

Jan

1989-90
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, December 7, 1989
2:30 - 4:30 p.m.
Forest Suite, University Union

INFORMATION

1. Academic Senate Meetings, Thursdays, 2:30-4:30 p.m.:
~~December 14, Forest Suite, University Union~~
Cancelled--HAPPY HOLIDAYS!!
2. Executive Committee's recommendation on Report on Forums on Racism

CONSENT CALENDAR

AS 89-138/FisA, CC, GPPC, Ex. PROGRAM CHANGES

- a. The Academic Senate recommends approval of the program changes in **Counselor Education** (Attachment A), which include:
 - 1) Unit changes, course additions/deletions, and course number/catalog description changes for the courses identified in Attachment A, and
 - 2) reduction of the number of courses in the "core" with some of the courses being transferred into appropriate specialization areas.

The Academic Senate further recommends that the EDCAPS department be requested to submit a report to the Graduate Policies and Programs Committee by September 15, 1991 (prior to the next catalog deadline) regarding the status of the newly revised graduate program. The report should give special emphases to the program meeting quality standards and having effective field placements.

- b. The Academic Senate recommends approval of the program change in the **English M.A.--TESOL Option** which deletes ENGL 40A and ENGL 50A as admission requirements for the TESOL Option of the English M.A. (No fiscal impact--FisA, November 14, 1989.)

- c. The Academic Senate recommends approval of the program revisions in **Management** as follows:
- 1) "Production Operations and Systems Management" concentration--changes title to "Operations Management" concentration and changes electives as follows:
a) changes MIS 116 to MIS 125, and b) adds MGMT 170.
(No fiscal impact--FisA, October 17, 1989.)
 - 2) "Management" concentration--changes title to "Strategic Management" concentration. (No fiscal impact--FisA, October 17, 1989.)
- d. The Academic Senate recommends approval of the program revisions in **Organizational Behavior and Environment** as follows (see attached Fiscal Impact Evaluation--Attachment B):
- 1) Business Education concentration: Deletes Business Education concentration and related courses (Attachment B).
 - 2) Administrative Services concentration: Deletes Administrative Services concentration and related courses (Attachment B).
 - 3) Public Management concentration: Deletes Public Management concentration and related courses (Attachment B).
- f. The Academic Senate recommends approval of the revision of the **Physical Science Waiver Program** with the recommendation that statement 2 in the description of requirements (Attachment C) be amended as follows (strikeover=deletion; underscore=addition):
2. Completion of a baccalaureate degree in an appropriate major ~~other than education~~ (examples include a B.A. or B.S. in Chemistry, Geology, Physics, or Physical Science).

The revision establishes a single general core of course requirements plus a B.A. or B.S. in Chemistry, Geology, Physics or Physical Science as satisfying waiver requirement. (Note: There are currently five options to satisfy Physical Science Waiver requirements, each with a different set of lower division requirements.)

REGULAR AGENDAOld Business

Items carried forward from November 30 agenda.

New BusinessAS 89-137/Flr. MINUTES

Approval of Minutes of meetings of November 2, November 9 and November 16, 1989.

AS 89-139/FisA, CC, Ex. ASTRONOMY MINOR

The Academic Senate recommends approval of a new Minor in Astronomy (Attachment D).

AS 89-140/FisA, CC, Ex. GERONTOLOGY B.S.

The Academic Senate recommends approval of the B.S. in Gerontology (Attachment E).

AS 89-141/AP, Ex. REPEAT COURSE POLICY [Current policy statement provided in Attachment F.]

The Academic Senate recommends that the Repeat Course Policy be amended for Fall 1990 to read as follows:

Repeat Course Policy

CSUS Students may repeat course in which they have earned C-, D+, D, D-, F, NC, U, or I grades under the following conditions:

- a. A course, completed at this or another institution, may be repeated at CSUS or at another accredited college/university only with the prior approval of the student's major or academic advisor and the Department Chair of the department in which the course is to be repeated (approval by the Department Chair indicates both that the course that is to be taken is equivalent to the original course, and that it is appropriate for the student to take the course).
- b. A student may not repeat a course if ^{he/she has} they have received credit for a more advanced course (as determined by the department).

- c. A student may not repeat more than 15 units of course work (individual departments may have a restriction on the number of times that a specific course may be repeated).

Passed NOTE: The repeated course will be used to determine the number of units and grade points for the course in the calculation of CSUS GPA.

If a student successfully repeats a course without receiving prior (i.e., before the end of the third week of instruction) approval of his/her major or academic adviser and Department Chair of the department in which the course is to be repeated, then the repeat will be accepted only if retroactive approval of this Department Chair is obtained. Furthermore, the evaluations office will average the grades of all attempts in order to determine the grade points for the course.

The repeat grade policy of a transfer institution, if it can be determined, applies to a student's record at the time of transfer. If it cannot be determined, the CSUS policy shall apply.

There are circumstances under which it is appropriate for a student to repeat a course in which he/she has received a grade of C or better (e.g., some programs (such as credential or graduate programs) require/recommend that certain courses be passed with grades of B- or better; specific courses may have prerequisites which must be passed with grades of B- or better; grades of C or better may be recommended for good progress toward a degree; the student may have personal compelling reasons; if too much time has passed since the student took a course then, despite, the grade, it may be advisable for the student to repeat the course). If it is appropriate for a student to repeat a course in which he/she received a grade of C or better then the student may do so if he/she receives permission from the Department Chair of the department in which the course is to be repeated.

Note for Graduate Students: This policy cannot be used to improve the undergraduate GPA of a postbaccalaureate student. Nor can a graduate student repeat courses at another institution since transfer credit is not posted to graduates' records.

Note that this policy only applies to the computation of GPA at CSUS (e.g., medical schools and law schools tend to disregard the repeat policy of another university/college, and apply their own repeat policy). It should also be noted that the original grade remains on the transcript with a notation that the course has been repeated in a subsequent semester.

If a student seeks an exemption from any aspect of this policy then he/she may petition the Academic Standards SubCommittee.

This policy applies to all courses taken in the Fall semester of 1990 or later. ~~Spring sem. 1991 or later.~~ *Failed*

The Academic Senate further recommends that students be informed of this policy by the following: the catalog statement, a statement given in registration packets, asking instructors to read a statement given on the cover sheet of the first day's class roster, The Hornet, academic and major advisers, and programs such as MEP, EOP, CAMP, ASAP.

The Academic Senate further recommends that when the programming capability exists (two or three years), then the above policy will be amended by deleting the paragraph that reads:

If a student successfully repeats a course without receiving prior (i.e., before the end of the third week of instruction) approval of his/her major or academic adviser and Department Chair of the department in which the course is to be repeated, then the repeat will be accepted only if retroactive approval of this Department Chair is obtained. Furthermore, the evaluations office will average the grades of all attempts in order to determine the grade points for the course.

and replacing it with the following:

A student will not be able to register for a course in which he/she has previously earned credit unless he/she obtains the necessary approvals and submit the necessary forms to the Registrar's Office before the end of the third week of instruction.

If a course is a repeat of a course taken at another institution the following will apply:

If a student successfully repeats a course without receiving prior (i.e., before the end of the third week of instruction) approval of his/her major or academic adviser and Department Chair of the department in which the course is to be repeated, then the repeat will be accepted only if retroactive approval of this Department Chair is obtained. Furthermore, the Evaluations Office will average the grades of all attempts in order to determine the grade points for the course.

Over
AS 89-142/AP, Ex. ACADEMIC ADVISING POLICY [Amends AS 89-13]

The Academic Senate recommends approval of amendment of the Academic Advising Policy (AS 89-13; PM 89-13) to provide the following:

1. As part of their departmental advising policy, each department will be required ~~to give~~ ^(school) advising to any student who is put on academic probation at the end of his/her first semester. Furthermore, this advising must be provided no later than the end of the second week of the student's second semester. ^{to provide agreed}

2. As part of their departmental advising policy, each department will be required ~~to give~~ ^(school) advising to ^{all} students who ^{are} ~~is~~ on academic probation. ^{for}

Adoption of the above policy revision shall require amendment of PM 89-13 policy language as shown in Attachment G.

AS89-145

substitute: defeated

["overcome"]

COUNSELOR EDUCATION PROGRAM CHANGE SUMMARY

During the past two years the Counselor Education Program faculty have been working diligently on a program revision process to (a) meet new and anticipated licensing and credentialing requirements, (b) to address the current needs of services providers and their clients, and (c) to strengthen the overall program and specialization areas. The faculty obtained recommendations from other faculty, students, and individuals employed in community-based counseling-related areas. Pertinent professional literature was reviewed; licensing, credentialing, and accreditation requirements and recommendations were studied; and recommendations regarding professional standards from appropriate professional associations were considered. The Curriculum Review conclusions presented to the faculty this Spring provided support and direction for the curriculum revisions in progress.

The proposed program changes were designed so that there would be minimal need for additional faculty allocation in any one specialization area. The Counseling Core was reduced, with some of the course options being transferred into the specialization areas at no loss to the program, yet maintaining professional standards. New courses have been recommended which substitute for courses to be dropped; other courses have been consolidated; and course offerings have been sequenced in order to maximize learning and integration of course materials.

Summary of Changes

Unit Changes, Course Additions and/or Deletions

- EDCAP 170.0, Introduction to Counseling, changed from 2 units to 3 units.
- EDCAP 170.2C, Multicultural/Ethnic Series: Native-Americans, added as a requirement (1 unit).
- EDCAP 270.1B, Current Issues in Counseling: Drug Abuse, 1 unit, deleted.
- EDCAP 270.1I, Current Issues in Counseling: Alcoholism, 1 unit, deleted.
- EDCAP 271.2, Gender Roles and Sexuality in Counseling, changed from 2 units to 3 units.
- EDCAP 271.3, Law & Ethics in Marriage & Family Counseling, changed from 2 units to 3 units.
- EDCAP 271.4, Sexual Behavior and Disorder, 3 units, deleted.
- EDCAP 271.8, Substance Abuse and the Family, new course, 2 units.
- EDCAP 273.0B, Advanced Counseling Theory, 2 units, deleted.
- EDCAP 276.5, Play and Art in Therapy with Children, new course, 3 units.
- EDCAP 277.0B, Career Counseling Process, new course, 3 units.
- EDCAP 285.3, Advanced Seminar: Counseling Children and Youth, new course, 3 units.
- EDCAP 470.0A, Field Study in Counseling, changed from 3-15 units to 2-6 units (65 clock hours per unit).
- EDCAP 473.0A, Practicum in Marriage, Family, and Child Counseling, new course, 3 units.

Course Numbers and/or Catalog Description Changes

EDCAP 273.0A, Basic Counseling Theory to EDCAP 273.0, Counseling Theory.
EDCAP 276.3, Clinical Art Therapy, catalog description change.
EDCAP 277.0 to EDCAP 277.0A, Career Development.
EDCAP 278.0A, Seminar: Marriage and Family Counseling, catalog description change.
EDCAP 278.0D, Seminar: Organization and Administration of School Counseling Program,
course title and catalog description change.
EDCAP 278.0B to EDCAP 285.1, Advanced Seminar: Marriage and Family Counseling.
EDCAP 571.0 to EDCAP 279.0, Master's Oral Examination--Counseling, Plan C.
EDCAP 470.0A, Field Study in Counseling, catalog description change.

The new program as described in the catalog copy is as follows:

Required Courses For All Specializations (19 units)

ED	250.0	Educational Research. 3 units.
EDCAP	271.1	Multicultural/Ethnic Counseling. 3 units.
EDCAP	272.0	Dynamics of Human Development. 3 units.
EDCAP	273.0	Counseling Theory. 2 units. (concurrent with EDCAP 279.1)
EDCAP	274.0	Appraisal in Counseling. 3 units.
EDCAP	275.0	Group Processes in Counseling. 3 units.
EDCAP	279.1	Practicum in Communication. 2 units. (concurrent with EDCAP 273.0)

Art Therapy Specialization (41 units)

EDSER	270.1K	Current Issues in Counseling: Disabled. 1 unit.
EDCAP	271.3	Law and Ethics in Marriage & Family Counseling. 3 units.
EDCAP	271.5	Psychopathology and Diagnosis. 3 units.
EDCAP	276.1	Art Therapy: Theory and Practice. 3 units.
EDCAP	276.2	Developmental Stages & Art Therapy Techniques. 3 units.
EDCAP	276.3	Clinical Art Therapy. 3 units.
EDCAP	276.4	Family Art Techniques. 3 units.
EDCAP	276.5	Play and Art in Therapy with Children. 3 units.
EDCAP	278.0A	Seminar: Marriage & Family Counseling. 3 units. (concurrent with EDCAP 473.0A)
EDCAP	470.0A	Field Study in Counseling (Art Therapy section). 10 units.
EDCAP	473.0A	Practicum in Marriage, Family & Child Counseling. 3 units. (concurrent with EDCAP 278.0A)
EDCAP	570.0 or 572.0	Master's Thesis or Project. 3 units.
EDCAP	279.0	Master's Culminating Experience. 3 units. (Course may be taken as an elective in preparation for the Comprehensive Examination.)

Marriage, Family, and Child Counseling Specialization (41 units)

EDSER	270.1K	Current Issues in Counseling: Disabled. 1 unit.
EDCAP	271.2	Gender Roles and Sexuality in Counseling. 3 units.
EDCAP	271.3	Law & Ethics in Marriage and Family Counseling. 3 units.
EDCAP	271.5	Psychopathology and Diagnosis. 3 units.
EDCAP	271.8	Substance Abuse and the Family. 2 units.
EDCAP	277.0A	Career Development. 3 units.
EDCAP	278.0A	Seminar: Marriage & Family Counseling. 3 units. (concurrent with EDCAP 473.0A)
EDCAP	278.0E	Seminar: Counseling Children and Youth. 3 units.
EDCAP	279.2	Practicum in Group Counseling. 2 units.
EDCAP	285.1	Advanced Seminar: Marriage & Family Counseling. 3 units. (concurrent with EDCAP 473.0)
EDCAP	470.0A	Field Study in Counseling. 6 units.
EDCAP	473.0A	Practicum in Marriage, Family & Child Counseling. 3 units. (concurrent with EDCAP 278.0A)
EDCAP	473.0	Practicum in Counseling. 3 units. (concurrent with EDCAP 285.1)
EDCAP	570.0 or 572.0	Master's Thesis or Project. 3 units.
EDCAP	279.0	Master's Culminating Experience. 3 units. (Course may be taken as an elective in preparation for the Comprehensive Examination.)

School Counseling Specialization* (41 units)

*Course in learning theory will be required for non-teachers.

EDSER	160.2A or 2B	Education of Exceptional Children/Youth. 3 units.
EDCAP	271.2	Gender Roles and Sexuality in Counseling. 3 units.
EDCAP	277.0A	Career Development. 3 units.
EDCAP	278.0A	Seminar: Marriage and Family Counseling. 3 units.
EDCAP	278.0D	Seminar: Organization & Administration of School Counseling Programs. 3 units.
EDCAP	278.0E	Seminar: Counseling Children and Youth. 3 units. (concurrent with EDCAP 473.0)
EDCAP	278.0I	Seminar: Consultation & Supervision in Counseling. 3 units.
EDCAP	279.2	Practicum in Group Counseling. 2 units.
EDCAP	285.3	Advanced Seminar: Counseling Children and Youth. 3 units. (concurrent with EDCAP 470.0A)
EDCAP	470.0A	Field Study in Counseling. 6 units. (concurrent with EDCAP 285.3)
EDCAP	570.0 or 572.0	Master's Thesis or Project. 3 units.
EDCAP	279.0	Master's Culminating Experience. 3 units. (Course may be taken as an elective in preparation for the Comprehensive Examination.)

Electives. 3 units.

Career Specialization (41 units)

EDSER	270.1K	Current Issues in Counseling: Disabled. 1 units.
EDCAP	271.2	Gender Roles and Sexuality in Counseling. 3 units.
EDCAP	277.0A	Career Development. 3 units.
EDCAP	277.0B	Career Counseling Process. 3 units.
EDCAP	278.0G	Seminar in Counseling: Career Systems Development. 3 units.
EDCAP	278.0J	Seminar in Counseling: Career Program Development. 3 units.
EDCAP	470.0A	Field Study in Counseling. 6 units.
EDCAP	473.0	Practicum in Counseling. 3 units.
EDCAP	570.0 or 572.0	Master's Thesis or Project. 3 units.
EDCAP	279.0	Master's Culminating Experience. 3 units (Course may be taken as an elective in preparation for the Comprehensive Examination.)
	Electives.	13 units.

Generic Specialization (41 units)

EDSER	270.1K	Current Issues in Counseling: Disabled. 1 unit.
EDCAP	271.2	Gender Roles and Sexuality in Counseling. 3 units.
EDCAP	279.2	Practicum in Group Counseling. 2 units.
EDCAP	470.0A	Field Study in Counseling. 6 units.
EDCAP	473.0	Practicum in Counseling. 3 units.
EDCAP	570.0 or 572.0	Master's Thesis or Project. 3 units.
EDCAP	279.0	Master's Culminating Experience. 3 units. (Course may be taken as an elective in preparation for the Comprehensive Examination.)
	Electives*	23 units.

(*Elective units are selected to fulfill programmatic needs based on consultation with faculty advisor.)

Re Counselor Education changes: "It is projected that with a steady enrollment pattern in the program the long-term effect would result in slight net gains for the University over a two year period. In the short term it is projected that the additional wtu's and FTES will be accommodated with existing staff and the anticipated addition of one tenure-track position (approved for appointment 1990-91)."--Fiscal Affairs Committee, September 19, 1989

Fiscal Affairs Committee
Fiscal Impact Evaluation
Deletion Of Area Concentrations And Their Related Courses
Department Of Organization, Behavior, And Environment (OBE)

See attached list of concentrations and courses.
See attached enrollment figures for the last five semesters.

Business Education Concentration

This concentration has been supported by a grant from the State Department of Education. The grant was cut this year and it will be terminated next year. The program had not attracted a sufficient number of students. Discontinuation of the program will have no impact on resources.

Administrative Services Concentration

The number of students enrolled in the program has never grown to expectations. Currently, there are only 8 students majoring in the program. The OBE Department has no resources to offer under-enrolled classes. There is no fiscal impact resulting from program termination. Two faculty members who have taught in this area have been teaching courses in business communication for several years.

Public Management Concentration

There is not sufficient student enrollment to continue the program. Several courses in the major are being administratively dropped. Less than 10 majors were enrolled in the concentration last spring. Discontinuation of the program will have no impact on resources because most of the courses have not been offered for some time.

Conclusion

The courses deleted either had very low enrollment or were part of the support provided by the grant. The proposed deletion of the three concentrations and their related courses will result in the recovery of approximately 6 wtu's.

A. Elmallah
10/17/89

Deletion of concentration in "Business Education," including deletion of the following courses:

- a. OBE 318, Introduction to Business Education
- b. OBE 319, Methods of Teaching Business Subjects
- c. OBE 320, Computer Utilization in Business Education
- d. OBE 321, Methods and Materials in Marketing Education
- e. OBE 195b, Internship in Business Education
- f. OBE 196b, Experimental Offerings in Business Problems (Business Education.)
- g. OBE 199b, Special Problems in Business Education
- h. OBE 295c, Internship in Business Education
- i. OBE 296c, Experimental Offerings in Business (Business Education)
- j. OBE 299c, Special Problems in Business Education
- k. OBE 500c, Master's Thesis in Business Education
- l. OBE 502c, Master's Project in Business Education

Deletion of concentration in "Public Management," including deletion of the following courses:

- ~~a. OBE 191, Methodology in Public Management *~~
- b. OBE 195d, Internship in Public Management
- c. OBE 196d, Experimental Offerings in Business (Public Management)
- d. OBE 199d, Special Problems in Public Management

and renumbering of courses as follows:

- a. OBE 500d to OBE 500c, Master's Thesis in Public Management
- b. OBE 502d to OBE 402c, Master's Project in Public Management


Deletion of concentration in "Administrative Services," including deletion of the following courses:

- a. OBE 12, Word/Information Processing
- b. OBE 175, Office Automation
- c. OBE 195a, Internship in Administrative Services
- d. OBE 196a, Experimental Offerings in Business Problems (Administrative Services)
- e. OBE 199a, Special Problems in Administrative Services

* October 24, 1989

MEMORANDUM

TO: Jolene Koester
Interim Assistant Vice President for Academic Affairs

FROM:  Donald L. Carper, Department Chair
Department of Organizational Behavior and Environment

SUBJECT: Recent Submissions re: Program Changes

We recently sent forward a substantial number of program changes from our department. I would like to withdraw the request to

TEACHING CREDENTIAL: PHYSICAL SCIENCE WAIVER PROGRAM

The requirements for a credential to teach physics, chemistry, and earth science are the following:

1. Completion of a waiver program in physical science which exempts the student from taking a subject-matter examination.
2. Completion of a baccalaureate degree in a major other than education. (Examples include a BA or BS in Chemistry, Geology, Physics, or Physical Science).
3. Completion of the Professional Education Program of courses and student teaching experience.

More information regarding teaching credentials and the Professional Education Program is in the Education Section of the Catalog.

Students interested in being credentialed to teach physics, chemistry, and earth science should contact the Physical Science Waiver Program advisor in the Physics, Geology, or Chemistry Department offices.

The requirements to complete the Physical Science Waiver Program are the following:

GENERAL CORE

Course	Units	Footnotes
Math 30, 31 ¹	8	
Phys 11A, 11B, 11C or Phys 5A, 5B ²	8 (12)	¹ Geology Major students can substitute Math 26A, Math 26B and an approved computer science course.
Chemistry 1A, 1B	10	² The Physics 11A, 11B, 11C courses are required for students completing the Physics Major and the Physical Science Major, but Physics 5A, 5B can be substituted in the Geology and Chemistry Major. The Physics Department strongly recommends the Physics 11 A-B-C series and feels it necessary for any student who eventually will teach Physical Science in high school.
Astronomy 4	3	
Geology 1 or 10 ³	3	
Geology 2, 9, or 11 ³	1	
Physics 106	3	
Biology 5 or 10	4 (3)	
Chemistry 20 which includes a 1 unit organic Chem lab ⁴	4	³ Geology majors must take Geology 10. Also the lab Geology 2,9, or 11 is not required of students completing the Geology Major. ⁴ Chemistry majors must take Chem 24, 25 and Chem 124.

MAJOR REQUIREMENTS

Students should satisfy the BA major requirements in Chemistry, Geology, Physics, or Physical Science with the following special instructions:

1. Students must consult with the Chemistry Department Waiver program advisor before choosing upper division electives in the Chemistry BA major program.
2. Students must consult with the Geology Department Waiver program advisor before choosing upper division electives in the Geology BA major program.
3. Students completing the Physics BA major program in order to satisfy the Waiver Program in Physical Science can substitute Physical Science 104 or Philosophy 125 for Physics 160.

FISCAL AFFAIRS COMMITTEE
FISCAL IMPACT EVALUATION

PHYSICAL SCIENCE WAIVER PROGRAM

The Physical Science Waiver Program of study taken by students planning to teach physical sciences in the secondary schools. Currently, there are actually five different Physical Science Waiver programs. Two of these are programs that allow the student to complete a waiver program while satisfying the requirements of a B.A. in chemistry or physics. The other three are simply waiver programs (i.e., a course of study that, combined with any bachelor's degree, are sufficient to meet the entrance requirements of the credential program) that emphasize three areas: physics, chemistry, and earth science.

The proposed revision attempts to remove some of the confusion between waiver programs and degree programs, and to remove some of the confusion about requirements in the waiver programs. This is done by establishing a waiver program consisting of a core of requirements plus a B.A. or B.S. in Chemistry, Geology, Physics, or Physical Science.

The change in requirements for students is dependent upon which of the five programs they would previously have entered. The new program would give students a few more options (e.g., whereas before they were required to take BioS 10, now they can take BioS 5 or 10). The new program would also make minor changes in the chemistry courses taken by some of the students, would remove Math 29 as a requirement for some of the earth science students, would add a geology laboratory for many of the students, and would add an astronomy course for students in the B.A. waiver program in Physics.

It is difficult to know the number of students attempting each of the five waiver programs. No more than six or seven students each semester enter the credential program for this waiver, so it appears that the number of students attempting the waiver is small. The proposed changes in the waiver program would not appear to increase significantly the number of students in the program. None of the courses that would experience increased enrollment as a result of the changes would require additional sections as a result of a small change. Thus, there is no apparent fiscal impact resulting from the change in the Physical Science Waiver Program.

11/14/89
S. Farrand

FORM G
ADDITIONAL INFORMATION IN SUPPORT OF FORM B

1. California State University, Sacramento

Minor in Astronomy

This is a proposal to offer a new minor, using existing courses from the Physics/Physical Science and Geology Departments.

2. & 3.

The Department presently offers B.A. and B.S. Majors as well as a Minor in Physics, none of which involve the Astronomy courses. There is also a B.A. in Physical Science, which includes Astronomy 4 as a requirement. No formal concentration in Astronomy is presently available.

4. The Astronomy, Physics and Physical Science courses listed in this Minor are all offered by the Physics/Physical Science Department. One existing Geology course may also be counted toward this minor.

5. The purpose of this Minor is to offer a formal concentration in Astronomy to students taking other majors. The most obvious candidates would be in related majors, such as Physics, Chemistry, Geology, or Physical Science. But the minor is structured without technical prerequisites in math or sciences so that it would be available to all other students as well.

6. (a) Students who are preparing for secondary-level teaching in science must choose a major such as Physics, Chemistry, Geology, or Physical Science. In order to be as well prepared as possible for a variety of teaching assignments, it is helpful to have a minor in a related area. An Astronomy Minor could be useful here, particularly for those who anticipate teaching Earth Science.
- (b) Students majoring in Physics as a route to graduate study sometimes anticipate that they will be interested in specializing in Astrophysics. A minor in Astronomy would give them an extra step toward that goal.
- (c) Some students in non-related fields (for example Journalism majors with an interest in science news reporting) would find this a useful minor.

7. The Astronomy Minor will require 18 units, of which 7 must be upper division.

Required Courses (18 units):

Astronomy	4	Introduction to Astronomy	3 units
Astronomy	6	Astronomical Observation Lab	1 unit
Astronomy	131	Solar System & Space Exploration	3 units
Astronomy	132	Stars, Galaxies, and Cosmology	3 units
Astronomy	199*	Special Problems	2 units
Phys Sci	104*	History of the Physical Sciences	3 units
Geology	170*	Astrogeology	3 units

*A maximum of 1 unit in Astro 199 and 3 units in Physical Science 104 or Geology 170 can be substituted with courses from the following list:

Physics	2	Topics in Elementary Physics	4 units
Phys	5A or 5B	General Physics	4 units
Phys	11A or 11B or	General Physics: Mechanics General Physics: Heat, Light, Sound (Physics 11A)	4 units
Physics	11C	General Physics: Electricity & Magnetism (Physics 11A)	
Physics	70	Modern Physics for the Non- Scientist	3 units
Phy Sci	10	Understanding our Physical Environment	3 units
Phy Sci	100	Understanding our Physical World	2 units

8. N/A

9. (a) Astronomy 131 has recently been approved as a new Advanced Study course, and will be offered for the first time in Fall 1989.

(b) A new listing of Astronomy 199 is proposed herewith. These independent-study activities are already available to students under Physics 199. Introduction of Astronomy 199 is purely a bookkeeping change to indicate the type of activity more accurately on the student's transcript.

10. Donald E. Hall - Professor, Tenured - Astro 4, 131, 132 Ph.D., 1967, Stanford, Physics (dissertation in Astrophysics) Teaching of Physics and Astronomy at Walla Walla College (1967-72), University of Colorado (1973-74), and CSUS (1974 to present).

Hömer W. Ibser - Professor, Tenured - Astro 4, 6
Ph.D., 1954, Wisconsin, Physics -- CSUS (1959 to present)

Gene A. Barnes - Professor, Tenured - Astro 4, 131
Ph.D., 1967, Oregon, Physics... -- CSUS (1967 to present)

11. No Additional resource needs are foreseen.

PROPOSED CATALOG DESCRIPTION

GERONTOLOGY

Bachelor of Science
Minor
Certificate Program

PROGRAM DESCRIPTION

Gerontology is the study of the human aging process and the problems encountered by aging individuals in contemporary society.

The demographic changes in the United States have been well documented. Projections indicate that by the year 2000, 13% of the population will be 65 years of age and over; the percentage will increase to 25% by 2040. Currently in California, 250,000 individuals are 85 years of age or older; by 2000 this is expected to double to 500,000.

Local, regional and national surveys document the need for educating and training professionals in gerontology.

The Bachelor of Science - Gerontology, is a multi-disciplinary program administered within the School of Arts and Sciences, involving the commitment of 11 departments in the School of Arts and Sciences, Health and Human Services and Business.

The focus of the curriculum is upon:

- Bio-psycho-social aspects of aging
- Social policy, services and research in aging
- Practice, administration and program skills in aging

The objectives of the Gerontology major are to:

1. Train B.S. students at CSU, Sacramento for careers in gerontology.
2. Offer an integrated, multi-disciplinary program of courses and field experiences for gerontology students committed to professional practice.
3. Enable students enrolled in gerontology at the community colleges to acquire a B.S. in their chosen field.
4. Offer personnel currently working in the field the opportunity to advance skills and acquire professional training.
5. Enhance the interest and commitment of faculty and the

University and provide a vehicle for multi-disciplinary study and research in the field of gerontology.

6. Develop and strengthen the relationships between the gerontology program and Sacramento area agencies and institutions delivering or coordinating services for older persons.
7. Educate and train a cadre of professional personnel, based upon demographic projections of need for personnel in planning, administering, coordinating and delivering services.

FACULTY

Emanuel Gale, Coordinator

Deanna Balantac, Nursing; Donnelle Banks, Biological Sciences; Peggy J. Cavaghan, Home Economics; Akbar Davami, Health and Safety; M. Elaine Dickson, Home Economics; Joseph Heller, Psychology; Mary Jo Kenny, Home Economics; Miriam LeGare, Psychology; Minako Maykovich, Sociology; Cheryl Osborne, Nursing; George Rich, Anthropology; Sam Rios, Ethnic Studies; Sol Spector, Social Work; Carol Stensrud, Recreation and Leisure Studies; Elizabeth Stevenson, Physical Education.

MAJOR REQUIREMENTS, B.S.

The major consists of 48 units; the B.S. requires a total of 124 units.

A. Pre-Major Lower Division Courses 21 units

Bio Sci 20	- Biology: A Human Perspective
Home Ec 50	- Family Development
Nursing 10	- Health Care: Issues & Delivery Systems
Psych 5	- Intro: Individual and Social Processes
Soc 1	- Principles of Sociology
Stat 1	- Introduction to Statistics - or an acceptable equivalent
Gero 1	- Aging in America

B. Required Upper Division Courses 15 units

Gerontology Core

Gero 100	- Social Policy and Aging
Gero 101	- Services for the Aging
Gero 102	- Introduction to Research in Aging
Gero 195A-B	- Field Experience

Multi-Disciplinary Core

Bio Sci 120	- Biology of Aging
Ethn St 133	- Cross-Cultural Aging in America
Home Ec 147	- Legal and Financial Aspects of Aging
Home Ec 159	- Aging in Human Development
Nursing 163	- Holistic Approach to Aging
Soc Wk 140A	- Social Work Practice
Soc Wk 145	- Practice with Older Adults

Electives

12 units

Students may take no more than 6 units in any one of the following areas:

1. Service

Home Ec 119	- Nutrition and Aging
H & S 150	- Aging and Health
Psych 151	- Psychological Aspects of Death
R & LS 124	- Recreation and Gerontology

2. Liberal Arts

Anthro 172	- Anthropology and Aging
Home Ec 158A	- Aging and the Family
Psych 119	- The Aging Brain
Psych 150	- Psychological Aspects of Aging
Soc 146	- Sociology of Aging

3. Administration/Management

H & S 116	- Public Health Administration
Nursing 141	- Leadership & Management in Nursing Practice
OB & E 150	- Management of Contemporary Organizations

4. Other

Gero 199	- Special Problems (requires advance approval of coordinator)
----------	---

applicable, and anticipated date of accreditation request:

There is no accreditation body in Gerontology at the present time. AGHE has recommended standards (See Appendix G).

2. Need for the Proposed Degree Major Program

- a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public or private, currently offering the proposed degree major program; list of neighboring institutions, public or private, currently offering the proposed major program:

1. California State University

CSU Chico - B.A. in Community Services with gerontology option

CSU Dominguez Hills - B.A. in Human Services with gerontology option

San Diego State - B.A. in Gerontology (Fall 1989)

2. Private Universities

Mt. St. Mary's (Chalon) - B.S. in Gerontology

University of Southern California, Leonard Davis School of Gerontology - B.S. in Gerontology

- b. Differences between proposed program and programs listed in a. above:

With approval of the proposed B.S. in Gerontology at CSU Sacramento, this would be the only baccalaureate program in northern California and the second program in the CSU system. The recently approved program at San Diego State would not appear to meet the needs of most students in northern California.

The Leonard Davis School of Gerontology at the University of Southern California is a specialized school offering degrees at the baccalaureate, master's and doctoral levels.

The proposed degree at CSU Sacramento will enable students to:

- Prepare for entry level positions requiring a

gerontology background

- Acquire advanced knowledge and skills for personnel who are currently employed
 - Prepare for admission to related graduate programs, e.g. students would be eligible for graduate programs in gerontology, human development, counseling and social work. Students would be eligible for graduate programs in most of the disciplines after completing appropriate prerequisites
- c. List of other curricula currently offered by the campus which are closely related to the proposed program. Enrollment figures during the past three years in specified courses or programs closely related to the proposed degree major program. If a formal minor, option or concentration is offered in the proposed subject area, indicate the number of students enrolled.

There are no other degree programs at CSU Sacramento that are comparable. All of the courses in gerontology from the 11 departments have been incorporated into the proposed major.

CSU Sacramento has had a minor/certificate program in Gerontology since 1978. The participating departments have always worked together to enhance the program and have actively supported the development of the B.S. in Gerontology.

There are currently 30 upper division students who are enrolled in the 21 unit minor/certificate program. Ten special majors in Gerontology have been approved since April 1989.

- d. Community College students - Appendix F

Discussions with coordinators and an administrator at the local community colleges indicate strong interest in, and support for, the development of the Gerontology major. Informal surveys by these personnel with current and former students of the Community College gerontology programs, verify significant student interest in acquiring advanced professional practice skills through the proposed Gerontology major at California State University, Sacramento.

The demographic changes in the U.S. have been well documented. Projections indicate that by the year 2000, 13% of the population will be 65 years and over; the percentage will increase to 25% by 2040.

Currently in California, 250,000 individuals are 85 years

of age and older; by 2000 this population is expected to double to 500,000.

National and regional surveys document the need for professionally trained personnel to work with older persons.

It is important that the California State University system provide leadership in educating and training professionals in gerontology.

- e. For graduate programs, the number of declared undergraduate majors and degree production over the preceding years for the corresponding baccalaureate program:

Not applicable.

- f. Professional uses of the proposed degree major program:

Based upon the survey of community agencies, the anticipated growth areas in jobs with older adults will be in:

69%	Related counseling services - crises intervention, individual and family counseling, information and referral services and social services
65%	Administration
48%	Adult Day Health Care
43%	Case Management
43%	In Home Support Services
39%	Residential Care
35%	Marketing

These projections are borne out by recent national surveys.

Graduates of the B.S. in Gerontology will be able to function as entry level personnel in the above areas. Those students who are currently employed in the field and return to the University for acquiring advanced skills, may move readily into more responsible and supervisory positions.

- g. The expected number of majors in the year of initiation and three years and five years thereafter:

1990-91	25
1993-94	35
1995-96	50

The expected number of graduates in the year of

initiation and three years and five thereafter:

1991	5
1994	18
1996	25

It is projected that about half of the students will be enrolled full time and that the other half will be part-time students.

3. Existing Support Resources for the Proposed Degree Major Program

- a. Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program:

Emanuel Gale, M.A., M.S.S.W., 1953; Professor of Social Work; Coordinator of the Gerontology Program; Director of the Gerontology Center; teaching of policy and services in social welfare, health and gerontology. Experience includes extensive involvement with community agencies in the planning and coordination of services and review of legislation in health, welfare and aging.

Deanna Balantac, R.N., 1974; Associate Professor of Nursing; teaching clinical nursing practice, nursing care of adults, and holistic approach to aging.

Donelle Banks, Ph.D., 1981; Lecturer in Biological Sciences; teaching human biology, human anatomy, general biology, zoology lab, physiology lab, biology of aging.

Peggy J. Cavaghan, Ph.D., 1981; Professor of Home Economics; Vice-Chair, Gerontology Program Committee; teaching aging and the family, issues in parenting, middle years and adolescence.

Akbar Davami, Ph.D., 1983; Associate Professor of Health and Safety Studies; teaching courses in alcohol and drugs, community health education, community health, public health administration.

M. Elaine Dickson, M.S., 1966; Professor of Home Economics; teaching courses in financial aspects of aging, nutrition and aging, adulthood and aging in human development, family resource management.

Joseph R. Heller, Ph.D., 1966; Professor of Psychology;

Fiscal Impact Evaluation
 Proposed BS in Gerontology
 and
 Revised Gerontology Minor

This proposal calls for a revision of the minor in Gerontology and a new BS in Gerontology. The major would be offered as a multidisciplinary program. The new major would require:

<u>PreMajor</u>	(21 units)
Bio Sci 20	Biology: A Human Perspective
Home Ec 50	Family Development
Nursing 10	Health Care: Issues and Delivery Systems
Psych 5	Intro: Individual and Social Processes
Soc 1	Principles of Sociology
Gerontology 1	Aging in America
Soc 101	Intro to Statistics for Sociologists
	or
Soc Work 110	Intro to Statistics for Social Workers

<u>Gerontology Core</u>	(15 units)
Gero 100	Social Policy and Aging
Gero 101	Services for the Aging
Gero 102	Intro to Research in Aging
Gero 195A-B	Field Experience

<u>Multidisciplinary Core</u>	(21 units)
Bio Sci 120	Biology of Aging
Ethn St 133	Cross-Cultural Aging in America
Home Ec 147	Legal and Financial Aspects of Aging
Home Ec 159	Aging in Human Development
Nursing 163	Holistic Approach to Aging
Soc Work 140A	Social Work Practice
Soc Work 145	Practice with Older Adults

Electives (12 units)
 (no more than six units in any one of the following areas)

1. Service

Hm Ec 119	Nutrition and Aging
H & S 150	Aging and Health
Psych 151	Psych Aspects of Death
R & LS 124	Recreation and Gerontology

2. Liberal Arts

Anthro 172	Anthropology and Aging
Hm Ec 158A	Aging and the Family
Psych 119	The Aging Brain
Psych 150	Psych Aspects of Aging
Soc 146	Sociology of Aging

3. Administration/Management

H & S 116	Public Health Administration
Nursing 143	Leadership and Management in Nursing Practice
OB & E 150	Management of Contemporary Organizations

4. Other

Gero 199	Special Problems
----------	------------------

Staffing

It is expected that the program would need to accommodate approximately 25 new students each year. The department would offer Gerontology 1, 100, 101, 102, and 195A-B, all new courses, once each year. Thus an additional 9 wtu per semester would be needed in the Gerontology program center. The Gerontology Coordinator would teach two Gerontology courses per semester, and faculty from other departments on campus or part-time faculty would teach the other courses. The Gerontology Coordinator would receive the same amount of assigned time as he does now, six units per semester (3 units for coordinating the Gerontology program and 3 units for directing the Gerontology Center).

Additional sections of several other courses would be necessary. This was determined by an examination of historical enrollments and by discussion with the chairpersons of each of the affected departments. It is anticipated that one additional section per year would be needed for the following required courses: Bio S 20, Bio S 120, Eth S 133, Hm Ec 50, Hm Ec 147, Nursing 163, Soc Work 140A, and Soc Work 145. Thus an additional 12 wtu per semester would be needed in departments other than Gerontology to accommodate the Gerontology majors in their required courses.

The impact on elective courses is less certain because it is difficult to determine which courses will attract the students. Because of enrollments that are currently at capacity, it is likely that any increase in student demand will increase the number of sections of Psychology 150 and 151, and of Home Economics 158, by one section every four semesters, a total cost of 2.25 wtu's per semester.

The proposed changes in the Gerontology minor and certificate would increase the number of required units from 21 to 24. The Gerontology premajor is also being added as a requirement to the minor/certificate, but the Gerontology Coordinator has been advised by Academic Affairs that the premajor units need not be listed in the total unit requirement for the minor/certificate or for the major. The old minor/certificate consisted of 15 units of required upper division courses and 6 units of upper division electives. The new minor/certificate requirements are a subset of the major requirements, with the same 21 units in the premajor, 24 upper division units, and no electives. It is reasonable to assume that the changes in the minor/certificate will not increase enrollment in the minor, because the new program requires more units and because presumably some of the students in the minor would prefer to be in the Gerontology major, once it exists.

Because the courses in the new minor/certificate program are all included in the new major program, and because many were included in the old minor program, there appears to be little fiscal impact resulting from the changes in the minor. The only apparent fiscal impact comes from the deletion of Soc Work 135 (required for the current minor/certificate). As one section of this course has been offered per year, this deletion will yield a recovery of an average of 1.5 wtu's per semester.

In summary, the distribution of additional faculty costs for the program is as follows:

Department	Course	wtu/semester	totals
Gerontology	1	1.5	
	100	1.5	
	101	1.5	
	102	1.5	
	195A	1.5	
	195B	1.5	9
Bio Sci	20	1.5	
	120	1.5	3
Eth S	133	1.5	1.5
Hm Ec	50	1.5	
	147	1.5	
	158	.75	3.75
Nursing	163	1.5	1.5
Soc Work	135	-1.5	
	140A	1.5	
	145	1.5	1.5
Psych	150	.75	
	151	.75	1.5

The total cost of the changes, in faculty workload, is 15 wtu, or 1.25 FTEF.

These estimates are dependent upon the estimate of 25 new students per year in the major, and no significant change in the number of Gerontology minors. If the number of students is slightly more than 25 per year, there would probably not be much change in the faculty costs for the required courses, but there might be some significantly greater costs for the elective courses, depending upon how the enrollment is distributed among the options. If the number of students is significantly more than 25 per year, say 50 per year, then the staffing costs would at least double.

It should be noted that, on the advice of Academic Affairs, several changes were made to the proposal after the submission of the document. In particular, the proposal is now for a B.S. instead of a BA, and the statistics course in the premajor is no longer Statistics 1, but now is either Sociology 101 or Social Work 110.

Other Costs

The proposal includes a request for a half-time clerical position to initiate the program. Also included is a request for a computer, printer, secretary's chair, and computer table, which Arts and Sciences has already agreed to provide.

Recommendations

The Fiscal Affairs Committee recommends that the Dean of the School of Arts and Sciences monitor the enrollment in the Gerontology major to ensure either that sufficient resources are allocated or that enrollment is kept to a level that is adequately supported by the available resources.

Transcripts of Grades

Students requiring evidence of completed work (transcripts or grade reports) to meet deadlines imposed by other agencies should be aware of the University's inability to produce such evidence immediately. Because of the tremendous volume of transcript requests, a delay of up to two weeks may occur after grades have been posted to the record. All transcript requests are processed on a first-come, first-served basis.

CSUS issues official transcripts only. There is a charge of \$4.00 for the first copy, \$2.00 for each additional copy prepared at the same time (to a total of 10 copies), and \$1.00 per copy above 10. Transcripts from other schools on file with the Admissions and Records Office are prepared unofficial in all instances and may be issued to the student only. There is a \$2.00 charge for these copies.

Transcripts may only be ordered in person at the Admissions and Records Service Counter, CTR 111, or by written request through the U.S. mail. To avoid delays in processing, include your full name, Social Security number, date of birth, and previously used names, and the correct fee payment with written requests. Be sure to specify any special handling instructions. *See also "Debts owed to the institution."*

Repeating Classes

CSUS students may repeat courses in which they have earned C+, C, C-, D, D-, I, NC, U or F. These courses, completed at this or another institution, may be repeated at California State University, Sacramento or at another accredited college whose policy allows for repetition. Courses may be repeated more than once under this policy only with the prior permission of the adviser, instructor, and department chairperson. The grade earned in the second or last enrollment will be used to determine the grade points earned for that particular course.

Students should submit notification of their intent to repeat courses by filing a notice with the Registrar within four weeks of the commencement of classes.

The repeat grade policy of a transfer institution, if it can be determined, applies to a student's record at the time of transfer. If it cannot be determined, the CSUS policy shall apply.

Note for Graduate Students: This policy cannot be used to improve the undergraduate gpa of a Postbaccalaureate student. Nor can a graduate student repeat courses at another institution since transfer courses are not posted to graduates' records.

sliding scale: 15 semester units with at least a 3.0 gpa, 30 semester units with at least a 2.5 gpa, or 45 semester units with a 2.0 gpa.

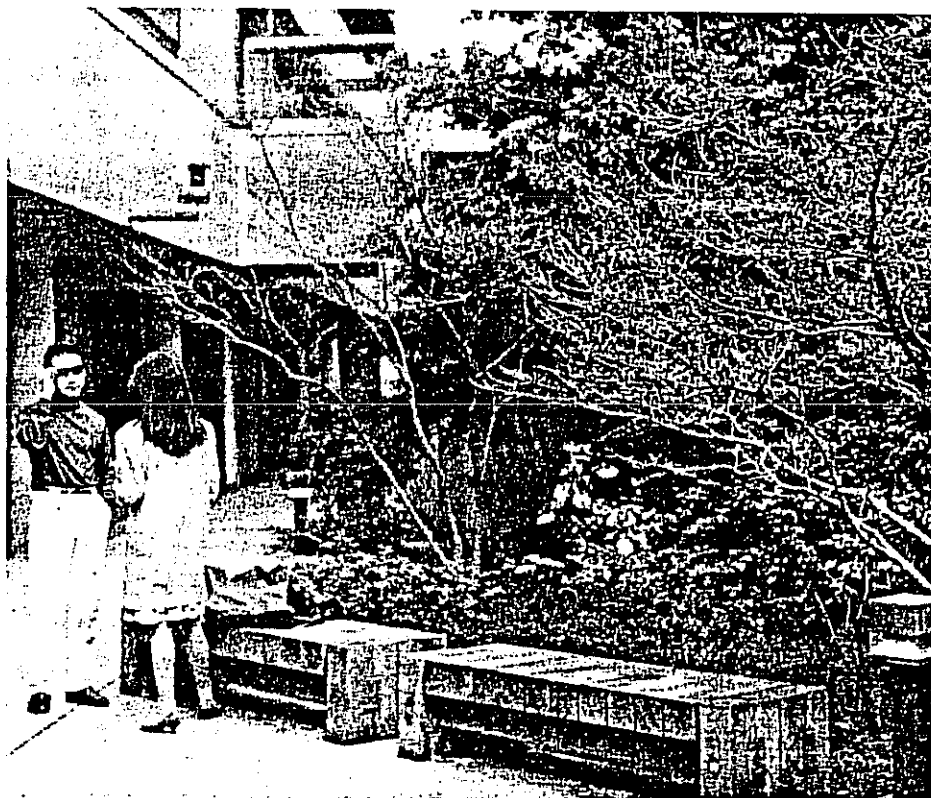
2. Work completed at another college cannot be used to satisfy the gpa requirements stated in 1.d. above.
3. If another accredited college has acted to remove previous work from degree consideration, such action shall be honored in terms of its policy. However, elimination of any work in a term by any other institution shall reduce by one term the one-year maximum on work which may be disregarded at CSU, Sacramento.
4. When such action is taken, the student's permanent academic record shall be annotated so that it is readily evident to all users of the record, that no work taken during the disregarded term(s) even if satisfactory, may apply toward baccalaureate requirements. However, all work must remain legible on the record ensuring a true and complete academic history.
5. Final determination that one or more terms shall be disregarded in determination of eligibility for graduation shall be based on a careful review of evidence by a committee, which shall include the Vice President of Academic Affairs.

Academic Renewal

Under the following circumstances, CSU, Sacramento may disregard up to two semesters of previous unsatisfactory academic coursework taken at any college from all considerations associated with requirements for the baccalaureate degree:

1. The student petitions formally for removal of the course presenting evidence that:
 - a. The level of performance was due to extenuating circumstances.
 - b. One or more additional terms of enrollment would be required to complete baccalaureate requirements if the request was not approved.
 - c. Five years have elapsed since the most recent work to be disregarded was completed.

The student has completed at this campus additional academic work, subsequent to the work to be disregarded, meeting the following



Proposed Amendments to PM 89-13, "Policy on Academic Advising":

III. Responsibilities of Students

- ...
- B. Because of the relationship of effective advising and academic success, students are expected to attend the University's orientation program before enrolling, and are required to meet with advisers in their major as stipulated in their departments' advising policy.
- ~~1. Compliance with departmental policies requiring students to meet with advisers. (See the attached interim implementation plan for details of handling this process.)~~
- 2-1. Students who have declared a major shall comply with the policy of their major department; undeclared majors shall follow the Academic Advising Center plan for undeclared students. Students who do not comply with policies requiring meetings with advisers will, according to the discretion of the department for majors or the Advising Center for undeclared students, be assigned the lowest registration priority or denied access to CAR.
2. All students on academic probation are required to meet with an academic adviser as specified in their major department's advising policy or in the case of undeclared majors, as specified in the Academic Advising Center Policy.

VI. Responsibilities of Academic Departments

- A. Each academic department, major program, and the Academic Advising Center shall, by Spring Semester 1990, develop and publicize to their students a comprehensive plan defining the department's advising policies and procedures. (In some cases advising programs may be developed at the school, rather than department level.) Departments may wish to consider the advising models suggested in the Addendum to this policy statement. Copies of departmental plans shall be conveyed to appropriate deans and the office of the Registrar. Departments requiring advising will notify the Office of the Registrar whether students who fail to get an adviser's approval are to be granted the lowest registration priority for CAR or denied access to CAR. Policy/procedures statements shall inform students of the department's expectations concerning: (See attached

interim implementation plan for details of handling this process.)

1. Participation in University orientation programs.
2. Procedures for adviser selection or assignment.
3. Required advising meetings with departmental advisers.
4. Additional requirements for special student populations, such as probationary students or preprofessional students. Note: Each department must ~~shall be required to provide advising to~~ ^{all} are required to students on academic probation. Departments shall provide advising to students placed on academic probation at the end of their first semester no later than the end of the second week of the student's second semester.
5. Consequences of failure to comply with mandatory advising requirements (e.g., low registration priority or denied access to CAR).

...

IX. Additional Areas of Support

A. The Office of Admissions and Records shall:

1. Provide the mechanisms for enforcing required advising as defined by departmental advising policies by Spring Semester 1990. The consequence for non-compliance is assignment to the lowest registration priority or denial of access to CAR (according to departmental policy) until the student is in compliance. (See attached interim implementation plan for details of handling this process.)
2. Provide in a timely manner the student data needed to maintain departmental advising files. In addition, at the end of each semester the Office of Admissions and Records shall provide each department a list of majors placed on academic probation. A list of undeclared students placed on academic probation shall be provided to the Academic Advising Center. A list of all students placed on academic probation shall be provided to the Academic Achievement Center.

...