

1994-95
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, September 22, 1994
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

1. Moment of Silence:

RONALD ERNST
Professor of Computer Science
CSUS 1984-1994

2. Report on September 9, 1994, CSU Academic Senate Meeting - Statewide Academic
Senator Erwin Kelly

3. Fall 1994 Schedule of Meetings (* = Tentative):

October 13, 20*, 27
November 3*, 10, 17
December 1, 8, 15*

CONSENT

AS 94-57/Ex. COMMITTEE APPOINTMENTS--University

Alcohol and Drug Steering Committee:

PAUL TURNER, Faculty Professional Services, 1997

ASI Elections Complaint Committee:

PATRICIA CLARK-ELLIS, Faculty At-large, 1995

Campus Educational Equity Committee:

JANIE LOW, Education, 1997

CSU Governmental Affairs Specialist:

CRISTY JENSEN, At-large, 1995

CSUS Alumni Board of Directors:

WILLIAM DORMAN, At-large CSUS Alum, 1995

Diversity Awards Committee:

GERRI SMITH, Faculty At-large, 1996
PAM KING, Student Affairs Professional, 1996

Honorary Degrees Committee:

ANTHONY PLATT, Faculty At-large, 1996

Lottery Fund Allocation Committee:

GEORGE PARROTT, A&S, 1997

Multicultural Center Advisory Board:

NANCY OSTIGUY, Faculty At-large, 1996

Student Complaint Hearing Panel:

DONALD TARANTO, At-large, 1997

Student Disciplinary Hearing Officer:

ROLAND DART, At-large, 1995
BONNIE WALKER, At-large, 1995
ERWIN KELLY, At-large, 1995
PETER SHATTUCK, At-large, 1995
PAUL FALZONE, At-large, 1995

Student Economic Support, University Committee for:

SUSAN McGOWAN, A&S, 1997

Student Health Advisory Committee:

BONNIE WALKER, At-large, 1995

Transportation Advisory Committee:

JOAN AL-KAZILY, Faculty At-large, 1996

AS 94-58/Ex. PARLIAMENTARIAN

David Humphers shall serve as Parliamentarian for the 1994-95 Academic Senate..

AS 94-59/UTEC, GPPC, FisA, Ex. PROGRAM CHANGES--GRADUATE

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

- a. M.S. in Management Information Science: Decrease program prerequisites from 15 units to 6 units. The 30 unit core is unchanged. [FisA, 3/15/94; GPPC, 2/28/93; Ex., 8/2/94]

- b. M.A. in Education, Community Counseling Concentration: Delete the Community Counseling Concentration. [FisA, 3/25/94; GPPC, 2/18/93; Ex., 8/2/94]
- c. M.A. in Education, Gifted and Talented Education Option: Delete the Gifted and Talented Education Option. [FisA, 3/15/94; GPPC, 2/18/93; Ex. 8/2/94]
- d. M.A. in Education, Guidance Concentration: Delete the Guidance Concentration. [FisA, 3/15/94; GPPC, 2/18/93; Ex., 8/2/94]
- e. Multiple Subject Credential Program: Changes presented in Attachment A. [UTEC, 4/13/94; GPPC, 5/9/94; FisA, 5/17/94; Ex., 9/13/94]

AS 94-60/CC, FisA, Ex. PROGRAM CHANGES--UNDERGRADUATE

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

- a. Anthropology: Delete Certificate in Museum Technology. [CC, 3/21/94; FisA, 4/3/94; Ex., 5/17/94]
- b. B.S. in Computer Engineering: Reduce the number of units in program from 137 to 134; delete ENGR 5, ENGR 140, and CSC 135; add ENGL 20 writing requirement; and require ECON 1B, Introduction to Microeconomic Analysis. [CC, 3/21/94; FisA, 4/19/94; Ex., 5/17/94]
- c. Computer Science: Delete Certificate Program in Computer Science [CC, 3/21/94; FisA, 4/19/94; Ex., 5/17/94]

AS 94-61/CC, GPPC, Ex. COOPERATIVE EDUCATION

The Academic Senate recommends approval of the "Recommendations for Cooperative Education Guidelines" (Attachment B).

AS 94-62/FA, Ex. COURSES--DEPARTMENT RIGHT TO STANDARDIZE

The Academic Senate recommends that in order to promote consistency in student outcomes, departments have the right to agree to standardize courses, whether in terms of general content, or scope, or textbooks, or software packages, or requirements, or other aspects. Examples of course for which standardization might be appropriate include service courses which must contain specific content, General Education courses, courses offered in sequence and courses taught across multiple sections. Once a department has agreed to such standardization, all members must abide by the decision.

AS 94-62A/Ex. FACULTY HANDBOOK--DEVELOPMENT OF

The Academic Senate requests that the Office of Faculty Affairs develop a faculty handbook incorporating all University policies affecting faculty members.

AS 94-63/GEGR, Ex. G.E. WAIVER--PHYSICAL THERAPY B.S.

The Academic Senate recommends approval of the General Education Program waiver request for the Physical Therapy B.S. (presented in Attachment C).

AS 94-64/AP, Ex. CO-CURRICULAR COURSES

The Academic Senate recommends approval of the following "Policy on Co-Curricular Courses" (Suggested Catalog placement--immediately preceding "Credit/No Credit Grading Option," page 76 of the 1992-94 Catalog) [Note: Adoption of this policy would require that co-curricular courses be added to the list of courses graded CR/NC in the "Grading System" section of the catalog, page 76]:

Co-curricular courses are courses designed to enhance student personal development, enrich the student's educational experience and/or facilitate involvement in University life. Co-curricular courses are graded CR/NC. No more than 15 units of co-curricular course work may be applied toward a baccalaureate degree.

Co-curricular courses include the following categories of courses:

1. Elective courses that provide students an opportunity to practice in a field related to their major (e.g., cooperative education, field tours, workshops, tutoring, field work and internships); *
2. Courses that allow students to apply an individual talent or skill as a participant in intercollegiate competition or other extracurricular activities and events organized by the University (e.g., intercollegiate athletics, marching band, chorus, forensics, and similar courses);
3. Orientation Courses (e.g., introduction to college studies, academic strategies and study skills, career orientation);
4. Courses that promote student involvement in University governance and service (e.g., participation in student government, peer advising, residence hall advisor training).

*Note: Field work and internships that are required in a major or minor program are not subsumed in this category.

*To Reg
agenda*

*3/15/94
Ex. Com
amended*

5. In addition, the committee recommends that in the implementation of this policy, co-curricular courses be clearly identified as only eligible to receive CR/NC.

The Academic Senate further recommends that the Academic Vice President in consultation with the University Curriculum Committee develop a plan for identifying courses that meet the above specified definition of co-curricular courses and expediting implementation of the policy on co-curricular courses.

AS 94-65/AP, Ex. REPEAT COURSE POLICY

The Academic Senate recommends that the University policy on repeating courses (page 78, CSUS 1994-95 Catalog, be amended as follows:

Students seeking to repeat courses ~~under the following circumstances outside the cited policy~~ a second (or subsequent time), courses taken at another accredited institution, or courses that differ in title or number from the original course, must submit approved Repeat Petitions to the Registrar's Office by the end of the semester's third week of instruction. If the petition is submitted after the deadline the department chairperson must of the department offering the course will determine whether the original grade(s) will be discounted or averaged into the gpa.

AS 94-66/GPPC, Ex. ^{SPECIAL MAJORS} GRADUATE PROGRAMS--CULMINATING EXPERIENCE (INTERDISCIPLINARY)

The Academic Senate recommends that a culminating experience that is not part of an approved degree program shall use the Interdisciplinary Studies listing. Student transcripts shall include the title of the thesis or project done under the interdisciplinary code.

AS 94-67/GPPC, Ex. SPECIAL MAJORS--GRADUATE PROGRAM

The Academic Senate recommends that no more than half of the units, excluding the culminating experience requirement, may be earned in one department (*clarification of current policy*).

AS 94-68/GPPC, Ex. SPECIAL MAJORS--GRADUATE PROGRAM

The Academic Senate recommends that at least one department involved in a Special Major program must offer a regular graduate degree.

CONSENT--INFORMATION**AS 94-69/Ex. COMMITTEE APPOINTMENTS--CSUS FOUNDATION, BOARD OF DIRECTORS**

The Executive Committee, on behalf of the Academic Senate, forwards the following as nominees to serve on the CSUS Foundation Board of Directors 1994-1998: MICHAEL FITZGERALD (Journalism), H. PARTOVI (Physics and Astronomy), MURRAY WORK (Psychology), and TERRY THOMAS (Teacher Education). [President Gerth will interview and make the selection.]

REGULAR AGENDA*Postponed* **AS 94-56/Flr. MINUTES**

Approval of the Minutes of the meeting of August 24 (#3) and September 8 (#4), 1994.

fulfilled **AS 94-70/Ex. COUNCIL FOR UNIVERSITY PLANNING--MEMBERSHIP**

The Academic Senate recommends that the faculty representation on the Council for University Planning (CUP) be limited to the Chair of the Academic Senate.

Carried **AS 94-71/FPDC, Flr. MINI-GRANT PROGRAM (APPLICATION PROCEDURES)**

The Academic Senate concurs with the modifications to the Mini-Grant Program proposal review process, as recommended by the Faculty Professional Development Committee, that the proposal review process be a university rather than school based process and that faculty review teams be established from across the University by subject area (the same process currently used for Research Awards).

Carried **AS 94-72/FEFC, Ex. FACULTY ENDOWMENT FUND--FACULTY MERIT SCHOLARSHIP FUND (CREATE)**

For 1994-95 the Academic Senate establishes a Faculty Merit Scholarship Fund with funds transferred from the Faculty Endowment Fund interest account in an amount sufficient to fund the scholarship account and award 3-4 scholarships in an amount equal to the cost of registration fees for the Spring 1995 semester (\$930). Of the awards made, 2-3 will be made to undergraduate students and one award will be made to a classified graduate student.

Carried
AS 94-73/FEFC, Ex.

FIR

**FACULTY ENDOWMENT FUND--FACULTY MERIT
SCHOLARSHIP FUND CRITERIA**

The Academic Senate establishes the following criteria for the award of a Faculty Merit Scholarship:

An applicant for a Faculty Merit Scholarship must have:

- completed at least one semester at CSU, Sacramento and be currently enrolled at least half time;
- a minimum 3.0 overall GPA and be in the top ten percent of GPAs in the student's major discipline;
- a letter of support from a faculty member providing an evaluation of academic achievement and promise of academic success.

Applications will be available from Financial Aid by October 1, 1994, with an application deadline of November 1, 1994. Financial Aid will forward those applications meeting the criteria to the Faculty Endowment Fund Committee by December 1, 1994, for review and final selection before the final day of the fall semester.

on Senate floor
AS 94-74/Ex. **TRUSTEES' OUTSTANDING PROFESSOR AWARDS**

Carried The CSUS Academic Senate declines to participate in the 1994-95 Trustee's Outstanding Professor Awards and recommends that the Statewide Academic Senate review the criteria and guidelines with specific attention to consideration of the elimination of the selection of two professors from the twenty campus nominees.

AS 94-75/Ex. **COMMITTEE MEMBERSHIP--FACULTY AT-LARGE DESIGNATION**

The Academic Senate recommends a clarification of language to its own Standing Rules and other University policies referencing "faculty, at-large", as follows:

Unless otherwise designated, "faculty at-large" appointments to or from committees shall mean faculty with appointments to academic departments.

AS 94-63

FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Program Change Proposal

Academic Unit: Education Date of Submission
to School Dean: _____

Requested Effective Fall XX Spring _____, 1994

Name of Faculty Contact Person, if not Department
Chair: _____

Type of Program Change:

Required forms attached:

<input type="checkbox"/> Modification in Existing Program	
<input checked="" type="checkbox"/> Substantive Change	<input checked="" type="checkbox"/> Form C
<input type="checkbox"/> Non Substantive Change	<input type="checkbox"/> Form B
<input type="checkbox"/> Deletion of Existing Program	<input type="checkbox"/> Form D
<input type="checkbox"/> Initiation (Projection) of New Program onto Master Plan	<input type="checkbox"/> Form E
<input type="checkbox"/> New Degree Programs	<input type="checkbox"/> Form F
<input type="checkbox"/> Addition of New Minor, Concentration, Option, Specialization, Emphasis	<input type="checkbox"/> Form G
<input type="checkbox"/> Addition of New Certificate Program	<input type="checkbox"/> Form H

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

Change: Revision of the Multiple Subject Credential Program.

Justification for the change: The change is being proposed for the following reasons:

1. To accomplish some economic efficiencies by reducing the number of units in the Multiple Subject Credential Program;
2. To meet more closely the Commission on Teacher Credentialing requirement that all basic credential programs do not require that students spend more than the equivalent of an academic year earning a credential;
3. To present a portion of the program (Reading/Language Arts) in a more integrated fashion, representing the current knowledge about such teaching;
4. To change unit value of fieldwork courses to represent more accurately the time spent in those courses;
5. To reduce superfluities in the program by eliminating redundancies and excess requirements, enabling students to earn a credential more quickly.

FORM C

1. Name of Academic Unit Submitting Proposal: Department of Teacher Education
 Name of contact Person: Robert D. Edwards, Chair
2. Full title of degree program to be changed: Multiple Subject Credential Program
3. Purpose of the Change The Department of Teacher Education seeks to improve the effectiveness of the Multiple Subject Credential Program by reducing redundancies within the program, to change the program to better represent current knowledge of teaching, and to make units better represent work accomplished by students.
Need for the Change
4. Need for the Change: See Jultification for the Change on Form B.
5. Programmatic or fiscal impact on other academic units' programs: None
6. Side by side comparison of old program requirements and new program requirements as they will be presented in the University Catalog.

Multiple Subject Credential Program (35 units)		Multiple Subject Credential Program (33 units)	
EDTE 100	Observation-Participation in Schools-B (3 units)	EDTE 401	Observation-Participation in Schools (2 units)
EDTE 101	Introduction to Learning in the School (2 units)	EDTE 107	Foundations of Education (3 units)
EDTE 102	Socio-Humanistic Factors in Education (2 units)		
EDTE 104	Multicultural Education in a Pluralistic Society (3 units)	EDTE 104	Multicultural Education in a Pluralistic Society (3 units)
EDTE 301	The Teaching of Reading (3 units)	EDTE 309A	Language and Literacy (3 units)
EDTE 302	Language Arts in Elementary School (2 units)	EDTE 309B	Language and Literacy (2 units)
EDTE 304	Curriculum and Instruction in Elementary School Math (2 units)	EDTE 304	Curriculum and Instruction in Elementary School Math (2 units)
EDTE 305	Curriculum and Methods in Elementary School Social Studies (2 units)	EDTE 305	Curriculum and Methods in Elementary School Social Studies (2 units)
EDTE 306	Curriculum and Instruction in Elementary School Science (2 units)	EDTE 306	Curriculum and Instruction in Elementary School Science (2 units)
EDTE 420A	Student Teaching (4 units)	EDTE 421A	Student Teaching (5 units)
EDTE 420B	Student Teaching (10 units)	EDTE 421B	Student Teaching (9 units)

Multiple Subject Credential Program
Summary of Changes

1. Drop EDTE 101, Introduction to Learning in Schools (2 units)
2. Drop EDTE 102, Socio-Humanistic Factors in Education (2 units)

ADD EDTE 107, Educational Foundations: Learning and Schooling (3 units).

EDTE 101 and EDTE 102 have been combined into this three-unit course, The content standards required by the profession and the Commission on Teacher Credentialing have been met in this new course.

3. Drop EDTE 301, The Teaching of Reading (3 units)
4. Drop EDTE 302, Language Arts in the Elementary School (2 units)

ADD EDTE 309A, Language and Literacy (3 units)
ADD EDTE 309B, Language and Literacy (2 units)

EDTE 301 and EDTE 302 have been reshaped into two new courses, integrating the content of both courses, reflecting current research and practice. The content standards required by the profession and the Commission on Teacher Credentialing have been met in these new courses.

5. Drop EDTE 100, Observation/Participation in Schools-B (3 units)

ADD EDTE 401, Observation/Participation in Schools (2 units). Change course classification to 04.

The time commitment of students in the public school has been proportionally reduced. The reduced time commitment of students to this portion of their teacher preparation program continues to meet professional and Commission on Teacher Credentialing standards.

6. Add one unit to Phase II Student Teaching-- It becomes EDTE 421A, Student Teaching-Phase II for 5 units

A new course proposal is being submitted for EDTE 421A. EDTE 420A, Student Teaching-Phase II (4 units), is being retained for those students completing the existing program. When the transition is complete, EDTE 420A will be deleted.

7. Reduce the unit value of Phase III Student Teaching--It becomes EDTE 421B, Student Teaching-Phase III for 9 units

A new course proposal is being submitted for EDTE 421B. EDTE 420B, Student Teaching-Phase III (10 units), is being retained for those students completing the existing program. When the transition is complete, EDTE 420B will be deleted.

Change in units required in program from 35 to 33.

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

Multiple Subject Program Changes*

Course	Classif.	Units	Sections		Enrollment		+/- WTU's		FTEF	
			Fall	Spr.	Fall	Spr.	Fall	Spr.	Fall	Spr.
Current program undergoing changes										
EDTE 101	04	2	-7	-5	-30	-30	-14.0	-10.0	-1.17	-0.83
EDTE 102	04	2	-7	-5	-30	-30	-14.0	-10.0	-1.17	-0.83
EDTE 301	04	3	-7	-5	-30	-30	-21.0	-15.0	-1.75	-1.25
EDTE 302	04	2	-7	-5	-30	-30	-14.0	-10.0	-1.17	-0.83
EDTE 100	04	3	-7	-5	-30	-30	-21.0	-15.0	-1.75	-1.25
EDTE 420A	25	4	-7	-5	-30	-30	-105.0	-75.0	-8.75	-6.25
EDTE 420B	25	10	-7	-5	-30	-30	-105.0	-75.0	-8.75	-6.25
Changes in current program										
EDTE 107	04	3	7	5	30	30	21.0	15.0	1.75	1.25
EDTE 309A	04	3	7	5	30	30	21.0	15.0	1.75	1.25
EDTE 309B	04	2	7	5	30	30	14.0	10.0	1.17	0.83
EDTE 401	04	2	7	5	30	30	14.0	10.0	1.17	0.83
EDTE 420A	25	5	7	5	30	30	105.0	75.0	8.75	6.25
EDTE 420B	25	9	7	5	30	30	105.0	75.0	8.75	6.25
		-2	-7	-5	-30	-30	-14	-10	-1.17	-0.833
FTEF Change Per Semester =									-1.17	-0.83

*Please note that these changes represent program changes. Students in Phases II and III during AY 1994-95 will still be enrolling in the "old" program.

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

The department will be employing somewhat fewer part-time supervisors as a result of the change.

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 resources required. As shown in the chart above, a diminution of faculty resources will occur when this program change is implemented.

To: Fiscal Affairs Committee

May 12, 1994

From: John Corless

Re: Proposed Substantive Change in Multiple Subject Credential
Program

Summary: The Department of Teacher Education seeks to update and improve the effectiveness of the Multiple Credential Program. By reducing redundancies within the program, it will reduce the number of required units in the program from 35 to 33.

Analysis: It appears that this program change will have no impact on other departments, and it will result in a slight decrease in resources needed within the Department of Teacher Education.

Accepted by Fiscal Affairs Com. 5/17/94.

RECOMMENDATIONS FOR COOPERATIVE EDUCATION GUIDELINES

(Approved by the Joint Academic Senate Curriculum and
Graduate Policies and Programs Committee on May 9, 1994)

1. Do Co-op units applied toward a major affect the viability of the degree in the major?

The Cooperative Education Program is a comprehensive educational strategy integrating classroom curricula with academically related work experiences. It reinforces and expands critical thinking skills by combining traditional academic curricula with practical applications.

If so, what could be the total number of Co-op units that might be applied towards the major and still maintain the viability of the degree?

Undergraduate Programs

It is recommended that up to 12 Co-op units may apply toward the total number of units for graduation for an undergraduate degree. How these units may apply (major, major elective, general elective) is at the discretion of the department.

Graduate Programs

Departments may allow the application of Co-op units toward requirements for a graduate degree to a maximum of 20% of the units required for the degree.

2. What other, if any, guidelines should be followed to insure that Co-op curricula is educationally sound?

A) Maintain the existing minimum* student requirements:

Upper division students with 2.5 GPA or graduate student with 3.1 GPA. These minimum GPA standards must be maintained during their Co-op placement.

Students submit a Co-op application, statement of purpose indicating why they are interested in pursuing a degree-enhancing experience beyond the classroom and their degree plan; and a faculty recommendation in their major.

* School of Business requires the completion of a minimum of 15 upper division units; individual departments have varying requirements beyond the Co-op minimum requirements.

B) Departments approve Co-Op placement sites:

Departments approve the placement sites prior to the Co-op staff engaging in matching students and employers. This would ensure the quality of an academically enhancing Co-op experience.

Graduate Programs

A department's graduate coordinator and/or graduate committee approve any graduate student's Cooperative Education work site and type of work.

C) Supervision by Departments:

Supervision by faculty includes signing placement expectations of employer and student; site visits by faculty or approved designee, participation in Co-op seminars and grading a research paper.

Graduate Programs

Departments should require regularly scheduled site visits to examine graduate student Cooperative Education work and require a written report on each visit.

D) Student Expectations:

Students are required to sign a student/employer agreement of understanding; attend Co-op seminars; submit a required research paper and an evaluation of the co-op experience.

Graduate Programs

The work accepted for graduate-level Cooperative Education credit be such as will advance the knowledge and skills of graduate students and so contribute to their academic progress.

E) Common Course Numbers:

It is recommended the University adopt common course numbers, 19x for undergraduate courses and 29x for graduate courses (where x is the same number for both), for Cooperative Education course work.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6016

FAX NUMBER (916) 278-7648

May 26, 1994

California State University, Sacramento
6000 J Street
Sacramento, California 95819-6036

OFFICE OF ACADEMIC AFFAIRS

MEMORANDUM

TO: Sylvia Navari, Chair
Academic Senate
Thomas Phelps

FROM: Thomas Phelps, Chair
General Education Committee

SUBJECT: Proposal to Use Six Upper-Division Units in Physical Therapy Major to Meet G.E. Upper-Division Requirements (CSUS Bachelor of Science Degree Program in Physical Therapy - May 1994)

JUN 20 1994

Academic Senate Received
413

On May 16, 1994, the General Education Committee reviewed the proposal to use six upper-division units in the Physical Therapy major to meet G.E. upper-division requirements. Ms. Frankie Harrison appeared before the Committee and made a presentation which clarified any questions concerning the proposal.

It is the unanimous recommendation of the General Education Committee that the following request be granted:

The four unit sequence, PT 105A-D, be used to meet the Area D2 requirement entitled "Major Social Issues of the Contemporary Era." This course is similar to Nursing 10 except that it is upper-division.

PT 110A-B can be used to meet two units of the Area E requirement entitled "Understanding Personal Development." It is recommended that a one unit waiver of the Area E be allowed since the Area D2 requirement is met with a four unit course series. PT 110A-B is similar to SWRK 125A which is currently approved as a G.E. course in Area E.

The G.E. program variation requested for Physical Therapy majors provides students with a body of knowledge consistent with the requirements for Area D2 and E. It is the similarity in course content between PT 105A-D and NURS 10, and PT 110A and B and SWRK 125A which makes this possible. The Committee recognizes that the CSUS BS Degree in Physical Therapy Proposal has endeavored to meet the G.E. requirements for its students. Therefore, the Committee supports the above waiver request and requests that the Executive Committee give it early consideration in Fall 1994.

Attachment

TP:dp

cc: Cecilia Gray, Dean, General Education
Frankie Harrison

CSUS PHYSICAL THERAPY BACHELOR OF SCIENCE DEGREE
MAJOR REQUIREMENTS

Total units required for BS: 128
Total units of pre-requisite coursework: 35
Total nonoverlapping lower division GE units: 30 (A:9, C:12, D:9)
Total Pre-professional units: 68
Total units required for Major: 60

A. PRE-PROFESSIONAL (LOWER DIVISION) PROGRAM

1. **Fall Semester Freshman Year (17 units)**
 - (5) Chem 6A* Intro to General Chemistry
 - (3) Biol 20* Biology: A Human Perspective
(or Biol 10 Basic Biological Concepts)
 - (3) General Education Course**
 - (3) General Education Course**
 - (3) General Education Course**

2. **Spring Semester Freshman Year (18 units)**
 - (5) Chem 6B* Intro to Organic & Biological Chemistry
 - (4) Biol 22* Intro to Human Anatomy
 - (3) General Education Course**
 - (3) General Education Course**
 - (3) General Education Course**

3. **Fall Semester Sophomore Year (17 units)**
 - (4) Phys 5A* General Physics
 - (4) Biol 131* Systemic Physiology****
 - (3) Stat 1* Intro to Statistics
 - (3) General Education Course**
 - (3) General Education Course**

4. **Spring Semester Sophomore Year (16 units)**
 - (4) Phys 5B* General Physics
 - (3) Psych 5* Introductory Psychology (Area D1A)
 - (3) ETHN100*** Ethnic America
 - (3) General Education Course**
 - (3) General Education Course**

* Indicates prerequisite

** Indicates course which can also be used to meet lower division General Education requirements

*** Indicates course which can also be used to meet upper division General Education requirement (Advanced Studies)

**** Transfer students can take this course through Open-University or the Extension Program

Additional Admission requirements for PT major: Successful completion of Eng 20, Foreign Language Proficiency exam, and Writing Proficiency Exam.

B. PROFESSIONAL (UPPER DIVISION) PROGRAM

1. Fall Semester Junior Year (15 units)

- (4) PT100 Gross Anatomy
- (3) PT101A Neurosciences I
- (3) PT102A Physiology/Therex I
- (3) PT103 Biomechanics & Kinesiology
- (1) PT104 Theory & Procedures in PT
- (1) PT105A** Issues in Health Care I (Area D2)

2. Spring Semester Junior Year (15 units)

- (3) PT101B Neurosciences II
- (3) PT102B Physiology/Therex II
- (2) PT107 General Pathophysiology
- (2) PT108A Clinical Assessment/Patient Management Skills I
- (1) PT109A Orthopedics I
- (1) PT110A** Psycho-social Aspects Human Behavior I (Area E)
- (1) PT105B** Issues in Health Care II (Area D2)
- (2) PT106A Clinical Education I

3. Fall Semester Senior Year (15 units)

- (2) PT111 Physical Agents
- (2) PT112 Pediatrics in PT
- (1) PT113 Pharmacology & Radiology
- (2) PT108B Clinical Assessment/Patient Management Skills II
- (2) PT109B Orthopedics II
- (1) PT110B** Psycho-social Aspects Human Behavior II (Area E)
- (1) PT105C** Issues in Health Care III (Area D2)
- (4) PT106B Clinical Education II

4. Spring Semester Senior Year (15 units)

- (2) PT114 Electro-therapy
- (1) PT115 Principles of Teaching & Learning
- (2) PT108C Clinical Assessment/Patient Management Skills III
- (3) PT116*** Research Methods in PT
- (1) PT105D** Issues in Health Care IV (Area D2)
- (6) PT106C Clinical Education III

** Indicates course which meets upper division General Education requirement

*** Meets Advanced studies requirement

NOTE: Students' graduation requirements are based on catalog rights.

May, 1994



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6036

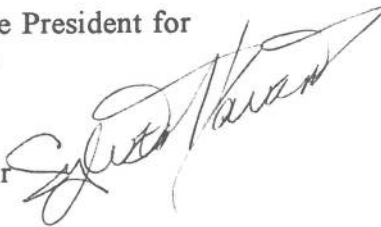
ACADEMIC SENATE



MEMORANDUM

DATE: September 14, 1994

TO: Jolene Koester, Vice President for
Academic Affairs

FROM: Sylvia Navari, Chair 
Academic Senate
278-6593; FAX 278-5358

SUBJECT: Faculty Involvement in Recruitment of Students

As Chair of the Academic Senate, I will be more than happy to coordinate the involvement of faculty in the University's efforts to recruit new students.

However in order for me to recruit and coordinate faculty, it will be incumbent upon your office to develop a "recruitment program" in which there is a clear role, responsibility, (and time, day and place) for which faculty members can "sign up."

In thinking about the role of faculty recruitment efforts, several issues arise:

- will recruitment be done by major, particularly for those majors undersubscribed?
- if recruitment is to be done in a "shotgun" manner, how will oversubscribed majors be "protected" from students unhappy about not getting classes?
- do faculty who volunteer need to be well versed in any particular area: General Education, student affairs, extra-ordinary instructional programs, graduate programs?

I can make myself available to meet with those of your staff who are developing recruitment efforts. I would also request, if you intend to recruit graduate students, that these recruitment efforts be incorporated into the campuswide recruitment program.

SN:j

cc: Academic Senators

Distributed at
9/22/94
Senate

C. Scoring and Ranking of Proposals

Proposals will be evaluated using a three-step process:

1. Eligibility Review

A representative of the Academic Senate Faculty Professional Development Committee will evaluate each proposal to confirm that eligibility requirements have been met. Any proposal declared ineligible will be presented to the full committee. The full committee will then decide on whether the proposal will be forwarded to the peer review panel or withdrawn. A majority vote is required.

NOTE: Failure to submit an acceptable Final Report of previous awards will result in ineligibility of new proposals.

2. Evaluation of the Proposal

Eligible proposals will be evaluated by a peer review panel consisting of six faculty members from departments in the area of the proposed project. A representative from the Academic Senate Faculty Professional Development Committee will Chair the panel.

Each panel member working independently will numerically score the proposal on a rating sheet using the above criteria and weighting factors. Reviewers will be expected to provide written comments on how well the proposal meets these criteria. Comments will be available to the proposer in the Faculty Development Resource Center on request. Panel members will also make a recommendation on how much of the requested time or money should be awarded, based solely on the scope of the proposed project.

3. Procedural Review and Ranking

The panel Chair will check each individual review, making sure that all the procedures have been followed and the rating sheets are complete and scored correctly. The numerical results for each proposal will be tabulated and the median score for the six reviews will be determined. Using this median score, the proposals will be ranked in descending order. Based on this ranked list, the Committee will make its final recommendations to the Vice President for Academic Affairs.