

YOU'LL NEED YOUR MAY 14 AGENDA!

1991-92
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, May 21, 1992
Forest Suite, University Union

NOTE TIME: 3:00-4:30 p.m. (following 1992-93 Senate Elections)

INFORMATION

1. Current Status of Budget Reduction Process - *PICKENS*
2. Year-End Report

CONSENT CALENDAR

AS 92-58/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF HEALTH
AND PHYSICAL EDUCATION

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Policies and Programs Committees on the program review of the Department of Health and Physical Education (Attachment A*) and recommends that the following programs be reapproved for a period of six years or until the next scheduled program review:

- Bachelor of Science Degree in Health and Safety Studies
- Bachelor of Science Degree in Physical Education
- Health Science Single Subject Credential Program
- Master of Science Degree in Physical Education
- Minor in Health and Safety Studies
- Minor in Physical Education

Further, the Academic Senate, in consultation with the President, the Vice President for Administration, the Vice President for University Affairs, and other appropriate administrative and faculty bodies, shall review the consultative policies and procedures to be followed when private money is received and used by the University to augment and develop its programs to assure that they are followed by all parties who are involved in each instance.

AS 92-59/FisA, CC, GPPC, Ex. PHYSICAL THERAPY, BACHELOR OF SCIENCE DEGREE IN

The Academic Senate recommends approval of the proposed Bachelor of Science Degree in Physical Therapy (Attachment B*) with 1) the understanding that supplemental admissions criteria for the program will be developed in accordance with University policies and procedures, and 2) with the provision that in Spring 1993 the School of Health and Human Services report on progress in the area of fundraising with particular attention to sources of funding for the faculty positions and a specific statement of the portion of funding that will come from the School of Health and Human Services.

REGULAR AGENDA

AS 92-60 ② *CONSULTATION ON BUDGET DECISIONS OVER THE SUMMER*
AS 92-61 ③ *CODE EQUITY + DIVERSITY IN THE FACE OF MAJOR BUDGET REDUCTIONS,*
RESOL. ON COMMITMENT TO

Old Business

AS 92-51/Ex. FACULTY AFFAIRS COMMITTEE MEMBERSHIP AND CHARGE--
REVISE [supersedes Section 3.08.04 of Faculty
Government document]

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AS 92-53/GPPC CONTINUOUS ENROLLMENT OF GRADUATE STUDENTS

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AS 92-54/GPPC, Ex. MASTER'S PROJECT--COLLABORATIVE

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AS 92-55/Flr. ATHLETICS, FUNDING OF *see resolution attached.*

AS 92-56/Flr. SURGE CONTRACT, RENEGOTIATION OF

New Business

① AS 92-57/Flr. MINUTES

Approval of the Minutes of the meetings of May 7 (#15) and May 14 (#16), 1992.

*[Note: The complete proposal or Academic Program Review is available in the Academic Senate Office, Administration 264.]

After reviewing thoroughly the attached Academic Program Review Report for the Department of Health and Physical Education, prepared by the Review Team jointly appointed by our respective groups, the Academic Senate Curriculum Committee and the Graduate Policies and Programs Committee make the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

COMMENDATIONS AND RECOMMENDATIONS OF THE PROGRAM REVIEW TEAM FOR
THE DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION
SCHOOL OF HEALTH AND HUMAN SERVICES

The Department of Health and Physical Education is commended for

1. the development of a sound and highly regarded Graduate program;
2. the establishment of a mentor program to aid in the recruitment and retention of minority students and faculty;
3. the successful integration of students into the planning of the curriculum offered by the H & S faculty;
4. the active pursuit and planning of interdisciplinary programs in health and safety by the H & S faculty;
5. the long range planning of the H & S faculty to expand the options available for H & S majors;
6. the Department's active involvement of service to the community as demonstrated by the Mobil Teacher Training Program; the lifetime fitness program providing graded exercise testing and exercise prescription to private and public organizations; lecture-demonstrations on jazz dance styles given at local public schools; the field work carried out by students in the Athletic Training program and Pre-Therapy program which while providing them with practical experiences also offers assistance to the community colleges and clinics which improves their programs;
7. the strong commitment of the faculty to scholarly activity and the instilling of that philosophy to the majors in the programs;
8. the successful leadership of the department in the establishment of a budgetary fund which permits a more equitable sharing of expenses incurred by HPE, Athletics, and Intramurals through their use of common facilities;
9. the development of the General PE option;
10. the department's quick recovery from its losses in the General Education program through its development of a series of martial arts and dance courses;

11. the development of new objectives and goals since the writing of the self study which more realistically guide the department during the next six years;
12. the increased cooperation between the department and Athletic Director;
13. its strong contributions to the General Education program;
14. its multicultural offerings in dance and the martial arts;
15. its outstanding technical and secretarial staff who contribute much to the strength of the programs in the department;
16. the increased communication between faculty and staff indicated by a staff representative being invited to attend departmental meetings and a staff representative on the budget committee;
17. the development of multicultural field work experiences through collaboration with area schools;
18. the preparation of Undergraduate and Graduate student handbooks;
19. its clarification of its Liberal Studies program;
20. Departmental approval of the H & S Health Administration option and its support of the occupational and Environmental Health options now being developed.

Recommendations to the Department of Health and Physical Education:

1. The Review Team recommends the department modify the existing advising sheets for the Pre-Therapy option to assure that students in the option are aware that completion of the option gains them access to a professional school, not necessarily a job. (p. 9)
2. The Review Team recommends the department investigate its committee structure to see if some telescoping of functions might be achieved. (p. 15)
3. The Review Team recommends the department look into the possibility of forming a future planning committee charged not only with future planning but identifying common themes among the options and common concerns among the faculty. (p. 15)
4. The present Review Team echoes the last Review Team's recommendation to incorporate a more systematic means of obtaining student input. The majors club could be a source of representatives to attend departmental meetings and to serve on all standing committees except RTP. (p. 16)

5. The Review Team recommends that the department consider restructuring its common core to provide the students with a greater variety of approaches to study the discipline. (p. 18)
6. The Review Team strongly recommends the hiring of a new tenure track position in Health and supports the Department in its ranking of this position. (p. 19)
7. The Review Team strongly recommends the conversion of the current full time lecture position to full time tenure track and supports the Department in its ranking of the Dance position. (p. 21)
8. The Review Team recommends the members of the Dance faculty develop a plan which they can all support and which articulates their concerns and their plans for the next six years. Such a "white paper" could be used to clearly convey their concerns to the Department and the University. (p. 25)
9. The Review Team recommends that while it is considering modifications to the core (Recommendation 5, p. 17) that it also consider inventive ways of making the core more attractive to the typical Dance student. (p. 24)
10. The Review Team recommends the strict adherence to negotiated priorities which gives Athletic Training first access to some of the space in the old building. (p. 27)
11. The Review Team recommends the department consider ways of simplifying its options, using Dr. Bennett's examples as starting points for discussion. (p. 29)
12. The Review Team recommends that the faculty in the dance option develop a formal process of periodic review of the courses in the option to assure they meet the goals of the option. (p. 30)
13. The Review Team recommends the Department review all of its gender specific catalog listings to determine the appropriateness of these designations. (p. 32)
14. The Review Team recommends the H & S library coordinator work with the Education library department to complete the curriculum guides in school health education. (p. 33)
15. The Review Team suggests the Department appoint a faculty member to serve as liaison with the appropriate librarians. (p. 33)
16. The Review Team recommends that the Department investigate more equitable means of paying the technical staff when they are called upon to work in Athletics above and beyond their work in the Department. (p. 40)

17. The Review Team recommends the continuation of efforts to reclassify the equipment technicians so that their classification reflects their actual responsibilities. (p. 41)
18. The Review Team recommends that in light of the cooperation between Athletics and HPE, efforts be made to apportion the costs between Athletics and HPE that occur through the sharing of technical assistance. (p. 41)

Recommendations to the Dean of the School of Health and Human Services:

1. The Review Team strongly recommends that, in the event the remodel of the human performance lab fails to be funded through minor capitol outlay in 1991-93, the School and University aggressively seek the funds necessary to effect the remodel with the same energy as they are seeking to equip the new building. (p. 37)
2. The Review Team recommends that serious consideration be given by the school to provide a technical position to the Department. (p. 40)

Recommendation to the Vice President for University Affairs

The Review Team recommends the University immediately seek outside funding to assist the School of Health and Human Services and the Department of Health and Physical Education to provide the equipment necessary for the new classroom/faculty/laboratory building. (p. 39)

Recommendations to the Vice President for Administration

1. The Review Team recommends that the University demonstrate the commitment to its decision to achieve Division I status by finding the funds necessary to carry out these decisions and ease the burden of both the School of HHS and the Department of HPE. An indication of strong Central Administrative support should make a significant impact on NATA's decision on approving the Athletic Training Program. (p. 28)
2. The Review Team strongly recommends that, in the event the remodel of the human performance lab fails to be funded through minor capitol outlay in 1991-93, the School and University aggressively seek the funds necessary to effect the remodel with the same energy as they are seeking to equip the new building. (p. 37)
3. The Review Team recommends the rapid repair of playing fields, pool, tennis courts, and associated structures which has been requested by the department, and affects the safety of students, by facilities management. (p. 39)

Recommendation to the Vice President for Academic Affairs

The Review Team recommends the University match the aggressive search for funds demonstrated by the school and seek to redress the negative consequences to the academic program in HPE caused by the move to NCAA Division I status. (p. 38)

Recommendations to the President:

1. The Review Team recommends that the University demonstrate the commitment to its decision to achieve Division I status by finding the funds necessary to carry out these decisions and ease the burden of both the School of HHS and the Department of HPE. An indication of strong Central Administrative support should make a significant impact on NATA's decision on approving the Athletic Training Program. (p. 28)
2. The Review Team recommends the University match the aggressive search for funds demonstrated by the school and seek to redress the negative consequences to the academic program in HPE caused by the move to NCAA Division I status. (p. 38)
3. The Review Team recommends the President, in consultation with the Academic Senate, the Vice President for Administration, the Vice President for University Affairs, and other administrative and faculty bodies, review the consultative policies and procedures to be followed when private money is received and used by the University to augment and develop its programs to assure that they are followed by all parties who are involved in each instance. (p.43)

Recommendation to the Academic Senate:

1. The Review Team recommends that the following programs in the Department of Health and Physical Education be reapproved for a period of six years or until the next scheduled program review:

The Bachelor of Science Degree in Health and Safety Studies

The Bachelor of Science Degree in Physical Education

The Health Science Single Subject Credential Program

The Physical Education Single Subject Credential Programs

The Master of Science Degree in Physical Education

The Minor in Health and Safety Studies

The Minor in Physical Education

2. The Review Team recommends the Academic Senate, in consultation with the President, the Vice President for Administration, the Vice President for University Affairs, and other appropriate administrative and faculty bodies, review the consultative policies and procedures to be followed when private money is received and used by the University to augment and develop its programs to assure that they are followed by all parties who are involved in each instance. (p. 43)

PROPOSED BACHELOR OF SCIENCE DEGREE PROGRAM IN PHYSICAL THERAPY (11/91)
Prepared in compliance with "The Policies & Procedures for Submitting
Proposals for New Degree Programs." (CSU, Sacramento - Spring 1990)

I. Definition of the Proposed Degree Major Program

A. Name of Program

California State University, Sacramento proposes establishment of an undergraduate program leading to a Bachelor of Science (B.S.) program in Physical Therapy to be approved prior to Summer, 1993 with the first class entering in Fall, 1993.

B. Program Housing

The proposed program would be offered in the School of Health and Human Services. The contact person is Don Zingale, Ph.D., LCSW, Associate Dean.

C. Individuals Responsible for Drafting the Proposed Program

This proposal has been prepared by Don Zingale, Ph.D., LCSW, Associate Dean, CSUS School of Health & Human Services in consultation with a Physical Therapy Steering Committee, convened by John Colen, Ph.D., Dean of the CSUS School of Health and Human Services. This proposal has the approval of the School's Academic Council and is endorsed by the Physical Therapy Steering Committee which is comprised of over twenty-five representative individuals and institutions within the professional physical therapy and related health care communities. (Appendix A)

D. Objective of the Proposed Program

The primary purpose of the Bachelor of Science degree program in Physical Therapy is to prepare graduates to practice physical therapy. This includes: "...the examination, treatment, and instruction of human beings to detect, assess, prevent, correct, alleviate, and limit physical disability, movement dysfunction, bodily malfunction, and pain from injury, disease, and any other bodily and mental conditions, and includes the administration, interpretation and evaluation of tests and measurements of bodily functions and structures, the planning, administration, evaluation, and modification of treatment and instruction, including the use of physical measures, activities, and devices for preventative and therapeutic purposes; and the provision of consultative, educational and other advisory services for the purpose of reducing the incidence and severity of physical disability, movement dysfunction, bodily malfunction, and pain." (Model Definition of Physical Therapy for State Practice Acts, American Physical Therapy Association.)

This objective is consistent with the primary mission of the School of Health and Human Services which is the professional preparation of practitioners in the health and human services.

SCHOOL OF HEALTH AND HUMAN SERVICES
CALIFORNIA STATE UNIVERSITY, SACRAMENTO

A PROPOSAL FOR A
BACHELOR OF SCIENCE DEGREE
IN PHYSICAL THERAPY

DRAFT #3
DECEMBER 4, 1991

E. Total Number of Units Required for the Major

The total number of semester units required to complete the B.S. in Physical Therapy degree program is 136. Prerequisite coursework accounts for 35 of the total units (the 12 unit General Education - Category "B" requirement and 3 unit General Education - Category "DIA" requirement are met by completion of the prerequisite courses). Students governed by the 1990-92 CSUS catalogue will need to complete an additional 36 units of general education. Physical Therapy major coursework involves 65 units spanning four semesters and one summer.

Physical Therapy major courses must be taken and successfully completed in sequence as follows:

First Semester (Fall)

PT 101 (*PE 151). KINESIOLOGY 3 units
(6 WTUs) Open only to physical therapy majors
A regional study of human motion including biomechanics, gait, movement patterns, and physical therapy assessment of the normal musculoskeletal system. (Lecture 2 hours; Laboratory 3 hours)
Class: C2 (lecture), Max. 40; C16 (lab), Max. 16 per ea of 2 sect

PT 102 (*BS 122). ADVANCED HUMAN ANATOMY 3 units
(6 WTUs) Open only to physical therapy majors
Advanced study of the human body with emphasis on the neuromusculoskeletal and vascular systems. Laboratory experience and models. (Lecture 2 hours; Laboratory 3 hours) Class: C2 (lecture), Max. 40; C16 (lab), Max. 16 per ea of 2 sect

PT 103. PROFESSIONAL ORIENTATION 2 units
(2 WTUs)
Open only to physical therapy students
An introduction to the professional practice of physical therapy including roles and functions within the health care delivery system and professional responsibilities. (Lecture 2 hours)
Class: C2 (lecture), Max. 40.

PT 104. PATIENT MANAGEMENT SKILLS I 3 units
(9 WTUs)
Open only to physical therapy majors
Selected theory and clinical application of therapeutic modalities and procedures in the treatment of physical disabilities, including physical agents, exercise and massage. (Lecture 1 hour; Laboratory 6 hours)
Class: C2 (lecture), Max. 40; C16 (lab), Max. 16 per ea of 2 sect

* Courses cited in parentheses with an asterisk are currently offered at C.S.U.S.. It is possible that special sections of these existing courses be appropriately modified and taught by instructors with physical therapy expertise and offered as "open only to physical therapy majors."

PT 105. EVALUATION & CLINICAL MANAGEMENT OF MUSCULOSKELETAL CONDITIONS - I 4 units
(7 WTUs)

Open only to physical therapy majors
An in-depth study of normal structure and function, pathology, psychosocial factors, medical and physical therapy, evaluation, and treatment procedures for the management of selected musculoskeletal disorders. Patient care programs are emphasized with a problem solving/case study format. An emphasis on team approach and on indirect and preventative care. Laboratory component will emphasize the practice of physical therapy procedures. Includes selected lectures by medical practitioners in the medical-surgical management of orthopedic conditions. (Lecture 3 hours; Laboratory 3 hours)
Class: C2 (lecture), Max. 40; C16 (lab), Max. 16 per ea of 2 sect

Second Semester (Spring)

PT 106 (*BS 115/123). NEUROSCIENCE: ANATOMY & PHYSIOLOGY 5 units
(12 WTUs)
Open only to physical therapy majors
An investigation of the gross and microscopic structure and function of the central, peripheral and autonomic nervous systems including anatomy and physiology. Lectures are correlated with laboratory exercises and demonstrations using human prosected cadaver specimens, audio-visual slide projected materials, charts and models. (Lecture 4 hours; Laboratory 6 hours)
Class: C2 (lecture), Max. 40; C16 (lab), Max. 16 per ea of 2 sect

PT 107. EVALUATION & CLINICAL MANAGEMENT OF MUSCULOSKELETAL CONDITIONS - II 4 units
(7 WTUs)

Open only to physical therapy majors
A continuation of Evaluation and Clinical Management of Musculoskeletal Conditions I. (Lecture 3 hrs; Laboratory 3 hrs)
Class: C2 (lecture), Max. 40; C16 (lab), Max. 16 per ea of 2 sect

PT 108. CLINICAL LAB I 2 units
(10.6 WTUs)

Open only to physical therapy majors
Assignment in a physical therapy setting under the supervision of a field instructor who is a registered physical therapist. Application of physical therapy for the solution of client problems. (fieldwork 8 hours per week)
Class: S36 (fieldwork), Max. 32.

PT 109 (*Nrs 230). APPLIED PATHOPHYSIOLOGY 4 units
(7 WTUs)

Open only to physical therapy majors
Advanced study of physiology of body systems and responses to normal aging, environmental influences and pathological dysfunction, including cardiovascular, pulmonary, endocrine and integumentary systems. Includes dissection lab and prosected materials. (Lecture 3 hrs; Laboratory 3 hrs)
Class: C2 (lecture), Max. 40; C16 (lab), Max. 16 per ea of 2 sect

Fourth Semester (Fall)

PT 114. ORGANIZATION & ADMINISTRATION OF PHYSICAL THERAPY SERVICES 3 units

(3 WTUs) Open only to physical therapy majors. Principles of planning, organizing and administering physical therapy services in a variety of health care settings, exploration of medical, legal and regulatory aspects in the practice of physical therapy. This course will also examine future trends, selected issues and educational principles as they apply to physical therapy practice. (Lecture, 3 hours) Class: C2 (lecture), Max. 40.

PT 115. PATIENT MANAGEMENT SKILLS II 3 units

(9 WTUs) Open only to physical therapy majors. Selected theory and clinical application of therapeutic modalities and procedures in the treatment of physical disabilities, including physical agents, exercise and massage. Continuation of Patient Management Skills I. (Lecture 1 hour; Laboratory 6 hours) Class: C2 (lecture), Max. 40; C16 (lab), Max. 16 per ea of 2 sect

PT 116. EVALUATION AND CLINICAL MANAGEMENT OF NEUROLOGICAL SYSTEMS II 3 units

(6 WTUs) Open only to physical therapy majors. Evaluation and therapeutic intervention in the clinical management of normal and pathological conditions of the neuromusculoskeletal systems. Includes normal growth and development and selected medical lectures. (Lecture 2 hours; Laboratory 3 hours) Class: C2 (lecture), Max. 40; C16 (lab), Max. 16 per ea of 2

PT 117. CLINICAL LAB III 2 units

(10.6 WTUs) Open only to physical therapy majors. Assignment in a physical therapy setting under the supervision of a field instructor who is a registered physical therapist. Application of physical therapy for the solution of client problems. A continuation of Clinical Lab I. (Field 8 hrs/week) Class: S36 (fieldwork), Max. 32.

PT 118. ISSUES IN HEALTH CARE 3 units

(3 WTUs) This course will involve an in-depth study of the health care system, its structure, controls, finance and effectiveness. The course will examine the relationship of the health care system at the local, state, and federal levels. Issues facing the physical therapy profession will be emphasized. (Lecture, 3 hours) Class: C2 (lecture), Max. 40. (also elective for other majors)

Summer Session to follow...

Third Semester (Fall)

PT 110. RESEARCH IN PHYSICAL THERAPY 3 units

(3 WTUs) Open only to physical therapy majors. Introduction to various methods and techniques of scientific and educational research as they are commonly applied in the field of physical therapy; study of their use in published research; practice in applying them to problems of interest to the student; analyzing data and writing research reports. (Lecture 3 hours) Class: C2 (lecture), Max. 40.

PT 111. EVALUATION AND CLINICAL MANAGEMENT OF SELECTED BODY SYSTEMS 3 units

(6 WTUs) Open only to physical therapy majors. Evaluation and therapeutic intervention in the clinical management of normal and pathological conditions of the cardiopulmonary and other selected body systems. (Lecture 2 hours; Laboratory 3 hours) Class: C2 (lecture), Max. 40; C16 (lab), Max. 16 per ea of 2 sect

PT 112. EVALUATION AND CLINICAL MANAGEMENT OF NEUROLOGICAL SYSTEMS 6 units

(12 WTUs) Open only to physical therapy majors. Evaluation and therapeutic intervention in the clinical management of normal and pathological conditions of the neuromusculoskeletal systems. Includes normal growth and development and selected medical lectures. (Lecture 4 hours; Laboratory 6 hours) Class: C2 (lecture), Max. 40; C16 (lab), Max. 16 per ea of 2 sect

PT 113. CLINICAL LAB II 2 units

(10.6 WTUs) Open only to physical therapy majors. Assignment in a physical therapy setting under the supervision of a field instructor who is a registered physical therapist. Application of physical therapy for the solution of client problems. A continuation of Clinical Lab I. (Field 8 hrs/week) Class: S36 (fieldwork), Max. 32.

****NRS 163. HOLISTIC APPROACH TO AGING** 3 units

A holistic approach to aging including biological, psychological, sociological, cultural and spiritual perspectives. Primary focus is on changing needs in health services and adaptation of the elderly to societal changes. (Lecture 3 hours) Class: C2 (lecture), Max. 40.

** NRS 163, Holistic Approach to Aging is not a requirement of the physical therapy major. However, it is strongly recommended. Satisfactory completion of NRS 163 fulfills 3 units of the 9 unit CSUS General Education - Advanced Study requirement.

2. Criteria for Admission Consideration includes:

- e. Students must meet all course prerequisites prior to being considered for admission.
 - b. Minimum of 64 completed semester units at, or transferable to, California State University, Sacramento including all CSUS general education requirement with the possible exception of advanced study.
 - c. Overall G.P.A. of 3.25.
 - d. Admission to California State University, Sacramento.
 - e. Minimum of 80 hours of observation of physical therapy service. This requirement may be fulfilled as a college intern, volunteer or paid worker, as demonstrated by a letter from a licensed physical therapist.
 - f. Personal Interview.
 - g. Selection by the Physical Therapy Selection Committee.
3. In order to be retained in the Physical Therapy program, students must maintain a 2.0 average in all physical therapy coursework.
4. B.S. in Physical Therapy Graduation Requirements:
- a. Meet all degree requirements outlined in the CSUS catalogue
 - b. Completion of the professional program in physical therapy with a minimum 2.0 grade point average in all major coursework.

I. Special Characteristics

- 1. This program is designed to meet the accreditation requirements of the Commission on Accreditation in Physical Therapy Education. However, initial accreditation review may necessitate program modifications.
- 2. This program is designed to meet the current educational requirements of the California Physical Therapy Examining Committee.
- 3. This program includes an off campus field work component which requires clinical affiliations and supervision by California licensed physical therapists.
- 4. The nature of this course of study is such that it must be undertaken over 4 semesters + 1 summer on a full-time basis and in the specified sequence.

6 units

Summer Session: 11.2 weeks

PT 119. CLINICAL INTERNSHIP
 (10.6 WTUs) Open only to physical therapy majors Full-time assignment as a physical therapy intern for 12 weeks of practical experience at selected health care facilities providing physical therapy services. Certification of completion of this internship is a requirement for graduation and eligibility to take the California-examination for licensure.
 Class: S36 (fieldwork), Max: 32.

F. Elective Courses

Though pre-professional general education and related disciplines coursework allow for some choice of electives, the professional program in physical therapy has specific requirements of all students which must be completed in sequence. Initially, no provision has been made for physical therapy electives. Students interested in undergraduate specialization may wish to take additional courses in related disciplines including Biological Sciences, Health Science, Physical Education, Biomedical Engineering, Nursing and Gerontology.

G. Formal Options or Concentrations

Successful completion of the B.S. in Physical Therapy program results in an entry level degree designed to prepare students as qualified physical therapists and candidates for licensure (by examination) as Physical Therapist (P.T.) in California.

H. Prerequisites & Criteria for Admission, Retention and Graduation

- 1. Students seeking admission to the professional program in physical therapy must complete the following prerequisite CSUS courses (or equivalent for transfer students), each with a grade of "B" (3.0 based on a 4.0 scale) or better:

Biol. 20	BIOLOGY: A HUMAN PERSPECTIVE OF Biol. 10 BASIC BIOLOGICAL CONCEPTS	3 units
Biol. 22	INTRODUCTORY HUMAN ANATOMY	4 units
Biol. 131	SYSTEMIC PHYSIOLOGY	4 units
Chem. 6A	INTRODUCTION TO GENERAL CHEMISTRY	5 units
Chem. 6B	INTRODUCTION TO ORGANIC & BIOLOGICAL CHEMISTRY	5 units
Phys. 5A	GENERAL PHYSICS: MECHANICS, HEAT, & SOUND	4 units
Phys. 5B	GENERAL PHYSICS: LIGHT, ELECTRICITY & MAGNETISM, MODERN PHYSICS	4 units
Stat. 1	INTRODUCTION TO STATISTICS	3 units
Psych. 5	INTRODUCTORY PSYCHOLOGY: INDIVIDUAL & SOCIAL PROCESSES	3 units

Note: Completion of these prerequisites satisfies the 12 unit, Category "B" and the 3 unit, Category D1A General Education Requirements at CSUS.

J. Articulation with Community Colleges

Transfer credit is normally granted for all courses planned for use in baccalaureate degree programs. Transfer is not limited to those courses which precisely parallel course offered at CSU, Sacramento. California Community Colleges are authorized by the Trustees of The California State University to certify the transferability of the courses they teach. All courses, except remedial, are accepted for degree credit from institutions awarding four year degrees. Transfer credit is not posted to the CSUS transcript of postbaccalaureate students, including those seeking a second Bachelor's degree.

K. Provision for Meeting Accreditation Requirements

An institution that wishes to seek Commission on Accreditation in Physical Therapy Education accreditation of a developing physical therapy education program must submit a bona fide application no later than six months prior to enrollment of the first class of students in the professional or technical phase of the program. To be considered bona fide, the application must include:

1. A completed Declaration of Intent to Apply for Accreditation.
2. Evidence that the institution is an institution of higher education accredited by an agency or association recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation, or have at least candidate status granted by the appropriate accrediting agency or association.
3. Evidence that the institution has employed a program director who is a graduate of an accredited or equivalent education program for the physical therapist. The program director should be employed full-time and should be the permanent director who will plan, as well as implement, the program; this concept does not imply that tenure is required. Upon receipt of a \$4,000 initial accreditation fee, the Declaration of Intent will be evaluated by a Reader/Consultant and the institution will receive a written report regarding the program's progress toward compliance with APTA Standards and Criteria for Accreditation, judgments concerning institutional readiness to initiate the proposed program, and consultative suggestions related to findings with respect to the Evaluative Criteria.

II. Need for the Proposed Degree Major Program

A. Physical Therapy Education Program in California

1. California State University & Univ. of California campuses:
CSU, Fresno - B.S. program
CSU, Long Beach - B.S. program
CSU, Northridge - B.S. program
CSU, San Francisco - M.S. program (offered jointly with U.C. San Francisco)
2. Other California Institutions:
University of the Pacific - M.S.
Univ. of Southern Calif. - M.S.
Loma Linda University - M.S.
Chapman College - M.S.
Mount St. Mary's College - B.S., M.S.
Samuel Merritt College - M.S.
Univ. of Southern Calif. - M.S.

B. Proposed Program vs. Existing Programs

1. The proposed program will provide the only opportunity for low cost, entry level B.S. degree physical therapy education in the thirteen county CSUS service area as well as in all other counties north of the CSU, Fresno service area.
2. The only other program in this service area is a relatively high cost (approximately \$30,000.00), entry level M.S. degree offering at the University of The Pacific.

C. Related CSUS Curricula

1. CSUS currently offers no major program in physical therapy.
2. The CSUS Department of Health & Physical Education offers a B.S. degree in Physical Education with a "pre-therapy" option designed to prepare students for admission to entry level physical therapy education programs.
3. An entry level, B.S. physical therapy program at CSUS would provide current CSUS students, who apply and are accepted into the program, an opportunity to continue their professional physical therapy education without transferring to another institution or waiting until graduation to begin an M.S. program at another institution.
4. Over the past three years, approximately 150 CSUS students per year declare themselves as Physical Education majors - Pre-Therapy option. Each year, approximately 25 additional students (both P.E. and other majors) transfer to entry level, B.S. degree programs at other institutions. A Spring semester, 1990 review of the C.P.A.'s of CSUS declared Pre-Therapy students; indicated that approximately twenty meet the minimum

overall G.P.A. requirement for consideration for admission to the professional program outlined in this proposal. Given the limited number of proposed "seats" in an entering physical therapy class and the nationwide competition for these places, it is reasonable to assume that the impact on enrollments in the existing Pre-Therapy program will be insignificant. If anything, the addition of Physical Therapy to the campus offerings may result in increased interest in Pre-Therapy at CSUS.

5. The addition of a B.S. in Physical Therapy degree program will provide students at CSUS with two avenues to pursue a career in physical therapy. Those individuals wishing to gain additional knowledge and skills in Biological and Exercise Sciences prior to seeking admission to either B.S. or M.S. entry level Physical Therapy programs may choose to elect the pre-therapy major course of study. Those students wishing to pursue a B.S. in Physical Therapy degree at CSUS may choose to seek admission to the B.S. in Physical Therapy program with, or without, involvement in the CSUS pre-therapy course of study, so long as they meet the admission criteria of the Physical Therapy program.

D. Physical Therapist Need Survey

1. Northern California including the CSUS Service Area of Alpine, Amador, Colusa, El Dorado, Nevada, Placer, Sacramento, San Joaquin, Sierra, Solano, Sutter, Yolo, Yuba). A survey of the approximately 375 members of the Northern California Clinical (Physical Therapy) Education Consortium representing a majority of the hospitals, (but not all) rehabilitation agencies and physical therapy clinics serving Northern California was begun in September, 1991. In preliminary results (as of 11/1/91), 281 (71%) respondents indicated that 198.14 openings (67.53% of all P.T. openings) for entry level physical therapists currently exist at these facilities. (Appendix B)
2. State of California. On a statewide basis, the Chancellor's Office of the California State University, in 1988, drafted a "White Paper" addressing professional preparation in Physical Therapy and projecting a need for over 3300 new physical therapists in California from 1985 to 1995. (Appendix C)
3. United States. Nationally, the American Physical Therapy Association has indicated that "...for every one physical therapist, there are three job opportunities available... (there is) an estimated annual hospital turnover rate of 25%." (Appendix D)
4. Student Interest in Physical Therapy.

As indicated above, over 175 students per year at CSUS pursue Pre-Therapy and other related majors in preparation for application to Physical Therapy education programs. A

September, 1991 telephone survey of California institutions offering physical therapy degrees indicated that entering classes statewide account for just under 500 students per year while over 1000 applicants are turned away each year.

E. Graduate Program Information

As this is an undergraduate proposal, this section is not applicable.

F. Professional Uses of Physical Therapy Education

Physical Therapy is a health care profession devoted to human health and function. Physical Therapy improves and maintains an individual's ability to move, and assists in the prevention of movement disorders.

Most physical therapists work directly with clients of every age group. They conduct evaluations to identify and then resolve client problems and potential problems. Typical problems treated by physical therapists include impaired movement, pain, and decreased ability to carry out daily activities.

Physical therapists have additional roles in the health care system. They are involved in education, research, consultation, administration, and health care planning.

Physical therapists may choose to work in private physical therapy practices, acute care and rehabilitation hospitals, nursing homes, private homes, school systems, and athletic programs.

G. Expected Number of Majors

Given the nature of this professional program, particularly in terms of its extensive laboratory and fieldwork components, it is essential to limit the number of majors to thirty (32) students per entering class. Thus,

1. Year of initiation: Thirty (32) students.
2. Three years thereafter: Sixty-four (64) majors.
3. Five years thereafter: Sixty-four (64) majors.

III. Existing Support Resources for the Proposed Major Program

A. Faculty Members

As proposed, the physical therapy professional program would require its own faculty comprised of positions allocated to that program. While current CSUS faculty may be interested in teaching physical therapy courses, no existing positions have been set aside for the P.T. program. (Appendix I: Table 1.)

B. Space and Facilities

A new Health & Human Services building is under construction with occupancy expected in Spring, 1993. The new building includes a 2,036 sq. ft. laboratory including service and storage areas specifically designed for instruction in, and related to, Physical Therapy (Appendix J). An informal survey of the "Pre-Physical Therapy" courses offered by the Department of Health & Physical Education, and for which this space is earmarked, indicates that historic scheduling would account for 10 hrs. use in the fall semester and 5 hrs. use in the spring semester. The 42 hrs. in the fall and 24 hrs. in the spring projected for laboratory sections in the Physical Therapy Program, pose no significant problem as regards both programs utilizing the same space. Moreover, the new building will provide added faculty offices, varied human performance and computer laboratories and other instructional spaces which would be useful to a wide variety of related disciplines including a new program in physical therapy. In addition, the movement of much of the Department of Health & Physical Education from the existing physical education structure to the new building will leave additional office space as well as multipurpose and classroom space available for reallocation.

C. Library Resources

A "Survey of Physical Therapy and Related Library Resources" was completed by CSUS Library staff in September, 1991. The results are detailed in Appendix E. Summarily:

Book holdings in subject areas directly or closely related to physical therapy number approximately 900.1th Medical Sciences number 152. Subscriptions to journals directly or closely related to physical therapy number 26. There are 7 indexes and abstracting services with direct application to physical therapy.

Cooperative "student use" agreements already exist with eight (8) area medical libraries including U.C., Davis, The Sacramento Medical Society and all major area hospital libraries.

D. Equipment & Specialized Materials

At a minimum, the startup of a program of physical therapy education would benefit from access to equipment currently available for pre-physical therapy instruction. As aforementioned, the new Human Performance building will house a special therapy laboratory. In addition to the equipment already existing on campus for instruction related to physical therapy and other aspects of the study of human movement, the projected equipment budget for the new building includes in excess of \$125,000 for specialized equipment, associated computers and media items for biomechanics and pre-physical therapy (Appendix K). With efficient and effective scheduling as well as agreement that additional equipment secured be shared, items essential to basic physical therapy instruction would be in place prior to the start of the program.

IV. Additional Support Resources Required

A. Enrollment and Faculty Positions

The proposed B.S. program in Physical Therapy consists of four semesters plus one summer of full-time study. Every required course for each of the 64 students enrolled in any semester is a physical therapy course. Prerequisite and general education coursework required of all current and transfer students will be completed prior to admission and entrance into P.T. coursework. Current CSUS students majoring in physical education, biological sciences, and other disciplines, who plan to apply to a P.T. program at CSUS, or at another institution, will not need to take any additional courses beyond what is commonly required for P.T. program admission nationwide. Thus, no additional general education or preprofessional change in the demand on these existing campus resources is expected. (Appendix I: Table 1.)

B. Special Characteristics of Faculty & Staff

The nature of physical therapy education requires that faculty members have broadbased and in-depth knowledge and skills related to the discipline. Even subjects which are already addressed in courses currently offered on this campus, include Kinesiology and Advanced Anatomy, require instruction specifically geared to physical therapy theory and practice. Thus, it is expected that the majority of faculty involved in P.T. instruction will come from outside the existing faculty at CSUS. Even more restricted are the accreditation requirements for a full-time director which includes licensure as a Physical Therapist and a Ph.D. in a related discipline.

As proposed, the curriculum in Physical Therapy will generate 140.4 WTU's of instruction and supervision per year. Realizing that these tasks will be accomplished by a mix of full and part-time faculty, the averaged WTU instruction load (12 WTU/full-time vs. 15 WTU/part-time, per semester) of 27 WTU's per faculty member per academic year results in a need for 5.2 full-time equivalent faculty. In addition there will be a need for a 12 month full-time faculty position for a program director. Given the current CSU systemwide discussion regarding reduction of the WTU instructional workload as well as other factors including release time programs for faculty professional development, sabbaticals, etc., the School proposes that the Physical Therapy program house 7.0 full-time equivalent faculty positions once the program is in full operation with 64 students in any given semester. The creation of these positions should not negatively impact faculty positions within other units of the School. Accreditation requires that, one year prior (1992-93) to its first year of operation (1993-94), the program have a full-time director "on board."

During the first year that instruction is offered (1993-94), one faculty director and three full-time equivalent faculty will need to be in place. In the second year of instruction, and thereafter, one faculty director and six full-time equivalent faculty will need to be in place.

Staff needs are as follows: a 12 month, 100% CA III, a 10 month, 100% CA III, and a 12 month, 100% specialized equipment technologist. During the 1992-93 "planning" year, only the 12 month, 100% CA III will be needed.

In addition to state fiscal support for the program generated by CSUS physical therapy student fees, negotiations are currently underway with a number of public and private therapy and related health care providers and agencies who are interested in contributing significantly to the startup and ongoing support of the physical therapy program. This group includes the Sacramento Sierra Hospital Association, Continental Medical Systems, the Sierra Foundation, Shriners' Hospitals and others.

A four (4) phase planning and implementation proposal now circulating among various "friends of physical therapy" funding sources is attached as Appendix F. An example of a specific request solicited by, and made to, the Sacramento Sierra Hospital Association is also attached as Appendix G.

Note that requests for, and award of, external grants are contingent upon approval of the curriculum at all levels through the CSU Chancellor's Office.

C. Lecture/Laboratory Space

The physical therapy program can be conducted adequately within the combined existing campus physical facilities currently available and the specialized facilities which will be added with the completion of the new Health & Human Performance building (occupancy: spring 1993). Ideally, additional campus based physical therapy and related disciplines laboratories would allow for more latitude in scheduling of classes while also permitting additional use of such facilities for the conduct of research and instructionally related activities.

A major component of physical therapy education involves field instruction and experience in off campus physical therapy facilities. In September, 1991 a survey was conducted among the approximately 375 member facilities of the Northern California Consortium for Clinical Education with preliminary results (71% as of 11/1/91) indicating more than enough (156) of the necessary (64) part-time practical placements and far in excess (138) of the necessary (32) full-time summer internships which would be required to accommodate CSUS students. Of the 128.5 practical placements identified in the survey, 29.6 are within the Sacramento Metropolitan area. It is reasonable to assume that, with the addition of practical placements available at agencies which have not yet responded, are not yet members of the NCEE, or have not yet been built, e.g.: (Shriner's Hospital, Veteran's Administration Hospital, Continental Medical Systems Hospital, etc.), the number of placements in close proximity to the campus will be sufficient and will assure more efficient and effective use of student and faculty time by not subjecting them to extensive travel on a day to day basis. (Appendix B)

D. Library Resources

The aforementioned on and off campus library resources are adequate to conduct the program. Acquisition of volumes similar to and beyond the holdings in neighboring medical library collections would provide greater access to our students. The 1991 "Survey of Physical Therapy & Related (CSUS) Library Resources" (Appendix E) estimates the need for a minimum of \$3000 to purchase a core collection and approximately \$2000 annually for new books. In addition to current journals already funded at \$1300 annually, eleven (11) other journals at approximately \$600 annually would add significantly to the overall collection.

E. Equipment & Specialized Materials

The physical therapy program can be conducted adequately with a combination of existing specialized equipment on campus combined with specialized equipment which will be added with the completion of the new Health & Human Performance building (occupancy: spring 1993). Ideally, additional campus based equipment for physical therapy and related disciplines (physical education including pre-therapy, athletic training and exercise science; biological sciences, nursing, etc.) would allow for more "hands on" experience associated with instruction while also permitting additional use of such equipment for the conduct of research and instructionally-related activities. Part of the external funding requests currently being negotiated address the provision of such equipment.

As aforementioned, a major component of physical therapy education involves field instruction and experience in off campus facilities which provide physical therapy services. Previously mentioned off campus field sites will also provide additional opportunities for utilization of specialized equipment.

V. Proposal Abstract & Catalogue Description (from CSU, Fresno)

Physical Therapy is a health profession that is involved with the restoration of functions of persons who have suffered loss or disturbance of locomotion due to disease or injury to the neurological, musculoskeletal, cardiopulmonary and integumentary systems. The physical therapist, through evaluation and treatment planning, utilizes physical agents, heat, light, electricity, ultrasound and a variety of therapeutic exercise techniques to bring about physical restoration of function.

The Physical Therapy Program leads to a Bachelor of Science degree with a major in Physical Therapy. It is an entry level course of study including four semesters of theoretical and practical instruction followed by one summer of clinical internship. Successful completion of the described course of study leading to the B.S. in Physical Therapy is required for eligibility to pursue examination licensure as a Physical Therapist (P.T.) in California.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6016

FAX NUMBER (916) 278-7648

OFFICE OF ACADEMIC AFFAIRS

M E M O R A N D U M

May 7, 1992

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

MAY - 7 1992

TO: Charlotte Cook, Chair
Academic Senate

Academic Senate Received
413

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

SUBJECT: Proposed Bachelor of Science Degree in Physical Therapy

At its meeting on Monday, April 27, the Academic Senate Curriculum Committee took the following action regarding the proposed Bachelor of Science in Physical Therapy:

It was MSC to approve the proposed Bachelor of Science Degree in Physical Therapy with the understanding that supplemental admissions criteria for the program would be developed in accordance with University policies and procedures.

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

JLW:jb
Attachments

cc: Don Zingale, Associate Dean
School of Health and Human Services



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M

MAR 1992
RECEIVED
CSU, SACRAMENTO
ACADEMIC AFFAIRS

March 25, 1992

TO: John Williams, Chair
Curriculum Committee

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

SUBJECT: Proposed Bachelor of Science Degree
in Physical Therapy

=====

On March 24, 1992, the Fiscal Affairs Committee approved the attached fiscal impact evaluation for the proposed Bachelor of Science Degree in Physical Therapy.

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

SB:fb

Attachment

c: Jolene Koester, Associate Vice President for Academic Affairs
Ernie Hills, Chair, Graduate Policies & Programs Committee
Charlotte Cook, Chair, Academic Senate

FISCAL AFFAIRS COMMITTEE**Evaluation of the Proposed Undergraduate Degree In Physical Therapy****Introduction**

This degree is a two year professional program, anticipating an enrollment of 32 students a year. Since this is a two year program, the total number of majors will be around 64 after the first year. The program follows a rigid pattern where the students are assumed to move through the program as a group. The maximum enrollment in the lectures will be 40, leaving room for students who may have to repeat a course or delay the taking of a course. In the laboratory the maximum enrollment will have to be between 16 and 20 to offer the same flexibility. This is likely to be an expensive program. The School of Health and Human Services where the program would be housed has indicated that no existing resources would be redirected towards this program. Hence, the resources needed to support this new program would have to come out of additional FTE generated, new positions, such as those associated with "Centers of Excellence," or the community. A number of letter supporting a new program in PT is included in the proposal. The school has indicated that community financial support was crucial to the implementation of this program.

Entrance Requirements

The competition for the thirty two slots available yearly is expected to be fierce. A concern has been the impact this new program might have on other departments. The prerequisite courses are mostly G.E. courses in the B and D1A category. Those courses have multiple sections, some as many as 11. Many of the students may take those courses at Junior Colleges or other four year institutions. To get an idea of the potential impact of students taking prerequisite courses to enter the PT program one can look at the experience with Nursing where approximately 175 students appear to be found in prerequisite courses for the 60 yearly slots available. Assuming a similar proportion around 85 students preparing for the PT program might then be found in the preparatory courses. The Associate Dean for Budget of the School of Arts and Sciences indicated that, with that assumption and taking into account that some students in the pre-Physical Therapy program are already taking those courses, one might expect the impact stated below. It is not clear whether these represent valid assumptions and what the impact of a potentially larger number of students coming to the campus in the belief that it would give them an edge in applying to the program might be.

California State University Sacramento
COOO I Street
Sacramento, California 95819

MAR 25 1992

Academic Senate Received

The courses required for admission and the potential impact are:

Course	Title	Units	Impact
Biology 20	Biology: a Human Perspective	3	none
or Biology 10	Basic Biological Concepts	3	none
Biology 22	Introductory Human Anatomy	4	1 sect/year
Biology 131	Systemic Physiology	4	2 sect/year
Chemistry 6A	Intro. to General Chemistry	5	1 sect/year
Chemistry 6B	Intro. to Organic & Biological Chemistry	5	1 sect/year
Physics 5A	General Physics: Mechanics, Heat & Sound	4	1 sect/year
Physics 5B	General Physics: Light, Electricity & Magnetism, Modern Physics	4	1 sect/year
Stat. 1	Introduction to Statistics	3	} 1 sect/year
Psychology 5	Introductory Psychology: individual & Social Processes	3	} between the 2

Another concern has been expressed regarding the impact this new program might have on the existing Pre-Therapy option in the Physical Education degree. Although the entrance requirements state a GPA of 3.25, the School expects successful applicants to have GPAs higher than 3.5. A review of the transcripts of the Pre-Therapy students conducted by the school seems to indicate that a very small number (5-6 at 3.5, 17 at 3.25) are likely to have the required GPA. If this is indeed the case the impact should be minimal. Even if all 32 students were to come from the pre-therapy option it would only be about 16.7% of the students. The school has commented that the opposite impact might be expected with an increased enrollment in the PE program by students who believe that it would improve their chances for admission in the PT program.

Program Requirements

Note: the course classification is indicated in parentheses, the units are broken down by category (e.g. lecture, lab). In addition, some courses are comparable to courses which already exists in other departments. Those, if modified, could be used instead of PT courses if separate lab sections were created for P.T. students. The PT courses and their alternate course are as follow:

Physical Therapy	Existing Course
PT 101	PE 151
PT 102	BioSci 122
PT 106	BioSci 115/123
PT 109	Nursing 230
PT 110	SocWork 110

The program requirements are as follows:

Junior Year

Semester 1		Semester 2	
P.T. 101 (C2+C16)	2+1	P.T. 106 (C2+C16)	4+2
P.T. 102 (C2+C16)	2+1	P.T. 107 (C2+C16)	3+1
P.T. 103 (C2)	2	P.T. 108 (S48)	2
P.T. 104 (C2+C16)	1+2	P.T. 109 (C2+C16)	3+1
P.T. 105 (C2+C16)	3+1		
	15		16

Senior Year

Semester 1		Semester 2	
P.T. 110 (C2)	3	P.T. 114 (C2)	3
P.T. 111 (C2+C16)	2+1	P.T. 115 (C2+C16)	1+2
P.T. 112 (C2+C16)	4+2	P.T. 116 (C2+C16)	2+1
P.T. 113 (S48)	2	P.T. 117 (S48)	2
		P.T. 118 (C2)	3
	14		14

Clinical Internship (Summer Session)

P.T. 119 (S48)	6
----------------	---

Note: Although the internship will take place during the summer, students will sign for the units during the preceding Spring semester and, similarly the faculty in charge will receive wtu credit as part of their Spring semester teaching load. Therefore this is not a summer school activity. In addition, students may have to satisfy the 9 units of upper division GE requirement while also completing their PT program.

Fiscal Analysis

First, as mentioned above, some of the courses are comparable to already existing courses. Since the number of students in the new program is likely to require opening one extra section for each course and moreover, since the proposal mentions the possibility of having "physical therapy only" sections, at least for the laboratories, this report considers each Physical Therapy course as a new course. The school has indicated that it might, particularly at the beginning, contract with other departments to offer some of the PT courses.

If separate sections of existing courses were used, the only difference, would be that some departments outside the School of Health and Human Services would be affected. The cost of the program can be broken down as follows:

Semester		C2 (1 WTU)	C16 (2 WTUs)	S48 *	Total
JUNIOR YEAR					
Fall	Units	11 units section x 1	4 units sections x 2		
	WTUs in P.T.	11	16		27
Spring	Units	10 units section x 1	4 units sections x 2	2 units in one courses	
	WTUs in PT	10	16	10.7	36.7
SENIOR YEAR					
Fall	Units	9 units section x 1	3 units sections x 2	2 units in one courses	
	WTUs in PT	9	12	10.7	31.7
Spring	Units (Spring)	10 units section x 1	2 units sections x 2	2 in one course	
	Units (Summer) **			6 in one course	
	WTUs in PT	10	8	21.4	39.4

S48 WTUs are computed on the basis of .25 WTUs per student, irrespective of units, FTEs are generated the usual way with a K-factor of 53. As long as the students take more than 1.4 units (53/48/.8), this classification does not consume more than it generates. This is the reason why the school agreed to change the classification from S36 to S48.

Students will enroll for these units in the Spring semester, faculty will be compensated during the same semester (this is the current practice in Nursing).

Consequently the cost will be (FTE are computed on the basis of 15 WTUs/FTE):

First year:	in the Fall	2.00 FTE
	in the Spring	2.45 FTE
Second year:	in the Fall	2.11 + 2.00 FTE = 4.11 FTE
	in the Spring	2.83 + 2.45 FTE = 5.28 FTE

In summary, a total of 140.8 wtu's per year will be needed to support the program after the first year. This corresponds to an average of 4.70 FTEF per semester. In addition, a full time director will be needed. This director will not generally teach courses. Because, according to the school, no chair positions are currently available, the School intends to use one 12-month faculty position for this purpose. Because of the need for accreditation this director must be hired for the year preceding the beginning of the program. The school has indicated that external sources might be available to support this position on an ongoing basis (not including fringe benefits).

In the first year of the program, the School plans to hire 3 full time faculty (36 WTUs for 3 FTEs), this will, in actuality, exceed the need by an average of 3 wtu a semester. In the second year, the School plans to hire 3 additional full time positions for a total of 72 wtu's, exceeding the needs by an average of 2 wtu's a semester. Hence, taking into account the break down between part time and full time faculty, as well as the full time director position the needs for this program appear to be:

Year Zero	1.00 FTE (12 month) for director
First Year	2.75 FTE 1.00 FTE (12 month) for director
Second Year	5.83 FTE 1.00 FTE (12 month) for director

Additional Resources Needed

1. Equipment

a. Start-up (expected as "new building" lab money)	\$125,000.00
b. In addition to "new" building funds	\$371,400.00
Sub Total	\$496,400.00

2. Library

a. Start-up	\$3,600.00
-------------	------------

3. Phase I (1991-1992)

a.	Staff	
	(1) 25% CA-III, 10 mo. + 33% fringe	\$8,000.00
b.	Misc	
	(1) operating expenses/travel	\$6,000.00
	(2) Director recruitment	\$3,000.00
	Sub Total	\$17,000.00

4. Phase II (July 1992 - August 1993)

a.	Staff	
	(1) 12 mo. CA-III + 33% fringe	\$32,000.00
b.	Misc	
	(1) student assistants	\$3,000.00
	(2) APTA Accreditation	\$4,500.00
	(3) administration travel	\$5,500.00
	(4) faculty recruitment	\$7,500.00
	(5) operating expenses	\$20,000.00
	(6) equipment	\$247,400.00
	(7) library	\$2,600.00
	Sub Total	\$322,500.00

5. Phase III (June 1993 - August 1995)

1993-1994

a.	Staff	
	(1) 12 mo. CA-III + 33% fringe	\$34,000.00
	(2) 10 mo. CA-III + 33% fringe	\$28,500.00
	(3) 12 mo. Tech. + 33% fringe	\$36,000.00
b.	Misc	
	(1) student assistants	\$3,600.00
	(2) faculty recruitment	\$7,500.00
	(3) admin/instruct. travel	\$7,000.00
	(4) operating expenses	\$15,000.00
	(5) equipment	\$97,400.00
	(6) library	\$2,600.00
	Sub Total	\$231,600.00

1994-1995

a.	Staff	
	(1) 12 mo. CA-III + 33% fringe	\$36,000.00
	(2) 10 mo. CA-III + 33% fringe	\$32,000.00
	(3) 12 mo. Tech. + 33% fringe	\$39,600.00
b.	Misc	
	(1) student assistants	\$4,000.00
	(2) admin/instruc. travel	\$10,000.00
	(3) operating expenses	\$17,000.00
	(4) equipment	\$22,400.00
	(5) library	\$2,600.00
	Sub Total	\$163,600.00
	Total (2 years)	\$395,200.00

Grand Total (phases I, II, III) \$1,234,700.00

It is the school expectation that some of the necessary support, particularly for equipment will come from outside sources.

Summary

This is clearly a very expensive program to run. It is also a program which seems to fill a strong need in the community. Unless this strong need translates into a strong commitment to support the program financially it is doubtful that the program will be self-sustaining. Some of the costs listed in the proposal appear, specially under the present fiscal circumstances, more luxuries than needs.

RESOLUTION ON COMMITMENT TO EQUITY AND DIVERSITY
IN THE FACE OF MAJOR BUDGET REDUCTIONS

- Whereas, The campus is facing unprecedented budget reductions; and
- Whereas, Many decisions regarding budget reduction will of necessity be made during the summer; and
- Whereas, This Spring's social upheavals reveal that our society is experiencing a crisis in racial relations, a crisis that has profound ramifications for campus climate; therefore, be it
- Resolved, That the Academic Senate, now more than ever, reaffirms its commitment to campus diversity and equity goals; and be it further
- Resolved, That the Academic Senate expressly endorses every effort the President may make to retain the priority of campus diversity and equity when making difficult personnel and budgetary decisions over the summer.

5/20/92

AS 92-55/FIR Athletics, Funding of

- Resolved, That the University of California, Santa Barbara, in its support of intercollegiate athletics, shall continue to support the development, maintenance and the physical improvement of intercollegiate athletic centers to the extent permitted by the University Budget Act of 1971, and
- Whereas, the University has approved the proposed budget for the fiscal year ending on June 30, 1971, and
- Whereas, that policy declares Athletics to be a non-priority activity to go along with non-fund programs, to be carried on only at the discretion of the campus and institution, and intercollegiate athletics to be supported contingent upon the availability of financial resources and outside support for financial support, and
- Whereas, that policy also declares that intercollegiate athletics shall be supported contingent upon the availability of financial resources and outside support for financial support, and
- Whereas, the current budget bill proposes a 10% decrease in the level of support and
- Whereas, the proposed budget cutting from the University will require program centers to evaluate situations and to seek out new sources of cooperation, and that, and according to policy by faculty, staff, students, and administrators, and
- Whereas, the conflict of the faculty of UCSB in its administrative and financial structure is of paramount importance, and
- Whereas, the vast majority of programs within the campus are designated as non-priority by the University's operating Program Priorities policy, thereby making it entirely inconsistent with University policy for the cuts allocated to sports to be comparable to the cut allocated to intercollegiate athletics, therefore be it
- Resolved, That the Academic Senate of UCSB insist that the allocation to program centers be consistent with the policies of the University, and in particular, that significant reductions in the general fund allocation to Athletics be imposed as necessary to assist in the provision of minimal levels of support for high priority academic programs.