skills needed by teachers and learners. Individual differences and needs are stressed. A variety of classroom teaching strategies shall be used as models and analyzed and discussed by the instructor and students. Media and classroom dialogue shall be the basic instructional tools.

6. Rationale: This course is presently required for credentialing of teachers.

- Statement of course need:
- Place of course in existing or new programs: Required in Phase I.
- Impact on Department or School staffing & suggested staffing formula: C-1, (25)
- Resolution of possible overlap with existing courses or subject areas:
- Compatibility of course with Departmental functions:

7. Prerequisites: Admission to the Teacher Credentialing Program.

8. Objectives: (stated in behavioral terms, where possible)

- Students who successfully complete this course shall be able to discuss and apply:
  - Research data and theories pertaining to the teaching and learning of students of different socioeconomic status, ethnicity, national/cultural origin, and gender.
  - At least one theory and practice of teaching and learning pertaining to cognitive, behavioral, social, and psychological human development.
  - Research data and theories directly related to the underlying assumptions which contribute to the development and delivery of effective lessons.
  - Research data and theories directly related to classroom management.
  - Research data and theories pertaining to the influence of the affect of early-life experience on the learning skills needed in an academic environment.
  - Research data and theories directly related to information processing, meaningful learning, and effective teaching for students of elementary and high school ages.

vii. Research data and theories directly related to the motivation and the formal and informal evaluation of students.

viii. Research data and theories directly related to the teaching/ learning needs of students with learning disabilities within the regular classroom.

b. Students who successfully complete this course shall be able to explain and apply at least four metacognitive strategies used by them and which may be used by their students.

c. Students who successfully complete this course shall be able to express all of the above verbally and in writing.

9. Content outline:

- Cognitive theories of development.
- Personal and social theories of development.
- Moral reasoning.
- Physical growth and development through adolescence.
- Behavioral learning theories.
- Humanistic learning theories.
- Information processing and memory.
- Meaningful learning.
- Accommodations of student differences.
- Motivation.
- Classroom management.
- Awareness of exceptional students within the regular classroom.
- Socioeconomic differences.
- Ethnic and racial differences.
- Gender differences.
- Formal evaluation of students.
- Standardized tests.
- Research in a current area of interest for teaching/learning practices which reflect instructor expertise. These will include topics such as theories of the brain, personality types, modes of learning, higher-order thinking skills, or theories of experience.

10. Facilities: Classroom and access to the usual media.

11. Required student materials: At least one textbook and some materials supplementary to the text.

12. Textbooks: Selected by the instructor. Some are suggested below.

Educational Psychology, Robert E. Slavin  
Psychology Applied to Teaching, by Biehler and Snowman  
Brain and Learning, by Marlin Languis, Tobie Sanders and Steven Tipps

13. Instructional Activities: Readings, analyses, homework, film media, small and large groups, applications of research and theories to selves and observational settings.

14. Method of evaluation of student attainment of course objectives: Discussions, in-class verbal inquiry, oral and/or written reports, and/or written examinations.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
COURSE CHANGE PROPOSAL

Academic Unit Teacher Education Date: 4/22/91  
Semester Effective: Fall XX Spring XX 1991

A. COMPLETE THE JUSTIFICATION FOR CHANGE AND APPROPRIATE TYPE OF CHANGE, e.g. addition, deletion, changes.

JUSTIFICATION:

Required multicultural course in the Single Subjects Credential Program

ADDITION:  
Proposed Course No ED TE 105.0 Title Multicultural Education for a Pluralistic Society Units 3.0  
Course Description (Single Subject)

An ~~XXXX~~ introduction to consideration of cultural diversity, study and discussion of the historical and cultural traditions of the major cultural groups in California society, and examination of effective ways to include cultural traditions and community values in the instructional program in the classroom. Students will examine principles of second language acquisition and learn to use language teaching strategies and curriculum materials effectively in the education of students whose primary language is other than English.

DELETION:  
Course No \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
Check One: For catalog copy XX Not for catalog copy \_\_\_\_\_

CHANGES:  
From Course No \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
To Course No \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
New Course Description (if appropriate): \_\_\_\_\_

B. COURSE UPDATE TRANSACTION (Refer to instructions on reverse side of department copy)

Course No.	Sch	Course Prefix	No.	Dec	Alp	Footnote	Dupl	Course Classification
1	7	8	13	16	17	18 19	21	22
	3	E, D, B, T	E 1 0 5 0					
Course Title (25 spaces including blanks)		Units	Begin	Len	Line	Act		
MULTICUL ED/PLURAL SOC-SS		53	56	61	66	67		
		0 3 0						

APPROVALS: Proposed change approved 3/31 and date in the space below. If not approved forward without signing to the next reviewing authority in which case attach an explanatory memorandum to the original copy.

Department Chair: Warren Prentice Date \_\_\_\_\_  
Associate Vice President/Associate Dean: \_\_\_\_\_ Date \_\_\_\_\_  
SACRAMENTO STATE UNIVERSITY  
COURSE CHANGE PROPOSAL

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
COURSE CHANGE PROPOSAL

COURSE INITIATION FORM

ED TE 105.0

2. Multicultural Education for a Pluralistic Society (SS)

3. 3 units

4. Each semester

5. An introduction to consideration of cultural diversity, study and discussion of the historical and cultural traditions of the major cultural groups in California society, and examination of effective ways to include cultural traditions and community values in the instructional program in the classroom.

Students will examine principles of second language acquisition and learn to use language teaching strategies and curriculum materials effectively in the education of students whose primary language is other than English.

6. Rationale:

a. The course is designed to meet the required content and experiences of Standard 15 of the Commission on Teacher Preparation.

b. The course is an addition to the existing program. It will be required of all single subject students in Phase I, prior to student teaching. The course will be a prerequisite to ED 102.

c. The course will create a need for at least one new faculty position. Existing faculty will teach sections of the course.

Suggested formula 1-30.

d. There is no direct overlay. The addition of the course will create a need for change in other courses in the Credential program.

e. The course is compatible with the mission of the Department of Teacher Education. The course will concentrate on methodological applications of cross cultural theory. Students should take ethnic studies courses prior to this course.

7. Prerequisite:

Completion of G. E. Program

8. Objectives:

a. Based upon reading in the field, the students will derive and state, in written form, a personal philosophy of the role of cross cultural curriculum and teaching strategies in the public schools.

b. The student will state several contributions made by each of the social and behavioral sciences toward describing the experiences of the major cultural minority groups in California schools.

- c. Students will communicate an open and accepting attitude toward students of diverse cultures.
- d. Students will define the nature of culture and apply culture as a concept in analyzing school environment and conflict.
- e. Students will distinguish between cultural deprivation and cultural differences.
- f. Students will comprehend how demographic changes impact public education in California.
- g. Students will describe and implement three successful learning approaches to teaching diverse populations (i.e., cooperative learning, opportunity in the classroom).
- h. Students will practice using English as a Second Language strategies and sheltered English practices.
- i. Students will incorporate strategies designed for limited English speaking students into a curriculum plan.
- j. Students will select age-appropriate strategies for the incorporation of limited English speaking students into instruction.
- k. Students will observe and practice strategies of equal opportunity in the classroom (i.e., response time, questioning, etc.).
- l. Students will describe five (5) major theoretical approaches to multicultural education.
- m. Students will demonstrate classroom management strategies selected to produce on-task behavior.
- n. Students will define the following forms of gender bias in schooling: (a) linguistic, (b) stereotyping, (c) invisibility, (d) imbalance, and (e) fragmentation and will select materials and strategies to overcome these biases.
- o. Students will describe teaching strategies to strive for both excellence and equity in relation to race, culture, gender and class.

## 9. Course Outline:

- a. Psychological and Sociological Influences on Cross Cultural Education
- b. Language
  - Cultural transmission of language
  - How children learn language
  - Restricted Language codes vs. expanded language codes
    - descriptions of
    - cognitive effects of
    - bilingualism

- c. The Hidden Curriculum
    - Transmission of values
    - Transmission of culture
  - d. The Nature of Culture
    - How cultures impact the schools
  - e. California's major cultural groups
    - Their experience in schools
    - The family
  - f. Influences of Peer Culture within Specified cultural groups
    - Cultural continuity
    - Cultural conflict
  - g. Power/Knowledge relationship
  - h. Schooling as a site of cultural transmission and cultural conflict.
    - A site for acquiring skills for competition in a technologically advanced economy.
    - A site where tracking and leveling exclude students from entrance into the dynamic arenas of our society.
  - i. Dropping out/pushing out
  - j. Cross Cultural Schooling
    - The teacher as a cultural broker
  - k. Strategies to empower teachers
    - Curriculum design
      - Cooperative learning
      - Grouping for equal status interaction
      - Sequential skill developing
      - Language acquisition and language development
      - Heterogeneous grouping
      - Social participation
      - Stereotypes and omissions
  - Teaching strategies
    - English as a Second Language
    - Working with dialects
    - Reading for the LEP student
    - Working with a pull out program
    - Development from the students' own experience
  - Classroom Management
    - Working with groups
    - Incentive motivation style
10. University Facilities: Classroom, TV Monitor
11. Required Student Material: Textbooks

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
COURSE CHANGE PROPOSAL**

Academic Unit Teacher Education Date: 4/22/91  
 Semester Effective: Fall XX Spring 19 91

**A. COMPLETE THE JUSTIFICATION FOR CHANGE AND APPROPRIATE TYPE OF CHANGE, e.g. addition, deletion, changes.**

**JUSTIFICATION:**

12. Suggested Textbooks:
- a. *Making Choices for Multicultural Education*, Steeter and Grant, Merrill Publishing, 1989.
  - b. *Multicultural Education: Issues & Perspectives*, James Banks (Ed.), Allyn & Bacon, 1989.

c. Suggested readings

13. Instructional Activities:

- Lecture**
- Small Group Instruction
  - Simulation Games
  - Video
  - Role Playing
  - Life History Interviewing

**ADDITION:**  
 Proposed Course No \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
 Course Description \_\_\_\_\_

**DELETION:**  
 Course No \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
 Check One For catalog copy \_\_\_\_\_ Not for catalog copy \_\_\_\_\_

**CHANGES:**  
 From Course No ED TE 480.6 Title Seminar: Classroom Concerns Units 1-2  
 To Course No ED TE 480.6B Title Seminar: Single Subject Student Teaching (Phase III) Units 2.0  
 New Course Description (if appropriate):

The role of the student teacher in the secondary school is the primary focus of this seminar, paying particular attention to the discussion of problems and issues facing credential candidates during their final steps in preparing for teaching. Open only to students in Phase III of the Single Subject Preparation program.

Check One For catalog copy XX Not for catalog copy \_\_\_\_\_

**B. COURSE UPDATE TRANSACTION (Refer to instructions on reverse side of department copy)**

Catalog No.	Sch	Course Prefix	No.	Dec	Apr	Footnote	Dupl	Course Classification
1	7	8	13	16	17	18 19	21	22
109082	3	ED	T E	4 8 0 6	B			
Course Title (25 spaces including blanks)	Units	Magis	Lev	Line	Act			
SEMINAR: SS STU TCHING	53	56	61	66	67			
	0,2,0							

**APPROVALS:** If proposed change is approved, sign and date in the space below. If not approved, forward with comments to the institution. Faculty must affix these stamps in the original memorandum to the original copy.

Department Chair: Warren Prentice Date: \_\_\_\_\_  
 Associate Vice President-Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_  
 Associate Vice President-Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_  
 Associate Vice President-Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_

COURSE INITIATION  
ED TE 480.6B

Department and Number of Course: ED TE 480.6B (request new number)

Course Title: Seminar: Single Subject Student Teaching (Phase III) (new title)

Unit Value: 2

Frequency of Offering: Multiple sections each semester (first offering as a required course beginning Spring, 1992)

Catalog Description: A problem-solving forum wherein Phase III students are able to explore problems in a collegial, supportive atmosphere. The seminar is designed around the demands of teaching and the needs expressed by the students and perceived by the instructor.

Rationale

a. Statement of course need: The seminar has been established and placed during the final semester of student teaching to better meet the students' needs related to school law, California credentialing standards, and the demands of job searches.

b. Place of course in existing program: Required during the final semester of the credential program.

c. Impact of Department or School staffing and suggested staffing formula: The course is currently being offered each semester on an optional basis and is attended by approximately fifty percent of the Phase III students. Thus, there would be a potential increase of one or two sections some semesters. The suggested staffing formula is C4 (25).

d. Resolution of possible overlap with existing courses or subject areas: ED TE 102.0 has been deleted as a requirement for Single Subject Credential candidates. Those objectives formerly in 102.0 needed to meet credentialing regulations and partially in other existing courses. Therefore, no unnecessary overlap exists between the seminar and the other courses in the program.

e. Compatibility of course with departmental functions: Major goals of the Department of Teacher Education is teacher training and responding to the realistic educational needs for teachers. This course has been designed to respond to current conditions and needs of public education as well as preparing our teacher candidates to compete in the teacher job market.

7. Prerequisites: Successful completion of all required course work and student teaching in Phases I and II.

8. Objectives: The students will:

- a. identify concerns encountered in their student teaching which may undermine their effectiveness in the classroom.
- b. assist their peers in the resolution of concerns in the student teaching situation.
- c. identify their professional responsibilities regarding the supervision and the maintenance of good order among students on public school campuses.
- d. recognize the rights and responsibilities of both teachers (and other school personnel) and students in the public schools as found in the Education Code and the Administrative Code, Title V.
- e. prepare a job search plan.
- f. prepare a resume and cover letters.
- g. prepare and manage a placement file.
- h. be familiar with the interview process for teaching positions.
- i. prepare for successful interviews.
- j. share classroom successes and provide peer encouragement.

Content Outline

- a. Effective classroom management
- b. Teaching strategies
- c. Student/student teacher/cooperating teacher relationships
- d. Public school law
- e. Individual school administrative procedures
- f. Grading strategies
- g. Job search procedures
  1. cover-letter writing
  2. resume writing
  3. interviewing
  4. preparation of a placement file

Minimum university facilities: Classroom and access to the usual media equipment and material.

Required student material: none

Suggested textbooks or references: none

Instructional activities: A seminar format with students as full participants, guest presentations, small and large group activities, simulations/role playing, and instructor-/student-led discussions.

Method of evaluation: Student attendance and participation.



# California State University Sacramento

California State University Sacramento SACRAMENTO, CALIFORNIA 95819-3694  
6000 J Street  
Sacramento, California 95819

DECEMBER 12, 1991

M E M O R A N D U M

Academic Senate Review  
413

DATE: December 11, 1991

TO: John Williams, Chair  
Curriculum Committee

FROM: Steve Buss, Chair  
Fiscal Affairs Committee

SUBJECT: Proposed Change in Single Subject Teaching Credential Program

=====

On December 10, 1991, the Fiscal Affairs Committee approved the attached fiscal impact evaluation for the proposed change in the Single Subject Teaching Credential Program.

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

SB:dp  
Attachment  
cc: Jolene Koester, Associate Vice President for Academic Affairs  
Maurine Ballard-Rosa, Chair, Graduate Policies and Programs Committee  
Charlotte Cook, Chair, Academic Senate

THE CALIFORNIA STATE UNIVERSITY

## FISCAL IMPACT EVALUATION Proposed Change in Teacher Education Single Subject Teaching Credential Program

### Purposed Change

To drop the course, ED TE 102.0, Socio-Humanistic Factors in Education (2 units), and add ED TE 480.6B, Seminar: Single Subject Student Teaching (2 units). The Seminar is currently an optional course.

To drop courses, ED TE 101.0, Introduction to Learning in Schools (2 units), and ED TE 420.6A, Seminar: Problems of Teaching (1 unit) and add ED TE 106.0 Educational Psychology (3 units).

To add the course ED TE 105.0, Multicultural Education for a Pluralistic Society (3 units). This course is currently required as ED TE 196.0M.

NOTE: Both ED TE 105.0 and 106.0 are new courses to be classified as C-4 with a K-factor of 1.

### Evaluation

#### OLD PROGRAM

Phase I  
ED TE 100.0B (3) no change  
ED TE 101.0 (2) drop  
ED TE 196.0M (3) becomes 105  
ED TE 420.6A (1) drop  
ED TE 380.0 (3) no change

NOTE: 196.0M & 420.6A are electives

#### NEW PROGRAM

Phase I  
ED TE 100.0B (3) no change  
ED TE 105.0 (3) add  
ED TE 106.0 (3) add  
ED TE 380.0 (3) no change

Phase II  
ED TE 383.1 (3) no change  
(various) (3) no change  
[Single Subjects Methods Courses]  
ED TE 480.2A (4) no change  
ED TE 480.2A (4) no change

Phase III  
ED TE 102.0 (2) drop  
ED TE 480.2B (10) no change  
ED TE 480.2B (10) no change

Course	Course Classific.	Units	Sections Added (+) Sections Deleted (-)			Enrollment Per Section			Staffing +/- WTU's			+/- FTE		
			F	S	F	S	F	S	F	S	F	S		
106.0	04	3.0	+3	+3	+30	+30	+9	+9	+18	+18				
105.0	04	3.0	+3	+3	+30	+30	+9	+9	+18	+18				
480.6B	05	2.0	+3	+3	+30	+30	+6	+6	+12	+12				
101.0	04	2.0	-3	-3	-60	-60	-6	-6	-12	-12				
102.0	04	2.0	-3	-3	-60	-60	-6	-6	-12	-12				
Net Change		+4.0	+3	+3	+30	+30	+12	+12	+24	+24				

### Recommendation

This committee, based on the available information, feels that this proposal will cost 12 wtu/.8 FTEF per semester or 24 wtu/.8 FTEF per year.



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

California State University Sacramento  
600 J Street  
Sacramento, California 95815

M E M O R A N D U M

NOV 14 1991

Academic Senate Meeting

November 12, 1991

413

To: Charlotte Cook, Chair  
Academic Senate

From: *John Williams*  
John L. Williams, Chair  
Academic Senate Curriculum Committee

Subject: Proposed Change in Elementary Teaching Minor Option

At its meeting on Monday, November 11, the Academic Senate Curriculum Committee took the following action regarding the proposed change in the Elementary Teaching Minor Option:

It was MSC to approve increasing the units required for the Elementary Teaching Minor Option from 14 to 20-22 units.

Professor Pamela Milchrist, Chair of the Department of Health and Physical Education, discussed the proposed change and clarified concerns raised by the Fiscal Affairs Committee regarding PE 176.1. The tables included with the proposal reflect projected enrollment for the minor only. The course is regularly offered as part of the curriculum and the relatively small number of individuals that opt for this minor will not have a significant impact. The proposed change will bring the Elementary Teaching Minor Option into alignment with the Secondary Teaching Minor Option.

Copies of the proposal and the Fiscal Affairs Committee report are attached for your information.

JLW/cp  
Att.

cc: Pamela Milchrist, Chair  
Department of Health and Physical Education

John Colen, Dean  
School of Health and Human Services

THE CALIFORNIA STATE UNIVERSITY

## FORM B

### CALIFORNIA STATE UNIVERSITY, SACRAMENTO PROGRAM CHANGE PROPOSAL

Academic Unit: Physical Education Date of Submission to School Dean: 10/1/91  
Requested Effective Fall \_\_\_\_\_ Spring X 19 92

Name of Faculty Contact Person, if not Department Chair: \_\_\_\_\_

Type of Program Change: \_\_\_\_\_ Required Forms Attached:

- Modification in Existing Program
  - \_\_\_\_\_ Substantive Change Form C
  - Non-Substantive Change Form B
  - \_\_\_\_\_ Deletion of Existing Program Form D
  - \_\_\_\_\_ Initiation (Projection) of New Program onto Master Plan Form E
  - \_\_\_\_\_ New Degree Programs Form F
  - \_\_\_\_\_ Addition of New Minor, Concentration, Option, Specialization, Emphasis Form G
  - \_\_\_\_\_ Addition of New Certificate Program Form H

Briefly describe the change requested and provide a justification for the change: \_\_\_\_\_

The proposed minor in elementary physical education requires the students to complete 20-22 units of study as opposed to 14 units of study in the existing minor. There is a need to include more courses in the minor to provide a greater depth and breadth of subject matter content as it relates to skill development. Further, some of the courses in the current minor are offered on a two-year rotation plan, and students have to substitute courses to meet the requirements of the minor. The proposed minor provides for flexibility in scheduling, and includes no new courses.

Approvals: \_\_\_\_\_

Department Chair: *Pamela Milchrist* Date: 9/26/91

School Dean: *Proposed Signed by John Colen* Date: 10-2-91

University Committee: \_\_\_\_\_ Date: \_\_\_\_\_



FORM C

1. Health and Physical Education Department  
 Pamela A. Michrist, Department Chair

2. Elementary Teaching Minor Option

3. The purpose of the minor is to provide more courses that will expand the breadth and depth of knowledge of the discipline of elementary physical education.

4. Some of the courses in the current minor are offered on a two-year rotation plan, and students have to substitute courses to meet the requirements of the minor. The proposed minor provides for flexibility in scheduling, and includes no new courses.

5. This will have no fiscal impact on any other program.

6. Add PE 176.1 as an alternate to PE 176  
 Under electives Add a series of analysis courses--PE 141, 145.3, 148.2, 145.4, 145.5, 144.1, 144.2, 144.3, 144.4, 144.5--plus PE 195  
 Add PE 158 OR PE 150 to the Core  
 Add PE 137 OR PE 139 OR PE 160 to the Core

Old Programs	New Programs
Elementary Teaching Minor Option (14 Units)	Elementary Teaching Minor Option (14-12 Units)
(2) PE 109 Basic Fundamentals of Movement (3) PE 176 Physical Education in the Elementary School (3) PE 176 Perceptual Motor Development	(3) PE 109 Basic Fundamentals of Movement (3) PE 176 Movement Education (3) PE 176 Perceptual Motor Development OR (3) PE 137 Motor Learning OR (3) PE 139 Applied Exercise Physiology (3) PE 139 Primer of Communication and Leadership OR PE 160 Psychology of Sport
Electives: (4) six units from the following: (1) PE 150 (1) PE 158 (1) PE 176 (1) PE 177	Electives: (4-8 Units) (select one course from each area) Area 1 (1) PE 141 (1) PE 142 (1) PE 143 (1) PE 144 (1) PE 145 (1) PE 146 (1) PE 147 (1) PE 148 (1) PE 149 (1) PE 150 (1) PE 151 (1) PE 152 (1) PE 153 (1) PE 154 (1) PE 155 (1) PE 156 (1) PE 157 (1) PE 158 (1) PE 159 (1) PE 160

Course	Classification	Units	Sections Added (+)	Sections Deleted (-)	Enrollment per section	Staffing +/- wtu's +/- FTE
PE 176.1	C2	3	0	0	40	0
PE 141	C2/11	3	0	0	30	0
PE 145.3	C2/11	2	0	0	30	0
PE 148.2	C2/11	2	0	0	30	0
PE 145.4	C2/11	2	0	0	30	0
PR 145.5	C2/11	2	0	0	30	0
PE 144.1	C2/11	2	0	0	30	0
PE 144.2	C2/11	2	0	0	30	0
PE 144.3	C2/11	2	0	0	30	0
PE 144.4	C2/11	2	0	0	30	0
PE 144.5	C2/11	2	0	0	30	0

b. No Change  
 c. None



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M  
DATE: October 30, 1991

TO: John Williams, Chair  
Curriculum Committee

FROM: Steve Buss, Chair, Fiscal Affairs Committee

SUBJECT: Proposed Change in Elementary Teaching Minor Option

On October 29, 1991, the Fiscal Affairs Committee approved the attached fiscal impact evaluation for the proposed change in the Elementary Teaching Minor Option.

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

SB:dp  
Attachment

cc: Jolene Koester, Associate Vice President for Academic Affairs

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

Charlotte Cook, Chair, Academic Senate

### Projected Enrollment

Course	Actual Enrollment	Projected Enrollment
PE 176.1	*	40
PE 141	19	20
PE 145.3	25	26
PE 148.2	21	22
PE 145.4	14	15
PE 145.5	23	24
PE 144.1	36	37
PE 144.2	18	19
PE 144.3	14	15
PE 144.4	35	36
PE 144.5	31	32

\*new course--has never been offered

FISCAL AFFAIRS COMMITTEE

Fiscal Analysis

Proposed Change in Elementary Teaching Minor Option

Fiscal Affairs Analysis

2

October 29, 1991

sections of classes, 4 classified at C2 (3 wtu each) and 3 classified at C2/C11 (C2 at 3 wtu each, C11 at 1.3 wtu each).

The Proposal

The Physical Education Department proposes to increase the number of required units for its Elementary Education minor by 6 to 8 units, from 14 units to 20-22 units. This is to be accomplished by the addition of six units to the core.

The total cost of this proposal is thus estimated at 9.6 wtu or .64 FTEF per year. Since minor programs have been classified as low priority, this seems extravagant.

They hope to avoid scheduling problems by providing students with additional options for both the core and elective courses. For example, they want to develop a new course (176.1) that will stand in for an existing course (176) in the core at the student's option and the 6 unit core addition will also require the students to choose between 158/150 and 137/139/160. The elective courses would be divided into 3 areas of 5 or 6 options each, instead of the current requirement of 3 courses out of a single list of 5.

Impact on Course Offerings

The department apparently believes that it can add two additional courses to the students' schedules through expanding the actual enrollment of low enrolled upper division electives. This rather blatant attempt to maintain upper division course offerings that might otherwise be lost to the budget crunch should be examined with care by other involved committees and administrators, particularly in light of last year's expansive maneuverings. Given the broad range of possible electives, it is difficult to see how many sections of each course might be protected by this proposed move.

The most obvious problem with the department's fiscal impact study, however, concerns PE 176.1. It is not clear how the department intends to create a new course that will enroll an estimated 80 students per year (see #7a) without creating any sections of it.

Fiscal Impact

The committee anticipates the addition of at least the two proposed sections of the new (176.1) course will be required. It is very likely that at least one new section of 150 or 158 will be needed as this is a new core option, at least one new section of 137/139/160 will likely be needed for the same reason. As this department uses many part-time lecturers, the protection of an estimated 3 courses (from the group 141, 145.4, 144.2, 144.3) will also cost the University the equivalent of .3 FTEF per year. This brings the cost of this program change proposal to 7



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6016

OFFICE OF ACADEMIC AFFAIRS

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

FAX NUMBER (916) 278-7648

DEC 13 1991

M E M O R A N D U M

Academic Senate Receiver  
413

December 13, 1991

To: Charlotte Cook, Chair  
Academic Senate

From: *John Williams*  
John L. Williams, Chair  
Academic Senate Curriculum Committee

Subject: Elementary Physical Education Minor

The Fiscal Affairs Committee report raised the following concerns:

1. The addition of 6 - 8 units to the minor reflects a desire to expand "the actual enrollment of low enrolled upper division electives."
2. "It is not clear how the department intends to create a new course that will enroll an estimated 80 students per year (see 7A) without creating any sections of it."
3. "The [Fiscal Affairs] committee anticipates the addition of at least the two proposed sections of the new (176.1) course will be required."
4. "It is very likely than [sic] at least one new section of [PE] 150 and [PE] 158 will be needed as this is a new core option, at least one new section of [PE] 137/139/160 will likely be needed for the same reason."

The concerns raised by the Fiscal Affairs Committee were caused by the Physical Education Department's failure to properly label the tables which accompanied their Program Change Proposal. It would have also been helpful for the Physical Education Department to offer an explanation of the contents of the tables they included as part of their Program Change Proposal.

Charlotte Cook  
December 13, 1991  
Page Two

In light of the concerns raised by the Fiscal Affairs Committee, the Curriculum Committee met with the Chair of the Health and Physical Education Department, Dr. Pamela Milchrist. Dr. Milchrist also addressed these concerns in a memo she sent to the Curriculum Committee.

The Curriculum Committee's research reveals the following:

1. The tables included as part of the Health and Physical Education Department's Program Change Proposal were intended to reflect only the enrollment impact caused by those students who opted for an elementary physical education minor.
2. The number of students who elect an elementary physical education minor is between 10-12.
3. The courses involved, with the exception of PE 176.1, are already being taught on a regular basis.
  - a. PE 141 and PE 148.2 have been offered each semester and are courses that can be taken by majors to fulfill the Skill Analysis requirement of the BS degree in Physical Education.
  - b. PE 145.4, PR [sic] 145.5, PE 144.1, PE 144.3, and PE 144.4 have been offered during the Fall semester and are courses that can be taken by majors to fulfill the Skills Analysis requirement of the BS degree in Physical Education.
  - c. PE 145.3, PE 144.2, and PE 144.5 have been offered during the Spring semester and are courses that can be taken by majors to fulfill the Skill Analysis requirement of the BS degree in Physical Education.
4. PE 176.1 is a new course that will be offered for the first time in the Spring of 1992.
5. PE 137 or PE 139 or PE 160. All three courses, PE 137, PE 139, and PE 160, have been offered in both the Fall and Spring semesters. Two of these three courses, PE 137 and 160, can be used by majors as part of their Required Upper Division Courses requirement of the BS degree in Physical Education. The other course, PE 139, can be taken by majors to fulfill the Physical Education Electives requirement of the BS degree in Physical Education.

Charlotte Cook  
December 13, 1991  
Page Three

6. PE 150, which has been offered in the Fall semesters, is part of the Interdisciplinary Electives for individuals in the Pre-Therapy Option. PE 158, which has been offered in both the Fall and Spring semesters, is part of the Common Core required of majors fulfilling the requirements of the BS degree in Physical Education.

It seems that the concerns raised in the Fiscal Affairs Committee report were the result of invalid assumptions and erroneous extrapolations caused by the poorly labeled tables and the lack of an adequate explanation of those tables' contents.

Concern has also been raised regarding the educational reasons for making this change. It is my understanding that the phrase "to provide a greater depth and breadth of subject matter content as it relates to skill development" is considered to be an inadequate justification for increasing the minor by between 6 - 8 units. Dr. Milchrist, Chair of the Health and Physical Education Department, in her December 3, 1991 memo, addressed this issue. A copy of this memo is attached.

The University Curriculum Committee supports these changes.

JLW/cp  
Att.



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6073

SCHOOL OF HEALTH AND HUMAN SERVICES  
Department of Health and Physical Education  
916) 278-6441

TO: John Williams, Chair  
University Curriculum Committee

FROM: Pamela A. Milchrist, Chair  
Health and Physical Education Department

DATE: December 3, 1991

SUBJECT: Elementary Physical Education Minor

Based on our telephone conversation today, I understand that the Elementary Physical Education Minor was not approved by the Executive Committee because of the following three concerns:

1. Are these courses viable without the minor?

All of the courses that have been added to the minor are viable without the minor. These courses are taught on a regular basis and have no trouble filling (data is available upon request).

2. How many minors are involved in the program?

Based on advising, there are approximately 10-12 minors in the program. Over a two year period of time, this number of students enrolled in the variety of courses that are offered will have minimal impact on the courses that are offered.

3. How is a student more qualified by taking 20-22 units, than 14 units in the old program?

In addition to improving the quality of the program, the rationale for including the additional courses in the minor is to update the program. By updating the program with courses that focus on the psycho-social dimensions of learning and provide an understanding of individual and team sports,

students are better prepared to work with children at all levels in the elementary school.

Analysis courses: By having the students select an analysis course from Area I (individual sports) and an analysis course from Area II (team sports), the students are better prepared to work with older children in the elementary school. The original minor focuses primarily on fundamental movement patterns that are appropriate for the younger children in the elementary school.

Psycho-Social Leadership: By including courses from the psycho-social domain, a multicultural dimension is added to the curriculum.





California State University, Sacramento  
SACRAMENTO, CALIFORNIA 95819-2694

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

DECEMBER 10, 1991

**M E M O R A N D U M**

Academic Senate Research  
413

December 10, 1991

To: Charlotte Cook, Chair  
Academic Senate

*John L. Williams*  
From: John L. Williams, Chair  
Academic Senate Curriculum Committee

Subject: Program Change Proposal, Gerontology B.S.

At its meeting on Monday, December 9, the Academic Senate Curriculum Committee took the following action regarding the proposed change in the Bachelor of Science in Gerontology:

It was MSC to approve the substitution of Gero 103 for Social Work 145, pending the receipt of the Fiscal Affairs Committee report.

The committee noted that since the B.S. in Gerontology is an interdisciplinary program, the program should avoid deleting additional courses from other departments.

A copy of the proposal is attached for your information.

JLW/cp  
Att.

cc: Emanuel Gale  
Director of Gerontology

Ann Weldy, Associate Dean  
School of Arts and Sciences

THE CALIFORNIA STATE UNIVERSITY



California State University, Sacramento  
SACRAMENTO, CALIFORNIA 95819-2694

SCHOOL OF ARTS AND SCIENCES  
OFFICE OF THE DEAN  
FAX (916) 278-5787

**M E M O R A N D U M**

November 25, 1991

TO: Jolene Koester, Interim Assistant Vice President  
Academic Affairs

FROM: Ann Weldy, Associate Dean *Ann Weldy*  
School of Arts and Sciences

SUBJECT: Program Change Proposal - Gerontology  
Changing B.S. to Add Course

I am forwarding a program change proposal for the Gerontology Program revising the B.S. to include GERO 103. The proposal has been approved by all relevant committees in the School of Arts and Sciences.

I concur with the committees and recommend approval with the condition that no additional WTU be allocated.

AW:rlp

Attachment

THE CALIFORNIA STATE UNIVERSITY

FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM CHANGE PROPOSAL

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
GERONTOLOGY PROGRAM

Academic Unit: Gerontology \_\_\_\_\_ Date of Submission \_\_\_\_\_  
to School Dean: 10/1/91  
Requested Effective Fall \_\_\_\_\_ Spring \_\_\_\_\_, 1992  
Name of Faculty Contact Person, if not Department Chair: \_\_\_\_\_

Type of Program Change: \_\_\_\_\_ Required Forms Attached:  
 Modification in Existing Program  
 Substantive Change  Form C  
 Non-Substantive Change  Form B  
 Deletion of Existing Program  Form D  
 Initiation (Projection) of New Program  
onto Master Plan  Form E  
 New Degree Programs  Form F  
 Addition of New Minor, Concentration  
Option, Specialization, Emphasis  Form G  
 Addition of New Certificate Program  Form H

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

The Division of Social Work is changing its undergraduate program and has dropped SW 145 from the listing of courses. Gerontology 103, as modified, is a required course for the Gerontology major, minor and certificate programs and will effectively replace SW 145.

Approvals: \_\_\_\_\_  
Department Chair: *[Signature]* Date: 10-1-91  
School Dean: *[Signature]* Date: 11-22-92  
University Committee: \_\_\_\_\_ Date: \_\_\_\_\_

GERO 103 - PRACTICE WITH OLDER ADULTS

I. COURSE CONTENT AND OBJECTIVES

The course is designed to acquaint the student with various issues, services, methods and interventions as they relate to practice with older adults.

The objectives of the course are to understand:

- The unique characteristics and problems of older adults
- The relationship of the systems approach to work with the elderly
- Basic practice skills needed for effective service delivery to the older adult and families/caregivers.
- Special issues that affect delivery of services to this population such as diversity, ethics, special health and mental health needs.
- The student's attitudes toward the elderly and special roles in working with this population.

II. REQUIRED TEXTS

Kim, Paul K.H. ed., Serving the Elderly - Skills for Practice, Aldine de Gruyter, 1991.  
Weiner, M.B. et al, Working With the Aged, 2nd edition, Appleton-Century-Crofts, 1987.

III. COURSE FORMAT

The course format is lecture-discussion and will include the appropriate use of media and several guest lecturers.

IV. COURSE REQUIREMENTS

- A. Reading the texts and supplemental reading materials: attendance; participation in class discussions
- B. Examinations
  - Two mid-term examinations
  - Final examination

**B. THE INSTITUTIONALIZED**

- 9. The Effects of Institutionalization
- 10. Rehabilitation
- 11. (continued)
- 12. The Family as Part of the Treatment Team

**C. MACRO PRACTICE**

- 13. Principles of Macro practice
- 14. (continued)
- 15. Management of Services

**C. Term paper**

Case study of an older person (65+) and members of the family. The purpose is to:

- Develop an understanding of the major problems and concerns of the individual and family.
- Analyze the strengths of the individual and family in addressing the issues of concern.
- Develop a possible plan to deal with the issues.
- Identify possible problems in implementing the plan.
- Summarize their personal views about the issues and the individuals.

**V. EVALUATION**

2 Mid-terms of 15 points	30
Term Paper	40
Final Examination	30

Grades will be earned as follows:

- 90-100 . . . . . A
- 80-89 . . . . . B
- 70-79 . . . . . C
- 60-69 . . . . . D
- Below 60 . . . . . F

**VI. STRUCTURED OUTLINE**

**A. PRACTICE WITH OLDER ADULTS**

- WK 1. Aging in Human Development Revisited
- 2. General Issues in Counseling Older Adults
- 3. Counseling Individuals
- 4. Family Counseling
- 5. Special Issues affecting Diverse Populations
- 6. Self-Help Groups for the Elderly
- 7. Therapeutic Management Approach
- 8. (continued)

FORM C

approach to work with the elderly, basic practice skills needed for effective service delivery to the older adult and families/caregivers; special issues that affect delivery of services to this population such as diversity, ethics, special health and mental health needs; and the student's attitudes toward the elderly and special roles in working with this population. 3 units.

**DELETE:**  
**Social Work 145 - Social Work Practice with Older Adults.** Examines the range of problems/issues which bring older people to the attention of social service agencies and the social work intervention methods, i.e., advocacy, counseling, referral, case management, group work. Fall or Spring; 3 units.

7. Resources Needed

Course	Class	Units	Sections Added (+) Sections Deleted (-)	Enrollment per Section	+/- units	Staffing +/- FTE
GERO 103	C4	3.0	+1	+25	+3	+2

b. The Gerontology Program will need an additional allocation of .2 (PT).

c. The only additional resources would be modest reproduction costs.

- Gerontology Program  
Emanuel Gale, Director
- Bachelor of Science in Gerontology
- Purpose  
The purpose of the change is to add: Gerontology 103 - Gerontology Practice, 3 units.  
  
An understanding of practice skills with older adults is essential for students in the major.
- Need  
Social Work 145 - Practice with Older Adults, 3 units, has been dropped by the Division of Social Work because of a change in the Bachelor of Social Work requirements.  
  
Since Social Work will be unable to provide this required course, it is necessary for the content to be provided through Gerontology 103.

5. Programmatic/Fiscal Impact  
**The Gerontology Program will be impacted as follows:**  
 The addition of Gerontology 103 increases the Gerontology core requirements from 15 units to 18 units with the need for a part-time faculty member (.2).  
 The deletion of SW 145 decreases the multi-disciplinary core requirements from 21 units to 18 units with a reduction of (.2) in teaching SW 145.  
 The total core requirements remain at 36 units plus 12 units in electives.

- New  
 Required Gerontology Core (18 units)  
 (3) GERO 100 Social Policy and Aging  
 (3) GERO 101 Services for the Aging  
 (3) GERO 102 Intro to Research in Aging  
 (3) GERO 103 Gerontology Practice  
 (6) GERO 195A-B Field Experience  
  
 Required Multi-Disciplinary Core (18 units)  
 (3) BIOS 120 Biology of Aging  
 (3) ETHN 133 Cross-Cult Aging in America  
 (3) HUES 147 Legl & Financ Aspect of Aging  
 (3) HUES 159 Aging in Hum Development  
 (3) NURS 163 Holistic Approach to Aging  
 (3) SWRK 140A Social Work Practice
- Old  
 Required Gerontology Core (15 units)  
 (3) GERO 100 Social Policy and Aging  
 (3) GERO 101 Services for the Aging  
 (3) GERO 102 Intro to Research in Aging  
 (6) GERO 195A-B Field Experience  
  
 Required Multi-Disciplinary Core (21 units)  
 (3) BIOS 120 Biology of Aging  
 (3) ETHN 133 Cross-Cult Aging in America  
 (3) HUES 147 Legl & Financ Aspect of Aging  
 (3) HUES 159 Aging in Hum Development  
 (3) NURS 163 Holistic Approach to Aging  
 (3) SWRK 140A Social Work Practice  
 (3) SWRK 145 Soc Wk Prac w/ Older Adlts

ADD:  
 103. Gerontology Practice. Designed to acquaint the student with various issues, services, methods and interventions as they relate to practice with older adults. The objectives of the course are to understand: the unique characteristics and problems of older adults; the relationship of the systems



# California State University, Sacramento

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

DECEMBER 11, 1991

Academic Senate Meeting

413

M E M O R A N D U M

DATE: December 11, 1991

TO: John Williams, Chair  
Curriculum Committee

FROM: Steve Buss, Chair  
Fiscal Affairs Committee

SUBJECT: Proposed Change in Gerontology

=====

On December 10, 1991, the Fiscal Affairs Committee approved the attached fiscal impact evaluation for the proposed change in Gerontology.

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

SB:dp  
Attachment  
cc: Jolene Koester, Associate Vice President for Academic Affairs  
Maurine Ballard-Rosa, Chair, Graduate Policies and Programs Committee  
✓ Charlotte Cook, Chair, Academic Senate

## FISCAL IMPACT EVALUATION

### Revision of GERONTOLOGY PROGRAM

Since Social Work no longer is offering SW 145, *Soc Work Practice with Older Adults*, GERONTOLOGY proposes a new course GERO 103, *Practice with Older Adults*. This new course will replace the existing course in the Program requirements, leaving the core requirements at 36 units.

There will be some fiscal impact of this change as SW 145 is taught through Social Work (HHS) and GERO 103 will be taught through Gerontology (A&S). The addition to A&S will be 3 units per year (GERO 103 is to be offered alternating terms), while the reduction to HHS will be about 3 units per year (SW 145 was offered in Spring 1990, Spring 1991, and is not scheduled in Spring 1992).

The key issue will be how the additional  $\frac{1.5}{0.1}$  MTU (annual) will be made available through A&S to Gerontology as Ann Welydy (Associate Dean, A&S) is recommending approval with the condition that no additional MTU be allocated.



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

California State University, Sacramento  
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DECEMBER 10, 1991

Academic Senate Minutes  
413

## M E M O R A N D U M

December 10, 1991

To: Charlotte Cook, Chair  
Academic Senate

*John L. Williams*

From: John L. Williams, Chair  
Academic Senate Curriculum Committee

Subject: Program Change Proposal, Health and Safety Studies B.S.

At its meeting on Monday, December 9, the Academic Senate Curriculum Committee took the following action regarding the proposed change in the Bachelor of Science in Health and Safety Studies:

It was MSC to approve the proposed option in Health Care Administration in the Health and Safety Studies Program and the proposed rearrangement of core requirements in the current options, pending receipt of the Fiscal Affairs Committee report.

It was noted that the department has withdrawn the proposed name change of the degree program to Health Science.

A copy of the proposal is attached for your information.

JLW/cp  
Att.

cc: Pamela Milchrist, Chair  
Department of Health and Physical Education

Melinda J. Seid, Coordinator  
Health and Safety Studies

Don Zingale, Associate Dean  
School of Health and Human Services

THE CALIFORNIA STATE UNIVERSITY



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694  
California State University - Sacramento  
6000 J Street  
Sacramento, California 95819

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Academics Senate Received  
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M E M O R A N D U M

DATE: December 11, 1991

TO: John Williams, Chair  
Curriculum Committee

FROM: Steve Buss, Chair  
Fiscal Affairs Committee

SUBJECT: Health and Safety Studies Program Change Proposal

=====

On December 10, 1991, the Fiscal Affairs Committee approved the attached fiscal impact evaluation for the Health and Safety Studies program change proposal.

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

SB:dp  
Attachment  
cc: Jolene Koester, Associate Vice President for Academic Affairs  
Maurine Ballard-Rosa, Chair, Graduate Policies and Programs Committee  
✓ Charlotte Cook, Chair, Academic Senate

## FISCAL AFFAIRS COMMITTEE

Program Change Proposal for Health and Safety Studies

### Introduction

This proposal requests a degree name change to Health Science; presents rearrangements of core requirements in relation to its current and proposed options, and proposes a new option entitled "Health Care Administration."

### Program Analysis

Health and Safety Studies is a relatively small academic program, with 58 majors on the census date, Fall 1991. At this writing, the committee understands the name change to Health Science has been withdrawn as part of the proposal.

The current required lower division courses of 30 units has been rearranged under the proposal to required prerequisite courses of 31 units. One upper division course, Bio Sci 139, has been blended with several lower division courses in this part of the proposal.

The current required upper division courses of 40 units has been substantially modified to the proposed Health Science required core curriculum of 12 units, with one lower division course, Health Science 50, arranged with 3 upper division courses, required and SW 110 recommended.

The proposal also presents required option courses with the following 3 options of 36 units each: Community Health Education; School Health Science Single Subject Waiver Program, and Health Care Administration. Each of those options has a substantial number of courses overlapping with other options.

Of the 8 specifically required, 3 unit courses in the Community Health Education option, 5 can be found in the School Health Science Single Subject Waiver Program and 5 are found in Health Care Administration. (It is noted the specifically required courses in Community Health Education, by unit count, add up to only 33 units rather than the 36 indicated.)

The Department Chair acknowledges no effort has been made to tap community demand for the newly articulated program and options, but notes the Health Care Administration option was developed, particularly in response to student interest in that subject. She estimates 15 students pursuing that option during the first year of implementation.

The committee points out the Health Care Administration option has a few upper division courses that can clearly be identified as administrative in nature.

11. Indicate according to the questions below the resources needed to implement the program change

a. Complete the following table for each course added/deleted, modified or otherwise affected. Provide an estimate of the number of sections per semester to be added or deleted, average enrollment per section, change in staffing requirements (increase or decrease) in scheduling MTU(s), and gain course or loss of FTE. (Chart prepared 10/8/91)

Course	Course Loss of FTE Class- ification	Previous Enrollment			Sections Added (+)			Sections Deleted (-)			Staffing Changes MTU's/FTEP			
		Spr. '90	Fall '90	Spr. '91	Fall #1	Enrollment/Section Change			Fall #1	Spr. #1	Fall #2	Spr. #2		
						Spr. #1	Fall #2	Spr. #2						
HS 50	02	96	109	113										
	40 max	1 Sectn (31/ea)	1 Sectn (36/ea)	1 Sectn (37/ea)	+32 (+1 Sectn)	---	+32 (+1 Sectn)	---	+3/+2	---	+3/+2	---		
HS 100	02	-0-	31	-0-										
	40 max	-0-	1 Sectn (31/ea)	-0-	-5 (B Chng)	---	---	---	0 Chng	---	---	---		
HS 101	02	22	19	-0-										
	40 max	1 Sectn (22/ea)	1 Sectn (19/ea)	-0-	---	---	-20 (-1 Sectn)	---	---	---	-3/-2	---		
HS 114	02	-0-	-0-	33										
	40 max	-0-	-0-	1 Sectn (33/ea)	---	+32 (+1 Sectn)	---	+32 (+1 Sectn)	---	+3/+2	---	+3/+2		
HS 119	02	17	26	26										
	40 max	1 Sectn (17/ea)	-0-	1 Sectn (26/ea)	---	---	---	-20 (-1 Sectn)	---	---	---	-3/-2	---	
HS 124	02	36	27	27										
	40 max	1 Sectn (36/ea)	-0-	1 Sectn (27/ea)	---	-15 (-1 Sectn)	---	---	---	-3/-2	---	---		
HS 126	02	-0-	36	-0-										
	40 max	-0-	1 Sectn (36/ea)	-0-	-30 (-1 Sectn)	---	-30 (-1 Sectn)	---	-3/-2	---	-3/-2	---		
HS 144	02	-0-	-0-	-0-										
	40 max	-0-	-0-	-0-	---	+45 (+1 Sectn)	---	---	---	+3/+2	---	---		

The entire proposal increases the number of units required for the major from 76 to 79 and decreases the number of units required for the BS degree from 132 to 130.

Fiscal Analysis

It is reasonable to project that any fiscal impact would be negligible, one way or the other, in the short term. The accompanying tabular data analysis dated October 8, 1991 supports that conclusion. Estimating long term fiscal impact would require more supporting data.





# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-0073

cc: Hald  
1/1/91

SCHOOL OF HEALTH AND HUMAN SERVICES  
Department of Health and Physical Education  
916) 278-6441

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

OCT 28 1991

Academic Smarto Runwood  
413

TO: Jolenë Koester

FROM: Pamela A. Milchrist, Chair  
Health and Physical Education

DATE: October 24, 1991

SUBJECT: Proposed Health and Safety Studies Degree Name  
Change

I received the memo from the Science Department Chairs regarding the name change of Health and Safety Studies to Health Science. Their comments are well taken, and we withdraw the request for a name change.

While our rationale for a name change is sound, and is in keeping with a nation-wide trend to approach health and safety related issues from a science perspective, the courses within the current curriculum do not reflect this shift in emphasis. We do plan in the future, however, to include more interdisciplinary courses within the curriculum that emphasize chemistry and the biological sciences.

cc: John Colen, Dean, Health and Human Services  
Don Zingale, Associate Dean, Health and Human Services  
Melinda Seid, Coordinator, Health and Safety Studies  
William Sullivan, Dean, Arts and Sciences  
Anne Welby, Associate Dean, Arts and Sciences  
Mary Burger, Vice President for Academic Affairs  
Charlotte Cook, Chair, Academic Senate  
Mary Ann Heilman, Chair, Department of Biological Sciences

James C. Hill, Chair, Chemistry Department  
Greg Wheeler, Chair, Geology Department  
Michael Shea, Chair, Physics and Astronomy Department



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-0073

SCHOOL OF HEALTH AND HUMAN SERVICES  
Office of the Dean  
(916) 278-7255

September 20, 1991

## MEMORANDUM

TO: Mary Burger, Vice President  
Academic Affairs

FROM: *John N. Colen*  
John N. Colen, Dean

SUBJECT: Health and Safety Studies - Program Change Proposal

Based on the approval of the Chair of the Department of Health and Physical Education and a positive recommendation of the School of Health and Human Services' Academic Council, I have approved the Program Change Proposal of the Health and Safety Studies faculty, prepared in accordance with Form B and G of the Policies and Procedures for Initiation, Modification and Review and Approval of Courses in Academic Programs as revised in the Fall of 1990.

As outlined in Form B of this proposal, included are a request for a new option in Healthcare Administration, rearrangement of core requirements and a degree name change from Health and Safety Studies to Health Science. These changes are being proposed in order to meet the increasing demand for more effective management in the healthcare field as well as in anticipation of the future health degree program options which will increase the programs diversity.

Should you require any additional information or wish to discuss the proposal, please contact Associate Dean, Don Zingale, X7255.

JNC:bjm

cc: Pam Milchrist  
Melinda Seid  
Members of Academic Council

FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM CHANGE PROPOSAL

Academic Unit: Health & Physical Educ. Date of Submission to School Dean: May 1991

Requested Effective Fall  Spring  1991

Name of Faculty Contact Person, if not Department Chair: Melinda J. Seid

Type of Program Change:  
 Modification in Existing Program

Required Forms Attached:  
Form C

Substantive Change

Form B

~~WA Non-Substantive Change~~

Form D

Deletion of Existing Program

Initiation (Projection) of New Program onto Master Plan

Form E

New Degree Programs

Form F

Addition of New Minor, Concentration, Option, Specialization, Emphasis

Form G

Addition of New Certificate Program

Form H

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

SEPTEMBER 1991

SCHOOL OF HEALTH AND HUMAN SERVICES  
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION  
HEALTH SCIENCE

SEPTEMBER 1991

New option in Health Care Administration in the Health and Safety Studies Program; rearrangement of core requirements to current options; and degree name change from Health and Safety Studies to Health Science.

To meet the increasing demand for more effective management in the health care field, academic institutions are introducing or expanding administrative and supervisory skills of health professionals. Accordingly, the Health and Safety Studies (HSS) program has reexamined its curriculum options and has reorganized course offerings to meet the increasing diversity within the health care field.

HSS is reordering current options in School Health Education and Community Health Education. The revised HSS curriculum provides a third option in Health Care Administration.

In anticipation of future options that will increase the program's diversity, a name change from Health and Safety Studies to Health Science will more accurately reflect the true nature of the program's offerings and allow for future expansion of health related options. (See Appendix A for an overview of reorganized curriculum.)

Approvals:

Department Chair: Sandra A. Melton

Date: 9/10/91

School Dean: John Colen

Date: 9/20/91

University Committee: \_\_\_\_\_

Date: \_\_\_\_\_

OPTION IN HEALTH CARE MANAGEMENT

1. California State University, Sacramento proposes a new degree option in Health Care Administration.
2. The degree major program under which the Health Care Administration option will be offered is the Bachelor of Science Degree in Health Science.
3. Existing concentrations in the Health Science Program are:  
Community Health  
 Prepares students to become:
  - (1) Community health educators or technicians in public health agencies or voluntary health agencies,
  - (2) Patient educators in medical health providers offices or hospitals,
  - (3) Health educators in H.M.O.'s, and
  - (4) Corporate health educators running cost effective prevention, health promotion, and wellness programs.

School Health

Prepares students to enter the teaching field through enrollment in "The California Single Subject Waiver Program in Health Science." This teaching credential permits the holder to teach health science in the middle (or junior high) and high schools.

Driver Training Credential

Prepares the holder to teach in-class the driver education course, and the driver training "behind-the-wheel" courses in this state.

4. The Department of Health and Physical Education in the School of Health and Human Services will offer the Health Care Administration option for the Bachelor of Science in Health Science degree program. The name of the contact person is Professor Melinda J. Seid.
5. The purpose of the proposed option in Health Care Administration is to increase diversification within the Health Science major by adding another option. The specific academic program prepares individuals to assume management positions in the health field. The proposed option is composed of a sequence of degree credit courses in Health Science, Business Administration and Recreation Leisure Studies.
6. The Bureau of Labor Statistics states that 10 of the 20 fastest growing careers in the next decade will be health related. Sweeping changes in organization, costs funding, and technology have radically changed the face of the health industry creating a wide range of employment opportunities. Within the health field, the U.S. Department of Labor states that the biggest growth will be in health care administration. (see Appendix B for a list of references.) To meet this increasing demand for health care administrators, the Health Science program has rearranged its course offerings to accommodate this need.

7. B.S. Degree in Health Science option in Health Care Administration

Required Prerequisites

Biological Science 10	Basic Biological Science	3*
Biological Science 22	Intro. to Human Anatomy	4
Biological Science 31	Intro. to Human Physiology	4
Biological Science 139	General Microbiology	4
Chemistry 6A	Intro. General Chemistry	5*
Chemistry 6B	Intro. to Organic & Bio. Chem.	5*
Psychology 5	Intro. Psych.: Indiv. & Soc. Pro.	3*
Statistics 1	Intro. to Statistics	3*

Core Curriculum

Health Science 50	Healthy Lifestyles	3*
Health Science 112	Disease Prevention	3
Health Science 114	Human Ecology and Health	3
Health Science 118	Community Health	3
Social Work 110	Intro. to Statistics for S.W.	3**

Required Courses

Health Science 116	Public Health Administration	3
Health Science 122	Mental Health	3
Health Science 130	Alcohol and Drugs	3
Health Science 144	Community Health Planning	3
Health Science 150	Aging and Health	3
Health Science 195	Fieldwork	3
Accountancy 1	Fundamentals of Accounting	3
Economics 1A or 1B	Macroeconomics or Microeconomics	3*
Management 133	Business Finance	3
Rec. & Leisure Studies 165	Fundraising & Grant Writing	3

Recommended Electives

Nursing 10	Health Care: Issues & Delivery	3**
Social Work 151	Health Services and Systems	3**
Social Work 268	Health Policy and Services	3**
Management 233	Fin. Aspects of Health Care Admin.	3**

\*Fulfills General Education Requirement  
 \*\*highly recommended

8. The proposed option in Health Care Administration of the Bachelor of Science degree in Health Science requires no new courses. The proposed option has the full support of the academic departments outside of HPE who offer prerequisite and required courses and attached letters of support (see Appendix c) indicate no future impact on their existing programs.

9. All students must satisfy CSUS General Education and other graduation requirements. Total prerequisite, core and upper division units to be required for the proposed option is 73.

DEPARTMENTAL SCHEDULING PATTERN  
LAST 2 YEARS (1989-90, 1990-91)

FALL 89

HS 50  
HS 112  
HS 116  
HS 118  
HS 130  
HS 135  
HS 195  
MGMT 133  
ACCY 1  
ECON 1A OR 1B

SPRING 90

HS 50  
HS 122  
HS 130  
HS 144  
HS 195  
MGMT 133  
ACCY 1  
ECON 1A OR 1B  
RLS 165

9. List of courses in Health Care Administration

CAT. NO.	OFFERED		TITLE	COURSE CLASS.	UNITS
	Year 1	Year 2			
HS 50	F,SP	F,SP	HEALTHY LIFESTYLES	02	3
HS 112	F	F	DISEASE:PATHOLOGY/PREV.	02	3
HS 118	F	F	COMMUNITY HEALTH	02	3
HS 114	SP	SP	HUMAN ECOLOGY	02	3
HS 116	F	F	PUBLIC HEALTH ADMIN.	02	3
HS 122	- ,SP	SP, - -	MENTAL HEALTH	02	3
HS 130	F,SP	F,SP	ALCOHOL & DRUGS	02	3
HS 144	SP	- - - -	COMMUNITY HEALTH PLANNING	02	3
HS 150	F, - -	- - - -	AGING & HEALTH	02	3
HS 195	F,SP	F,SP	FIELDWORK	36	3
RLS 165	- ,SP	- ,SP	FUND RAISING & GRANT WRIT	04	3
BIO SCI 10	F,SP	F,SP	BASIC BIOL. CONCEPTS	0216	3
BIO SCI 22	F,SP	F,SP	INTRO TO HUMAN ANATOMY	0216	4
BIO SCI 31	F,SP	F,SP	INTRO TO HUMAN PHYSIOLOGY	0216	4
BIO SCI 139	F,SP	F,SP	GENERAL MICROBIOLOGY	0216	4
CHEM 6A	F,SP	F,SP	INTRO TO GEN CHEM	1416	5
CHEM 6B	F,SP	F,SP	INTRO TO ORGANIC BIO CHEM	1416	5
PSYCH 5	F,SP	F,SP	INTRO TO PSY INDV. & SOC. PROC.	02	3
STAT 1	F, SP	F, SP	INTRO TO STATISTICS	04	3
MGMT 133	F,SP	F,SP	BUSINESS FINANCE	02	3
ACCY 1	F, SP	F, SP	ACCOUNTING FUNDAMENTALS	04	3
ECON 1A OR 1B	F,SP	F,SP	INTRO TO MACROECONOMICS ANALYSIS	02	3

FALL 90

HS 50  
HS 112  
HS 116  
HS 118  
HS 130  
HS 135  
HS 195  
MGMT 133  
ACCY 1  
ECON 1A OR 1B

SPRING 91

HS 50  
HS 114  
HS 122  
HS 130  
HS 195  
MGMT 133  
ACCY 1  
ECON 1A OR 1B  
RLS 165

DEPARTMENTAL SCHEDULING PATTERN  
NEXT 2 YEARS (1991-92, 1992-93)

FALL 91

HS 50  
HS 112  
HS 118  
HS 116  
HS 130  
HS 150  
HS 195  
MGMT 133  
ACCY 1  
ECON 1A OR 1B

SPRING 92

HS 50  
HS 114  
HS 122  
HS 144  
HS 195  
MGMT 133  
ACCY 1  
ECON 1A OR 1B  
RLS 165

FALL 92

HS 50  
 HS 112  
 HS 118  
 HS 116  
 HS 130  
 HS 195  
 MGMT 133  
 ECON 1A OR 1B

SPRING 93

HS 50  
 HS 114  
 HS 122  
 HS 195  
 MGMT 133  
 ACCY 1  
 ECON 1A OR 1B  
 RLS 165

RECOMMENDED STUDENT SCHEDULING PATTERN (Major Courses)  
 2 YEAR PLAN

FIRST YEAR: FALL

HS 50 3  
 HS 112 3  
 HS 150 3  
 ACCY 1 3

12

SPRING

ECON 1A OR 1B 3  
 HS 122 3  
 HS 144 3

9

SECOND YEAR: Fall

ECON 1A OR 1B 3  
 HS 116 3  
 HS 118 3  
 HS 195 3

12

SPRING

RLS 165 3  
 MGMT 133 3  
 HS 130 3

9

10. List of all full-time faculty members who will teach in the proposed option in Health Care Administration

NAME	RANK	APPOINTMENT STATUS	HIGHEST DEGREE DATE	HSS COURSE	PROFES SIONAL EXPERIEN CE
AKBAR DAVAMI	ASSOCIATE PROFESSOR	FULL-TIME	PH.D. 1983	118, 130, 195	See attached excerpts from Curri- culum Vita (Appen- dix D)
MELINDA SEID	LECTURER	FULL-TIME TEMPORARY	PH.D. 1991	50, 114, 116, 114, 150, 195	SAME
WILLIAM VAN VELKINBURG	PROFESSOR	FULL-TIME	M.S.H.E. 1967	50, 112, 195	SAME
DONALD ZINGALE	PROFESSOR	FULL-TIME	Ph.D 1973	122	SAME

11. a. The option in Health Care Administration is a reordering of courses in Health Science and requires no addition, deletion or modification of existing courses. No new sections per semester need to be added or deleted nor an increase or decrease in scheduled WTU's.

b. No changes are necessary.

c. Existing resources are adequate.

12. CATALOG COPY (1990-92 catalog copy is in appendix E)

HEALTH SCIENCE

BACHELOR OF SCIENCE  
MINOR

PROGRAM DESCRIPTION

The academic area of study in Health Science is part of the total program of the School of Health and Human Services. Students can pursue a concentration of courses leading to a degree with specialization and job skills applicable to school, community settings, health care administration, and other health related fields. The faculty continues to support the idea of broad based professional preparation such that graduates will have wider appeal in the job market.

Students can be expected to be involved, both in class and field experiences, that deal with vitally significant issues such as health care costs, consumer related issues, drug related problems, sexuality related matters, accident causes and prevention, and other community health and safety issues as well as management, business and administration skills in the health care administration option.

Students interested in pursuing advanced degrees in the broad health sciences will find that the B.S. program provides the foundation upon which to build M.P.H., M.A. or M.S. in school, community, or health care administration degree programs.

Another feature of the program involves the diversity of the field

experiences available. Students may select from state, county, city, or local health related agencies, hospitals, as well as any private voluntary not-for-profit agency. This on-site experience continues to be a valuable professional experience that may lead to employment.

Employment opportunities can be identified in any of the school/community health/safety related programs, as well as opportunities in the private sector.

FEATURES

Because of the unique location of the University in the state capitol, students majoring in Health Science benefit from professional health resources of numerous state and local health agencies that include the State Department of Public Health, California State Departments of Health Services, Mental Health, Aging and Alcohol and Drug Abuse. A variety of health/safety related agencies provide opportunities for fieldwork experiences, internships, part-time and summertime employment. Courses are offered on a schedule to accommodate both full-time and part-time students.

The faculty consists of members with specialized preparation in the health science field. Our full-time faculty is augmented by the use of adjunct instructional staff selected from the above mentioned health and safety agencies.

PREPARATION

High School students are required to take three years of college preparatory math and four years of English to be eligible for admission to the University. Students considering a major in Health Science are also encouraged to take biology, chemistry, social science, health, and driver education.

Transfer students are required to have completed the above high school subject requirements in English and math or their equivalents. Prospective transfers should contact their counseling office to identify lower division courses equivalent to CSUS courses required in this major.

HEALTH SCIENCE

MAJOR REQUIREMENTS - Bachelor of Science Degree

The major consists of 79 units (including prerequisite courses). The B.S. Degree requires a total of 130 units.

A. Required Prerequisite Courses (31 units)

- (3) Bio Sci 10 Basic Biological Concepts
- (4) Bio Sci 22 Introductory Human Anatomy (Bio S 10 or 20)
- (4) Bio Sci 31 Introductory Human Physiology (Bio S 8, 10, or 20 and Chem 6A or 1A)

- (4) Bio Sci 139 General Micro. (Bio S 10, 11, 12 and Chem 20 or 6B)
- (5) Chem 6A Introduction to General Chemistry
- (5) Chem 6B Introduction to Organic and Biological Chemistry (Chem 1A or 6A)

- (3) Psych 5 Introductory Psychology: Indiv. & Social Processes
- (3) Stat 1 Introduction to Statistics

B. HEALTH SCIENCE REQUIRED CORE CURRICULUM (12 Units)

- |                    |                               |    |
|--------------------|-------------------------------|----|
| Health Science 50  | Healthy Lifestyles            | 3  |
| Health Science 112 | Disease Prevention            | 3  |
| Health Science 114 | Human Ecology and Health      | 3  |
| Health Science 118 | Community Health              | 3  |
| Social Work 110    | Intro. to Statistics for S.W. | 3* |

\*(recommended)

FACULTY

Pamela Milchrist, Department Chair  
Akbar Davami; Melinda J. Seid;  
William Van Velkinburg

Administrative Operations Analyst,  
Betty Lou Dais

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Physical Education 134,  
(916) 278-6441

C Required Option Courses

C.1 Community Health Education (36 Units)

- (3) HS 100 FOUNDATIONS OF SAFETY & ACCIDENT PREVENTION
- (3) HS 116 PUBLIC HEALTH ADMINISTRATION
- (3) HS 119 COMMUNITY HEALTH
- (3) HS 122 MENTAL HEALTH
- (3) HS 124 CONSUMER HEALTH AND SELF CARE
- (3) HS 130 ALCOHOL AND DRUGS
- (3) HS 144 COMMUNITY HEALTH PLANNING
- (3) HS 195 FIELD WORK
- (9) UPPER DIVISION H.S. ELECTIVES

C.2 SCHOOL HEALTH SCIENCE SINGLE SUBJECT WAIVER PROGRAM (36 UNITS)\*

- (3) HS 100 FOUNDATIONS OF SAFETY & ACCIDENT PREVENTION
- (3) HS 119 COMMUNITY HEALTH EDUCATION
- (3) HS 122 MENTAL HEALTH
- (3) HS 124 CONSUMER HEALTH AND SELF CARE
- (3) HS 126 THE SCHOOL HEALTH PROGRAM
- (3) HS 130 ALCOHOL & DRUGS
- (3) HS 134 UNDERSTANDING HUMAN SEXUALITY
- (3) H EC 113 NUTRITION
- (3) PSY 145 SOCIAL PSYCHOLOGY
- (9) UPPER DIVISION H.S. ELECTIVES

C.3 - HEALTH CARE ADMINISTRATION (36 UNITS)

- (3) HS 116 PUBLIC HEALTH ADMINISTRATION
- (3) HS 122 MENTAL HEALTH
- (3) HS 130 ALCOHOL & DRUGS
- (3) HS 144 COMMUNITY HEALTH PLANNING
- (3) HS 150 AGING & HEALTH
- (3) HS 195 FIELD WORK
- (3) ACCY 1 ACCOUNTING FUNDAMENTALS
- (3) ECON 1A OR 1B INTRO TO MACROECONOMICS ANALYSIS
- (3) MGMT 133 BUSINESS FINANCE
- (3) RLS 165 FUNDRAISING & GRANT WRITING
- (6) UPPER DIVISION H.S. ELECTIVES

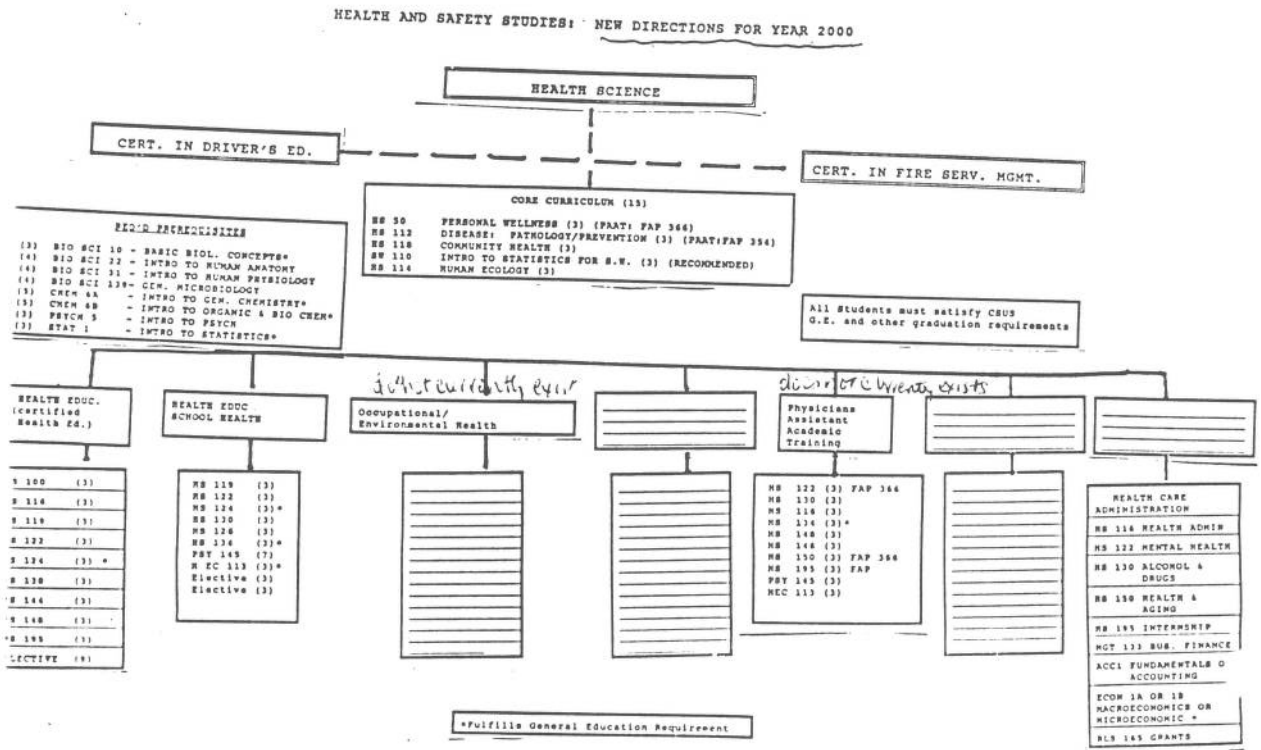
HEALTH SCIENCE - MINOR REQUIREMENTS

A minor will consist of 21 units within the course offerings with a (HS) Health Science prefix. The 21 units require approval by a faculty advisor.

\*Students pursuing a Health Science Single Subject preliminary credential will also need to gain admission to the School of Education Credential Program and complete approximately 30 additional units of professional education.

Advising: It will be necessary to work very closely with an advisor to complete the BS degree within a four (4) year time frame. Therefore, the HS faculty strongly recommends that all upper division students receive degree program approval prior to enrollment for any course. This procedure should be followed each semester.

OVERVIEW OF REORGANIZED HEALTH SCIENCE CURRICULUM



REFERENCES

REFERENCES

- Ellen Barlow. "Opportunities in Health Care." Business Week's Guide to Careers. (Spring/Summer 1984): 12-15.
- "Careers 2000: Where will the Jobs Be?" The Sacramento Bee 5 May 1991.
- S. Norman Finegold. "Emerging Careers. Occupations For Post-Industrial Society." The Futurist (February 1984): 9-6.
- "The Employment Outlook in Health Care." Medical Laboratory Observer (August 1985): 9.



APPENDIX C

LETTERS OF SUPPORT



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6009

SCHOOL OF BUSINESS ADMINISTRATION  
DEPARTMENT OF MANAGEMENT

M E M O R A N D U M

30 April, 1991

TO: Akbar Davami, Coordinator  
Health and Safety Studies Program  
Department of Health and Physical Education  
School of Health and Human Services

FROM:   
Herbert Blake, Jr.  
Chair

SUBJECT: Health Care Administration Option

This memorandum affirms the information that I gave you verbally concerning the effect of adding MGMT 133, Business Finance, to the subject program option. In the numbers discussed, 5 to 6 enrollees per semester, there will be no adverse effect (extra demand) on that course.

Further, if the students have completed ACCY 1, ECON 1A, ECON 1B, STAT 1, and an appropriate math class (or their equivalents), the students should be adequately prepared to succeed in the course.

MEMORANDUM

TO: DR. AKBAR DAVAMI, COORDINATOR,  
HEALTH AND SAFETY STUDIES 4-30-91

FROM: E. OLSON, CHAIR, RECREATION AND LEISURE STUDIES

RE: RLS 165 AS A HSS REQUIRED COURSE

Regarding your proposal to include RLS 165 as a required course in the proposed Health Care Administration Option, it is with pleasure that I assure you that the inclusion of this course as a new option requirement is welcomed and supported by the Department of Recreation and Leisure Studies. Our records suggest that this course can accommodate the projected number of Health and Human Study majors without imposing a hardship or inconvenience on the Department of Recreation and Leisure Studies.

  
Ernest G. Olson, Chair, RLS 4-30-91



# California State University Sacramento

SACRAMENTO, CALIFORNIA 95815-6088

SCHOOL OF BUSINESS ADMINISTRATION  
DEPARTMENT OF ACCOUNTANCY

Office (916)278-6307  
FAX (916)278-6489

## M E M O R A N D U M

May 9, 1991

TO: Prof. Akbar Davami  
Health Care Administration 6073

FROM: Eugene H. Sauls  
Department Chair *EHS*

SUBJECT: Affect of Health and Safety Studies Program on  
Accounting Program

APPENDIX D

CURRICULUM VITAE  
(EXCERPTS)

This is to confirm that we discussed the impact of your proposed Health and Safety Studies Program on our offerings of Accounting 1. Based on the estimate of less than 15 students in the short run, I believe that your program would have minimal impact on our offerings. We would not have to offer an additional section except as the number of students in your program might affect the total number of students in Accounting 1. We have multiple sections of Accounting 1 and should be able to accommodate your needs.

I remind you that we have restrictions on access to our courses. Therefore, when your program is approved you should provide us with the appropriate code so that your students can register during CAR with the same priority as Business students.



# 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

DECEMBER 7, 1991

Academic Senate Received  
413

M E M O R A N D U M

November 27, 1991

TO: Charlotte Cook, Chair  
Academic Senate

FR: Maurine Ballard-Rosa, Chair M.B.R./R.M.C.  
Graduate Policies and Programs Committee

RE: Program Change in Communication Studies  
Revising M.A. Degree Requirements - Adding six  
concentrations of study

At its meeting of Monday, December 9, 1991, the Graduate Policies and Programs Committee approved the proposed program change in the Communication Studies revising the M.A. degree requirements to include six major areas of study.

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. Ann Weidy, Associate Dean, School of Arts and Sciences
- Dr. David Martin, Chair, Department of Communication Studies

FORM B

## CALIFORNIA STATE UNIVERSITY, SACRAMENTO PROGRAM CHANGE PROPOSAL

*Approved - Approved*  
*Will be Budget*  
*11/15/91*

Date of Submission to School Dean: 11/15/91

Academic Unit: Communication Studies

Requested Effective Fall X Spring, 1992

Name of Faculty Contact Person, if not Department Chair: Bill Owen

Type of Program Change: Required Forms Attached:

- Modification in Existing Program  Form C
- Substantive Change  Form B
- Non-Substantive Change  Form D
- Deletion of Existing Program  Form E
- Initiation (Projection) of New Program onto Master Plan  Form F
- New Degree Programs  Form G
- Addition of New Minor, Concentration, Option, Specialization, Emphasis  Form H
- Addition of New Certificate Program



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

The Department requests changes in degree requirements reflected in item six of Form C. Briefly, the proposal does not change the minimum units required, MA Degree Options available or any minimum required grades. Rather, the request pertains to a restructuring of degree requirements. These new structures include the institution of six major areas of study typically found in Communication Studies graduate programs across the country: Interpersonal & Small Group Communication, Rhetoric & Public Communication, Organizational Communication, Intercultural & International Communication, Media Studies and Public Affairs & Issue Management.

The main justification for the proposed change is to provide a more meaningful, structured program that signifies a recognizable focus in the field. Such a focus not only assures Departmental quality control, but enables graduates the ability to cite clearly rigorous backgrounds. The ultimate result is a better educated, more employable graduate.

Approvals:

Department Chair: *[Signature]* Date: 9/1/91  
 School Dean: *[Signature]* Date: 11-22-91  
 University Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Form C

Procedures for Submitting Substantive Program Change Proposals

Substantive program change proposals are to follow the format below (and are to be attached to the completed Form B). Submit fifteen copies of the proposal to the Associate Vice President for Academic Affairs (Program Development and Evaluation), Adm. 226.

1. Name of Academic Unit submitting proposal and name of contact person.

Communication Studies Department  
Bill Owen, Graduate Coordinator, 5314

2. Full title of degree program to be changed (e.g., B.S. in Chemistry).

M.A. in Communication Studies

3. Purpose of the Change

To provide a coherent program of study at least equivalent in depth and breadth to Communication Studies programs at comparable institutions.

4. Need for the Change

Existing degree requirements offer no coherent substantive tracks or areas of study, thereby resulting in graduates underprepared for further academic study or professional careers.

5. Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units. Attach a copy of correspondence with these units.

Impact on other academic programs will be minimal. The institution of the minor area of study (5 units) allows students to take coursework outside the Department. However, current requirements already allow students to take units outside the Department. Most current graduate students indicate minors will be in another of the six areas of study within the Department.

6. List side by side the old program requirements as presented and the new program requirements as they will be presented in the University catalog. (Use your exact current catalog copy; present exact catalog copy for proposed modifications. Show corresponding courses on the same line leaving blank lines where appropriate.)

Department of Communication wants to make the following changes in its graduate program:

7. Indicate according to the questions below the resources needed to implement the program change.

- a. Complete the following table for each course added, deleted, modified or otherwise affected. Provide an estimate of the number of sections per semester to be added or deleted, average enrollment per section, change in staffing requirements (increase or decrease in scheduled wtu's), and gain or loss of FTEF.

Course	Course Classification	Units	Sections Added (+) Sections deleted (-)	Enrollment per section	Staffing +/- wtu's	+/- FTE

There should be no change in resources needed to accomplish the proposed change in program. With the deletion of Com S 202 (already proposed), the course substituting for Com S 202 will be taken from courses already approved.

- b. Provide a summary of additions or deletions in each of the identified areas. Compute FTEF and wtu's on basis of 15 wtu's per FTEF.

b. How will the above changes in FTEF and wtu's be accommodated?

There will be no changes in FTEF or wtu's.

- c. What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed? Estimate the cost and indicate how these resource needs will be accommodated.

None will be needed.



California State University Sacramento  
 Sacramento, California 95819-2694

6000 J Street  
 Sacramento, California 95819

OLD PROGRAM

DEGREE REQUIREMENTS

The Master of Arts in Communication Studies requires completion of 30 units of course work with a grade of "B-" or better in each course, and an overall GPA of 3.0. An outline of degree requirements follows.

Thesis (Plan A) or Project (Plan B) Requirements

- Com S 200 Introduction to Graduate Study, and
- Com S 201 Communication Theory, and

Other Course Requirements (18 units)

- Major Area Courses (12 units)
  - o Com S 206, 207, 210, 212, 213, 216, 228
  - o 9 more units of 200-level Com S courses, chosen from major area

- Minor Area Courses (6 units)
  - o May be graduate level courses inside OR outside department with advisor's approval
  - o May be courses in the Com S 140-199 series

Culminating Requirement (3-6 units) Choose one of the following:

- Com S 500 Master's Thesis (Plan A). 3-6 units (Note: A thesis is an original piece of scholarly research aimed at discovering generalized conclusions that make a contribution to the field of scholarly knowledge.)
- Com S 502 Master's Thesis (Plan B). 3-6 units (Note: A project is a demonstration of your ability to synthesize subject matter and methodologies and focus them upon a specific practical application.)

Note: No more than 3 units of 195/295 (internship), OR 3 units of 199/299 (special problems) may count in the units of course work for Plan A or Plan B.

Comprehensive Exam (Plan C) Requirements

- Required Courses (6 units)
  - o Com S 200 Introduction to Graduate Study, and
  - o Com S 201 Communication Theory, and

Other Course Requirements (24 units)

- Major Area Courses (12-15 units)
  - o Major Area Core Course (Choose one from 206, 207, 210, 212, 213, 216, 228)
  - o 9-12 units of 200-level Com S courses, chosen from major area

Minor Area Courses (9-12 units)

- o May be graduate level courses inside OR outside department with advisor's approval
- o May be courses in the Com S 140-199 series (up to 6 units.)
- o May be two 6 unit minors (one inside/one outside department)

Culminating Requirement (0 units)

- Comprehensive Exam (Plan C). (Note: The comprehensive exam tests the breadth of course work in the candidate's program.)

Note: No more than a total of 6 units of Com S 195/295 (internship), 199/299 (special problems) may be counted in the unit minimum in Plan C.

DEGREE REQUIREMENTS

The Master of Arts in Communication Studies requires completion of 30 units of course work with a grade of "B-" or better in each course, and an overall GPA of 3.0. An outline of degree requirements follows.

Required Courses (18 units)

- Com S 200 Introduction to Graduate Study,
- Com S 201 Communication Theory, and
- Com S 202 Communication Studies: State of the Art
- 9 more units of 200-level Com S courses, chosen with advisor's approval

Other Course Requirements (6-12 units)

- 200-level Com S courses
- OR
- up to 6 units of courses in the Com S 140-199 series
- OR
- up to 6 units of courses from academic areas outside the Communication Studies Department, with advisor's approval

Culminating Requirement (0-6 units) Choose one of the three following:

- Com S 500 Master's Thesis (Plan A). 4-6 units (Note: A thesis is an original piece of scholarly research aimed at discovering generalized conclusions that make a contribution to the field of scholarly knowledge.)
- Com S 502 Master's Project (Plan B). 4-6 units (Note: A project is a demonstration of your ability to synthesize subject matter and methodologies and focus them upon a specific practical application.)
- Comprehensive Exam (Plan C). 0 units (Note: The comprehensive exam tests the breadth of coursework in the candidate's program.)

Note: No more than 9 units of Com S 195/295 (internship), 199/299 (special problems) and 500/502 (thesis/project) may be counted toward the Master's degree with no more than 6 units in any one category.

DECEMBER 11, 1991

Academics Senate Meeting  
 413

M E M O R A N D U M

DATE: December 11, 1991

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

FROM: Steve Buss, Chair  
 Fiscal Affairs Committee *for RB*

SUBJECT: Proposed Change in Communication Studies M.A.

On December 10, 1991, the Fiscal Affairs Committee approved the attached fiscal impact evaluation for the proposed change in the Communication Studies M.A.

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

SB:dp

Attachment:

cc: Jolene Koester, Associate Vice President for Academic Affairs

John Williams, Chair, Curriculum Committee

Charlotte Cook, Chair, Academic Senate

Fiscal Analysis of the Proposed Program Change in Communications Studies

The Department of Communications Studies proposes restructuring its masters program requirements to include a "major area" and a "minor area" of study for each degree candidate. The primary purpose is to convince students to focus more carefully on particular areas, thus creating a more coherent selection of courses and a more marketable graduate. The areas correspond to those currently offered in many PhD programs in the field.

While this requirement may well affect the courses chosen by the individual student, it will have no impact on the total number of courses (or units) taken by the student, as this department already requires the maximum of 30 units. The proposed requirements will, however, make course scheduling simpler and more predictable for the department.

The department proposes creating six fields of concentration, which amount to a coherent set of courses within each field. As the department wishes to maintain flexibility in terms of offering experimental and new courses, the lists of course sets are considered "suggested" rather than "required" and advising is to control the actual selection of courses for each field.

Attached to each field of concentration is one introductory or summary course (called the "core course"). In the case of one especially broad field, two more specialized "core courses" are available. This creates a list of seven "core courses" which form the basis of the proposed requirement for each field. The choice of one course from this list creates the student's "major field of concentration." The student is then advised to choose 9 additional units of related coursework, usually drawn from the list of course sets referred to in the preceding paragraph.

The proposed degree requirements are compared to the current ones on the back of the program change proposal. The list of course sets is provided in attachment A, page 1. The departments proposed schedule of classes for the next four years is provided in attachment B. The proposed schedule successfully accommodates students in the proposed degree program, no easy task for a program listing nearly as many courses as it graduates students.

The only other change noted in this proposal is to eliminate the requirement for COM S 202. The purpose is to make room for the field concentrations. This course has not been offered during the last two semesters, and current students have been advised that it is being phased out. The department Chair, David Martin, believes that it might become necessary to add one section of CS202 to the list of scheduled courses at some point, to satisfy existing students, but this would be a phase-out section only, and it may be possible to avoid it entirely. The department has expressed its traditional willingness to carry overloaded classes if necessary to ease the transition. (It should be noted that this department has the highest student/faculty ratio in Arts and Sciences.)

FISCAL ANALYSIS:

The proposed program change would have no fiscal impact.

October 4, 1991

MEMO TO: Fulltime Faculty

FROM: Bill Owen, Graduate Coordinator

SUBJECT: Minutes of Graduate Committee Meeting 10/2/91  
(Crible, Muller, Owen, Stoner & Trujillo present)

The entire meeting was spent discussing possible graduate course rotations and the impact of such rotations on student course schedules.

1. Do we need additional graduate courses? The short answer was "yes," with some qualification. There does seem to be room for expanding 200-level courses, and in some cases senior seminars, in each of our 6 major areas of study (Interpersonal & Small Group, Media Studies, Organizational Comm., Rhetoric & Public Comm., Public Affairs & Issue Management, Intercultural & International Comm.). Note that we have a program core course for each area (206=Org., 207 & 212=IPC/Small Group, 210=Media, 213=Rhet., 216=Intercultural, 228=Public Affairs).

We would like the faculty to consider proposing new 200-level and/or senior seminar courses (as applicable). [Note: We may be nearing a time deadline for Departmental approval of new courses if they are to be taught in Fall 1992]. Also, it perhaps is a good idea if faculty in given areas confer. In any case, it may help our committee and Curriculum to identify in areas(s) of study to which each course proposal relates. However, having called for new courses, we also want to address extant courses that comprise coherent Plans of Study (due to this committee by November 1, if a new student).

2. A coherent major can be comprised of a logical combination of courses that, at first glance, may not appear to "fit" with other selected courses. To have a major in Interpersonal & Small Group, for instance, a student does not necessarily have to select 4-5 courses with "interpersonal" and/or "small group" in the title or description. Several combinations of our existing courses are logical and coherent (e.g., 222, 219, 209--to mention a few). So, there is no reason to think that we must await new courses before major areas of study can be proposed and fulfilled. Therefore, the committee brainstormed some course possibilities that seemed logical to us within each of the 6 areas of study. Before listing them below, let me emphasize that these listed courses are not exclusive: THESE COURSES MERELY ARE SUGGESTIONS, EXAMPLES OR POSSIBILITIES--THE COURSES ARE NOT REQUIRED.

Interpersonal & Small Group Comm.: 207, 212, 203 (Interpretive Methods) or 213 or 220  
(Conversation Analysis), 222, 219, 216 (Intercultural), 209, etc.

Organizational Comm.: 206, 217, 207 or 212, 228 (Corporate Advocacy) or 215, 205 or 210  
or 211, 203 or 213 or 220, etc.

Media Studies: 210, 211, 205, 208 or 216, 209, etc.

Rhetoric & Public Comm.: 213, 209, 220 or 203, 218, 215 or 228, etc.

Intercultural & International Comm.: 216, 208, 207 or 212, 205, 219, etc.

Public Affairs & Issue Management: 228, 215, 206, 209, 213, etc.

Again, these lists are partial and intended as suggestions. On page 2 I will give some important additional suggestions. Please read on.

Minutes of Graduate Committee Meeting Held 10/2/91, Page 2

Welcome back. Understand, too, that existing and future senior seminars or other upper-division courses play a role in fulfilling these 6 major areas of study (and/or the minor). NOTE: However, the Department is held to the University requirement that ONLY A MAXIMUM OF 6 UNITS OF UNDERGRADUATE COURSEWORK MAY BE APPLIED TO THE 30 UNITS REQUIRED FOR THE MA DEGREE. Thus, including 180, 181, 182, 183, and other courses broadens the field of options as students and major advisors begin constructing Plans of Study.

3. On the rotation of graduate courses, several recommendations were made.

- a. 200 & 201 offered no less than once a year. However, this could mean that a given section of 200 or 201 might have 30 or more students. Thus, it is very possible that one or both courses would need to be offered, depending on projected enrollment, in some successive, juxtaposed terms.

(As a footnote, we discussed changing admission to the program to fall only. This would create a sense of a class moving together through the program, and it would help us with course scheduling. The consensus was that we recommend maintaining the status quo--admissions in fall and spring).

B. Program Core Courses (206, 207, 210, 212, 213, 216 & 228) offered every 3 semesters each. Thus, within a year and a half, a student would be able to take a Program Core Course.

C. All other graduate courses offered every 4 semesters (present policy).

D. Beginning in Fall 1992, at least 7 graduate courses should be offered per regular semester (fall and spring).

E. The committee charged the Graduate Coordinator with construction of a list of graduate courses for the future based upon the decision rules above. Because past rotations have not always been observed due to a number of reasons (e.g., a course is offered, does not "make," then is cancelled; faculty change interests; faculty leave CSUS, etc.), and because new courses are folded into the rotation, a new rotation scheme will be proposed. A proposed list of future offerings will be forthcoming. Interested faculty should contact committee members with any ideas on the issue.

TENTATIVE GRADUATE COURSE OFFERINGS 1991-1995

FALL 1991		SPRING 1992	
200	201	200	203
205	212	206	209
215	217	216	219
		228	

FALL 1992		SPRING 1993	
201	207	200	206
208	210	211	212
213	220	222	

FALL 1993		SPRING 1994	
201	205	200	203
209	215	207	210
216	217	213	219
228			

FALL 1994		SPRING 1995	
201	206	200	211
208	212	216	222
220		228	

1. 200 and 201 will be offered once each per year (201 in Fall, 200 in Spring). Additional sections of these two courses could be added depending on the number of applicants admitted to the program. [However, students should plan their schedules on the courses as listed above]
2. All Program Core Courses will be offered once every three (3) semesters (206, 207, 210, 212, 213, 216 & 228).
3. All other graduate courses will be offered once every four (4) semesters.
4. As of this date, there are four (4) new graduate courses (abbreviated titles): 203: Interpretive Communication Research (see Dr. Owen); 216: Intercultural Communication (see Dr. Nwosu); 220: Conversation Analysis (see Dr. Owen); and 228: Corporate Advocacy (see Dr. Crable).
5. It is likely that new courses will be offered in the near future, perhaps as Com S 296s. Several semesters above allow for such new courses.
6. This is a tentative plan because several unknown factors could change it (e.g., the budget, course cancellation due to under-enrollment, etc.).

Please see the Graduate Coordinator, Bill Owen, for additional information.



# 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

DEC 17 1991

Academic Senate Received  
413

M E M O R A N D U M

December 10, 1991

TO: Charlotte Cook, Chair  
Academic Senate

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

RE: Change in Public Policy and Administration Degree Name

At its meeting of Monday, December 9, 1991, the Graduate Policies and Programs Committee approved the change in Public Policy and Administration Degree name.

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. Ann Weidy, Associate Dean, School of Arts & Sciences
- Dr. Christy Jensen, Director, Public Policy and Administration Program

## FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM CHANGE PROPOSAL

Academic Unit: Public Policy & Administration Date of Submission  
to School Dean: 3-4-91

Requested Effective Fall XX Spring 1991

Name of Faculty Contact Person, if not Department Chair: \_\_\_\_\_  
Cristy Jensen

Type of Program Change: \_\_\_\_\_ Required Forms Attached:

- XX Modification in Existing Program \_\_\_\_\_ Form C
- Substantive Change \_\_\_\_\_ Form B
- XX Non-Substantive Change \_\_\_\_\_ Form D
- Deletion of Existing Program \_\_\_\_\_ Form E
- Initiation (Projection of New Program onto Master Plan) \_\_\_\_\_ Form F
- New Degree Programs \_\_\_\_\_ Form G
- Addition of New Minor, Concentration, Option, Specialization, Emphasis \_\_\_\_\_ Form H
- Addition of New Certificate Program \_\_\_\_\_

Briefly describe the change and provide a justification for the change:

Proposed Change in degree name from Master of Arts in Public Policy and Administration to a Master of Public Policy and Administration. The name change would not involve a curricular change in terms of degree requirements or course content. The change in degree name reflects the applied orientation in the presentation of the coursework. Our students feel the name change would better communicate their professional preparation to the practitioner community. The change has been formally requested by our graduate student association.

Approvals: \_\_\_\_\_

Department Chair: Cristy Jensen Date: 3-7-

School Dean: Ann Weidy Date: 5-20-

University Committee: \_\_\_\_\_ Date: \_\_\_\_\_





# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

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

OCTO 3 1991  
Academic Senate Received

M E M O R A N D U M

DATE: October 3, 1991

413

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

FROM: Steve Buss, Chair  
Fiscal Affairs Committee

SUBJECT: Proposed Change in Public Policy and Administration  
Degree Name

=====

On October 1, 1991, the Fiscal Affairs Committee unanimously agreed that there is no fiscal impact to the proposed change in Public Policy and Administration Degree Name.

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

SB:dp

cc: Jolene Koester, Associate Vice President for Academic Affairs

John Williams, Chair, Curriculum Committee  
✓Charlotte Cook, Chair Academic Senate