

**You'll need Attachments B and C from November 12 Senate Agenda!**

1987-88  
ACADEMIC SENATE  
California State University, Sacramento

AGENDA

Thursday, December 10, 1987  
2:30 p.m.  
**Senate Chambers, University Union**

**INFORMATION**

1. Special Senate meeting, Thursday, January 21, 1988 -  
Incentive Funding and Meritorious Performance and  
Professional Promise Awards Policy
2. Assembly Bill 2016, "Higher Education Talent Development"  
(Attachment A)
3. Commission on the Regional University (Attachment B)

**CONSENT CALENDAR**

AS 87-94/Ex. COMMITTEE APPOINTMENTS

Academic Telecommunications Advisory Committee:  
BARBARA HOADLEY, At-large, 1989

Incentive Funding, ad hoc Committee on:

MARY BURGER, Vice President for Academic Affairs  
CHARLOTTE COOK, Executive Committee Representative  
DAN DECIOUS, Chair, Curriculum Committee  
LESTER GABRIEL, Chair, Commission on Undergraduate Education  
RICHARD KORNWEIBEL, Chair, General Education Committee  
PETER LUND, Chair, Academic Policies Committee

Lottery Fund Applications Review Committee:

ASHOKE BASU, Ex officio, Office of Faculty and Staff Affairs  
EDWARD BRADLEY, At-large, School of Arts and Sciences  
DIANE CORDERO DE NORIEGA, At-large, School of Education  
DON FIBIGER, At-large, School of Arts and Sciences  
ARNOLD GOLUB, Ex officio, Office of the Vice President for  
Academic Affairs  
JOSEPH HARRALSON, At-large, School of Engineering and  
Computer Science  
ROBYN NELSON, At-large, School of Health and Human Services  
JOLENE KOESTER, At-large, School of Arts and Sciences  
JOHNNIE STROUMPOS, At-large, School of Business and Public  
Administration

~~CLIFFORD WOOD~~, Non-instructional Faculty, Library  
ROZ VAN AUWER

AS 87-95/Ex. INCENTIVE FUNDING, CHARGE TO AD HOC COMMITTEE ON

The Academic Senate charges the ad hoc Committee on Incentive Funding to 1) develop a way to inform the academic community of issues related to Senate Bill 2016, "Higher Education Talent Development," 2) solicit input from the academic community by way of a questionnaire, and 3) develop a preliminary position paper for consideration by the Academic Senate at a special Senate meeting to be held on January 21, 1988.

\*AS 87-96/CC, GPPC, FISA, Ex. PROGRAM CHANGESSchool of Arts and Sciences

- A. **Foreign Languages, Italian Minor:** Deletes Ital. 130 from the minor and adds Ital. 170.
- B. **Foreign Languages, Spanish Major and Minor:** Adds 6 units to upper division requirement and reduces electives by 6 units. Clarifies Spanish MA admission requirements and advancement to candidacy.
- C. **Geography, BA, Minor, Pre-Planning Certificate:** Changes accommodate new courses designed since the current major and minor went into effect and modify degree requirements. There is no net change in the total number of units in the major or minor.
- D. **Humanities, Religious Studies Minor:** Adds Hum 39, Hum 122, Hum 220, and History 170 and deletes Hum 138, Hum 139, Hum 177, Hum 178, and Hum 220 to courses about religion specifically or about a specific religion. Adds Anthro 13 and Anthro 166 and deletes Anthro 167 to courses in Social Science approach to religion. Adds Hum 40, Hum 133, Hum 141, Hum 230, Philos 145A, and Philos 145B and deletes Hum 133, Hum 134, Hum 230, and Philos 145.
- E. **Theatre Arts:** To comply with accreditation review, 1) establishes a 3-4 year sequence of class offerings, and 2) adjusts classes in each sub area of Theatre Arts to better meet department's goal of "creating the best course of study for a Drama major with a Liberal Arts Context."

School of Business and Public Administration

- F. **Business Education, Organizational Behavior and Environment:** Changes Business Education Concentration requirements from a choice of six courses (18 units) from three out of four areas (Administrative Services, Accounting, Marketing, and Consumer Economics) to four

specified courses (12 units) and two courses (6 units): one selected from each of two pairs of courses. Restructures the program. No additional units required.

- G. **Finance Concentration:** In elective list, replaces MIS 102 and MIS 166 with MIS 121 and MIS 125, and replaces Accy 161A with Accy 160B. Existing electives are redistributed by program designation.
- H. **Management Concentration:** Reduces required courses by 6 units and increases electives by 6 units.
- I. **Real Estate and Land Use Affairs:** Adds OBE 194 to existing list of 8 elective courses from which 2 courses must be completed.
- J. **Human Resources Management:** Adds Mgmt 139B to existing list of 9 elective courses from which 3 courses must be completed.

School of Health and Human Services

- K. **Health and Physical Education, Athletic Training Credential:** PE 156.2 is deleted and replaced by PE 175, PE 155 and PE 159 to comply with National Athletic Trainers Association curriculum guidelines.
- L. **Health and Physical Education, Pre-Therapy Option:** Increases list of recommended list of lower division courses; adds 9 units of required upper division courses; and deletes and adds several courses to the interdisciplinary electives.

\* AS 97-97/CC, GPPC, FISA PROGRAM CHANGES [to be reviewed by Executive Committee on December 8]

- A. **Anthropology, BA and MA:** Requires 1) Fieldwork courses in at least two of the three areas offered (archaeology, ethnology, and physical anthropology), 2) BA core requirements be completed with a minimum grade of C-, 3) Majors complete two years of university level study of one foreign language or demonstrate the equivalent proficiency, 4) MA core seminar be completed with a minimum grade of B-, and 5) No more than 6 units of Special Problems courses be credited toward the MA degree.
- B. **Communication Studies Minor:** Increases minor to 18 units, 15 of which must be upper division units and must include ComS 100A. In addition, no more than 3 units of ComS 185 or ComS 199 can be applied to the minor.
- C. **Home Economics, Gerontology Minor/Certificate:** Currently, students choose 21 units of upper division courses from a specified but broad field. The proposal moves to limit

choice, especially in the core; in the new minor, the core would consist of 15 units, all specified; total units remain at 21.

- D. **Psychology, BA:** Changes lower division unit requirement from 11 to 8 and upper division unit requirement from 25 to 28 because Psych 10 (lower division) ~~and been changed to~~ <sup>has</sup> Psych 100 (upper division).
- E. **Social Science (21-9-9 Pattern):** Discontinues 21-9-9 pattern at the end of the Spring Semester, 1988, as recommended by Program Review Team.
- F. **Social Science (Geography):** Reinstates Geography 149 and clarifies unit range to take into account the one 2-unit course available (applies to 21-9-9 Pattern).

School of Business and Public Administration

- G. **Business Administration, Organizational Behavior and Environment:** Deletes Jour 109 as an equivalent course for OB&E 130 for SBPA students.

**CONSENT CALENDAR - INFORMATION**

AS 87-87/AP, Ex. 1988-89 AND 1989-90 ACADEMIC CALENDARS

Because of catalog deadlines, the Executive Committee recommends, on behalf of the Academic Senate, adoption of the calendars as they appear on Attachment D of the November 12, 1987, Academic Senate Agenda. [Approved at the November 17, 1987 Executive Committee meeting; approved by President Gerth on December 1, 1987.]

AS 87-93/Ex. ANNUAL CHRISTMAS FOOD DRIVE

The Executive Committee, on behalf of the Senate, endorses the Annual Christmas Food Drive.

**REGULAR AGENDA**

*Approved* \*AS 87-85/CC, FisA, Ex. PROGRAM CHANGES

Business Administration: Delete the No Concentration Option for the Bachelor of Science Degree in Business Administration. [Refer to Attachment B (11/12/87 Senate Agenda).]

*Approved*

\*AS 87-86/CC, GPPC, Ex.

CURRICULUM REVIEW, SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

The Academic Senate recommends that:

1. the Bachelor of Science Degree in Business Administration be approved for a period of five years or until the next program review.
2. the following Master's degree be approved for a period of five years or until the next program review: (a) Master of Business Administration; (b) Master of Science in Accountancy, and (c) Master of Science in Business Administration with an option in Management Information Science.
3. approval of the Master of Public Administration degree be deferred until May 1, 1988, pending decisions about the proposed Master of Public Policy and Administration.
4. the moratorium on new admissions to the Master of Public Administration program be continued until May 1, 1988."

[Refer to Attachment C (11/12/87 Senate Agenda), "Commendations and Recommendations": the complete Academic Program Review is available in the Academic Senate Office, Adm. 264.]

*Approved\**

AS 87-91/GE, Ex.

GENERAL EDUCATION PROGRAM, RESOLUTION ON

Whereas, CSU, Sacramento is about to begin a program review of General Education, and

Whereas, The CSU, the UC and the CCC are currently negotiating a common transfer G.E. curriculum [see draft attached] that will set standards for all lower division students seeking bachelors degrees from any CSU or UC campus; therefore, be it

Resolved That the Academic Senate recommends:

1. A moratorium on program changes (courses additions or deletions would still be permitted) to General Education until,
  - a) the completion of the review.
  - b) conclusion of intersegmental negotiations,
  - c) the revision of Title V Section 40405 (or the determination that no changes will be made).

2. In order to insure timely and appropriate campus planning and action
  - a) the energetic monitoring of, attendance at and participation in the activities of CSU system and intersegmental committees including but not limited to the CSU G.E. Advisory Committee
  - b) the funding to provide the mentioned monitoring, attendance and participation.
3. Consideration by appropriate school deans and the Academic Vice President of a temporary limitation on tenure track hiring in any department whose enrollment might be substantially reduced or altered by implementation of any proposed core transfer curriculum.
4. Regular reporting at intervals no greater than 60 days by the G.E. administrator and the G.E. Committee chair to the Chair of the Senate and the Academic Vice president on the current status of the program review, and the progress of intersegmental and CSU system initiatives.

AS 87-92/Flr. SMOKING POLICY [Attachment C]

*Approved* \* AS 87-98/CC, FisA, Ex. PROGRAM CHANGE--COMPUTER SCIENCE

**Computer Science, BS:** Increases total units from 124 to 130. Increases major by 3 units (1 unit laboratory component; 2 unit experiential requirement), and increases elective units by 2. Replaces second language requirement (CSc 16A [2-3 units], CSc 30, CSc 60) with CSc 20. This change accounts for 1 unit added to the major for students who earlier selected the 2 unit CSc 16A. [Attachment D]

+ Ex. Com. amendment.

\* AS 87-99/CC, GPPC, FisA PROGRAM CHANGES--INTERNATIONAL BUSINESS CONCENTRATION

*Approved* **International Business Concentration:** Restructures concentration and adds 9 units to graduation requirements. [Attachment E]

\* AS 87-100/CC, Ex. WAIVER PROGRAM--PHYSICAL SCIENCE, EARTH SCIENCE EMPHASIS

*Approved* The Academic Senate approves the Physical Science Waiver Program, Earth Science Emphasis, with the sequence of courses agreed to by representatives of the Departments of Chemistry, Geology and Physics (i.e., Chem 1A, 1B, 20, and any 1-unit organic lab) [Attachment F].

*See Ex Com amendments to catalog copy.*

*Approved* \* AS 87-101/CC, FISA, Ex. CERTIFICATE PROGRAM--INSTRUCTIONAL LEADERSHIP

The Academic Senate approves a new Certificate Program of Academic Achievement in Instructional Leadership to be offered by the School of Education (EDCAPS) through Extension [Attachment G].

*Approved* \* AS 87-102/CC, GPPC, FISA, Ex. PROGRAM CHANGES [Attachments H-N]

School of Arts and Sciences

- A. **Biological Sciences, Honors Program in the BA and BS degree programs:** Adds an Honors Program to the BA and BS degrees in Biological Sciences. Requires enrollment in one lower division (1 unit) and one upper division (3 unit) course designed for and open only to Honors students. Adds 4 units to the BA and 1 unit to BS major requirements [Attachment H].
- B. **English/Humanities Single Subject Waiver Program:** Adds 9-12 units to the program, the range dependent upon each student's choice for demonstrating competency in traditional grammar [Attachment I].
- C. **Geology BA and BS Requirements:** Reduces preparation for the major by 4 units (although a calculus course is required), and increases upper division requirements to require geomorphology (required for U.S. Civil Service), 6 rather than 1 unit of elections, and a geology colloquium [Attachment J].
- D. **Mathematics/Statistics and Computer Science BA, Double Major:** Aligns Double Major prerequisites, course numbering, titles, and units with proposed changes in the Computer Science Degree Program. [See proposal attached to Computer Science documents, AS 87-98, Attachment D].

School of Education

- See Schedule* E. **Library Services Credential (Teacher Education):** Discontinues Librarianship as of 1988-89 Catalog but continues courses through Summer, 1989, to accommodate students currently in the program [Attachment K].

School of Engineering and Computer Science

- F. **Computer Engineering, BS:** To conform to accreditation requirements which require a course in either matrices/linear algebra or numerical analysis, offers option of Math 100, Math 150 or Engr 181 and drops Math 32. Replaces CSc 16A (Fortran) with CSc 60 (course on "C" programming language) [Attachment L].

- G. **Construction Management, BS:** Changes the "Bachelor of Science in Engineering Technology, Construction Management Option" to a "Bachelor of Science in Construction Management". No change in requirements [Attachment M].

School of Health and Human Services

- H. **Health and Physical Education, Athletic Training Option:** Approves a "non-credential" Athletic Training Option in the BS in Physical Education [Attachment N].

*Approved* AS 87-103/CC, GPPC, FISA, ~~FA~~ PROGRAM CHANGES [to be reviewed by Executive Committee on December 8-- Attachments O-S]

- A. **Biological Sciences, MA, MS, Option within MS:** Changes the degree designation of the existing MA to an MS. Changes the existing MS to a concentration within the new MS [Attachment O].
- B. **Communication Studies, BA, Media Concentration:** Creates four options (Media Production, Broadcast News, Telecommunications, Electronic Media) within the Media Concentration of the BA in Communication Studies [Attachment P]
- C. **Music, MA:** Adds Choral Conducting as a fifth area of study for the MA in Music. No new courses are proposed [Attachment Q].
- D. **Psychology, MFCC, MA:** Adds courses to accommodate ~~required~~ requires of the State of California for the Marriage, Family and Child Counseling license. As recommended by Program Review Team, requires Graduate Record Exam of all applicants to graduate program [Attachment R].
- E. **Social Science, Peace/War Studies:** Deletes BA in Social Science with Concentration in Peace/War Studies. Establishes a Minor in Peace and Conflict Resolution Studies within the School of Arts and Sciences [Attachment S]



Assembly Bill No. 2016:  
Passed the Assembly September 10, 1987  
Passed the Senate September 8, 1987  
AB 2016

CHAPTER \_\_\_\_\_

An act to add a heading to, and to add Article 2 (commencing with Section 66910) to, Chapter 11 of Part 40 of the Education Code, relating to education, and making an appropriation therefor.

LEGISLATIVE COUNSEL'S DIGEST

AB 2016, Hayden. Higher Education Talent Development.

Under existing law, the California Postsecondary Education Commission is vested with various duties and responsibilities regarding higher education.

This bill would require the commission to develop, implement, and oversee a performance-funding program which would allocate an unspecified percentage of state funds to public institutions of higher education based upon specified performance criteria.

This bill would require that the California Postsecondary Education Commission report to the Governor and the Legislature by January 1, 1989, as specified.

This bill would appropriate \$20,000 to the California Postsecondary Education Commission for the purposes of the bill as it relates to the California Community Colleges and the California State University. This bill would also direct the commission to fund the purposes of the bill relative to the University of California from funds available to it for that purpose from the Budget Act of 1987.

Appropriation: yes.

*The people of the State of California do enact as follows:*

SECTION 1. A heading immediately following the chapter heading is added to Chapter 11 (commencing with Section 66900) of Part 40 of the Education Code, to read:

Article 1. General Provisions

SEC. 2. Article 2 (commencing with Section 66910) is added to Chapter 11 of Part 40 of the Education Code, to read:

Article 2. Higher Education Talent Development Act of 1987

66910. The Legislature finds and declares the following:

(a) The primary goal of every educational institution should be to improve and add to the intellectual and personal development of each student.

(b) The ultimate measure of the effectiveness of an educational institution is the success of its students in acquiring knowledge, competencies, and skills in learning their meaningful application; in forming reasoned attitudes, and in examining and adopting values; and in developing the capacity for further learning.

(c) Educational institutions should have the capacity to create educational environments, teaching practices, and evaluative procedures which enable, stimulate, and encourage significant learning for students served.

(d) The measures of quality in most colleges and universities often fail to evaluate the impact of the institution on the improvement of the individual students from entrance to graduation or otherwise leaving the institution.

(e) The State of California spends nearly five billion dollars (\$5,000,000,000) annually on its system of higher education, but the budget formulas tend to be based more on enrollments and physical space needs than on rewarding institutions for improvement of student learning.

(f) While every student has a certain amount of underdeveloped educational potential, California students appear to fall short of meeting their potential as evidenced by the need for a high number of remedial course offerings and inadequate student retention rates.

(g) Future success in coping with California's critical problems through higher education will depend on the development of new partnerships and a more cooperative approach to common issues, such as transfer and minority student access and retention efforts, on the part of all segments of education, kindergarten through the university.

(h) The public would benefit greatly and be well served by maximizing educational potentials and improving student performance.

66911. The California Postsecondary Education Commission, after consulting with students, faculty, staff, and administrators, at the state and local campus levels and from all segments of public postsecondary education, shall develop and present possible options for all of the following:

(a) Measuring and implementing talent development or value added approaches to higher education.

(b) An incentive funding approach designed to develop appropriate methods of assessing the teaching and learning process. This assessment shall include, but not be limited to, an evaluation of the usefulness of the following higher education outcomes criteria:

(1) The percentage of programs eligible for accreditation that are accredited.

(2) The percentage of the programs that have undergone peer review and that have administered a comprehensive exam to academic majors.

(3) The value added by the general education component of the curriculum, as demonstrated by the students' performance on examinations taken at different intervals during a student's experience.

(4) Demonstration that generalizations about the quality of academic programs or services derived from surveys of enrolled students, alumni, community members, and employers have formed the basis for specific improvement in campus programs and services.

(5) Demonstration that the quality of teaching has improved as evidenced by items, including, but not limited to, the following:

(A) Student evaluations of faculty and teaching

assistants.

(B) Availability and utilization of teaching improvement programs for faculty and teaching assistants.

(C) The number of undergraduate classes taught by ladder rank faculty.

(D) Faculty involvement in academic advising and class size.

(6) Demonstration that the quality of campus life has increased as evidenced by items, including, but not limited to, the availability of quality student support services, including, but not limited to, affordable student housing, child care services, and academic and personal counseling.

(7) Demonstration of an improvement in the number of women and minorities enrolled in, and graduating from, the institutions and the number of students successfully transferring from community colleges to baccalaureate degree-granting institutions.

(8) The implementation of a campuswide plan for instructional improvement based on findings derived from the above procedures.

Pursuant to Section 66911, the California Postsecondary Education Commission shall be guided by the following principles as set forth in its report "Funding Excellence in California Higher Education," prepared in response to Resolution Chapter 115, Statutes of 1986:

(a) State funding incentives to promote quality in California higher education should be funds that are supplementary to the institution's base budget and are premised on a cooperative model, where financial incentives are geared toward the aggregate performance of the state's whole system of higher education.

(b) State funding incentives to promote quality improvement in higher education should recognize that value-added assessments are of greatest value when linked with other data about the students' educational experience and when used for institutional self-assessment, student counseling, and program evaluation.

(c) State funding incentives to promote quality

improvement in higher education should establish that outcome measurements shall be tied to the multiplicity of missions, goals, and functions of the different segments and institutions of higher education in California.

(d) State policy on assessment and quality improvement in California higher education should establish that the primary objective is to assist faculty and students to improve the teaching-learning process, and that the definition and assessment of student outcomes and competency standards at the course, program, and departmental level is primarily a faculty responsibility and one that should be influenced by student opinion.

(e) The state-level assessment and incentive-funding strategy adopted in California to improve the quality of higher education should be developed as carefully and rapidly as feasible, and be frequently reevaluated in order to ensure effectiveness.

(f) The state-level strategy adopted in California to fund and promote excellence in higher education shall recognize that appropriate assessment is but one characteristic of an effective institution. The state needs to support and promote a number of other institutional activities or practices that not only complement the assessment function but that, in toto, must exist in order to achieve institutional excellence.

66913. The California Postsecondary Education Commission shall submit a report to the Governor and Legislature not later than January 1, 1989, detailing the results of this study and recommendations for implementation of state policy to achieve the intent of this article.

SEC. 3. The sum of twenty thousand dollars (\$20,000) is hereby appropriated from the General Fund to the California Postsecondary Education Commission for the funding of that portion of Article 11 (commencing with Section 66910) of Chapter 11 of Part 40 of the Education Code that is related to the California Community Colleges and the California State University. That portion of the act related to the University of California is to be funded by the California Postsecondary Education Commission from any moneys available to it for this

purpose from the Budget Act of 1987.

MENT OF LEGISLATIVE INTENT AND REQUEST FOR STUDY  
1987 BUDGET ACT  
CHAPTER 135, STATUTES OF 1987

-001-001. - (Student Outcomes Assessment)

opment and adoption of comprehensive assessment mechanisms evaluating student learning, program effectiveness and institutional accomplishment of mission for public postsecondary education in California for the purposes of more effectively using educational budget expenditures. Such an assessment instrument shall be developed within legislatively established parameters with full leadership and involvement of the faculty in general and the entire educational community in general. CSU report explaining progress made toward adoption and implementation of comprehensive outcomes assessment mechanisms.



# California State University, Sacramento

655 UNIVERSITY AVENUE, SUITE 127, SACRAMENTO, CALIFORNIA 95825

COMMISSION ON THE  
REGIONAL UNIVERSITY

November 9, 1987

TO: Juanita Barrena, Chair  
Academic Senate

FROM: Timothy F. Comstock  
Executive Dean

A handwritten signature in dark ink, appearing to read 'Tim', written over the printed name of Timothy F. Comstock.

You have requested a condensed statement on the whys, wherefores, hopes and goals of the Commission on the Regional University. (CRU) Let the following serve as a first, and rough, draft. Review it and let's discuss it further. I am particularly interested in getting the word out to our faculty and in gaining the involvement of a number of faculty, from a diversity of disciplines, in the CRU project. Incidentally a number of faculty members have already indicated an interest in participating. I'll get those names to you whenever you wish.

The CSUS service area is comprised of eleven counties and parts of two other counties. The counties are: Sacramento; Amador; Alpine; El Dorado; Placer; Nevada; Sierra; Yuba; Sutter; Colusa; Yolo and parts of Solano and San Joaquin. For a generation our campus has grown and prospered in this region. We have not, though, ever attempted to systematically involve our institution with the people, issues, concerns and problems of the region. We have been more a passive neighbor than an active, participating member of our own community.

Now, as we celebrate our fortieth year, the Commission on the Regional University has been created. The commission has a number of goals. Heading the list, however, is our hope that the activities of the commission will move the university squarely into an active, partnership role in the greater community. The commission, under the leadership of Executive Dean Tim Comstock, will be operating for a minimum of three years. The commission is currently recruiting members from all the counties and most of the cities throughout the region. In addition members have been appointed from the CSUS Community Advisory Board and our Alumni Association. We wish to appoint faculty as well. Please let the Senate office know of your interest in serving on this venture.

Among the commission goals are: (1) The establishment of many sets of lasting relationships between the campus and the people, agencies and institutions of the region; (2) The emergence of CSUS' reputation throughout the State as a major

regional educational force; (3) The creation of innovative educational programs, both in the regular curriculum and in the extension field, to enhance our total program; and (4) Possibly a publication describing the commission's work, findings and recommendations and defining the regional university.

To our knowledge an undertaking such as this has never been attempted by a university. It certainly has no precedent in the California State University. We invite your ideas and participation.




# California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

May 11, 1987

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

TO: Peter Shattuck, Chair, Academic Senate  
Daphne Gibson-Taylor, President, U.S.A.  
David Byrnes, President, A.S.I.

FROM: Robert O. Bess   
Executive Vice President

SUBJECT: University Smoking Policy

It seems only a short time since the University adopted major changes to its policy concerning smoking. However, we have learned much more about the risks associated with tobacco smoke for smokers and non-smokers alike since then. We have seen numerous actions taken by government and employers to reduce such risk and Governor Deukmejian has encouraged State agencies to seek to achieve a smoke-free work place.

Universitywide administration is sensitive to its responsibilities and has acted on a case-by-case basis to resolve problems particular to individuals. Staff in several campus work locations, including the Library and the Administration Building are discussing the elimination of smoking entirely. It seems to me inevitable that we will need to confront this issue in a more comprehensive way as questions about liability, health and individual freedoms become more pervasive. Rather than waiting until we must react, we would like to encourage dialogue. Toward that end I would appreciate hearing your thoughts and those of the groups with whom you are heavily involved. Specifically, would you address the following:

1. Is current policy adequate given what we are learning about the effect of smoke on non-smokers and the extreme difficulty of isolating many areas designated for smoking?
2. Should the University consider adoption of a policy which would prohibit smoking in the great majority of University facilities?
3. If such a policy were adopted what areas should be excepted and why?

4. To what extent is self-enforcement a reasonable expectation? How could it be enhanced?
5. What is the responsibility of a public entity, particularly a University when a clear link is established between a particular activity and an adverse health reaction?

I am sure other questions will occur to you. These are intended to initiate dialogue. I look forward to hearing from you as soon as you have had an opportunity to reflect and confer.

ROB:ew

cc: President's Staff  
Howard Harris  
Peter Roddy  
Juanita Barrera

SMOKING  
Page 1 of 1

CURRENT POLICY

1. Smoking is not permitted in classrooms, laboratories, theatres, restrooms, elevators, gymnasiums or enclosed stairways. Lobbies adjacent to these areas are designated smoking areas, except where posted "No Smoking." All hallways adjacent to faculty offices are designated "No Smoking" areas.
2. Smoking is not permitted in the Library, except in designated smoking areas.
3. In eating/drinking areas seating fifty (50) or more people, at least fifty (50) percent of the area must be set aside and posted for non-smokers.
4. Smoking is not permitted during formal meetings, which includes office hours. A formal meeting is defined as an assembly of two or more persons by prior announcement for the purpose of conducting business. Individuals responsible for conduct of formal meetings will, if possible, arrange for breaks at least every two hours to accommodate those who smoke. If the meeting is small (no more than four) and everyone agrees, an exception may be made. No exceptions are permitted during interviews.
5. Smoking may be permitted during informal meetings (gatherings of two or more persons in the course of daily work), provided no objection is made by any one of those present.
6. In those events which are organizationally self-operated and held in the University Union or Hornet Foundation facilities, the individual organization may present a plan to ensure compliance with the intent of these rules (i.e., ensure recognition of the rights and health of non-smokers) to the responsible managers of the University Union and Hornet Foundation activities.
7. Each employee is encouraged to identify his/her individual work space as either a non-smoking or a smoking area.
8. Supervisors/managers will pursue various options in an effort to accommodate everyone's needs in their respective work areas.
9. The office of Faculty and Staff Affairs will have responsibility for this policy. The Environmental Health and Safety Officer or designee shall administer this policy and resolve conflicts which may arise.

NOTE: This policy does not apply to residence-hall living quarters.

Policy Administrator: Environmental Health and Safety Officer  
Index cross-references:

Ref: PH 85-16, AS 85-23

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

PROGRAM CHANGE PROPOSAL

9/24/87

1. ACADEMIC UNIT: Computer Science  
School of Engineering and Computer Science

2. DEGREE PROGRAM TO BE CHANGED: B. S. in Computer Science

3. CHANGES:

A. Increase the total number of units for B.S. in Computer Science from 124 to 130 units as follows:

1) Increase the number of major units by 3.

Add 1 unit laboratory component to C Sc 137 Computer Organization bringing the course to 4 units (3 lecture, 1 lab)

Add 2-unit experiential units requirement in which students select a minimum of 2 units from the following courses using any combination of the courses:

C Sc 194 Computer Science Seminar (1 unit)  
C Sc 195 Field Work in Computer Science (1-4 units)  
C Sc 198 Co-curricular Activities in Computer Science  
(1-3 units)  
C Sc 199 Special Problems (1-3 units)

2) Increase the number of free elective units by 2.

B. Replace the second language requirement of

(2-3) C Sc 16A FORTRAN Programming for Advanced Students  
or C Sc 30 COBOL Programming  
or C Sc 60 C Programming in UNIX Environment

with the second programming course

(3) C Sc 20 Programming Concepts and Methodology II

Furthermore, upgrade C Sc 130 Data Structures to C Sc 130A Data Structures and Algorithm Analysis.

This change accounts for 1 unit added to the major for students who earlier selected the 2-unit C Sc 16A.



#### 4. NEED FOR THE CHANGES:

##### A. Increase in Total Units from 124 to 130

###### Laboratory Component in C Sc 137

A major long-range plan of this department is to shift our mode of instruction in many courses from lecture to laboratory. This is particularly important in Computer Science education since learning is greatly enhanced through student hands-on experience in a structured laboratory environment. Currently, we have one course with a laboratory, C Sc 142 Advanced Computer Organization (4 units) which is an elective course.

C Sc 137 Computer Organization is being considered as the first course for adding a laboratory component for several reasons. C Sc 137 is a required core course for majors and already has laboratory assignments in a designated laboratory room. As the only required hardware course, student learning will be increased with the addition of one laboratory unit.

###### Experiential Units Requirement

Students under older catalogs have taken C Sc 194, 195, 198, or 199 as restricted electives. In C Sc 194, outside speakers are brought in for the weekly seminar. C Sc 195 is the departmental field work or Co-op experience whereby students receive credit for working in computer-related positions. In C Sc 198, students gain experience interacting with other individuals by serving as, for example, peer advisors, lab tutors, senior project administrators, and program graders. Students who are interested in pursuing individual or independent studies on a particular topic with a sponsoring faculty member select C Sc 199. These courses provide valuable experiences for our students above and beyond the learning in a classroom environment. These experiences are important in our discipline and profession.

The department recommends that a minimum of 2 experiential units be required which students can satisfy with a combination of C Sc 194, 195, 198, or 199.

###### Additional Free Elective Units

To provide students with greater flexibility, the department recommends that 2 additional units of free electives be added to the total degree requirements. With 130 total units required, our program will be in line with other B.S. degree programs at CSUS in terms of the total number of units.

B. Replacement of second language requirement with C Sc 20

Students learn more about programming concepts and methodology with a two-course sequence using one language than in two courses using different languages. Moreover, by shifting advanced language features to C Sc 20, CSc 130 can be upgraded to C Sc 130A which will allow for a more meaningful coverage of topics in a standard data structures course.

Knowing how to use and understanding one high level, block-structured language aids the learning of subsequent languages. Therefore, the department recommends the removal of the second language requirement. This is supported by ACM's '78 Recommended Curriculum and a strong majority of computer science programs at other CSU campuses and throughout the country.

Our CSc 130 Data Structures has served several purposes: 1) advanced language features, 2) design and development of large programs, and 3) data structures. This has resulted in haphazard coverage of the topics and a short-changing of analysis of algorithms and graphs. CSAB, the Computer Sciences Accreditation Board, had noted this in their review of our program. Therefore, C Sc 130A Data Structures and Algorithm Analysis is proposed to replace C Sc 130.

In conclusion, the computer science department feels that the proposed revisions will improve and strengthen the program.

5. PROGRAMMATIC OR FISCAL IMPACT OF THESE CHANGES ON OTHER ACADEMIC UNITS' PROGRAMS:

The Computer Engineering B.S. degree has already accommodated these changes in their major requirements. This program has been approved at the program and school levels.

The Mathematics Department's B.A. degree in Mathematics and Computer Science (double major) will have additional 1 unit required in the major. The Mathematics Department has been informed of the changes and is in agreement.

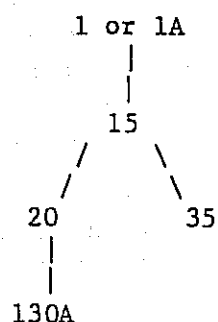
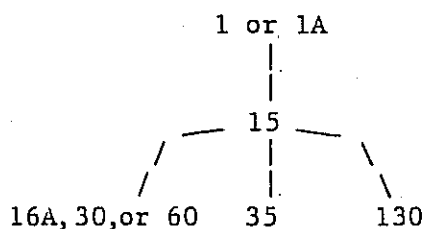
These changes have no fiscal impact on other academic units' programs.

6. <u>OLD PROGRAM REQUIREMENTS</u>	<u>Old Units</u>	<u>NEW PROGRAM REQUIREMENTS</u>	<u>New Units</u>
<u>Mathematics and Physics</u>	26	No change	26
<u>Lower Division Courses</u>	8-9		9
(3) C Sc 15 Programming Concepts and Methodology I		No Change	
(2-3) C Sc 16A FORTRAN Programming or C Sc 30 COBOL Programming or C Sc 60 C Programming		(3) C Sc 20 Programming Concepts and Methodology II	
(3) C Sc 35 Assembly Language Programming		(3) C Sc 35 Assembly Language Programming or C Sc 35A Microcomputer Assembly Language Programming	
<u>Required Upper Division Courses</u>	34		35
(3) C Sc 130 Data Structures		(3) C Sc 130A Data Structures and Algorithm Analysis	
(3) C Sc 137 Computer Organization		(4) C Sc 137 Computer Organization	
Remaining Courses		No Change	
<u>Specialty Requirements</u>	15-17	No Change	15-17
<u>Experiential Units Requirement</u>	0	2 units from C Sc 194, 195, 198, or 199	2
<u>General Education</u> (12 units overlap with major)	39	No Change	39
<u>Free Electives</u>	0-2	Add 2 units	2-4
<b>TOTAL</b>	<b>124</b>		<b>130</b>

The impact of these changes is principally in lengthening the prerequisite chain at the lower division level. This poses no additional hardship on students since the chain increases from 3 to 4 and a significant number of community colleges are already teaching courses equivalent to the C Sc 20.

Current Lower Division Core Chain:

Proposed Lower Division Core Chain:



It should be noted that several high schools are teaching material covered in C Sc 1. Many of our students already have the material and elect to take the placement test (C Sc 1A). Many take the placement test during their first semester here while registered for C Sc 15.

C Sc 20 will be offered for the first time in Spring 1988. C Sc 130A will be offered for the first time in Fall 1988. C Sc 130 will be phased out. Within 3-4 semesters, C Sc 130A will be renumbered to 130.

Fiscal Affairs Committee  
Fiscal Impact Analysis  
Requirements for B.S. in Computer Science  
November 11, 1987

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

NOV 5 1987

Academic Senate Received

The proposed changes in this major are well summarized in the submission of Form C by Computer Science. Further information was provided by Mary Jane Lee, Associate Chair. The following analysis is based on both sources, and since the Form C report is so detailed this analysis is more of a response to it than a stand alone document.

- (1) The new requirements of C Sc 20 and C Sc 35A should have no cost impact, as indicated in Form C, if scheduling of sections is handled carefully and appropriate reductions in offerings of the previously required courses are made (16A, 30, 35, and 60). Offering these older courses may need to continue, however, to satisfy other programs such as Computer Engineering.
- (2) Assuming 3 sections per semester handling a total of 75 students is sufficient, the Form C estimate of +6 WTU/semester is correct for the new lab unit of C Sc 137. Prof. Lee says no space problems exist for the lab, since students have previously used one on an open basis in connection with the course. However, contrary to the Form C suggestion (response 7.c.), there now is a request within the department for \$4000 to buy equipment to support this new lab unit. The department expects to obtain these funds from a pool of funds shared by several departments in Engineering, including Computer Science. If the funds cannot be obtained from this year's budget the course will not be offered in Fall '88.
- (3) C Sc 122 and 126 will be deleted from the catalog. Students under older catalogs took these courses as restricted electives. Some such students in future will take C Sc 137 with its lab. The frequency of offering of the former two courses has been declining, but they still perhaps should count under category 7.b. of Form C as a savings annually of 4-6 WTU's.
- (4) The 2 added experiential units, contrary to the Form C response (7.a.), potentially cause a major increase in WTU's. Assuming C Sc 194 (1 unit seminar) is offered once/semester more than in the past as part of this new requirement, 1 WTU is generated. The other three courses in this part of the new major, 195, 198, and 199, are all S-36 courses. In recent semesters they collectively have generated about 13 WTU's per semester. If they are offered in one-unit pieces, and if 75 students/semester need to obtain 2 units, of which perhaps 25 students will get one unit from the seminar, a total of 125 student enrollments per semester will be in these S-36 courses, generating 41.7 WTU; +29.7 WTU more than at present will be added by this new requirement. This is probably a "worst case" projection.

The Associate Chair of the department, however, feels the most likely configuration of this part of the new major would have about

25 students per semester taking their two units from the seminar, 194, by taking it twice. Its format allows enrollments of fifty, or even more, since it mainly brings outside speakers before the department. The remaining 50 students would take their two experiential units in two-unit pieces, generating 16.7 WTU's/sem. Under these assumptions, the new major would cause an increase of 4.7 WTU's/sem over the 13 WTU recently typical of the seminar/S-36 offerings. It further assumes enrollments in these courses in the recent past would be absorbed into the new requirement rather than add on to it, since most such enrollments have been by students under older catalogs in which these courses could count toward completion of the major.

(5) The additional 2 free elective units probably will mostly be taken within Computer Science, but since majors currently typically have many units in excess of the currently minimum required for graduation, no significant impact is expected.

SUMMARY:

The proposed new major appears to present a significant increase in WTU's/semester: +6 from the added lab in C Sc 137 and between +4.7 to as much as +29.7 from the added experiential units. The former probably can be handled by internal adjustment such as reduced offerings of non-required courses, and is partially absorbed by the 2-3 WTU's/sem the deletion of 122 and 126 yield. The latter requires close attention because of the potentially major increase in WTU's. The department recognizes this potential and expects to keep it to a minimum. The pattern of student selection from within these experiential units should be monitored closely, and student advising should be used to keep the WTU's from being run up here.

The equipment needs, while seen as a matter of internal allocation by the Computer Science Department, still represent an increase in fiscal need for this campus over what was anticipated without a lab unit attached to C Sc 137. The \$4000 presently seen as necessary is considerably reduced from earlier proposals, and should be manageable, even within this year's budget.

The bottom-line:

COURSES	WTU/SEMESTER
C Sc 137 lab	+6.0
194-199 group	+4.7 to +29.7
122 & 126	-2.0 to -3.0
net	+7.7 to +33.7

Presumably the actual increase will be much nearer the low estimate than the high estimate.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM CHANGE PROPOSAL

Academic Unit: Management Date of Submission to School Dean: October 1, 1987

Requested Effective Fall XX Spring     , 19 88

Type of Program Change:	Required forms attached:
<input checked="" type="checkbox"/> Modification in Existing Program	
<u>    </u> Substantive Change	<u>    </u> Form C
<input checked="" type="checkbox"/> Non Substantive Change	<input checked="" type="checkbox"/> no form required
<u>    </u> Deletion of Existing Program	<u>    </u> Form D
<u>    </u> Initiation (Projection) of New Program	<u>    </u> Form E
<u>    </u> Implementation of New Program	<u>    </u> Form F
<u>    </u> Addition of New Minor, Concentration, Option, Specialization, Emphasis	<u>    </u> Form G
<u>    </u> Addition of New Certificate Program	<u>    </u> Form H

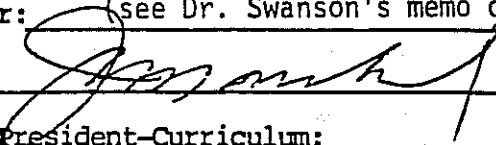
Briefly describe the change requested and the justification for the change:  
The proposed curriculum reflects and supports the commitment to offer a major in international business. It eliminates weaknesses inherent in the present curriculum (e.g., that of degree marketability, awareness of other cultures, and flexibility of choice). In particular, this is accomplished in the three-tiered approach, consisting of the core, the functional area, and an international breadth requirement. The functional area, in combination with, and in addition to, the core offers flexibility of choice and increases employment potential in a marketable functional area of business. The international breadth requirement offers the choice of three avenues to heighten the student's awareness of, and ability to function in, a foreign cultural environment.

For description of changes, see the attached page.

Transaction:

School Review Completed (date): May 11, 1987  
University Review Completed (date):                       
Chancellor's Review Completed (date):                     

Approvals:

Department Chair: (see Dr. Swanson's memo of 4-14-87) Date: 9-30-87  
School Dean:  Date: 10-01-87  
Associate Vice President-Curriculum:                      Date:

## Justification

The proposed curriculum reflects and supports the commitment to offer a major in international business. It eliminates weaknesses inherent in the present curriculum (e.g., that of degree marketability, awareness of other cultures, and flexibility of choice). In particular, this is accomplished in the three-tiered approach, consisting of the core, the functional area, and an international breadth requirement. The functional area, in combination with, and in addition to, the core offers flexibility of choice and increases employment potential in a marketable functional area of business. The international breadth requirement offers the choice of three avenues to heighten the student's awareness of, and ability to function in, a foreign cultural environment.

In summary, while the total number of credits have increased, the international business curriculum committee strongly feels that the student's flexibility of choice has significantly increased, as well as the degree's marketability, particularly during important early career years.

### 1986-88 Catalog Copy

#### 8. International Business Concentration (21 units)

The objectives of the concentration are: (1) to examine the international business environment; (2) to investigate management, finance, accounting, personnel, and other problems of firms engaged in international business; (3) to provide a course of study that will lead qualified students to careers in international business.

Continuing substantial increases in the volume of international trade and in the level of investments by multinational firms result in American businessmen almost inevitably coming in contact with international business firms as customers, suppliers, competitors, or employers.

- (3) ACCY 166 International Accounting
- (3) MGMT 172 International Business
- (3) MGMT 173 Multinational Marketing (MGMT 121 or consent of instructor)
- (3) MGMT 174 Multinational Business Finance (MGMT 133 or consent of instructor)
- (3) GEOG 141 Geography of Economic Activity
- (3) One of the following:
  - ECON 116, 117, 190, 193
- (3) Three upper division Social Science units pertaining to international subjects or to the following geographical areas: Africa, East Asia, Europe, Middle East, Latin America, South Asia \*

Note: This concentration requires competency in at least one foreign language. Competence shall be met by completion of course work at the 2B level (4th semester) with a minimum grade of "C"; or by a letter from a professor or government consul affirming a level equivalent to the above.

\* Approval of International Business advisor required.



International Breadth Requirements (9 Units)

This requirement is intended to aid the student in gaining an ability to function in different cultural environments.

This requirement may be met in one of the following ways:

1. Upper Division Foreign Language Requirements (9 Units)
2. Upper Division Area Studies Requirements (9 Units).
3. Approved Overseas University Study (9 Units)

The successful completion of an overseas internship program may be substituted for units in any of the three areas. However, the remaining units should relate to the internship.

Other Notes

General Education Requirements	51 Units	Outside the School of Business and Public Administration and Economics
Lower Division Core	27 Units	
Upper Division Core	21 Units	
International Business Core	15 Units	
Functional Support	6 Units	
International Breadth Requirements	<u>9 Units</u>	
Total Units	129 Units	

## INTERNATIONAL BUSINESS CONCENTRATION (30 UNITS)

The International Business concentration is designed to prepare students for a career in business by providing a broad exposure to the areas of international business, competency in a functional area of business, and an awareness of foreign cultural differences.

This concentration requires minimum competency in a foreign language. Competence shall be met by completion of course work at the 2B level (4th semester) with a minimum grade of "C"; or by a letter from a professor or government consul affirming a level equivalent to the above.

### International Business Core (15 Units)

MGMT 172 - International Business  
ECON 190 - International Economic Relations  
ACCY 166 - International Accounting  
MGMT 173 - International Marketing  
MGMT 174 - International Finance

### Functional Support (6 Units)

This requirement is intended to aid the international business student develop competence in a functional area of business or economics.

It is recommended that the student choose any two courses of one of the functional business areas below. However, with the approval of the International Business Program Advisor, the student may select two courses not listed from functional business areas to fulfill this requirement.

Marketing: MGMT 123, MGMT 126, MGMT 128, MGMT 129.

Finance: MGMT 134, MGMT 135, MGMT 137, MGMT 138.

Accounting: ACCY 160A, ACCY 160B, ACCY 161A, ACCY 161B.

Economics: GEOG 141, ECON 192, ECON 193.

Human Resources Management: OBE 153, OBE 154, OBE 156, OBE 157.

Operations Management: MGMT 170 (Previously MGMT 100), MGMT 171, MGMT 187,  
MGMT 188.

Management Information Systems: MIS 100, MIS 102, MIS 121, MIS 125.

Please see reverse side



# California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION  
DEPARTMENT OF MANAGEMENT

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

April 14, 1987

TO: SBPA Undergraduate Programs Committee

FROM: S. W. Swanson, Chair  
Department of Management

RE: Concentration Change Proposal for  
International Business

The addition of a nine-unit breadth requirement in the Change Proposal to which this memorandum is attached significantly adds to the total number of credits required for graduation in the International Business Concentration. While one can always argue in favor of the pedagogical values to be achieved through the experience of incremental study, in undergraduate degree programs, at least, I believe that most of us would agree that there is a point where graduation requirements must end, and the student must graduate.

In my judgment, an undergraduate degree program in international business that requires a full 129 semester units for graduation goes beyond the point of diminishing returns, and places a burden upon undergraduate students that exceeds the limit that common sense should dictate.

Accordingly, I do not endorse the attached Program Change Proposal, and I ask that you consider carefully the implications of this proposal before taking favorable action concerning it.

SWS:em

cc: Carl Walther

APR 1987  
Office of the Associate  
Dean for Academic Affairs  
SBPA

Comments of Fiscal Affairs Committee, excerpted from November 14, 1987, memorandum to June Stuckey, Associate Vice President.

8. Management--International Business Concentration

The proposal restructures the concentration and adds 9 units to graduation requirements. Please note that the Department chair does not endorse these changes. Proposed changes may be summarized as follows: Geog. 141 is moved from the core to the elective list; Econ. 190 now is required in the core--previously it was an option in the core, alongside Econ. 116, 117, 193; Econ. 193 is moved to the electives list while Econ. 116 and 117 are dropped from the program. There is no evidence that Geography and Economics have been consulted regarding the proposed change. Recommendation: Consult with Geography and Economics regarding potential impact of change on their courses. Enrollment in affected courses should be monitored to assess impact on demand. The elective requirement is changed from 3 units to 6 units; an unspecified choice of social science units is changed to an extensive list of recommended courses, none from social science. Given the range of choice--currently and in the proposed program--any enrollment effects should be diffuse. A 9 unit breadth requirement is added to the concentration--increasing total units. It is impossible to predict the impact of this requirement on university resources, given the broad field in which the requirement may be met. However, the requirement holds substantial impact for students in terms of total additional units and time to graduation.

PHYSICAL SCIENCE WAIVER PROGRAM

EARTH SCIENCE EMPHASIS

Total: 64 units

Title 5/80086 Commonly Taught Subject

3)  
1-3)  
Organic Chemistry Lecture  
Organic Chemistry Lab#  
Chem 20 #  
Chem 25 #

I. Basic Core

Chem 1A	General Chemistry	5)	
Chem 1B	General Chemistry	5)	Chemistry
<del>Chem 6B</del>	<del>Intro to Organic Chemistry</del>	<del>5)</del>	
Phys 5A	*General Physics	4)	
Phys 5B	General Physics	4)	Physics
Phys 106	Modern Physics	3)	
Geol 9	Physical Geology Lab	)	
OR		1)	
Geol 11	Physical Geology Field Lab	)	
Geol 10	Physical Geology	3)	
Geol 12	Historical Geology	3)	Earth Science
Geol 13	Historical Geology Lab	1)	
Geol 50	Rocks and Minerals	2)	
Geol 130	Oceanography	3)	
Geol 140	Environmental Geology	3)	
Geol 111	Elements of Meteorology	3)	

45  
44-46

II. Breadth and Perspectives

Math 30	**Calculus I	4)
Math 31	Calculus II	4)
BioS 5	General Biology	4)
Astr 4	Intro to Astronomy	3)
Geol 184	Geology Field Trip	)
OR		1)
Geol 111	Field Methods	)

At least 3 units from the following: 3)

Geol 20	Astrogeology (3)
Geol 100	Mineralogy (4)
Geol 102	Igneous & Metamorphic Petrology (4)
Geol 103	Sedimentary Petrology (3)
Geol 105	Paleontology (4)
Geol 110	Structural Geology (3)
Geol 112	Geophysics (3)
Geol 120	Geomorphology (3)
Geol 121	Geology of California (3)
Geol 135	Regional Geology of North America (3)
Geol 150	Geochemistry (3)

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\*Physics 11A-B-C may be substituted for Physics 5A-B.  
\*\*Math 26A-B preceded by Math 29 may be substituted for Math 30 and  
If the 26A-B series is substituted an approved computer course must also be taken.

#A 1-unit organic lab from another institution will be accepted in lieu of Chem. 25.

Comments of the Fiscal Affairs Committee excerpted from an October 7, 1987, memorandum to June Stuckey, Associate Vice President:

4. Physical Science Waiver Program, Earth Science Emphasis-Substitution of Chem. 20 in basic core with Chem. 6B.

Please note that the actual program change outline is attached to this memo. This document was obtained from Professor Ray Endres. When this matter was referred to Fiscal Affairs, the change outline was not included. The substitution of Chem. 20 with Chem. 6B was prompted by the Commission on Teacher Credentialing (CTC) which requires a chemistry lab course in the sequence. The Chair of the Department of Chemistry objects to the use of this course in the waiver program; while he recognizes the influences of CTC, he reports that other options would be more appropriate. The Chair requests that his objection be noted. There are no more than 6 students currently in this program. Present sections of Chem. 6B are nearly saturated. Increased enrollment in the waiver program might impact Chem. 6B. Enrollment in the waiver program should be tracked in order to provide the Department of Chemistry with data needed in planning sections of 6B. The program change holds no immediate fiscal impact, if program size remains constant.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
School of Education  
Department of Counseling, Administration and Policy Studies

A CERTIFICATE PROGRAM IN INSTRUCTIONAL LEADERSHIP  
OFFERED THROUGH THE OFFICE OF EXTENDED LEARNING, CSU,S

1. TITLE OF THE PROGRAM

Instructional Leadership Certificate Program

2. TYPE OF CERTIFICATE TO BE AWARDED

Certificate of Academic Achievement

3. OBJECTIVES OF THE PROGRAM

The Certificate program in Instructional Leadership is designed to provide teachers and other educational professionals a sound knowledge base for effective curriculum and instructional leadership practices; and the opportunity to apply effective instructional leadership principles and processes in the school setting. Expected outcomes for participants would include but not be limited to:

- a. Apply the research on effective instruction and supervision to school programs.
- b. Develop, align, monitor, and refine curriculum practices.
- c. Apply principles and skills of staff development.
- d. Apply principles and skills of collaborative leadership.
- e. Apply literature and research on cognition to producing higher order thinking skills and an intellectual focus to schools and classrooms.
- f. Develop knowledge and skills necessary to support the above outcomes.
- g. Apply research on effective schools.

4. NEED FOR THE PROGRAM

School effectiveness studies consistently demonstrate that a crucial function performed in effective schools is instructional leadership. Skilled personnel should be assigned to constantly focus the staff's attention and energies on the refinement of such tasks as curriculum development, direct teacher assistance, staff development, group facilitation, and action research. Thus, school staffs, the instructional program, and resultant student learning can become more efficient, vibrant, and relevant.

Increasingly, the management of schools is becoming overwhelmingly complex. As a result, school staff are often augmented with personnel who can work in concert with the principal, the central office, teachers, specialists, and parents, to provide needed curriculum and instructional services. A recent trend is to delegate elements of the instructional leadership function to teachers in such roles as mentors, department chairs, resource teachers, program specialists, S.I.P. coordinators, staff developers, as well as to curriculum vice-principals.

Toward this end, the School of Education at California State University, in collaboration with school district leaders in the Sacramento region, has developed a program for school district personnel who, upon completion, will be awarded a Certificate certifying demonstrated leadership in the improvement of curriculum and instructional practices.

5. POTENTIAL IMPACT

In terms of career development, successful participants would have such options as:

--Continued informal roles as faculty leaders at the school site.

--Program managers, grade level coordinators, department chairs, faculty staff development facilitators or curriculum coordinators at the school site or at the district level.

--Further professional development leading to higher degrees in curriculum and instruction.

--A career change leading to further professional development and certification as school administrators.

6. STRUCTURE OF THE PROGRAM AND METHOD OF ACHIEVING OBJECTIVES

The program will encompass 9 units of coursework and 9 units of practicum/field experience.

The instructional component shall be primarily offered on Saturdays on the CSU,S campus with related observations, practicums and field experiences during the school week at the home school and other selected sites.

There shall be three segments or phases in the program:

Phase I - Introductory work in supervision theory and curriculum development with observation experiences at home school and other selected sites.

<u>Course Work:</u>	<u>Units</u>
Introduction to Supervision Theory and Curriculum Development	3.0



Phase II - Advanced work in instructional supervision and curriculum leadership with supervised practicum experiences at school site.

<u>Course Work and Practicum</u>	<u>Units</u>
Advanced Supervision and Curriculum Leadership	3.0
Practicum in Instructional Leadership	3.0

Phase III - Effective schools theory and practice with supervised field experience and observation at home school/district and other selected sites.

<u>Course Work and Field Experience:</u>	<u>Units</u>
Effective Schools Theory & Practice	3.0
Supervised Field Experience in Instructional Leadership	6.0
TOTAL UNITS	12.0

Saturday instructional structure shall include large group instruction and cohort group interaction and development.

Candidates admitted to the Preliminary Administrative Services Credential program in the Department of Counseling, Administration and Policy Studies at California State University, Sacramento, who have completed the Instructional Leadership Certificate Program may, upon petition, be granted equivalent unit credit for EDCAP 205.0 [3.0] (Curriculum Development), EDCAP 206.0 [3.0] (Supervision and Leadership), and EDCAP 296.01 [3.0] (Exemplary Schools and Organizational Change) in the work for the credential; EDCAP 409.5 [6.0] (Field Study) and EDCAP 209.5 [3.0] (Field Study Seminar) may be waived for such candidates, or equivalency may be granted, depending upon the circumstances of each candidate. Within the provisions of University regulations, Master's degree candidates may petition for equivalent credit to the maximum allowed for University extension courses (currently 9 units).

7. NAMES AND QUALIFICATIONS OF THE INITIATORS AND THE ACADEMIC UNIT

The Instructional Leadership Certificate Program is supported by the Department of Counseling, Administration and Policy Studies and the School of Education at California State University, Sacramento. The initiators of this program include:

- a. Dr. Arthur Costa, Professor of Educational Administration; specialization in supervision theory; President-Elect of ASCD.

## A Certificate Program in Instructional Leadership

- b. Dr. Robert Garmston, Associate Professor of Educational Administration, specialization in curriculum development, President-Elect, CASCD.
- c. Dr. Thomas Cottingim, Professor of Educational Administration; Program Coordinator and Department Chair
- d. Dr. David Meaney, Associate Superintendent, Sacramento County Office of Education; specialization in effective schools theory and research.

### 8. DURATION OF PROGRAM AND NUMBER OF PARTICIPANTS

It is anticipated that this will be a continuing program. However, the initial pilot project for the implementation of this Certificate Program shall be restricted to participants from Sacramento County school districts. Upon completion of the pilot project, the program may be expanded to include participants from the broader Sacramento region.

Dimensions of the pilot group might be as follows:

--30-60 participants in cohort groups of approximately 15 each

--Cohort groups will represent schools in more than one district

Districts are encouraged to include clusters of participants from particular schools if they wish.

The Cohort structure will provide for interaction between school districts and possible shadowing and interaction between and among contiguous participants.

Each segment shall consist of approximately 15 weeks, with six instructional days occurring on Saturdays, 8:30 a.m. to 4:30 p.m.

Phase I - Fall 1987

Phase II - Spring 1988

Phase III - Fall 1988

### 9. RESOURCE NEEDS

The instructional staff shall be composed of CSU,S faculty and outstanding instructional leaders from school districts in the Sacramento region. The staff shall include from four to six persons in both instructional and supervisory capacities.

Appropriate reimbursement for the instructional coordinator also will be required. Use of physical facilities and library/media resources at CSU,S will be arranged through the Office of Extended Learning.

## 10. ADMISSION REQUIREMENTS

Candidates for admission to the Certificate Program in Curriculum and Instructional Leadership must:

- a. Show evidence of continued growth. (Examples: Record of graduate work [normally 3.0 GPA for graduate level work is expected], workshop participation, conference attendance.)
- b. Have a commitment from his/her school district to support and/or sponsor the candidate in training. (Examples: District statement of intent to provide opportunities for the candidates to practice the knowledge and skills to be developed in the program; district commitment provides release time to participate.)
- c. Have a recommendation from the district superintendent or the superintendent's representative. The recommending district shall verify that candidates have also met the following criteria:

Candidates should

- (1) Show evidence that they are excellent teachers who have command of theories of instruction as well as application. (Examples: Mentor status, demonstration under observation, supervisor's recommendation [Candidates will normally be expected to satisfy their own district's mentor teacher qualification criteria].)
- (2) Show evidence of willingness to take on additional responsibilities. (Examples: Service record includes committee participation, work on projects beyond classroom responsibilities, professional association participation.)
- (3) Show evidence of leadership. (Examples: Record of leadership positions--chair of committees, president of professional and/or community organizations.)
- (4) Show evidence of global perspective. (Examples: District level activities; area-wide, regional, state, national participation in professional association or other educational activities.)
- (5) Show interest in working with adult learners. (Examples: Presentations at conferences, inservice programs; participation in peer coaching.)
- (6) Show evidence of interest in collaborative efforts. (Examples: Record of committee participation both in the profession and in the community.)
- (7) Have five years of successful teaching experience.
- (8) Show evidence of being able to communicate effectively both in writing and in speaking.

## APPENDIX A

### CERTIFICATE PROGRAM IN INSTRUCTIONAL LEADERSHIP

The course descriptions for the Instructional Leadership Program are as follows:

#### Introduction to Supervision Theory and Curriculum Development

Curriculum development appropriate to a modern program of education; supervisory theory and technique, including assessment of educational innovations.

#### Advanced Supervision and Curriculum Leadership

Supervision of teaching, development of strategies for in-service programming, and the roles of various groups and individuals in the improvement of instruction; the service role of the leader in instructional improvement; cultural, social, and political forces acting to shape the curriculum.

#### Effective Schools Theory and Practice

An indepth study and analysis of the "Effective School" literature and a discussion and analysis of advanced strategies for institutional change that would lead to significant student achievement.

#### Practicum in Instructional Leadership

Directed (supervised) practice in the supervision of teaching, the development of strategies for inservice programming, the design of process plans for faculty involvement in decision making and curriculum development.

#### Field Experience in Instructional Leadership

Directed (supervised) on-the-job observation and experience in which participants apply principles and skills of supervision theory, staff development and collaborative instructional leadership at their own school sites and other selected school environments.

## DEPARTMENT OF BIOLOGICAL SCIENCES HONORS PROGRAM

## DESCRIPTION OF PROGRAM

The Biological Sciences Honors Program can lead to either a BA or BS degree. Each degree will require enrollment in one lower division and one upper division course designed for and open only to Honors students. The three upper division units will be in excess of the 24 upper division units required for the BA, but will be included in the upper division elective units for the BS. The purposes of this program are to recognize superior students and to provide a research opportunity at the undergraduate level. A culminating experience will consist of a Senior Thesis and Senior Seminar.

## COURSE DESCRIPTIONS

Bio S 98. Honors Proseminar. Selected contemporary topics in biology will form the basis for an introduction to scientific journals, the scientific method, and library research. Culmination will consist of preparation of a term paper and presentation of a seminar summarizing the contents of the term paper. Open only to Honors students in Biological Sciences who have completed Bio S 10, 11, and 12 or equivalents. Required in the Honors Program. 1 unit.

Bio S 198. Honors Research and Seminar. Directed laboratory and/or field research involving the development of a research, taking and analyzing data, and drawing conclusions. Culmination will consist of preparation of a Senior Thesis and presentation of a seminar summarizing results of the research. Open only to Honors students in Biological Sciences and required in the Honors Program. 3 units.

## ACADEMIC QUALIFICATIONS

1. Admission to the Honors Program

A student will be qualified to enter the Honors Program if he/she has a GPA of 3.5 in all coursework during the junior and senior years of high school, or has an equivalent combination of GPA and SAT score, or has an overall GPA of 3.25 if entering from CSUS or another college or university campus.

2. Retention in the Honors Program

To remain in the Honors Program a student must maintain a 3.0 GPA in all courses during the Freshman year and a 3.25\* GPA thereafter in all coursework, with a minimum 3.0 GPA in biology.

3. Graduation with Honors in Biological Sciences

In addition to meeting the GPA requirements noted above, a student must receive a minimum grade of "B" in Bio S 198 and meet all other requirements for the Baccalaureate degree.

Biological Sciences

Honors

## ADMINISTRATION OF THE HONORS PROGRAM

A three-member Honors Committee will screen applicants, monitor academic progress, and act as advisors to Honors students. The committee will assist in matching students with participating faculty for research leading to the Senior Thesis, and will monitor the presentation of the seminar summarizing the Thesis. One member of the committee will serve as co-reader of each Senior Thesis, along with the faculty advisor. The committee will also screen applicants for long-term loans.

## MARY GLIDE FUND LOANS

Once accepted to the Honors Program, a student will become eligible for the award of a long-term loan from the Fund, subject to provisions of the bequest.

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\*A 3.25 GPA is required for a student to attain the Dean's Honor List.

PROPOSAL

INFORMATION REQUIRED ON FORM G FOR NEW OPTIONS AND CONCENTRATIONS

Campus: California State University, Sacramento

Title: Bachelor of Arts in Biological Sciences, Concentration  
in Honors Biology

AND

Bachelor of Science in Biological Sciences, Concentration  
in Honors Biology

Type of Aggregate: Concentration

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

Bachelor of Arts in Biological Sciences  
and Bachelor of Science in Biological Sciences

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

Currently the BA and BS degrees in Biological Sciences have no departmental honors designation. The department's honors concentration will have course work which will provide a substantial research experience leading to a senior thesis. Since students pursuing the honors concentration will have a grade-point-average in the highest 10% of all biological sciences majors, and will, also, have a research experience in much greater depth than other biological sciences majors, the department would like to have those students who complete the honors concentration distinguished from students who have not participated.

4. Department to offer the aggregate of courses.

All courses for the honors concentration will be offered by the Department of Biological Sciences.

5. Purpose of the proposed aggregate of courses:

The honors concentration will give students in-depth training in gathering original data in a specific area of biology. The student will be required to form an hypothesis from these data and to test his or her hypothesis experimentally. Each student in the honors concentration will work "one on one" with a faculty member who will serve as a mentor to the student. Once the student's research is complete, the student will write a thesis derived from his or her original research. The student's honors work will culminate with an oral defense of thesis seminar.

6. Need for the proposed aggregate of courses.

The most recent Carnegie Foundation report on undergraduate college education strongly urged the inclusion of more student research in undergraduate degree programs. Graduate and professional schools have added undergraduate research experience as a requirement for entrance into certain post-baccalaureate programs. A diploma stating a student research experience provides positive proof that the student has received appropriate training for entrance into graduate and professional degree programs.

7. List courses, catalog numbers, title and units of credit; total units required under the proposed aggregate of courses.

Courses specific for the concentration in Honors Biology:

Lower Division -- BioS 98-Honors Proseminar 1 unit

This course will be in addition to the current lower division requirements for both the BA and the BS degrees in Biological Sciences. This will raise the lower division unit requirements from 35-36 to 36-37 for both degrees.

Upper Division -- BioS 198-Honors Research and Seminar 3 units

This course will be in addition to the current upper division requirements for the B.A. degree. This will raise the upper division requirements for the B.A. degree in Biological Sciences from 24 to 27.

Total upper division units: 27

Total lower and upper division units for B.A. degree: 66-67

The above course will be part of the upper division elective requirements for the B.S. degree in Biological Sciences and will, therefore, not raise the upper division unit requirements for students pursuing the B.S. degree in Biological Sciences.

Total upper division units: 36

Total lower and upper division units for B.S. degree: 75-76

8. List of courses, by catalog number, title, and units of credit; total units required by the major in which the proposed aggregate of courses is to be included; two-year scheduling pattern of these courses.

BioS 98 -- Honors Proseminar	1
BioS 198 -- Honors Research and Seminar	3
Total units:	4



Two-year scheduling pattern:

Fall 1988:

BioS 98 -- Honors Proseminar	1
BioS 198 -- Honors Research and Seminar	$\frac{3}{4}$
Total units:	$\frac{4}{4}$

Spring 1989:

BioS 198 -- Honors Research and Seminar	$\frac{3}{3}$
Total units:	$\frac{3}{3}$

Fall 1989:

BioS 98 -- Honors Proseminar	1
BioS 198 -- Honors Research and Seminar	$\frac{3}{4}$
Total units:	$\frac{4}{4}$

Spring 1990:

BioS 198 -- Honors Research and Seminar	$\frac{3}{3}$
Total units:	$\frac{3}{3}$

9. New courses to be developed:

BioS 98 -- Honors Proseminar and BioS 198 -- Honors Research and Seminar will be developed for this concentration.

Course description for these courses:

BioS 98. Selected contemporary topics in biology will form the basis for an introduction to scientific journals, the scientific method, and library research. Culmination will consist of preparation of a term paper and presentation of a seminar summarizing the contents of the term paper. Open only to honor students in biological sciences who have completed BioS 10, 11 and 12, or equivalents. Required in the Honors Program.

BioS 198. Directed laboratory and/or field research involving the development of a research project, taking and analyzing data, and drawing conclusions. Culmination will consist of preparation of a Senior Thesis and presentation of a seminar summarizing results of the research. Open only to Honors students in biological sciences and required in the Honors Program.

10. Present faculty members, rank, appointment status, highest degree earned, date and field of highest degree, and professional experience who would teach in the proposed aggregate of courses.

Potentially all of our faculty could, and probably will, participate in these courses. However, the faculty likely to be the most actively

involved are listed below:

- Michael Baad, Professor of Biological Sciences, Ph.D. 1969 in Botany.  
Plant Taxonomist
- Juanita Barrera, Professor of Biological Sciences, Ph.D. 1975 in  
Zoology. Reproductive Physiology
- Elijah Christian, Professor of Biological Sciences, DVM 1965 in  
Veterinary Medicine. Systemic Physiologist
- Laurel Heffernan, Assistant Professor of Biological Sciences, Ph.D.  
in 1975 in Biology. Molecular Biologist
- Gary Meeker, Professor of Biological Sciences, Ph.D. 1967 in Zoology,  
Cell Physiologist.
- Robert Metcalf, Professor of Biological Sciences, Ph.D. 1970 in  
Microbiology. Microbiologist
- Rudolf Reichle, Professor of Biological Sciences, Ph.D. 1965 in  
Plant Pathology. Electron Microscopist/Mycologist
- William Shepard, Associate Professor of Biological Sciences, Ph.D.  
1980 in Zoology. Entomologist
- Gene Trapp, Professor of Biological Sciences, Ph.D. 1973 in Zoology.  
Mammologist
- C. David Vanicek, Professor of Biological Sciences, Ph.D. 1967 in  
Wildlife Resources. Fisheries Biologist
- Rose Leigh Vines, Associate Professor of Biological Sciences, Ph.D.  
1979 in Anatomy. Anatomist
- Marda West, Professor of Biological Sciences, Ph.D. 1969 in Plant  
Sciences. Plant Ecologist

FISCAL AFFAIRS COMMITTEE

FISCAL IMPACT EVALUATION  
BIOLOGICAL SCIENCES HONORS PROGRAM  
BA AND BS DEGREES  
November 3, 1987

The Biological Sciences Honors Program can lead to either a BA or BS degree. Each degree will require enrollment in one lower division (Bio S 98 - 1 unit) course and one upper division (Bio S 198 - 3 units) course designed for and open only to Honors students. The 3 upper division units (Bio S 198) will be in excess of the 24 upper division units required for the BA, but will be included in the upper division elective units for the BS. The purposes of this program are to recognize superior students and to provide a research opportunity at the undergraduate level. A culminating experience will consist of a Senior Thesis and Senior Seminar.

Program size the first year will be 10-20 students. If enrollment grows beyond 10, a second Bio S 98 section will be required. WTUs required to staff Bio S 198 will grow proportionately to its S 36 designation.

Summary

Bio S 98 Honors Proseminar (1 unit) with 1 WTU per seminar section. Offered Fall only.

Bio S 198 Honors Research and Seminar (3 units) .3 WTU per student. Offered each semester.

With 10 students in the program per year  
Bio S 98 = 1 WTU in Fall semester  
Bio S 198 = 3 WTU spread across Fall and Spring semesters  
Total 4 WTU per year

WTU required = 10 students - 4 WTU/semester  
20 students - 8 WTU/semester

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM CHANGE PROPOSAL

Attachment I  
Academic Senate Agenda  
December 10, 1987

Academic Unit: English Dep't. Date of Submission  
to School Dean: 9/23/87

Requested Effective Fall 1987 Spring \_\_\_\_\_, 1987

Type of Program Change:	Required forms attached:
<input checked="" type="checkbox"/> Modification in Existing Program	
<input checked="" type="checkbox"/> Substantive Change	<input checked="" type="checkbox"/> 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:

Literature Area: Same number of units. Delete one lower division American Lit. class; substitute one upper division American Lit. class. Add one semester of upper division Shakespeare and one semester of Approaches to Humanities. Delete Humanities elective. Core Credentials Area: basic course-work remains the same. One new requirement: passage of Traditional Grammar Exam or take Traditional Grammar class. Breadth and Perspective Units: 12 required units from basic Humanities courses (9 l.d. units 3 u.d. units); 12 units chosen from the range of Humanities offerings. Total B and P units: 24. Old program required 15 units, chosen from ancient and modern cultures. The old program was 45 units; the new program is 54 (57 if student takes the Traditional Grammar class in lieu of the exam). It is stronger, better structured, more relevant to classroom interests and needs, more like the basic English Single Subject Waiver Major Program, and more practical for students going into the teaching profession, who need a solid foundation in English literature and language, and the broad historical and cultural insights of Humanities.

School Review Completed (date): 9/29/87

University Review Completed (date): \_\_\_\_\_

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

Approvals:

Department Chair: [Signature] Date: 9/25/87

School Dean: [Signature] Date: 10-1-87

Associate Vice President-Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_

ENGLISH/HUMANITIES WAIVER PROGRAM

Present Program

Revised Program

Basic Core

Engl 40A	3	Engl 40A	3
Engl 50A or Hum 163	3	Engl 50A	3
Engl 50B or Hum 164	3	Engl 140	3
Engl 125A	3	Engl 150 or Hum 164	3
Two from	3/3	Engl 145B or 145C	3
Hum 10, 11, 105		Hum 105	3
One from	3		
Hum 137, 171, 172,			
173, 174, 175, 176,			
196			
Engl 115A	3	Engl 110A	3
Engl 125B	3	Engl 125A	3
Engl 120A	<u>3</u>	Engl 125B	3
		Engl 120A	<u>3</u>
	30		30
		Must pass Eng test	
		or Engl 110J	<u>(3)</u>
			(33)

Breadth & Perspective (15)

Breadth & Perspective (24)

Two courses from:

Required (12 units)

Hum 113, 114, 120,	
130, 131, 133, 134,	
135	3/3

Hum 10	3
Hum 11	3
Hum 70	3
Hum 137	3

Three courses from:

Four courses from: (12 units)

Hum 141, 143, 155,	
158, 165, 168, 180,	
185, 186, 196	3/3/3

Hum 39, 120, 130,	
131, 155, 166, 168,	
171, 174, 176, 180,	
188 (new course, approval	
pending)	3/3/3/3

Subtotal 15

Subtotal 24

Program total 45

54-(57)

Comments of Fiscal Affairs Committee, excerpted from October 19, 1987, memorandum to June Stuckey, Associate Vice President:

2. English--English/Humanities Waiver Program

The proposal represents a substantial revision with regard to curriculum; however, fiscal impact is minimal. The proposal is based on a need to strengthen the curriculum and to bring the program in line with the basic English Single Subject Waiver Program. The net result of the proposed changes is to add 9-12 units to the program, the range dependent upon each student's choice for demonstrating competency in traditional grammar. No new courses are proposed in English or Humanities with regard to the proposed changes. Ann Weldy, English Credential Advisor, reports the program enrollment has been stable, totaling from 1-4 students per semester; she also reports that these students easily can be accommodated in existing coursework--no new resources are needed. The program changes would lead to a small increase in FTE which can be accommodated within existing resources. Indeed, it is mentioned in the written proposal that students already have been advised to take the proposed program; any FTE adjustments already may have occurred.

Attachment J  
Academic Senate Agenda  
December 10, 1987

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM CHANGE PROPOSAL

Academic Unit: Geology Dept. Date of Submission to School Dean: 3-16-87

Requested Effective Fall X Spring     , 1988.

Type of Program Change:	Required forms attached:
<u>XX</u> Modification in Existing Program	
<u>    </u> Substantive Change	<u>    </u> Form C
<u>X</u> Non Substantive Change	<u>X</u> no form required
<u>    </u> Deletion of Existing Program	<u>    </u> Form D
<u>    </u> Initiation (Projection) of New Program	<u>    </u> Form E
<u>    </u> Implementation of New Program	<u>    </u> Form F
<u>    </u> Addition of New Minor, Concentration, Option, Specialization, Emphasis	<u>    </u> Form G
<u>    </u> Addition of New Certificate Program	<u>    </u> Form H

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

The B.A. requirements were changed to make them more in line with Geology B.A.s elsewhere and to prepare students for a broader spectrum of careers in earth sciences, other environmental or science-related fields and as a solid science major as part of a liberal arts education. The proposed changes reduce the preparation for the major by 4 units, although a calculus course would now be required. The upper division requirements are increased to accommodate a new field techniques course, geomorphology (required for U.S. Civil Service) and 6 rather than 1 unit of electives and a geology colloquium.

Transaction:

School Review Completed (date): 9-15-87  
 University Review Completed (date):                       
 Chancellor's Review Completed (date):                     

Approvals:

Department Chair: *Charles P. Roberts* Date: 9/24/87  
 School Dean: *[Signature]* Date: 10-1-87  
 Associate Vice President-Curriculum:                      Date:

The B.S. degree was modified to streamline and diversify the program. We are reducing the preparation for the major from 39 to 35 units. The major requirements were altered by changing the unit value of some courses, by adding a techniques in field geology course, a geomorphology course, and a geology colloquium. The requirement for a geochemistry or geophysics course was deleted (they are now included in the elective list). The total upper division units is 45 (it was 42). Lower and upper division units total 81 (a net decrease of 1 unit).

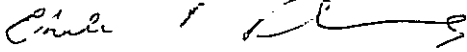


MEMORANDUM

TO: Ty Yamanaka, Assoc. Dean  
Arts & Sciences

DATE: March 16, 1987

SUBJECT: Revision of Geology B.A. & B.S.  
degrees.

  
FROM: C. Plummer, Chair  
Geology Department

The Geology Department has, after much consideration, voted to revise the B.A. and B.S. degree requirements for geology. We would appreciate your assistance in obtaining School and University approval of the revisions. The revised degrees along with changes are given below.

B.A. in Geology

Preparation for the major:

Geology 10 Physical Geology (3 units)

Geology 12 Historical Geology, lecture (3 units)

Geology 13 Historical Geology Lab, (1 unit)

Chemistry 1A General Chemistry (5 units)

Math 30 Calculus (4 units)

or Math 29 and Math 26A

Physics 5A General Physics (4 units)

or Physics 11A

TOTAL 20 units (7 Geology)

[Deleted courses would be Geology 9 or 11, 1 unit; Physics 5B or Bio Sci 5 or Stat 1, 3 units]

Major:

Geology 100 Mineralogy (4 units)

Geology 101 Techniques of Field Geology (1 unit). New course.

Geology 102 Igneous and Metamorphic Petrology (4 units).

Geology 103 Sedimentary Petrology (3 units)

Geology 105 Paleontology (4 units)

Geology 110 Structural Geology (3 units)

Geology 111 Field Methods (2 units). Note: The unit value of this course has been increased from 1 to 2 units.

Geology 115 Stratigraphy (4 units)

Geology 119 Field Mapping (2 units)

Geology 120 Geomorphology (2 units). Newly required course.

Geology 189 Geology Colloquium (1 unit). New course.

Electives chosen from approved list (6 units):

Approved elective list:

Geology 112, 125, 126, 150, 190, 193 or any additional Geology courses required for the B.S. degree.

TOTAL: 36 units

TOTAL UNITS FOR B.A.: 56 Units.

### B.S. DEGREE IN GEOLOGY

Preparation for the major:

Geology 10 Physical Geology (3 units)  
Geology 12 Historical Geology, lecture (3 units)  
Geology 13 Historical Geology Lab, (1 unit)  
Chemistry 1A General Chemistry (5 units)  
Chemistry 1B General Chemistry (5 units)  
Math 30 Calculus (4 units)  
Math 31 Calculus (4 units)  
Physics 11A or 5A General Physics (4 units)  
Physics 11B or 5B General Physics (4 units)  
Computer Science 16 (or other computer course approved by the Department) (2 units)  
or Math 32 Calculus  
TOTAL 35 units (7 Geology)  
[Deleted courses would be Geology 9 or 11, 1 unit;  
Statistics 1, 3 units]

Major:

Geology 100 Mineralogy (4 units)  
Geology 101 Techniques of Field Geology (1 unit). New course.  
Geology 102 Igneous and Metamorphic Petrology (4 units).  
Geology 103 Sedimentary Petrology (3 units)  
Geology 105 Paleontology (4 units),  
Geology 106 Optical Mineralogy (4 units)  
Geology 110 Structural Geology (3 units)  
Geology 111 Field Methods (2 units). Note: The unit value of this course has been increased from 1 to 2 units.  
Geology 115 Stratigraphy (4 units)  
Geology 117 Field Mapping (2 units)  
Geology 120 Geomorphology (2 units) Newly required course.  
Geology 161 Advanced Igneous & Metamorphic Petrology (2 units)  
Geology 162 Sedimentary Petrography (1 unit)  
Geology 197 Geology Colloquium (1 unit). New course.  
Geology 198 Senior Research (2 units). Note: The unit value of this course has been increased from 1 to 2 units.  
Electives chosen from approved list (6 units).  
Approved elective list:  
Geology 112, 125, 126, 150, 190, 193. (Geology 193 is a new course)

Geology Summer Field Camp

TOTAL: 43 Units 79  
TOTAL FOR B.S. DEGREE: 80 units

### Rationale for Changes

Geology 9 or 11 were deleted as these courses are mostly taken by students for general education purposes and we could not insure

that they were substantial enough to serve as prerequisites for important major courses. Geology 101 was added to partially cover this deficiency by teaching basic topographic and geologic map interpretation, as well as other skills needed for subsequent geology courses such as drafting techniques, use of Brunton compass.

For the B.A., the requirement taking Physics 5B or Biology 5 was dropped because students are likely to have taken a biology course as part of their general education requirements and we felt that half a year each of physics and chemistry was adequate for this degree.

The math requirement for the B.A. was changed because it was felt that all students should have some calculus; the previous requirement of Math 29 alone was regarded as inadequate. Geology 120 was added because many agencies (such as the U.S. Geological Survey) require a course in geomorphology to become eligible for employment in geology. It also covers material important to field courses and is an area of geology quite different from other course requirements.

Geology 189, the Geology Colloquium, was added to give students exposure to current work being done in geology as well as to give experience in oral presentation. B.S. students will be required to give a talk on their senior research project (Geology 198 will be taken concurrently).

Geology 198, Senior Research, was raised to two units. The requirements of the course are rigorous and typically involve much more work than a typical 3 unit course. The previously required 1 unit was to keep the total required units for the B.S. at 81.

Both B.A. and B.S. now require 6 units of elective courses. This is up from 1 in the B.A. and unchanged for the B.S. The 1 unit of elective for the B.A. was unrealistic. The new requirements would allow students to choose from a group of six 3-unit courses and provide breadth according to a student's specific interests. The limit of six will help maintain large enough classes as each course would normally be offered on alternate years.

## MAJOR REQUIREMENTS • BA

The major consists of <sup>50</sup>50 units; the BA requires a total of 124 units.

Note: Courses in parentheses are prerequisites.

- A. Required Lower Division Courses (24 units) <sup>20 (7 units in geology)</sup>
- (1) ~~Geol 9 Physical Geology Lab (Geol 10—concurrent enrollment OK) OR~~
  - ~~Geol 11 Field Laboratory for Physical Geology (Geol 10)~~
  - (3) Geol 10 Physical Geology
  - (3) Geol 12 Historical Geology (Geol 10)
  - (1) Geol 13 Historical Geology Lab (Geol 12—concurrent enrollment OK)
  - (5) Chem 1A General Chemistry <sup>2 or Math 29 + 26A</sup>
  - (4) ~~Math 29 Pre-Calculus Mathematics (Math 11) Math 30~~
  - (4) Phys 5A General Physics: Mechanics, Heat, Sound <sup>or</sup>
  - ~~11 One of the following: Phys 5B or 11A~~
  - ~~Phys 5B General Physics: Light, Electricity, Magnetism, Modern Physics (Phys 5A)~~
  - ~~Bio 5-5 General Biology~~
  - ~~Stat 1 Introduction to Statistics~~
- B. Required Upper Division Courses (26 units) <sup>36</sup>
- (4) Geol 100 Mineralogy (Geol 9 or Geol 11, Geol 10, high school or college algebra, Chem 1A) A "B" or higher may be required in all Prerequisites or permission of instructor <sup>(1) 101</sup>
  - (4) Geol 102 Igneous and Metamorphic Petrology (Geol 9 or Geol 11, Geol 10, and Geol 100)
  - (3) Geol 103 Sedimentary Petrology (Geol 9 or Geol 11, Geol 10, Geol 12, Geol 13, Geol 100, Engl 1A or demonstrated writing ability)
  - (4) Geol 105 Paleontology (Geol 10, Geol 12, and Geol 13)
  - (3) Geol 110 Structural Geology (Geol 9 or Geol 11, Geol 10; Phys 5A or Phys 11A or permission of instructor, high school Algebra and Trigonometry)
  - (2) ~~Geol 111 Field Methods (Geol 9 or Geol 11, Geol 10, Geol 12, Geol 13, Geol 100, Geol 103, and Geol 110)~~
  - (4) Geol 115 Stratigraphy (Geol 103, Geol 110, Geol 111; (Geol 111 may be taken concurrently))
  - (2) Geol 119 Field Mapping (Geol 102, Geol 110, Geol 111, and Geol 115)
- <sup>6 HT</sup> One elective unit Consult geology advisor for approval of all major electives. <sup>Approved list</sup>

## MAJOR REQUIREMENTS • BS

The major consists of <sup>35 (7 units in geology)</sup>35 units; the BS requires a total of 124 units.

Note: Courses in parentheses are prerequisites.

- A. Required Lower Division Courses (33 units) <sup>35 (7 units in geology)</sup>
- (1) ~~Geol 9 Physical Geology Lab (Geol 10—concurrent enrollment OK) OR~~
  - ~~Geol 11 Field Laboratory for Physical Geology (Geol 10)~~
  - (3) Geol 10 Physical Geology
  - (3) Geol 12 Historical Geology (Geol 10)
  - (1) Geol 13 Historical Geology Lab (Geol 12—concurrent enrollment OK)
  - (5) Chem 1A General Chemistry
  - (5) Chem 1B General Chemistry (Chem 1A)
  - (4) Math 30 Calculus I (Math 29 or screening exam)
  - (4) Math 31 Calculus II (Math 30)
  - (4) Phys 11A (recommended) or Phys 5A

(4) Phys 11B (Phys 11A) (recommended) or Phys 5B (Phys 5A)

~~(3) Stat 1 Introduction to Statistics~~

(2) C Sc 16 Fortran Programming (or other Computer Course approved by the department) OR Math 32 Calculus III (Math 31)

- B. Required Upper Division Courses (42 units) <sup>44</sup>
- (4) Geol 100 Mineralogy (Geol 9 or Geol 11, Geol 10, high school or college algebra, Chem 1A) A "B" or higher may be required in all prerequisites or permission of instructor.
  - (4) Geol 102 Igneous and Metamorphic Petrology (Geol 9 or Geol 11, Geol 10, and Geol 100)
  - (3) Geol 103 Sedimentary Petrology (Geol 9 or Geol 11, Geol 10, Geol 12, Geol 13, Geol 100 and Engl 1A or demonstrated writing ability)
  - (4) Geol 105 Paleontology (Geol 10, Geol 12, and Geol 13)
  - (3) <sup>(1) 101</sup> Geol 106 Optical Crystallography and Mineralogy (Geol 100 and Phys 11B or 5B—concurrent enrollment in Physics OK or permission of instructor)
  - (3) Geol 110 Structural Geology (Geol 9 or Geol 11, Geol 10, Phys 5A or Phys 11A or permission of instructor, high school Algebra and Trigonometry)
  - (2) ~~Geol 111 Field Methods (Geol 9 or Geol 11, Geol 10, Geol 12, Geol 13, Geol 100, Geol 103, and Geol 110)~~
  - (3) <sup>(1) 101</sup> Geol 112 Geophysics (Geol 10, Phys 5B or 11C, Math 30) OR Geol 150 Geochemistry (Geol 100, Chem 1A) <sup>moved to elective list</sup>
  - (4) Geol 115 Stratigraphy (Geol 103, Geol 110, and Geol 111; Geol 111 may be taken concurrently)
  - (2) Geol 119 Field Mapping (Geol 102, Geol 110, Geol 111, and Geol 115)
  - (2) <sup>(2) 120</sup> Geol 161 Advanced Petrology (Geol 102, Geol 103 and Geol 106) A "C" or higher is required in all Prerequisites.
  - (2) <sup>(1) 162</sup> Geol 198 Senior Research (departmental approval)
  - (6) Six elective units. Consult geology advisor for approval of all major electives.

Attendance at an approved geology summer camp is required for the BS, but not the BA. This is usually a five or six week commitment.

## TEACHING CREDENTIAL


Students who wish to teach Earth Science in secondary schools should contact the Geology Department to learn the current requirements.

## MINOR REQUIREMENTS

The minor requires 18 units all of which must be taken in Geology. A minimum of 10 upper division units is required. Specific course requirements are:

- (1) Geol 9 Physical Geology Lab (Geol 10—concurrent enrollment OK) OR
- Geol 11 Field Laboratory for Physical Geology (Geol 10—concurrent enrollment OK)
- (3) Geol 10 Physical Geology
- (3) Geol 12 Historical Geology (Geol 10)
- (1) Geol 13 Historical Geology Lab (Geol 12—concurrent enrollment OK)

Students wishing a geology minor should contact a geology advisor.

  
FROM: Charles C. Flummer, Chair  
Geology Dept.

DATE: October 8, 1987

SUBJECT: Questions pertaining to resources needed to implement program changes for the Geology B.A. and B.S. degrees:

Additions and deletions, effect on FTE & WTUs:

Geol. 9 (deleted from major). At present, we offer one or two sections of Geol. 9 a semester. This would not change, as most of the students in the course are General Education students or satisfying other programatic requirements. During years of high enrollment in the geology major program we might have had to add an additional section to cover the demand which would have necessitated additional staffing.

Physics 5B or Biology 5 (deleted from B.A.). This would have no effect on the Geology Department and minimal, if any, effect on the departments involved.

Adding the Calculus requirement to the B.A. will probably result in a small increase in the FTE for Mathematics. Perhaps 5 FTE per year might be involved. This would be partially offset by the dropping of our Statistics requirement for the B.S.

Geology 101 would be given once a year in the Fall. The enrollment should be about 18, generating an FTE of approximately 1. It would require 2 WTUs.

Geology 120 (Geomorphology) added to the requirements for B.A. and B.S. will result in an increase in enrollment. The course will be offered once a year (rather than once every other year as at present). Enrollment will increase from about 16 every other year to 18 a year. This would amount to a gain of approximately 2 FTE on alternate years. The WTU would similarly be increased by 3 on alternate years.

Geology 189 would be offered only during the Spring Semester. We estimate that approximately 18 students would take it each year. This would add approximately 1 FTE. It would require 1 WTU each year.

Geology 193 is a new course, but will substitute for some of our other courses (e.g. Regional Geology) and will, along with some of the other courses listed be accepted for major electives. There will probably be a slight increase in FTE because B.A. students must now take 6 units of electives rather than 1 (In fact, virually no one took just one unit of electives at present). There would not be any more sections of geology elective courses scheduled (at least if present enrollment level are maintained) as elective courses are presently given every other year. We anticipate no more than one or two FTE increases

per year because of increasing the electives required of B.A. students and no increase in WTUs.

Geology 111 (Field Methods). Spring semester only. Increasing the unit value would double the present FTE. This would increase the annual FTE by approximately 1 and the WTU by 2.

Geology 106 (Optical crystallography). Given Fall only. Required for B.S. Reducing this course by 1 unit would reduce the FTE by approximately .5 FTE and reduce the WTU by 2.

Geology 198 (Senior Research). For B.S. This would increase the FTE less than .5 per year and would have no effect on WTUs as these courses are taught as faculty overloads.

Geology 112 or 150 previously was required for the B.S. These are no longer required, but may be taken as part of the 6 unit elected requirement. Thus there is a 3 unit decrease in the units that must be offered each year. This would reduce the required WTUs by 3 (although these courses would still be offered on a regular basis as elective).

How will the above changes in FTE and WTUs be accommodated?

The extra FTEs can mostly be accommodated in existing classes. For instance, students taking electives for the B.A. degree can be accommodated into the classes previously in existence for the B.S. electives. By specifying and limiting the courses acceptable for elective credit, we can streamline our scheduling. Under our current enrollment, we will probably schedule only one elective each semester. Other courses (e.g. Geology of California) that no longer are acceptable for elective credit will not be scheduled, at least not for serving geology majors. If any additional WTUs are required for major courses beyond what was offered under our old program, they would be minimal in number and could be absorbed by a minor reduction in our G.E. lab offerings or courses that serve no service or G.E. function.

What additional space, equipment, etc. will be needed?

Only two new courses are involved. Geology 101 uses field equipment that we already have and is used in other semesters for existing field courses. It needs 3 hours of lab space scheduled when taught, but largely is conducted in the field. We are teaching the course at present. The colloquium, Geol. 189, will need one hour of classroom space, scheduled in a late afternoon and should not present a problem. Other courses, where units are changed or courses are offered more frequently or less frequently should largely balance each other out as far as demands on resources.

11-4-87 Copy to Carrie Com. - jim

Fiscal Affairs Committee  
Preliminary Analysis  
Geology BA and BS Requirements

The proposed changes in the BS and BA degrees in geology appear to have some fiscal impact because of increased required units. At the request of this committee, Charles Plummer, Chair of Geology, provided the attached supplemental information, on which this analysis is largely based. He assumes eighteen students a year passing through the major, and seems to assume about a 50-50 split between those in th BS and BA programs.

The impact outside of the major seems insignificant, particularly since the courses involved in Math, Physics, and Biology all are taught in multiple sections. However, those departments should be informed of the change.

The following table summarizes the anticipated effects of the new program within Geology only.

COURSE	SECTIONS/YR	ENROLLMENT/YR	WTU/YR	FTE/YR
9/11	+0	-18	+0	-1.2
101	+1	+18	+2.0	+1.2
120	+0.5	+10 (a)	+1.0 (a)	+1.3
189	+1.0	+18	+1.0	+1.2
193 (b)	+0.5	+9	+1.5	+1.8
111	+0	+0	+2.0	+1.2
106	+0	+0	-2.0	-0.6
198	+0	+0	+0	+0.6
112 (c)	-1	-9	-3.0	-0.6
150 (c)	-1	-9	-3.0	-0.6
xxx (c)	+2	+33	<u>6.0</u>	<u>+2.2</u>
totals:			+5.5	+6.5

- (a) 120 was a 3 unit course taken by about 8 students/year but now will be a two unit course taken by about 18 students/year.
- (b) New course: Special Topics.
- (c) BA students will take 5 more units of xxx electives under new plan and BS students will still take 6 units.

SUMMARY:

The new program in Geology appears to increase WTU's by 5.5. Geology indicates they expect to cover such costs by reducing offerings in GE lab courses with multiple sections or other non-GE courses. GE science labs have felt enrollment pressure campus-wide in recent years, so this may create problems. However, one section/year of Geology 9 or 11 seems expendable with majors no longer required to take either one.

10/20/87





Fiscal Analysis/Deletion of the Librarianship Program/  
Department of Teacher Education

The Department of Teacher Education will discontinue its librarianship certificate program by summer 1989. The program has low enrollment, graduating an average of 2 students per semester since Spring 1984. Deletion of the program will not have a significant impact on the Department's FTES. The program is composed primarily of "LIB" courses--with two courses cross listed in Teacher Education. The cross-listed courses will remain in the Teacher Education offerings. Given the Department's historical scheduling of LIB courses, program deletion will lead on the average to the dropping of approximately two LIB courses per semester, for a savings of 6 wtu's per semester. Any recovery of wtu's will be offset by needs in the growing teaching credential programs offered by the Department.

*Approved  
Fiscal Affairs Comm.  
Oct. 20, 1987*

Program Change Proposal

Computer Engineering

Form C

1. The Computer Engineering program is a joint program between the E&EE and CSC departments. Dr. Ron Becker, as the coordinator, is presenting this proposal from the School of Engineering and Computer Science directly to the Associate Vice President of Academic Affairs.

2. The revisions proposed are for the B.S. in Computer Engineering

3. & 4. The CpE revisions are designed to:

- A. use the new CpE course designations approved in the spring of 1987 (these were formerly E&EE designated courses)
- B. meet revised ABET math requirements for CpE
- C. replace Fortran with "C" in the programming languages area
- D. include the new campus GE requirements

A full page description of changes, justifications and need is attached is this proposal.

5. Programmatic and fiscal impacts are minimal, however, a full page description is attached to this proposal.

6. Three additional pages give a side by side description of the old curriculum with the proposed curriculum. One of the three pages is a semester by semester advising guide for the benefit of the students.

7. There will be no additional expenses in any type of campus resource. The old E&EE courses converted to CpE designations last spring, have no impact on addition resources. The E&EE department may drop 3 FTE and the CSC may increase 3 FTE - a minor impact. Other changes are summarized below based on 50 lower division and 50 upper division CpE students.

CSc 16	drop one section with 15 students,	-2 WTU, -2 FTE
CSc 20	add one section with 15 students,	+3 WTU, +3 FTE
CSc 60	add one section with 15 students,	+3 WTU, +3 FTE
E&EE 180	seven fewer students per semester	-1.5 FTE
E&EE 152	seven fewer students per semester	-1.5 FTE
CSC 131	ten fewer students per semester	-2 FTE
CSc 159	ten more students per semester	+2 FTE
Math 32	fifteen fewer students per semester	-3 FTE
Math 100	seven more students per semester	+1.5 FTE
Math 150	seven more students per semester	+1.5 FTE

8. Additional documents outline the history of CpE at CSUS and give a summary of design units for ABET accreditation.

To: Assoc. Vice-President Stuckey, Academic Affairs  
SECS Academic Council Chair Al-Kazily  
Dean Gillott  
Assoc. Dean Hester  
Chair Simes  
Chair Kho

From: Ron Becker, CpE coordinator  
Date: September 25, 1987

Subject: revised Computer Engineering curriculum

### Review of CpE

The B.S. degree in Computer Engineering (CpE) was approved during the fall of 1985 and the first "official" degrees were awarded during the spring of 1986. The original CpE curriculum was founded in 1983/84 by Profs. Becker (E&EE), Stoffers (E&EE), Dillion (CSc) and Clevenger (CSc). During the period of campus and CSU approval of the CpE degree, the CpE curriculum remained unchanged. During the 1986/87 year, curriculum changes were anticipated due to changes in the courses offered by the E&EE and CSc departments. The CpE curriculum was revised during the summer of 1987 and accepted by the CpE faculty on September 15, 1987. The principle CpE faculty included the above mentioned professors plus Profs. Vadhva (E&EE) and Ghansah (CSc). Other faculty interested in CpE, but not actively teaching CpE courses, participated in the curriculum formation (Profs. Busovaca (CSc) and Faroughi (CSc)).

The SECS Academic Council approved the revised CpE curriculum, as included in this document, on September 24, 1987.

### Reasons for curriculum revision (there are no new courses)

The CpE degree can be ready for an ABET accreditation visit during the fall of 1988. ABET is required to review the E&EE curriculum in the fall of 1988, and since the E&EE and CpE degrees share a large number of required and elective courses, it is only prudent for the university to seek ABET accreditation for CpE during the fall 1988 visit. Since the original CpE program was formed in 83/84 the requirements for accreditation in a "computer related" area have changed. The proposed curriculum meets these changes. The 1985 ABET visit to the E&EE department, when the number of design units was challenged, obligates the CpE curriculum to be cautious in including and counting design units.

The revised CpE curriculum allows for changes (increases in courses) in the campus General Education requirements. Further, changes in course offerings by the two supporting departments (E&EE and CSc) dictated changes in the CpE curriculum. And as in other engineering departments, the changing technology of computers and their applications provides a stimulus for an ongoing curriculum review and subsequent changes.

## SUMMARY OF CURRICULUM CHANGES with JUSTIFICATIONS

While the entire CpE curriculum, both the present and the proposed, are included as attachments, the following represent the major changes. There are no new courses created for this curriculum revision!

1. ABET calls for an addition math course in linear algebra and matrices, or in numerical analysis. To effect this, an option to take one of the following was included:

Math 100 Applied Linear Algebra

Math 150 Introduction to Numerical Analysis

Engr 181 Numerical Methods in Engineering

2. To keep the number of math units reasonable, Math 32, Calculus III, was dropped from the curriculum.

3. Fortran, CSc 16A, was dropped in favor of a course on the "C" programming language, CSc 60. The CpE faculty reasoned that CpE graduates could self-learn Fortran easily if the need arose.

4. The course on Assembly Language, CSc 35, was revised by the CSc department for the CpE program. This course, CSc 35A, uses a modern, 32 bit microcomputer assembly language that is supported by equipment already in the school.

5. The CSc department added a required lower division course, CSc 20. Since this course is a prerequisite to upper division CSc courses, this course was added to the CpE curriculum.

6. In the spring of 1987, the E&EE department designated many digital and computer related courses as CpE courses. The revised CpE curriculum uses these courses ( CpE 64, CpE 164, CpE 165, CpE 173, CpE 185, CpE 186, CpE 187, CpE 190, CpE 191). In addition, the revised curriculum uses the new version of E&EE 117.

7. Engineering accredited programs are required to have one engineering science course outside the major discipline area. In the proposed curriculum this designated course was changed to E 17 Introduction to Circuit Analysis. Formerly this requirement was met by a choice between an E&EE analog course or an E&EE linear system course. The argument to ABET is that circuits, linear system theory and analog electronics are all outside the "computer related" areas.

## IMPACT of CHANGES on MATH, CHEMISTRY, PHYSICS and ENGINEERING

The following assumes 40 lower division and 50 upper division Computer Engineering students (actual figures for spring 1988).

### Impact on Math, Chemistry and Physics departments

The Chemistry and Physics departments will not be affected by changes in the proposed CpE curriculum. ABET requires an additional math course in either matrices/linear algebra or numerical analysis. As a result, the Math 32 course was dropped from the CpE curriculum and the ABET called for option was added. Math will lose FTE since a 4 unit course is being replaced by a 3 unit course, and if a CpE student chooses E 181 for the option instead of Math 100 or Math 150, this will represent an FTE loss as well.

Summary, 10 fewer students in Math 32 by fall 1988, 10 additional students in Math 100 or 150 by fall 1989.

### Impact on Computer Science Department

The Computer Science department will see an increase in the number of FTE. CSc 16A, 2 units, was replaced by CSc 60, 3 units, representing an increase in FTE. CSc 20, 3 units, was added to the curriculum and this represents an FTE increase. Additionally, an elective in the present CpE curriculum becomes a required course (CSc/CpE 159) in the revised curriculum.

Summary, 15 additional students in CSc 20 and CSc 60 and, in several semesters, an increase of 10 students in CSc 159.

### Impact on Electrical & Electronics Engineering Department

Since E&EE 9 was replaced by CpE 64, the E&EE department loses the FTE from that course. In addition, the changing of the Engineering Science elective from a choice of E&EE 180 or E&EE 152, to E 17 drops FTE since E 17 was also required in the present curriculum.

Summary, 15 few students in E&EE 180 or E&EE 118.

## IMPACT ON THE UNIVERSITY AS A WHOLE

The curriculum increases from 130 units to 137 units. Six of these units are General Education units.

## B.S. Computer Engineering

Present curriculum

Proposed curriculum

### Math & Basic Science

Chem 1A	5 units	Chem 1A	5 units
Physics 11A & 11C	8	Physics 11A & 11C	8
Math 30, 31, 32	12	Math 30, 31	8
Math 45	3	Math 45	3
Math 101 Discrete Structures	3	Math 101	3
Stat 50	4	add Math 100 or Math 150 or Engr. 181	3
		Stat 50	4
current total	35 units	revised total	34

### CSc required

CSc 15 Pascal	3 units	add CSc 20	3
CSc 16A	2	CSc 15	3 units
CSc 35 Assembly Language	3	*drop Fortran	
CSc 130	3	CSc 35A Assembly Lang	3
CSc 131 Software Engr.	3	CSc 130	3
CSc 135	3	drop CSc 131	
CSc 139	3	CSc 135	3
		CSc 139	3
		*add CSc 60 C prog.	3
current total	20 units	revised total	21

### Engineering & E&EE required

E 5	1 units	E 5	1
E 17	3	E 17	3
E 140	2	E 140	2
E&EE 9	3	*changed to CpE course	
E&EE 100	1	2 du E&EE 117	4
E&EE 117	3	(contains 100 lab)	
E&EE 151	3	.5 du E&EE 151	3
current total	16 units	revised total	13 units

### Engineering Science outside of computers

take one 3 units

E&EE 152 Analog Elect. Ckts.  
E&EE 180 Signals & Systems

E 17 circuit analysis  
listed in engineering above

CpE required

			2 du	*CpE 64 (old EEE 9)	4 units
CpE 172	Logic Design	3 units	2 du	CpE 164 (old EEE 172)	3
CpE 175		3	1 du	*CpE 185 (old EEE 175)	4
CpE 176		3	1.5 du	CpE 186 (old EEE 176)	3
CpE 170		1	.5 du	CpE 165 (old EEE 170)	1
CpE 171		1	1.5 du	*CpE 187 (old EEE 171)	2
CpE 177		3	1.5 du	CpE 177	3
CpE 181		3	.5 du	CpE 173 (old EEE 181)	3
E&EE 190/191		3, or 4	.5 du	CpE 159	3
or CSc 190/191			3 du	CpE 190/191	4
current total		20 units		revised total	30 units

CpE electives

total of 3 courses, one of which is a design elective

total of two courses, with at least one unit of design

current total	9 units	revised total	6 units
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- \*\*\*\*\*
- \* CpE 153 VLSI 2 du \*
  - \* CSc 131 Soft Engr 1 du \*
  - \* CSc 134 File Organ .5du \*
  - \* CSc 154 Graphics .5du \*
  - \* CSc 151 Compiler 2 du \*
  - \* CSc 155 Graphics 2 du \*
  - \* E&EE 118 Analog Sys 2 du \*
  - \* E&EE 155 Op. Amps. 1.5du \*
  - \* E&EE 180 Linear Sys \*
  - \* E&EE 185 Comm. Sys 1 du \*
  - \* E&EE 184 Feedbck Sys 1 du \*
  - \* Engr 166 Robotics 1 du \*
- \*\*\*\*\*

Total units of technical courses

current total	103 units	revised total	104 units
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General education units

current total	27 units	revised total	33 units
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Total units

current total	130 units	revised total	137 units
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## ANALYSIS of MEETING ABET REQUIREMENTS

### Math and Basic Science

The total number of math and basic science units required by ABET is 32 units. The proposed curriculum has 34 units plus a required life science course (probably a bio science course) of 3 units, giving 37 units. The ABET requirement is met.

### Engineering Science

The total number of engineering science units required by ABET is 32 units. The proposed curriculum has 17 units of required engineering science from non-programming computer science courses, 7.5 units of engineering science from electrical and electronics engineering courses and 15 units from computer engineering courses. This total 39.5 units. At least one course in engineering science is outside the computer related discipline (E 17). Also, CpE electives (two required) would increase the total number of engineering science electives by 2 to 6 units.

### Engineering Design

The total number of engineering design units required by ABET is 16 units. The curriculum has 17.5 units of required engineering design. Some of the CpE electives may add up to 2 units of design to the total.



FISCAL AFFAIRS COMMITTEE  
 FISCAL IMPACT EVALUATION  
 Computer Science-Computer Engineering (CpE)  
 October 20, 1987

This is a curriculum change to conform to accreditation requirements in time for an ABET visitation and review of EEE & CpE Degrees in Fall 1988.

ABET requires a course in either matrices/linear algebra or numerical analysis which would impact Math as follows:

	Drop		Add
Math 32	-4 FTE/sem.	Math 100 or	+1.5 FTE/sem.
		Math 150 or	+1.5 FTE/sem.
		Engr 181*	

The Math Department Chair indicates the increase in 100 or 150 would be no more than one section of either per semester and a nominal effect for Math 32 because it is a multi-section course. The data suggest a combined effect of +6 wtu's per year to support Math 100 and Math 150--courses that currently enjoy strong enrollments.

\*If CpE majors choose Engr 181 for option, Math FTE would be less.

To accommodate the required "computer related" area, the impact on CSc Department would be as follows:

	Drop		Add
CSc 16A	-2 WTU	-2 FTE	CSc 60 +3 WTU +3 FTE
CSc 131		-2 FTE	CSC 20 +3 WTU +3 FTE
CSc/CpE 159 change from elect to reqrd.			CSc 159 +2 FTE
CSc TOTAL	-2 WTU	-4 FTE	+6 WTU +8 FTE

The department reports that the CSc changes will be accommodated by internal shifts of FTE and WTU's; no new resources are requested or needed.

The direct effect to the EEE Department would be as follows:

	Drop			
	EEE 9	-3	FTE	
Electives	EEE 180	-1.5	FTE	
	EEE 152	-1.5	FTE	
	<u>EEE</u>	<u>-6</u>	<u>FTE</u>	
carry down from	CSc	-4	FTE	+8 FTE
Net effect on	CSc & EEE combined	-10 FTE	TOTAL	+8 FTE TOTAL

The overall effect looks like a drop for EEE and an increase for CSc, however, since CpE is a joint degree program between the CSc and EEE departments, there apparently will not be any impact or additional need for resources. The information is based on a 50/50 lower/upper division projection of CpE students.

The total increase of units for the degree from 130 units to 137 units is a result of a reinstatement of specific GE requirements normally completed by students.

The proposed change does impact Math, calling for an increase of 6 WTU's per year to support Math 100 and/or 150.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM CHANGE PROPOSAL

Academic Unit: CONSTRUCTION MANAGEMENT Date of Submission to School Dean: September 25, 1987

Requested Effective Fall X Spring     , 19 88

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

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

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

Change the degree from "Bachelor of Science in Engineering Technology, Construction Management Option" to "Bachelor of Science in Construction Management". This change does not require any changes in courses, curriculum, resources, or administrative structure.

Justification: see attached.

Transaction:

School Review Completed (date): \_\_\_\_\_

University Review Completed (date): \_\_\_\_\_

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

Approvals:

Department Chair: *M. K. Gachan* *ja* Date: 9/25/87

School Dean: *John N. Foster* Date: 9/30/87

Associate Vice President-Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_

## CONSTRUCTION MANAGEMENT -- PROGRAM CHANGE PROPOSAL

### JUSTIFICATION

According to the latest edition of the Collegiate Construction Education Directory published by the Associated General Contractors of America, there are 171 construction-related baccalaureate degree programs at 153 colleges or universities in the United States.

In this relatively new field; these programs exist under a variety of academic sponsorships: engineering, engineering technology, industrial technology, architecture, business, and building or construction science. The program titles and degrees are similarly varied using combinations of the words "construction", "engineering", "technology", "science", and "management".

Although some academicians understand the differences between the programs and titles, everyone else is confused by the resulting assortment. The construction industry tends to minimize this confusion by simply treating all programs as either "construction engineering" or "construction management". Even if not fully understood, these terms now are widely used and positively perceived by students, prospective students, graduates, employers, and others in the industry.

At the same time, whether reacting to industry or leading, the better education programs are adopting one or the other of these same titles. Furthermore, beyond mere names, "Construction Engineering" and "Construction Management" programs are evolving into distinctively different academic routes.

However, the program at CSUS is unique. While it emphasizes management and includes a minor in Business Administration, it also includes a strong component in selected engineering subjects. As an engineering technology program, it is accredited by the Accreditation Board for Engineering and Technology (ABET). At the same time, it conforms to the accreditation requirements of the American Council for Construction Education (ACCE), an industry group that focuses on non-engineering programs.

The program name in the 1984-85 catalog, "Construction Engineering Management", reflected this blend. CEM was appropriate and descriptive then; but, things have changed.

"Construction Education Comes of Age" was the title of a feature article in the February 1987 issue of Constructor, the nationally-circulated magazine published by the Associated General Contractors of America. The article focused on a program at Purdue, and described it as one of only five that have been accredited for construction engineering by ABET. Those programs received excellent nationwide publicity through this article.

Actually, though, there are many other construction programs accredited by ABET --- but, as engineering technology not as engineering. Last year, it was made clear that the difference between these two is very significant to ABET. Before re-accrediting this as an engineering technology program, that body insisted that the word "Engineering" be removed from the title; so, CEM became CM.

As defined by ABET, this definitely is not an engineering or a construction engineering program. There are, in fact, no undergraduate construction engineering programs in California.

However, there are six management-oriented baccalaureate programs, all of which are in the California State University System. Of these, three are offered under engineering technology, two under industrial technology, and one under architecture; and, until recently, the titles and degrees have reflected these disciplines. Now, though, both Cal Poly, San Luis Obispo and Chico have been authorized to award the degree of "Bachelor of Science in Construction Management".

Although these two programs are no better and no more management-oriented than ours, they now have a decided advantage in their free-standing degrees --- and, that advantage is being exploited. Earlier this year, an article in the Daily Pacific Builder, a regional industry publication, stated "**Chico State is now only the second university in California to offer a construction management program. The other is Cal Poly, San Luis Obispo**". This statement was repeated in an article in the May 1987 issue of the California Constructor, published by AGC.

Of course, the statement is not accurate; there are other CM programs including ours. However, it does not help our situation to correct it to say that Chico is only the second **to offer a BS degree in Construction Management**. We are left out either way, and the correction might even make things worse.

Furthermore, Chico and SLO now can expect to be listed in the System-wide application under a new heading, "Construction Management". This heading has not appeared before because only degrees are identified, not options. Again, unless something changes, we will be left out.

In fact, in spite of the high quality of our program, we will continue to be left out of the technically correct lists of both construction engineering and construction management --- until we definitely become one or the other.

To become a true Construction Engineering program, we would have to revise the entire curriculum from top to bottom.

To become a true Construction Management program, we merely have to change the words on the degree.

Comments of the Fiscal Affairs Committee, excerpted from an October 14, 1987, memorandum to June Stuckey, Associate Vice President:

5. Construction Management--B.S. in Construction Management  
The proposal seeks to identify an existing option in Engineering Technology as a free-standing B.S. No new courses, resource allocations, or curriculum changes proposed with regard to existing construction management option. No apparent fiscal impact.

ATHLETIC TRAINING OPTION

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM CHANGE PROPOSAL

Attachment N  
Academic Senate Agenda  
December 10, 1987

Academic Unit: Health & Physical Education Date of Submission to School Dean: 10/2/87

Requested Effective Fall \_\_\_\_\_ Spring X, 19 88

Type of Program Change:	Required forms attached:
<u>X</u> Modification in Existing Program	
<u>        </u> Substantive Change	<u>X</u> Form C
<u>        </u> Non Substantive Change	<u>        </u> no form required
<u>        </u> Deletion of Existing Program	<u>        </u> Form D
<u>        </u> Initiation (Projection) of New Program	<u>        </u> Form E
<u>        </u> Implementation of New Program	<u>        </u> Form F
<u>        </u> Addition of New Minor, Concentration, Option, Specialization, Emphasis	<u>        </u> Form G
<u>        </u> Addition of New Certificate Program	<u>        </u> Form H

Briefly describe the change requested and the justification for the change:  
 In September of 1976, the NATA approved undergraduate curriculum in athletic training began as a Bachelor of Science degree in Physical Education Athletic Training Option; with the teaching credential required. Thus all students completed all the requirements for both teaching and athletic training.  
 Three years later, the NATA stated that curriculum schools need not require a teaching credential but had to show that coursework was available for students to obtain a teaching credential. As the program has grown, more and more students are opting to not become teachers, choosing instead to obtain positions in non-educational settings as athletic trainers.  
 In the NATA evaluation report of March 5-6, 1986, (see appendix) one of the weaknesses of the program identified that the curriculum does not accommodate those students choosing not to become teachers. With this new non-credential option, we can accommodate these non-teachers. Fifty seven units of the new non-credential option, are the same as those in the credential option. There are no new courses needed as all are well established. This option would keep up with the Transaction: needs of our students.

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

Approvals:  
 Department Chair: James S. Bosco Date: 10/2/87  
 School Dean: \_\_\_\_\_ Date: \_\_\_\_\_  
 Associate Vice President-Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_

ATHLETIC TRAINING

PROGRAM CHANGE PROPOSALS  
(Form C)

1. Name of Academic Unit submitting proposal.

Health and Physical Education Department

2. Full title of degree program to be changed.

Bachelor of Science in Physical Education/Athletic Training

3. Purpose of the change.

The purpose of this change, to design a "non-credential" athletic training option is to meet the needs of the students in the athletic training option who will not teach but secure positions as athletic trainers in non-educational settings (i.e. physical therapy clinics, sports conditioning centers, professional athletics).

4. Need for the change.

The need for the change is reflected in the interests of the students in the athletic training option. This need was also identified by the NATA (National Athletic Trainers Association) evaluators. During our fifth year review in March 1986, the two NATA evaluators recommended another option for students who choose not to become teachers. This new option is designed to have students take coursework which will help accommodate their alternate educational goal (i.e. graduate school, physical therapy clinic positions, professional athletics positions, etc.).

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.

As will be seen in item number 6, fifty-seven units are exactly the same as the athletic training credential option. The other eighteen units were selected by a team of the clinical instructors in athletic training from existing courses on campus. The consultation included both athletic and physical education department faculty. The only impact foreseen could be in Bio Sci 122, Advanced Human Anatomy, but two to three athletic training students have enrolled in that class in the last few years and there should be no major change from that enrollment.

6. List side by side the old program requirements as presented and the new ones as they will be presented in the University Catalog.

See separate sheet



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

a. None added, deleted, modified.

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

In Fall 1987, Ms. Jayne Willett was hired full-time tenure track with the purpose of teaching and supervising in the athletic training program. No new courses are being added so with the present faculty, the option should be operating with no problems in FTE and 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.

The new option was designed with the existing facilities, equipment and resources. The new Physical Education building has a planned laboratory for Clinical Training which would enhance the program. No new costs would be added because we have a similar existing program.

CREDENTIALIAL

NON CREDENTIALIAL

Common Core (17)

Common Core (17)

Bio Sci 22  
Bio Sci 131  
PE 151  
PE 152  
PE 158

Bio Sci 22  
Bio Sci 131  
PE 151  
PE 152  
PE 158

Required Upper Division Courses

Required Upper Division Courses

PE 100  
PE 155  
PE 156  
PE 156.2  
PE 157  
PE 159  
PE 160  
PE 175  
PE 195.4 (8)  
HS 136  
HEc 10 or 113

PE 100  
PE 155  
PE 156  
PE 156.2  
PE 157  
PE 159  
PE 160  
PE 175  
PE 195.4 (8)  
HS 136 (or 126)  
HEc 113

PE 148.1, weight training  
PE 145.3, track & field  
PE 141, gymnastics  
PE 142, aquatics  
PE 140's, team  
PE 140's team  
PE 145s, outdoor  
PE 145s, racquet  
PE 146, Elementary  
PE 147s, Combatives  
PE 140s, elective

PE 148.1, weight training  
PE 148.2, exercise forms  
PE 140 series  
PE 145.3, track & field  
PE 150  
Bio Sci 122  
ATH 161, Principles of Coaching  
Psych 117, Drugs & Behavior

Required electives (7)

Credentialial  
Phase I  
PE 178  
Phase II  
Phase III

SAME 17 *Core*  
40 *UD*  
57

17  
40  
57

DIFFERENT 14 *UD*  
25 *other?*  
39

18 *UD*

96

75

1. The common core is the same (17 units)

2. Required upper division units

credential has 79 units (includes phase) of which 57 are the same

non-credential has 58 units of which 40 are the same

3. Students in the non-credential option would take 4 analysis classes.  
The remaining classes include PE, Bio Sci, Psych, Ath and CJ classes.

4. No financial impact because we are using established classes.

OLD

NEW

ATHLETIC TRAINING OPTION

ATHLETIC TRAINING/GENERAL

Instances that the Athletic Training Program requires an interview with the Program Director, and one letter of recommendation from teachers, instructors or supervisors who are familiar with the student, minimum GPA and other criteria. (See Program Director)

A. Common Core (17 Units)

- (4) Bio 101 Introductory Human Anatomy (Bio 100 or 102)
- (4) Bio 102 Systemic Physiology (Bio 101, 102, 103, or 104; Chem 101 and Chem 102)
- (3) FE 101 Kinesiology (FE 100 and Bio 101 or 102 or FE 102)
- \*\* (3) FE 102 Physiology of Exercise (Bio 101 or 102)
- (3) FE 103 Motor Learning

\*May be used for General Education Credit.

B. Required Upper Division Courses (17 Units)

- (1) FE 100 Basic Fundamentals of Movement
- (1) FE 101 Historical and Philosophical Foundations of Physical Education
- (1) FE 102 Evaluation in Physical Education
- \*\* (2) FE 103 Therapeutic Exercise (Bio 101 and Phys 2 or FE 101)
- \*\* (3) FE 104 Care of Athletic Injuries
- \*\* (3) FE 105 Advanced Athletic Training
- \*\* (2) FE 106 Advanced First Aid
- \*\* (3) FE 107 Internship in Athletic Training (FE 101) minimum 4 semesters
- \*\* (1) FE 108 Psychology of Sport (Psych 10)
- \*\* (2) FE 109 Interdisciplinary Factors in Education (taken in Phase 2)
- \*\* (2) Hm Ec 10 Nutrition and World Food Needs CR
- \*\* (2) Hm Ec 103 Nutrition (Hm Ec 10, Chem 10, Chem 11, Chem 12)
- \*\* (2) Hm Ec 104 School Health Education

\*\*Part of the NCAA approved curriculum core for Athletic Training majors.

C. Skill Analysis (11-12 Units) (Select Prerequisite FE 101)

- (3) FE 101 Analysis of Communication
  - (3) FE 102 Analysis of Aquatics
  - (3) Select one (3 units each):
    - FE 103.1 Analysis of Field, Square and Ballroom Dance
    - FE 103.2 Analysis of Creative Dance Forms
  - (4) Select one (4 units each):
    - FE 104.1 Analysis of Basketball
    - FE 104.2 Analysis of Flag Football
    - FE 104.3 Analysis of Hockey
    - FE 104.4 Analysis of Softball
    - FE 104.5 Analysis of Volleyball
  - (2) Select one (2 units each):
    - FE 105.1 Analysis of Archery
    - FE 105.2 Analysis of Golf
    - FE 105.3 Analysis of Track and Field
  - (2) Select one (2 units each):
    - FE 106.1 Analysis of Basketball
    - FE 106.2 Analysis of Football
    - FE 106.3 Analysis of Tennis
    - FE 106.4 Analysis of Volleyball
  - (2) FE 107 Analysis of Basic Skills & Case Analyses for the Elementary School
  - (2) Select one (2 units each):
    - FE 108.1 Analysis of Physical Education
    - FE 108.2 Analysis of Self Defense
  - (2) Select one (2 units each):
    - FE 109.1 Analysis of Weight Training
    - FE 109.2 Analysis of Self Defense
- Select one course from your group or above groups to total 12 units. If less than 8 units are taken from the Prerequisites, the remaining required units may be taken from any of the analysis courses. (2 units each)
- FE 110.1 Analysis of Basketball
  - FE 110.2 Analysis of Soccer
  - FE 110.3 Analysis of Volleyball
  - FE 110.4 Analysis of Softball and Baseball
  - FE 110.5 Analysis of Cycling
- NOTE: Only one unit from the following may be taken toward the major
- FE 111 Field Experience in Physical Education
  - FE 112 Field Experience in Athletics
  - FE 113 Internship in Fundamentals
  - FE 114 Internship in Applied Physical Education

The requirements for the Single Subject Teaching Credential are the same as those outlined above for the 12 degree. Students seeking a Single Subject Teaching Credential must complete an additional 12 credit semester units selected in consultation with the credentialing office.

ATHLETIC TRAINING MAJOR EQUIVALENT

A. COMMON CORE (17 units)

- (4) Bio Sci 22 Introductory Human Anatomy (Bio Sci 10 or 20)
- (4) Bio Sci 101 Introductory Physiology (Chem EA and EB and Bio Sci 10 or 20)
- (3) FE 101 Kinesiology (FE 100 and Bio Sci 22)
- (3) FE 102 Physiology of Exercise (Bio Sci 101)
- (3) FE 103 Motor Learning

B. REQUIRED LOWER DIVISION UNITS (21 units)

- (3) Psych 5 Intro Psychology: Individual and Social Processes
- (3) Bio Sci 10 Basic Biological Concepts CR
- (3) Bio Sci 20 Biology: A Human Perspective
- (4) Chem EA Introduction to General Chemistry
- (4) Chem EB Intro to Organic and Biological Chemistry
- (4) Physics 2 Topics in Elementary Physics
- (3) Hm Ec 10 Nutrition and World Food Needs

C. REQUIRED UPPER DIVISION COURSES (56-57 units)

- (2) FE 100 Fundamentals of Movement
- (3) FE 105 Care of Athletic Injuries
- (2) FE 105 Neuro-muscular Evaluations
- (2) FE 105.2 Advanced First Aid
- (2) FE 109 Therapeutic Modalities
- (3) FE 107 Therapeutic Exercise
- (2) FE 175 Intro to Therapeutic Techniques
- (3) FE 100 Psychology of Sport
- (2) FE 140.1 Analysis of Weight Training
- (2) FE 140.2 Analysis of Exercise Forms
- (2) FE 140-series Team Analysis sport
- (2) FE 140.3 Analysis of Track and Field
- (2-3) HS 125 School Health Education CR
- HS 125 School Health Program
- (1) FE 120 Scientific Bases of Physical Conditioning
- (2) Hm Ec 103 Nutrition
- (12) FE 105.4 Internship in Athletic Training (including seminars each semester)
- (1) Bio Sci 102 Advanced Human Anatomy
- (3) Ath 101 Principles of Coaching
- (2) Psych 117 Drugs and Behavior

D. REQUIRED ELECTIVES (7 units) (choose)

- (1-2) FE 104 Observation in Athletic Training
- (3) Ath 107 Coaching of Football
- (3) Psych 115 Neuroanatomy
- (3) EME 105 Assistive Devices for the Disabled
- (3) Bio Sci 102.1 Physiology of the Nervous System
- (3) FE 103 Cardiovascular Testing and Exercise Prescription
- (3) CJ 103 Drug Abuse and Criminal Behavior
- (3) Ath 102 Athletic Law

FISCAL AFFAIRS COMMITTEE

FISCAL IMPACT EVALUATION  
HEALTH AND PHYSICAL EDUCATION  
ATHLETIC TRAINING OPTION

November 3, 1987

In the past, a student interested in athletic training could receive a BS degree in Physical Education with a major in Athletic Training with a Teaching Credential. There was no formal way that a person could receive a degree in Athletic Training without the Teaching Credential. This program enables the student to receive a degree in Athletic Training without a Teaching Credential.

The Athletic Training degree required core has 57 units consisting of the same courses that are required in the Athletic Training/Credential program. It does not include Phase I, II, and III and PE 178 (3) Methods of Teaching Physical Education, which is required for the teaching credential.

The elective list greatly reduces the number of analysis courses, (140 series) but includes:

BIO S 122 (3) Advanced Human Anatomy (Bio S 22, 126)  
PE 153 (3) Cardiovascular Testing and Exercise Prescription  
(PE 152)  
PSY 117 (3) Drugs and Behavior  
ATH 161 (3) Principles of Coaching

From the above list, only two courses may be impacted, PE 153 and BIO S 122. Both of these courses require substantial laboratory experience. If the present number of sections could not accept 5-8 additional students each year, it would require the addition of one lab section in each course each year to support the common lecture section--

PE 153	+ .2 WTU
BIO S 122	<u>+ 2 WTU</u>

Possible total increase = 4 WTU per year

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM CHANGE PROPOSAL

Academic Unit: BIOLOGICAL SCIENCES Date of Submission  
to School Dean: May 20, 1987  
DEPARTMENT  
Requested Effective Fall XX Spring     , 19 88

Type of Program Change:	Required forms attached:
<input type="checkbox"/> Modification in Existing Program	
<input type="checkbox"/> Substantive Change	<input type="checkbox"/> Form C
<input type="checkbox"/> Non Substantive Change	<input type="checkbox"/> no form required
<input type="checkbox"/> Deletion of Existing Program	<input type="checkbox"/> Form D
<input type="checkbox"/> Initiation (Projection) of New Program	<input type="checkbox"/> Form E
<input type="checkbox"/> Implementation of New Program	<input type="checkbox"/> Form F
<input checked="" type="checkbox"/> Addition of New Minor, Concentration, Option, Specialization, Emphasis	<input checked="" type="checkbox"/> Form G
<input type="checkbox"/> Addition of New Certificate Program	<input type="checkbox"/> Form H

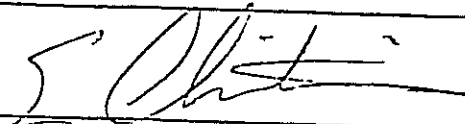
Briefly describe the change requested and the justification for the change:

The Department of Biological Sciences wishes to change its M.A. to an M.S. When this change occurs, the Department would like to designate its current M.S. as an M.S. with Concentration in Biological Conservation. The Department feels that the concentration designation is necessary because several specific courses are required of the students in biological conservation which are not required of other Master's students in Biology, and also because students in Biological Conservation are trained specifically for employment by CA Fish and Game, the U.S. Forest Service, and other state and federal agencies which deal with biological conservation issues.

Transaction:

School Review Completed (date): 9-15-87  
University Review Completed (date): \_\_\_\_\_  
Chancellor's Review Completed (date): \_\_\_\_\_

Approvals:

Department Chair:  Date: 6/9/87  
Original signed by \_\_\_\_\_  
School Dean: Tohru Yamanska Date: \_\_\_\_\_  
Associate Dean \_\_\_\_\_  
Associate Vice President-Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_

PROPOSAL  
INFORMATION REQUIRED ON FORM G FOR NEW OPTIONS AND CONCENTRATIONS

Campus: California State University, Sacramento

Title: Master of Science in Biological Sciences, Concentration  
in Biological Conservation

Type of Aggregate: Concentration

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

Master of Science in Biological Sciences

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

Currently, the Master of Science in Biological Sciences degree is essentially a Master of Science with a Concentration in Biological Conservation. The Department will be changing its current M.A. degree to an M.S. degree. Therefore, the Department would like to have those students taking the courses for the current M.S. (i.e., the Biological Conservation students) be distinguished from those students who will be receiving the new general M.S. by designating the current M.S. as a Concentration within the Master of Science in Biological Sciences.

4. Department to offer the aggregate of courses:

All courses for the Master of Science in Biological Sciences with Concentration in Biological Conservation will be offered by the Department of Biological Sciences.

5. Purpose of the proposed aggregate of courses:

The Concentration in Biological Conservation specifically trains students in the concepts of biological conservation. Students in this area of concentration are specifically trained for employment by such agencies as California Fish and Game, U.S. Fish and Wildlife Service, the U.S. Forest Service, and other state and federal agencies which deal with biological conservation issues.

6. Need for the proposed aggregate of courses:

The Concentration in Biological Conservation is needed because it will allow CSUS students to compete effectively with students from other institutions for jobs with state and federal agencies. A degree stating Master of Science in Biological Sciences with Concentration in Biological Conservation leaves no doubt as to whether the student has received the training appropriate to be effective in employment in the biological

conservation area.

7. List courses, catalog number, title and units of credit; total units required under the proposed aggregate of courses.

Courses specific for the Concentration in Biological Conservation:

One of the following:

- BioS 214 Advanced Plant Ecology. (3)
- or BioS 260 Population and Community Ecology. (3)
- or BioS 269 Behavioral Ecology. (3)

Two of the following:

- BioS 270 Conservation Policy and Administration (2)
- or BioS 273 Advanced Fishery Biology and Management (3)
- or BioS 279 Advanced Wildlife Management. (3)

Total units: 8 or 9

8. List of courses, by catalog number, title, and units of credit; total units required by the major in which the proposed aggregate of courses is to be included; two-year scheduling pattern of these courses.

(See page 3)

9. New courses to be developed:

No additional courses or sections of classes will be required to implement the program for the Master of Science in Biological Sciences with Concentration in Biological Conservation.

10. Present faculty members, rank, appointment status, highest degree earned, date and field of highest degree, and professional experience who would teach in the proposed aggregate of courses.

Michael Baad, Professor of Biological Sciences. Ph.D. 1969 in Botany.  
Plant Taxonomist.

William Shepard, Associate Professor of Biological Sciences. Ph.D. 1980  
in Zoology. Entomologist.

Gene Trapp, Professor of Biological Sciences. Ph.D. 1973 in Zoology.  
Mammalogist.

C. David Vanicek, Professor of Biological Sciences. Ph.D. 1967 in  
Wildlife Resources. Fisheries Biologist.

Marda West, Professor of Biological Sciences. Ph.D. 1969 in Plant  
Sciences. Plant Ecologist.



8. Courses required for Master of Science in Biological Sciences:

<u>Catalog no.</u>	<u>Title</u>	<u>Unit of Credit</u>
220	Research methods in Biology	3
282	Evolution	3
292	Biological Concepts	3
294	Seminar	1
500	Masters Thesis	2
		Total Units = 12

Two-year Scheduling Pattern

Fall 1987

279	Advanced Wildlife Management	3
282	Evolution	3
292	Biological Concepts	3
294	Seminar	1
		Total Units = 10

Spring 1988

220	Research Methods in Biology	3
269	Behavioral Ecology	3
273	Advanced Fishery Biology and Management	3
294	Seminar	1
		Total Units = 10

Fall 1988

260	Population and Community Ecology	3
270	Conservation Policy and Administration	2
282	Evolution	3
292	Biological Concepts	3
294	Seminar	1
		Total Units = 12

Spring 1989

214	Advanced Plant Ecology	3
220	Research Methods in Biology	3
294	Seminar	1
		Total Units = 7

Comments of the Fiscal Affairs Committee, excerpted from an October 14, 1987, memorandum to June Stuckey, Associate Vice President:

10. Biological Sciences--Creation of M.S. Concentration in Biological Conservation

This proposal relates to--but does not address--the re-designation of the current M.A. program as an M.S. program. Given this change from M.A. to M.S., the Department proposes to designate the current M.S. program as an M.S. with Concentration in Biological Conservation. No new courses proposed or resources requested. No apparent fiscal impact.

Media Communication Concentration  
(21 upper division units in addition to core)

Goals:

1. Prepare students for media communication leadership roles with knowledge of the major theories and systems of media communication.
2. Help students develop an awareness of the social responsibilities of the media.
3. Provide an understanding of the legal and regulatory environment of media communication industries.
4. Help students develop competence in media communication research.
5. Provide a framework for critical analysis of media systems and media content.

Area Requirements:

The Media Communication concentration provides four options - Media Production, Broadcast News, Telecommunication and Informatics, or Electronic Media Industries. Each of these options involves prerequisites, a required core, and elective to be selected upon advisement. Communication Studies 100E--Media Communication--is a pre- or co- requisite to all options.

-- Media Production option:

Prerequisites (7 units)

- Com S 20A--Radio Production (2)
- Com S 27A--Television Production (2)
- Com S 30A--Film Production (2)
- plus one of the following:
  - Com S 20B--Radio Production Lab (1)
  - Com S 27B--Television Production Lab (1)
  - Com S 30B--Film Production Lab (1)

Core (15 units)

- Com S 121--Media Aesthetics (3)
  - Com S 124--Writing for Broadcasting (3)
  - Com S 183--Senior Seminar in Media Issues and Ethics (3)
  - and two courses from the following:
    - Com S 112--Advanced Audio Production (3)
    - Com S 127--Producing and Directing for Television (3)
    - Com S 128--Non-studio Television Production (3)
    - Com S 129--Documentary Broadcasting (3)
    - Com S 130--Advanced Filmmaking (3)
- (Com S 128 or Com S 130 may be repeated to fulfill this core requirement)

California State University, Sacramento  
Communication Studies Department


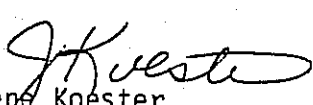


Memorandum

To: Whom It May Concern

Date: March 10, 1987

Subject: Program Change  
Proposal

From:  David Martin and  Jolene Koester  
Communication Studies

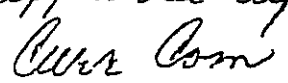
This program change is proposed in a effort to increase the coherence of our Media Communication concentration. This proposal recognizes the major weakness in the present concentration. This weakness is found in the "Chinese menu" approach of the present concentration. The proposal creates four options in the Media Communication concentration: Media Production, Broadcast News, Telecommunications and Informatics, and Electronic Media Industries. These options reflect both our program's strengths and our students' interests.

Each option consists of required or recommended prerequisites, a common core, and a set of elective courses. This structure permits a much greater assurance that students taking one of these options will have a commonality. This increases our comfort with our certification of these students.

To accomplish our goal of a more focused experience we have made some curricular changes. We have proposed splitting our lower division production courses into separate lecture and lab sections and requiring all three of the lectures but only one of the labs, as prerequisites to our media production option.

We have added a new course, Media Aesthetics, as a core course in the media production option and an elective in the others. We are also planning to add a Senior Seminar in Media Issues and Ethics, which would be required in all four options. We feel these additions will provide a better theoretical foundation as well as a common integrative experience for our students.

If you have further questions, please contact me in Communication Studies at 6688. The present Media concentration is attached in order to facilitate comparison with the proposed change.

Approved by  
  
10-5-87

Electives (12 units)

- Com S 120--Radio and Television Broadcasting (3)
- Com S 121--Media Aesthetics (3)
- Com S 145--Organizational Communication (3)
- Com S 148--Mass Communication Law (3)
- Com S 151--Visual Communication (3)
- Com S 170--Data Analysis in Communication Research (3)
- Com S 174--International Communication (3)
- Com S 178--Telecommunication Systems Management (3)
- \*\* Com S 185--Practicum in Communication (1-6)
- Art 123--Computer Graphics and the Visual Arts (3)
- Art 130--Advanced Computer Graphics (3)
- MIS 121--Computer-Based Information Systems (3)

-- Electronic Media Industries Option:

Core (9 units)

- Com S 120--Radio and Television Broadcasting (3)
- Com S 177--Broadcast Programs and Audiences (3)
- Com S 183--Senior Seminar in Media Issues and Ethics (3)

Electives (12 units)

- Com S 119--Conflict Resolution (3)
- Com S 121--Media Aesthetics (3)
- \*\*\* Com S 124--Writing for Broadcasting (3)
- Com S 125--Broadcast News (3)
- Com S 129--Documentary Broadcasting (3)
- \*\*\* Com S 145--Organizational Communication (3)
- Com S 148--Mass Communication Law (3)
- \*\* Com S 185--Practicum in Communication (1-6)
- Com S 190--Innovation in Telecommunication's Industries and Issues (3)
- Com S 191--Innovation in Telecommunication's Applications and Societal Implications (3)

\*\*\* Com S 124 and Com S 145 are particularly recommended for students choosing this option.

\*\* You may apply no more than six units of practicum classes to the Communication Studies major.

Electives (6 units chosen from the following:)

- \*Com S 112--Advanced Audio Production (3)
- \*Com S 120--Radio and Television Broadcasting (3)
- \*Com S 127--Producing and Directing for Television (3)
- \*Com S 128--Non-studio Television Production (3)
- \*Com S 129--Documentary Broadcasting (3)
- \*Com S 130--Advanced Filmmaking (3)
- Com S 139--Screen Arts, Realities, Societies (3)
- Com S 142--Film as Communication (3)
- Com S 149--Message Design (3)
- Com S 157--KCNS-TV Production Staff (3)
- Com S 177--Broadcast Programs and Audience (3)
- \*\* Com S 185--Practicum in Communication (1-6)

\* May be used as a elective if not used to fulfill core.

-- Broadcast News Option:

Prerequisite (3 units)

Journ 30--Basic News Reporting (3)

Core (12 units)

- Com S 124--Writing for Broadcasting (3)
- Com S 125--Broadcast News: Theory and Practice (3)
- Com S 156--KCNS-TV Writing and Reporting Staff (3)
- Com S 183--Senior Seminar in Media Issues and Ethics (3)

Elective (9 units)

- Com S 120--Radio and Television Broadcasting (3)
- Com S 121--Media Aesthetics (3)
- Com S 127--Producing and Directing for Television (3)
- Com S 128--Non-studio Television Production (3)
- Com S 129--Documentary Broadcasting (3)
- Com S 148--Mass Communication Law (3)
- Com S 157--KCNS-TV Production Staff (3)
- Com S 160--Political Communication (3)
- \*\* Com S 185--Practicum in Communication (1-6)

-- Telecommunication and Informatics Option:

Prerequisite

There are no required prerequisites but the following courses are recommendations:

- Computer Sc 1--Introduction to Computer Science (3)
- Computer Sc 5--Personal Computing (3)
- Mgmt Information Sc 5--Introduction to Management Information Science (3)

Core (9 units)

- Com S 190--Innovation in Telecommunication: Technologies and Issues (3)
- Com S 191--Innovation in Telecommunication: Applications and Societal Implications (3)
- Com S 182--Senior Seminar in Media Issues and Ethics (3)

FISCAL AFFAIRS COMMITTEE

FISCAL IMPACT EVALUATION  
MEDIA COMMUNICATION CONCENTRATION

September 15, 1987

The Communication Studies Department is proposing changes in its Media Communication Concentration (refer to memo from Martin and Koester, 3/10/87). These changes may be summarized as follows:

1. The Department plans to realign existing coursework into four options within the concentration: Media Production, Broadcast News, Telecommunications and Information, Electronic Media Industries. The Chair estimates that there are 50-60 students presently pursuing the concentration. She also estimates that half these students would choose the Media Production option, with remaining students opting for the three remaining options.
2. The Department plans to create a core for each option, ensuring some common experiences for students within each option. Thus, Communication Studies majors choosing an option within the Media Communication Concentration would be required to complete coursework from the following categories:
  - prerequisites
  - an upper division core of courses required of all Communication Studies majors (CORE 1)
  - a core of courses required of all students choosing a particular option within the Media Communication concentration (CORE 2)
  - electives

A summary of these proposed requirements compared with the unit distribution of the current major appears in Appendix A.
3. The Department plans to restructure its lower division production lecture/labs which shall stand as prerequisites in the new Media Production option. A summary of these changes compared to the existing configuration of the lecture/labs appears in Appendix B.
4. The Department plans to add two new courses: Com S 183 as a core course for all seniors pursuing the concentration and Com S 121 as a core course for students pursuing the Media Production option. Given enrollments, the Chair anticipates offering these courses once per year; however, actual

enrollment demands may lead to more frequent offering of Com S 183. With regard to work load and class size, the two additions may be described as follows:

	wtu's/semester	c/s
Com S 183	1.5	20
Com S 121	1.5	25

5. The Chair reports that her department has a history of accommodating program changes within its existing allocation; she states that the proposed changes also will be accommodated within the existing allocation.

### Analysis

The redistribution of existing communication studies coursework across the new options in the Media Communication Concentration appears to have no fiscal impact. Enrollment in the communication studies core (CORE 1) should not change. Students electing the Media Communication Concentration still would enroll in 21 units of upper division Com S coursework, choosing from among the same options now available to students. While the proposed program delineates prerequisites more clearly, these prerequisites exist in the current program.

The addition of Com S 183 and 121 and the restructuring of the lecture/labs should lead to a net savings per semester:

	+/- wtu's/per semester
Com S 183	+1.5
Com S 121	+1.5
lecture/lab restructure	<u>-4</u> 17.5 wtu's-13.5 wtu's (see Appendix B)
NET	-1 wtu's

### Summary

The restructuring of the Media Communication Concentration may free some minor resources within the Department. This savings may be offset by more frequent offerings of Com S 183, Com S 20b, Com S 27b and Com S 30b. Enrollment in these courses should be monitored so any need for additional sections may be anticipated.

Michael Lewis  
Ann Malveaux  
Gene Sauls



Appendix A

Existing Communication Studies Major with Media Communication Concentration (BA, 36 Units)

- 15 units, upper division core of Com S courses taken by all Com S majors (CORE 1)
- 21 units, upper division Com S courses taken as electives by students in concentration
- 36 units, not including prerequisites

Proposed Communication Studies Major with Media Communication Concentration (BA)

OPTIONS

Media Production	Broadcast News	Telecommunications	Electronic Media
15 units Core 1 inc. Com S 100E	15 units Core 1 inc. Com S 100E	15 units Core 1 inc. Com S 100E	15 units Core 1 inc. Com S 100E
15 Core 2	12 Core 2	9 Core 2	9 Core 2
6 electives	9 electives	12 electives	12 electives
7 prerequisites	3 prerequisites	0 prerequisites	0 prerequisites
<u>43 units, inc. some prerequisites</u>	<u>39 units, inc. some prerequisites</u>	<u>36 units, not inc. prerequisites</u>	<u>36 units, not inc. prerequisites</u>

## Appendix B

## Existing and Proposed Lecture/Lab Courses

<u>Existing</u>	<sup>f</sup> Sp 87	wtu's/sec	total wtu's/sem.	c/s
*Com S 20	2 sec.	3.5	7.0	25
*Com S 27	2 sec.	3.5	7.0	15
*Com S 30	1 sec.	3.5	<u>3.5</u>	15
			17.5 wtu's	

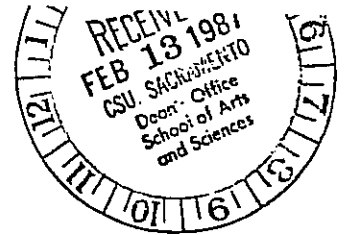
\*Currently prerequisites to a number of upper division courses.

<u>Proposed</u>	<sup>f</sup> anticipated/sem.	wtu's/sec.	total wtu's/sem.	c/s
*Com S 20 a	1 sec.	2	2	40
*Com S 27 a	1 sec.	2	2	40
*Com S 30 a	1 sec.	2	2	40
Com S.20 b	5 sec.**	1.5	.75	25
*Com S 27 b				
Com S 30 b				
			<u>13.5</u> wtu's	15

\* all "a" and one "b" required prerequisites for Media Production option

\*\*Department reports that more lab sections may be needed over time.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
DEPARTMENT OF MUSIC



DEGREE PROPOSAL

MASTER OF ARTS (PERFORMANCE: CHORAL CONDUCTING)

THE MAJOR:

A minimum of 30 units is required for the Master of Arts Degree in Music. The student will complete the basic core, the requirements for preparation of the thesis/project in choral conducting concentration, plus elective units to a minimum of 30. All graduate courses in music must be completed with a C or above grade to count toward the degree.

REQUIREMENTS: For Admission and Classification as a music major a student must:

1. Hold an acceptable bachelor's degree with a major in music or music education from an accredited institution or have completed equivalent academic preparation as determined by the Music Department.
2. Have attained a grade point average of at least 2.5 in the last 60 semester or 90 quarter units attempted.
3. Have been in good standing at the last college attended.

PERFORMANCE:

Majors in this concentration must have the approval of the Director of Choral Activities. Auditions for this purpose are arranged during the class time of the various choral ensembles, and should be approved the semester before the applicant intends to begin the program. The applicant should prepare at least three copies of the Master Plan II form and contact the Director of Choral Activities in order to arrange an audition appointment. The Director of Choral Activities will assign various choral compositions which the degree candidate will rehearse with one of the department choral ensembles. An accompanist is provided for the audition.

THE BASIC CORE:

The following courses are required of all candidates for the degree:

Music 201	Introduction to Graduate Studies (must be taken the first time offered after student is enrolled).....	<b>3 Units</b>
Music 203	Psychology of Music.....	<b>3 Units</b>
Music 204	Music in America.....	<b>3 Units</b>
		<hr/>
		<b>9</b>
Music 500	Master's Thesis, OR	
Music 502	Master's Project (See below)	

CONDUCTING:

Music 220	<i>Performance Techniques</i> <del>Private Conducting Lessons</del> .....	<b>4 Units</b>
	Thesis Project.....	<b>3 Units</b>
	Independent Study.....	<b>3 Units</b>
		<hr/>
		<b>10</b>

ELECTIVES:

The student may select a total of 11 units from the following **11** courses which must be chosen in conjunction with the Graduate Committee. These courses ought to reflect the candidate's specialized area of study.

		<hr/>	<b>30 Units</b>
Music 153	Advanced Choral Conducting		
Music 205	Music in the Renaissance		
Music 206	Music in the Baroque era		
Music 207	Music in the Classical Era		
Music 208	Music in the Romantic Era		
Music 209	20th Century Music		
Music 215	Medieval Music		
Music 202A	Seminar in Music Education		
Music 211	Pedagogy of Theory		
Music 219/20	Performance: Voice/Keyboard (Major instrument)		

## MUSIC 220: PERFORMANCE AND LITERATURE (2-4 Units)

A course, which may be repeated, providing private lessons in choral conducting for 2 units. The student will prepare a variety of choral scores for weekly sessions to sing and conduct, with piano accompaniment provided by the professor. Aspects of style, analysis, interpretation, and rehearsal procedures will be discussed accordingly.

### INDEPENDENT STUDY:

An independent study course may be designed for the student in such areas as choral/orchestral problems, the complete choral works of a major composer, choral literature for specific voices (children's choirs, male choirs, high-school choirs, etc.), a critique of a graduate assistant's work.

### THESIS/PROJECT:

The final project for the degree might take a variety of forms which would be supervised by the professor. (1.) The student may be asked to prepare an assigned choir for a complete performance which he/she would conduct in public. (2.) The student may be asked to prepare an assigned choir(s) for parts of programs which he/she would conduct in public. (3) The student may be allowed to use their own choir (school, church, community, ad hoc) for a final performance project. All of the performance projects mentioned will be accompanied by a paper of support. The paper will include a discussion of the goals of the performance, the literature, aspects of appropriate performance practice, and conductorial problems in the performance.

Examples of Thesis/Projects might include:

1. Polychoral Music of the Venetian School
2. The Choral Music of Elizabethan England
3. A Survey of Choral Literature for Female Voices
4. An Anthology of Appropriate Choral Literature Suitable for High School Choirs
5. The Role of the Chorus in Handel's Oratorios

Comments of the Fiscal Affairs Committee excerpted from a November 11, 1987, memorandum to June Stuckey, Associate Vice President:

4. Music--Additional Area of Study within M.A.

The Department proposes to add Choral Conducting as a fifth area of study for the M.A. in Music. No new courses are proposed. Requirements are in concert with those for existing areas. The proposed change is supported by student interest; indeed, students have been pursuing study in this area. The change would allow for an identifiable area of choral conducting within the major--a benefit to students. No fiscal impact foreseen.

CALIFORNIA STATE UNIVERSITY, SACRA  
PROGRAM CHANGE PROPOSAL  
M.A. PROGRAM

Academic Unit: Psychology Date of Submission to School Dean: 9/25/87

Requested Effective Fall    X Spring   , 1988

Type of Program Change:	Required forms attached:
<input type="checkbox"/> Modification in Existing Program	<input type="checkbox"/> Form C
<input type="checkbox"/> Substantive Change	<input checked="" type="checkbox"/> no form required
<input checked="" type="checkbox"/> Non Substantive Change	<input type="checkbox"/> Form D
<input type="checkbox"/> Deletion of Existing Program	<input type="checkbox"/> Form E
<input type="checkbox"/> Initiation (Projection) of New Program	<input type="checkbox"/> Form F
<input type="checkbox"/> Implementation of New Program	<input type="checkbox"/> Form G
<input type="checkbox"/> Addition of New Minor, Concentration, Option, Specialization, Emphasis	<input type="checkbox"/> Form H
<input type="checkbox"/> Addition of New Certificate Program	

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

Some additional courses are being included in our M.A. offerings to accommodate the revised requirements of the State of California for the Marriage, Family, and Child counseling license.

As recommended by the Review Team during the Psychology Program review, it was suggested that we require the Graduate Record Exam to be taken by all applicants to our graduate program. We are now doing so.

Transaction:

School Review Completed (date): 9-15-87

University Review Completed (date): \_\_\_\_\_

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

Approvals:

Department Chair: John Brackman Date: 9/25/87

School Dean: [Signature] Date: 10-1-87

Associate Vice President-Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_

Replacement Text For The 1988-1990  
CSUS University Catalog

MASTER OF ARTS, COUNSELING PSYCHOLOGY OPTION

The Counseling Psychology degree option is designed specifically for those students pursuing a career as a Marriage, Family and Child Counselor. This degree program is designed to meet the requirements described in Section 4980.37 through Section 4980.41 of Chapter 1365 of Statutes 1986 regulating the licensing of Marriage, Family and Child Counselors by the State of California. Students must complete each of the courses listed below, or appropriately select courses where a choice is indicated. Further, students must designate this Counseling Psychology option when applying for Advancement to Candidacy.

Students are required to remain in communication with the Psychology Department and are advised to communicate with the licensing board, since licensing requirements may change. Thus, the Counseling Psychology program listed below is subject to modification. Students are therefore required to determine from the Psychology Department at least once each academic year information about the current licensing requirements. The revised department listing, not this Catalog listing, is official.

Required Core Courses (9 units)

- Psych 203 Experimental Design I (3 units)
- Psych 209 Seminar in Systems of Psychology (3 units)
- Psych 210 Theories of Personality (3 units)

Required Breadth Courses\* (37 units)

- Psych 201 Professional Issues in Psychology (3 units)
- Psych 206 Tests and Measurement (3 units)
- Psych 223 Techniques of Counseling and Therapy (3 units)
- Psych 224 Theories of Counseling and Psychotherapy (3 units)
- Psych 225 Theories and Techniques of Marriage, Family and Child Counseling (3 units)
- Psych 226 Advanced Theories and Techniques of Marriage, Family and Child Counseling (3 units)
- Psych 235 Psychology of Ethnic Minorities (3 units)
- Psych 236 Theories of Sexual Counseling (3 units)
- Psych 250 Alcohol and Chemical Substance Dependency: Detection and Treatment (3 units)



Psych 251 Developmental Processes (3 units)  
Psych 253 Child Therapy (3 units)  
Psych 268 Psychopathology (3 units)  
Continuing Education Course titled Child Abuse and  
Neglect: Assessment, Treatment, and Prevention  
(8 contact hours)

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\* Some of these breadth courses are periodically offered through the CSUS Office of Extended Learning and may be substituted for the comparable course on a unit-by-unit basis provided that students have obtained permission from the Psychology Department to do this.

Counseling Practicum (a minimum of 6 units)

Psych 228 Practicum in Counseling and Psychotherapy  
(4 units)\*\*

~~AND~~ OR

Psych 295F Fieldwork in Counseling and Clinical  
Psychology (1-6 units)

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\*\* Psych 228 may be repeated for credit in order to fulfill the six unit minimum. Students should also note that Psych 227 is a prerequisite for and Psych 229 is a corequisite to Psych 228.

Culminating Requirement (4-6 units)

Psych 500 Master's Thesis (4-6 units)

OR

Psych 502 Master's Project (4-6 units)

## MASTER OF ARTS, COUNSELING PSYCHOLOGY OPTION

The Counseling Psychology degree option is designed specifically for those students wishing to fulfill the educational requirements for the MFCC license. Students must complete each of the courses listed below (or complete one of the two courses where a choice is indicated) AND designate this option in the process of applying for graduation.

Students are strongly advised to remain in communication with both the Psychology Department and the licensing board, since licensing requirements may change. Thus, the list of Counseling Psychology Required Courses shown below is subject to modification. Students should contact the Psychology Department for revisions in either courses or academic units. The revised department listing, not this Catalog listing, is official.

Required Core Courses (9 units) (See department for revisions. Revised department listing is official.)

- Psych 203 Experimental Design I (3 units)
- Psych 209 Seminar in Systems of Psychology (3 units)
- Psych 210 Theories of Personality (3 units)

Counseling Psychology Required Courses (11 courses comprising no fewer than 30 units) (See department for revisions. Revised department listing is official.)

- Psych 201 Professional Issues In Psychology (3 units)
- Psych 202 Theories and Methods in Psychological Research (3 units) OR

- Psych 203 Experimental Design I (3 units)
- Psych 206 Tests and Measurement (3 units)
- Psych 223 Techniques of Counseling and Therapy (3 units) OR
- Psych 224 Theories of Counseling and Psychotherapy (3 units)
- Psych 228 Practicum in Counseling and Psychotherapy\* (4 units) OR

- Psych 295F Fieldwork in Counseling and Clinical Psychology\* (1-6 units)

- Psych 235 Psychology of Ethnic Minorities (3 units)
- Psych 236 Theories of Sexual Counseling (3 units)
- Psych 250 Alcohol and Chemical Substance Dependency: Detection and Treatment (3 units)

- Psych 251 Developmental Processes (3 units)
- Psych 255 Psychology of Human Communication (3 units)
- Psych 268 Advanced Psychopathology (3 units)

\* Licensing regulations require that students complete a minimum of 6 semester units in a counseling practicum (or equivalent) course. Since Psych 228 is a 4-unit course, students would need to repeat this course for credit in order to fulfill the licensing requirements.

Culminating Requirement (4-6 units) Choose one:

- Psych 500 Master's Thesis (4-6 units)
- Psych 502 Master's Project (4-6 units)

## LOWER DIVISION COURSES

1. Introductory Psychology: Basic Processes. Physiological psychology, comparative psychology, learning, motivation, sensation and perception, and selected other topics. Requires 3 hours of participation as an experimental subject. 3 units.

5. Introductory Psychology: Individual and Social Processes. Developmental psychology, personality, social psychology, maladaptive behavior, individual differences, and selected other topics.

Requires 3 hours of participation as an experimental subject. 3 units.

6. Practicum in Psychology. A lecture/demonstration course examining major concepts in psychology with an emphasis on the use of experimental methods to explore central principles. Prerequisite: Psych 1 or Psych 5, or concurrent enrollment in Psych 1 or Psych 5. 2 units.

10. Contemporary Issues in Psychology. An examination of current orientations toward the understanding of behavior. Course features a large number of Psychology Department faculty, each of whom present a discussion of some issue which is currently being investigated in the field. The whole spectrum of psychological inquiry is covered. Participation as a subject in a number of experiments is required. Prerequisite: Psych 1 or 5. 3 units.

49. Scientific Thinking in Psychology. Scientific thinking is the process of thinking logically, critically and creatively about real as opposed to imaginary, problems. Students will develop an understanding of the scientific thinking process from a psychological perspective and will develop skill in scientific thinking. Topics will include: the psychology of thought, logical operations and fallacies, convergent and divergent thinking, the relationship between language and thought, valid and invalid arguments, critical judgment, decision making and hypothesis testing in the area of psychology. 3 units.

96. Experimental Offerings in Psychology. A lecture/discussion of a selected topic in psychology chosen on the basis of the availability of staff and indications of interest. 3 units.

## UPPER DIVISION COURSES

101. Foundations of Psychological Research. A 3-hour lecture-discussion, three hours laboratory. Individual projects in the collection of behavioral data, systematic observation, conditioning techniques, and other procedures. Introduction to the scientific research, concepts of probability, describing behavioral data, correlation, and report writing. Prerequisite: two of Psych 1, 5 and 10. 4 units.

102. Foundations of Psychological Research. A 3-hour lecture-discussion, three hours laboratory. Individual projects in the experimental design, introduction to the planning of experiments, hypothesis testing and experimental report writing. Prerequisite: one of the following three courses: Psych 1, 5 and 10. 4 units.

103. Perception. Examination of concepts in the area of perception. Approaches to perception, information processes, memory, attention and reaction times. 5. 3 units.

104. Learning Theories. Examination of temporary theories of learning and findings which bear directly on the given to theory construction. Prerequisite: Psych 1 and 5; Psych 101 recommended. 5. 3 units.

106. Motivation. Examination of processes in animal and human motivation. Prerequisite: Psych 1 and 5; Psych 101 recommended. 5. 3 units.

Change in requirements.

Psych 225  
226

Psych 253

FISCAL AFFAIRS COMMITTEE  
FISCAL IMPACT EVALUATION  
Revisions to the Master of Arts, Counseling Psychology Option  
October 13, 1987

The Department of Psychology proposes what they consider non-substantive changes in the requirements for those students preparing for the State of California Marriage, Family and Child Counseling (MFCC) license. Proposed catalog copy for the changes reflects the following revisions:

<u>1986-88 Catalog</u>	<u>1988-90 Catalog</u>
Core - 9 units	Core - 9 units
Breadth - Min. 30 units	Breadth - 37 units
Practicum (6 units included in above)	Practicum - 6 units
Thesis/Project - 4-6 units	Thesis/Project - 4-6 units
Total 43-45 units	56-58 units

The total increase in unit requirements appears to be 13 additional units. Within the added units are three (3) courses (9 units) not previously required (Psych 225, 226 and 253). Three (3) courses (9 units) previously required (Psych 202, 228 and 255) have been eliminated from the breadth requirements. The practicum is now proposed as a separate requirement from the breadth units, although the practicum was included under the breadth requirement in the old program.

#### Analysis

According to the department, the State of California has required a minimum of 48 units for the MFCC license, and the 1986-88 catalog did not reflect the increase in units. The catalog does advise students to check with the department for current requirements. Consequently, students already have been registering for some additional units; thus, the actual minimum number of units being required is increasing by 8-10 units. Of the three courses added, only one is a new course (Psych 226). Psychology 225 was offered Spring 1987, and Psychology 253 is currently being offered this Fall, 1987.

The department has approximately 200 graduate students, and one-half to two-thirds are currently in the licensure courses concurrent with completing the MA requirements. The present scheduling of courses, and number of sections offered, has been adequate to accommodate the enrollment, with no additional sections being anticipated. The department has already received and is recruiting for a new clinical faculty position. No additional resources are being requested by the department as a result of the proposed change.

The increase in units appears to be related largely to separating the practicum (6 units) from didactic breadth content. The total unit requirement is consistent with the MFCC program offered in the School of Education.

### Conclusion

The proposed changes in the Counseling Psychology option in the Master of Arts in Psychology program are not "non-substantive"; however, they do not appear to have significant fiscal impact. Additional faculty resources were previously allocated and not linked to the changes. The department plans to accommodate the new proposed course (Psych 226) through internal reallocation, and initially offering the course once a year, as they have done with the other two newly required courses (Psych 225 and 253). The addition of one section of Psych 226 yields a 1.5 wtu increase per semester. Some of the increase in FTE attending the additional units required for the program has been absorbed already, given that students have been registering for these units as per State guidelines for licensure.

10/13/87

Academic Unit: Peace/War Studies Date of Submission to School Dean: June 1, 1987

Requested Effective Fall \_\_\_\_\_ Spring \_\_\_\_\_, 19\_\_

Type of Program Change:	Required forms attached:
<input checked="" type="checkbox"/> Modification in Existing Program	
<input checked="" type="checkbox"/> Substantive Change	<input checked="" type="checkbox"/> 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:

BA in Social Science with a Concentration in Peace/War Studies dropped. Establish a Minor in Peace and Conflict Resolution Studies within the School of Arts and Sciences. The proposed new Minor is a result of the changes of the Social Science undergraduate major in response to the University Program Review. The change would continue the CSUS commitment to offering a program the focus of which is the crucial issue of human survival in the nuclear era. Our original statement of purpose said,

"We believe that war, like another old and deeply rooted institution once considered immutable -- chattel slavery, is subject to change and that war can be replaced by other modes of resolving conflict... We hold that higher education, whose graduates provide much of the leadership for the next generation, has a major responsibility for human survival as well as for

improvement of quality of life..."

School Review Completed (date): 9-29-87

University Review Completed (date): \_\_\_\_\_

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

Approvals:

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

School Dean: [Signature] Date: 10-1-87

Associate Vice President-Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_

1. Name of Academic Unit submitting proposal  
Peace/War Studies

2. Full title of degree program to be changed  
BA in Social Science with a Concentration in Peace/War Studies dropped. Establish a Minor in Peace and Conflict Resolution Studies. Program remains within School of Arts and Sciences.

3. Purpose of the change

We propose the establishment of a Minor in Peace and Conflict Resolution Studies. The proposed new Minor is a result of the changes and possible elimination of the Social Science undergraduate major as a result of University Program Review. The change would continue the CSUS commitment to offering a program the focus of which is the crucial issue of human survival in the nuclear era. Our original statement of purpose said,

"We believe that war, like another old and deeply rooted institution once considered immutable -- chattel slavery, is subject to change and that war can be replaced by other modes of resolving conflict... We hold that higher education, whose graduates provide much of the leadership for the next generation, has a major responsibility for human survival as well as for improvement of quality of life..."

4. Need for the change

In 1986 the University Curriculum Committee completed a review of the Social Science program listing numerous weaknesses. The weaknesses were not addressed to Peace/War Studies but to the unstructured general Social Science Program. Indeed the review suggested exploration of thematic organization; Peace/War Studies has a thematic organization.

The Social Science Policy Committee began to meet in Feb. 1987, to respond to the review. There is little apparent interest on the part of committee members to revise the present Social Science program to meet the suggestions offered by the Program Review.

The Peace/War Studies Program was already involved in discussions concerning changing the nature of our program to reflect changes in the university curriculum and the developing field of Peace Studies. There are advantages to changing from a Concentration to a Minor. A student could major in any one of the several social sciences and pursue a minor in Peace and Conflict Resolution.

5. Indicate the programmatic or fiscal impact which this change will have on other academic units- programs.

The proposed change will have no impact on the departments presently offering courses in Peace/War Studies. All of the present courses will be applicable to the new program.

The faculty of Peace and Conflict Resolution represent a variety of academic disciplines. Our program is interdisciplinary and we choose to retain our focus.

An open meeting was held on March 12, 1987, to develop this change. All present faculty were invited. The representative to Peace/War Studies from Government and Anthropology are on Academic leave this year and did not attend. No changes were made in their program.

Drafts and discussions of these changes were approved by the faculty involved.

6. List side by side the old program requirements as presented and the new ones as they will be presented in the University Catalog.

Old.	New
Peace/War Studies 21 Unit Concentration	Peace and Conflict Resolution-Minor:21 Units

Core Course Social Science 150, The Pursuit of Peace	Core Course Social Science 150, The Pursuit of Peace
--	--

9 units from:

Anthro 5 Warfare Cross Culturally  
Econ 161 Comparative Economic Systems  
Econ 181 Economics of Racism  
Geog.149 Political Geography

Gov. 114 Authoritarian Mass Mov.\*  
Gov. 131 International Order  
Gov 133 Imperialism \*  
Hist 124B European Warfare

Jour 171 War, Peace and Mass Media  
Psych156 Psych.of Power & Politics\*  
Soc. 120 Ethnic and Race Relations  
Soc. 136 Social Movements

\* Courses no longer offered

9 units from a list approved by  
Peace/War Studies.

6 units of Core Courses  
from:

Anthro 5  
Comm. St.119 Conflict  
Resolution  
Env. St. 112 Int.Env.  
Problems  
Gov.132 The Question  
of Nuclear War  
Gov.138 Politics of  
Multi National  
Corporations  
Jour 171

12 units of electives  
from the following. If  
not taken as core course,  
the courses above may be  
taken as electives.

Bio. Sci.105 Bio. Effects of  
Nuclear War  
Comm. S.164 Violence

Econ. 118 Socialist Econ. System  
Econ. 181 Econ. of Racism  
Econ 193 Econ of Underdeveloped  
Countries

Env.S.111 Toward an Ecological  
Ethic

Ethnic S.11 Intro. to Ethnic S.

Gov. 131 International Order

Hist.160 US in Vietnam

One Course from Hist.124 a,b,c.

a. Warfare

b. European Warfare

c. Air Power

Physics 186 Living with Nuclear  
Energy

Soc. 120 Ethnic and Race  
Relations

Soc. 136 Social Movements

Soc. 162 Middle Eastern Societies

Womens S.110 Women's Movement

Womens S.137 Women of Color

Note\* No more than 6 unit  
of the total 21 may be  
taken in any one academic  
discipline.

## 7. Resources

a. There are no new courses added. All courses presently exist. Those courses deleted were long ago dropped by their respective departments.

b. There is no projected change in FTE and wt.

c. The Peace/War Studies Program has not enjoyed access to support resources. We anticipate that the proposed program will continue in this manner. Each instructor teaches courses in his/her own department and presently uses the resources required for the courses.



Comments of the Fiscal Affairs Committee excerpted from a November 11, 1987, memorandum to June Stuckey, Associate Vice President:

2. Peace/War Studies--Concentration within BA in Social Science dropped; Minor established

The proposed change deletes the concentration (21 units) and replaces it with a minor (21 units). The curriculum in the proposed minor does differ, adding units to electives while reducing the core requirement. Courses no longer offered by departments are dropped from the requirements and new course requirements are proposed. Associate Dean Yamanaka reports that in the past 9 years no more than 3 students per year have pursued the existing concentration; the core course, Social Science 150, consistently has difficulty attracting sufficient enrollment to be offered. The existing concentration has a small number of students; there is no evidence that the proposed minor would attract additional students. Any impact on specific courses as a result of altering the requirements in Peace/War Studies would be insignificant.

- A. Pre-Major (Lower Division) Program (24-27 units)<sup>1</sup>  
*(15 units excluding G.E. courses)*
- (3) ACCY 1 Accounting Fundamentals
  - (3) ACCY 2 Managerial Accounting (ACCY 1)
  - (3) MIS 5 Introduction to Management Information Systems
  - (3) MIS 6 Business Statistics<sup>2</sup> (MIS 5—may be taken concurrently; MATH 22<sup>2</sup>)
  - (3) OBE 18 Business Law<sup>1</sup>
  - (3) ECON 1A Introduction to Aggregate Economic Analysis<sup>2</sup>
  - (3) ECON 1B Introduction to Market Analysis<sup>2</sup>
  - (3) MATH 22 Finite Mathematics<sup>2</sup> (MATH 9<sup>2</sup>)
  - (3) MATH 23 Business Calculus (MATH 9<sup>2</sup>)
- Upon completion of the Pre-Major Program, students must file a Change of Major request in the Degree Programs Center (BUS-1030), School of Business and Public Administration, to officially declare Business Administration as their major.

- B. Major (Upper Division) Program (21 units)
- (3) COM S 103 Communication in Business and Industry
  - (3) OBE 130 Business Communications  
 Note: JOUR 109 will satisfy this requirement.
  - (3) MGMT 121 Principles of Marketing
  - (3) MGMT 133 Business Finance
  - (3) OBE 150 Management of Contemporary Organizations
  - (3) MGMT 180 Production and Operations Management
  - (3) MGMT 182 Business Policies and Management (Completion of *all* other major program courses with a minimum of a "C—" grade and an overall gpa of 2.0 (C).)

②: These are also G.E. courses

C. Concentration Requirements—Select one (18-36 units)

8. International Business Concentration (21 units)  
 The objectives of the concentration are: (1) to examine the international business environment; (2) to investigate management, finance, accounting, personnel, and other problems of firms engaged in international business; (3) to provide a course of study that will lead qualified students to careers in international business.
- Continuing substantial increases in the volume of international trade and in the level of investments by multinational firms result in American businessmen almost inevitably coming in contact with international business firms as customers, suppliers, competitors, or employers.
- (3) ACCY 166 International Accounting
  - (3) MGMT 172 International Business
  - (3) MGMT 173 Multinational Marketing (MGMT 121 or consent of instructor)
  - (3) MGMT 174 Multinational Business Finance (MGMT 133 or consent of instructor)
  - (3) GEOG 141 Geography of Economic Activity
  - (3) One of the following:  
 ECON 116, 117, 190, 193
  - (3) Three upper division Social Science units pertaining to international subjects or to the following geographical areas: Africa, East Asia, Europe, Middle East, Latin America, South Asia \*
- Note: This concentration requires competency in at least one foreign language. Competence shall be met by completion of course work at the 2B level (4th semester) with a minimum grade of "C"; or by a letter from a professor or government consul affirming a level equivalent to the above.
- \* Approval of International Business advisor required.

NEW CONCENTRATION

	OLD	NEW
Total	128	128
Pre maj	15	15
Core	21	21
Concen	21	30
G.E.	51	51
Electives	20	11

The International Business concentration is designed to prepare students for a career in business by providing a broad exposure to the areas of international business, competency in a functional area of business, and an awareness of foreign cultural differences.

This concentration requires minimum competency in a foreign language. Competence shall be met by completion of course work at the 2B level (4th semester) with a minimum grade of "C"; or by a letter from a professor or government consul affirming a level equivalent to the above.

- (3) MGMT 172 International Business
- (3) ECON 190 International Economic Relations (ECON 1A and 1B or permission of instructor)
- (3) ACCY 166 International Accounting
- (3) MGMT 173 Multinational Marketing (MGMT 120 or consent of instructor)
- (3) MGMT 174 Multinational Business Finance (MGMT 133 or consent of instructor)
- (6) Two of the following (from one area):  
 Marketing--MGMT 121, 122, 126, 129  
 Finance--MGMT 134, 135, 137, 138  
 Accounting--ACCY 160A, 160B, 161A, 161B  
 Economics--GEOG 141; ECON 192, 193  
 Human Resources Management--OBE 153, 154, 156, 157  
 Management Information Systems--MIS 100, 102, 121, 125  
 Operations Management--MGMT 170, 171, 187, 188
- (9) One of the following:  
 Upper Division Foreign Language Requirements (9 units)  
 Upper Division Area Studies Requirements (9 units)  
 Approved Overseas University Study (9 units)

The successful completion of an overseas internship program may be substituted for units in any of the three areas. However, the remaining units should relate to the internship.