

YOU'LL NEED TO BRING: OCTOBER 14 AGENDA ATTACHMENT D

1993-94

ACADEMIC SENATE

California State University, Sacramento

AGENDA

Thursday, October 28, 1993

Forest Suite, University Union

2:30-4:30 p.m.

INFORMATION

Please mark your calendars: Tentative Schedule--Fall 1993 Academic Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest Suite (unless otherwise indicated in bold), University Union:

November 4 (**Mendocino Hall 1003**), 11 and 18

December 2, 9, 16

CONSENT CALENDAR

AS 93-80/UTEC, FisA, CC, GPPC, Ex. PROGRAM CHANGES

The Academic Senate recommends approval of the following program changes as proposed:

ARTS AND SCIENCES

1. Human Environmental Sciences

- a. B.A. in Home Economics(FisA, 3/2/93; CC, 9/13/93; Ex., 10/19/93): Combine the General Home Economics and the Home Management, Family Economics, and Consumer Studies areas of study, and rename the area Community Service in Home Economics: Eliminate HUES 102 and HUES 104 from list of upper division electives and add HUES 108, 111, 113, 114, 117, 119, 137A and 137B.

The Academic Senate recommends approval of the consolidation as described and recommends that 1) if the department so desires, the new program be designated an official concentration, and 2) that the department be requested to reconsider the appropriateness of the title "Community Service in Home Economics" for the concentration.

- b. Waiver Program in Home Economics (FisA, 3/2/93; UTEC, 10/28/92; CC, 9/13/93; Ex., 10/19/93): Modify to increase "flexibility" for majors. Replace two-unit HUES 140-L with three-unit HUES 142; add HUES 116A and 116B as options to Phase I.

- c. B.A. in Interior Design (FisA, 9/21/93; CC, 10/4/93; Ex., 10/19/93): Move two upper division courses (IntD 121 Design and IntD 122A Graphics for Interior Design) to lower division (IntD 21 Introduction to Interior Design and IntD 22 Technical Drawing) and change unit value of each from three to two units; add a new two-unit course, IntD 100 Design Review, as a prerequisite to further upper division studio course work; change course classification of IntD 127 Lighting Design from C-13 to C-03; and change catalog copy of existing upper division studio courses to reflect the new IntD 100 prerequisite requirement.
2. B.S. in Biological Sciences:
 - a. Microbiology Concentration (FisA, 9/21/93; CC, 10/4/93; Ex., 10/19/93): Eliminate two options (General Microbiology and Public Health Microbiology). Consolidate the two options in a new Microbiology Concentration which would 1) require all students to complete a Chemistry Minor, 2) delete BIO 137, BIO 141, and BIO 147 from elective courses, and 3) add BIO 180, BIO 181, and BIO 185 from the Department's cellular/molecular area to the list of elective courses.
 - b. Anatomy/Physiology Concentration, Aquatic Biology Concentration, and Environmental Health Science Concentration (CC, 9/20/93; Ex., 10/19/93): Delete three concentrations. Consolidation based on retirement of faculty, reduced resources for hiring part-time faculty, and the department's Priority Planning Evaluation and the School's Priority Planning Document. Deletes BIO 174, Aquatic Ecology; BIO 130, Histology; BIO 129, Endocrinology; BIO 141, Epidemiology and Zoonoses; BIO 142, Public Health: Consumer Protection; BIO 146, Public Health: Environmental Protection; BIO 147, Environmental Microbiology.
 3. English Department, TESOL [Teaching English to Speakers of Other Languages] Certificate (GPPC, 9/20/93; FisA, 10/5/93; Ex., 10/19/93): Two courses previously required are no longer taught. Revises program to include courses now being taught.

HEALTH AND HUMAN SERVICES

4. B.S. in Nursing (FisA, 10/5/93; CC, 10/4/93; Ex. 10/19/93): Reduce N12, Nursing Care of Adults, from six to five units, with the one unit gained moving to N143, Leadership and Management of Nursing Practice; decrease N15, Introduction to Clinical Nursing Practice, from three to two units (the unit reduction is used to create a free standing on-campus physical assessment laboratory which can better accommodate articulation); Move N14, Pharmacology for Nursing Practice, a two-unit course offered in the first semester of the clinical nursing major, to second semester and renumber to N124. Reduce both N135, Nursing the Childbearing Family, and N138, Nursing the Childrearing Family, from six to five units. Units gained from these courses will be used, in part, to create two one-unit free standing courses, N134, Nursing the Childbearing Family: Skills and Assessment, and

N136, Nursing the Childrearing Family: Skills and Assessment (these courses will be classified as C16 with a 25:1 SFR). Move N141, Concepts of Gerontological Nursing to lower division and offer concurrently with N11, N12 and N15 in the first semester of clinical nursing major. Reassign one unit to the N143, Leadership and Management in Nursing Practice, course. A result of the changes in units will be a gain of enough WTUs to increase the C17 clinical portion of the N143 course from one to three units. The revised curriculum will add one unit in the nursing major, but will not add units required for graduation. Proposed changes bring the program in clear alignment with current licensure and accreditation standards and better prepare graduates to meet current and emerging health care needs of society.

5. M.S. in Nursing (GPPC, 9/20/93; FisA, 10/5/93; Ex., 10/19/93): Increase total required units from 30 to 36 semester units based on national accreditation recommendations and program evaluation. Add three unit research component, N 201B, and three unit course in the education functional role, N 214B.

AS 93-81/LIB, Ex. LIBRARY SUPPORT

[*Note: Restates AS 93-41 which 1992-93 Academic Senate was unable to consider prior to adjournment*]

The Academic Senate endorses the Library Committee's resolution, amended as follows:

- Whereas, The CSUS Library has experienced significant reduction of funds since 1990; and
- Whereas, The decisions regarding acquisitions and services which have followed from these reductions have been made by holding the needs of the adequate community as the highest priority; and
- Whereas, There is a threshold of minimum service and a maximum stretching of human and financial resources beyond which the quality of Library service is seriously compromised; and
- Whereas, Predictions of continued financial difficulties threaten the Library; and
- Whereas, The Library Administration's decisions to further reduce the level of service, e.g., hours, availability of reference assistance, etc., are a choice of last resort but may soon have to be taken; therefore, be it
- Resolved: That CSU, Sacramento make every effort to preserve provide a level of funding for the Library that provides adequately supports to the instructional and research needs of our academic community.

CONSENT--INFORMATION

AS 93-53/Ex., Flr. CSUS STRATEGIC PLAN--ACADEMIC PROGRAMS THEME

The Academic Senate recommends that the Academic Programs theme (Attachment A) be adopted as a section of the CSU, Sacramento Strategic Plan.

Carried. (10/14/93)

REGULAR AGENDA

AS 93-79/Flr. MINUTES

Approval of the Minutes of the meeting of October 14 (#6), 1993.

Old Business

Agreed

AS 93-73/Ex., FIR CSUS STRATEGIC PLAN--FACULTY SCHOLARSHIP THEME

The Academic Senate recommends that the Faculty Scholarship theme (*October 14, 1993, Academic Senate Agenda Attachment D*) be adopted as a section of the CSU, Sacramento Strategic Plan.

TIME CERTAIN: 2:45 p.m.

New Business

Agreed

AS 93-82/Ex. DISTANCE EDUCATION, POLICIES AND STANDARDS FOR [Report of ad hoc Committee on Alternative Instructional Delivery established in AS 92-80]

The Academic Senate adopts the document entitled "Policies and Standards for Distance Education" (Attachment B) and directs the Curriculum Committee to insure that these policies are applied to distance education and, where appropriate, as technological changes occur to recommend to the Academic Senate changes to these policies.

TIME CERTAIN: 3:45 p.m.

AS 93-83/CC, G.E., Ex. ^{FR} BACHELOR OF VOCATIONAL ARTS

The Academic Senate 1) recommends approval of the Bachelor of Vocational Arts degree program (Attachment C) with a waiver of the foreign language requirement for students who enroll in the program for one year from the date of implementation, and 2) delays further action on consideration of the question of the foreign language requirement for this baccalaureate degree until a course proposal for substitution of the foreign language competency requirement is ~~submitted for approval.~~ ³⁾

TIME CERTAIN: 4:15 p.m.

ACADEMIC PROGRAMS

The mission of California State University, Sacramento (CSUS) is to provide academic programs that prepare graduates "to live internally rewarding lives, to live lives of service to others as well as themselves, and to be able to come to terms with the personal, moral, and social problems that any society inevitably presents to each person" (Preamble to the General Education Program, 1990). CSUS fulfills this mission by providing educational opportunities that enable its students to acquire knowledge and skills to become productive members in society.

INSTITUTIONAL STATUS

The University has many distinguished academic programs that provide the educational experience required by society. Over the years, the University has implemented, changed or phased out programs according to the region's changing needs. At the end of four decades of growth, the University has 44 academic departments, 73 undergraduate majors, 16 teaching credential programs, and 59 Master's degree programs. The School of Arts and Sciences enrolls approximately one-half of the students while the four professional schools account for the other one-half. About 80 percent of the University's students are undergraduates.

Although the programs at the University primarily involve education at the undergraduate level, offering Master's degrees and professional programs is integral to its mission. With respect to the utilization of resources, the University currently does not differentiate between graduate and undergraduate levels of instruction; however, the system is beginning to address the need for such a distinction.

Program quality within this University is a function of faculty interest, enthusiasm and pedagogical skill, as well as faculty scholarly activity and currency in both disciplinary knowledge and pedagogy. It requires adequate resources--for hiring, program development, and faculty professional development. It thrives on a campus culture that encourages and rewards collegial discussion and debate. Finally, it requires effective and constructive review that measures performance against standards of the disciplines and the academy.

OPPORTUNITIES AND CHALLENGES

There are four main areas that present opportunities and challenges to the institution: student population, growth and innovation, nature of the faculty, and technology.

By the year 2000, not only will more high school graduates than ever before be eligible to attend the CSU but significantly more of them will be of non-European background. The University has the potential to mirror these demographics, thereby providing new opportunities for economic success and community service to the underrepresented citizens of the state it serves. In periods of national economic and social uncertainty, the benefits of diversity in the student body, the faculty, and instructional programs are especially apparent. Flexible and ripe with opportunity, diversity suggests a long-range advantage for

the institution and society at large. To remain rigid in the face of change sentences the institution to failure.

In the second area, the University, which historically has enjoyed growth and innovation, is now experiencing limits in both aspects. So long as fiscal constraints are in place, innovation in the structure of the institution, curriculum, pedagogy and modes of instructions becomes even more valuable.

The third challenge is in the nature of its faculty. Like other institutions across the country, the University has an aging faculty, 65 percent of whom will be retired by the year 2005. At the same time, the fiscal crisis has severely curtailed hiring younger faculty. In this situation two factors point to future difficulties. The first factor is the loss of a vital link with the University's past that results from the early retirement of scholars and teachers. The second factor is the eventual absence of a middle group of faculty who would be able to mediate between junior faculty and the remaining senior faculty as they feel the clash of generational, and thereby cultural, differences in their academic experiences. The University will have to recognize and avoid the situation in which chronic fiscal problems force an abrupt transition to a younger generation of faculty and thereby affect the very shape of the University.

Fourth, new technology in communications brings profound changes and challenges to college instruction. Decisions to change college instruction so as to utilize communication technology must consider the pedagogical costs and benefits of such technology. Such decisions should balance the pedagogical costs and benefits against the economic benefits/costs of technology.

Meanwhile, arguments will continue over the nature and desirability of technology's effects on the classroom and the curriculum. Affecting the heart and intent of teaching as a profession, these arguments will not find easy resolution, nor should they.

VISION

The power of a university's vision derives from its capacity to identify and accommodate change while maintaining academic excellence. In the 1990s and beyond the California State Universities will face significant changes in the needs of the people we serve.

The students, faculty and surrounding community of the University are interdependent. Responding to each of member of this dynamic relationship is of paramount importance to the University's academic excellence.

First, the University is entrusted with responding to the changing nature of the student population. Shifts in demographic characteristics, styles of learning, previous educational experiences and other attributes of the students indicate the need for innovation in providing services. The University intends to be on "the cutting edge" of providing educational services with its commitment to seek alternative forms of instruction that may accommodate the diverse needs of students. Our vision with respect to students encourages the kind of curriculum that engages students in the academic life of the University while at the same time, true to the spirit of diversity, including in intellectual inquiry the contributions to knowledge of all groups. The curriculum will be defined by a cohesive set of offerings for a wide array of professional and traditional disciplines, grounded in a strong liberal arts education by way of meaningful offerings from the arts, sciences, and humanities, structured to provide a basis for the integration of knowledge across disciplines.

Second, the University is committed to respond to the changing nature and needs of the faculty. In the effort to achieve and maintain diversity in the faculty, the University endeavors to stretch the boundaries of the disciplines and make them more permeable so as to encourage interdisciplinary teaching and scholarly activity. The University recognizes its responsibility to facilitate the faculty's intellectual growth and to encourage pedagogical innovation.

Third, as an intellectual, social, economic and cultural resource within its region, CSUS will provide leadership to the region in its efforts to cope with the changing nature of social, economic, and cultural needs.

This vision embraces change and expresses confidence in the University's capacity to respond positively to the myriad changes facing CSUS and the region. We are committed to responding to all change, particularly the changing nature of information, and to secure and provide for the technological resources appropriate to the curriculum that facilitate teaching and scholarship. Our future depends on being vigilant and sensitive to change and responding creatively to all its manifestations.

STRATEGIC CONCERNS

The University has determined that it is necessary to enhance, reduce or phase out programs according to a plan of academic priorities, but it has not decided how best to implement these proposed changes. Also, the University has yet to define its investment in the concept of "centers of excellence," the extent to which programs will integrate multicultural, regional, international, and interdisciplinary perspectives in the curriculum, and the role of technology in instruction.

RECOMMENDATIONS

1. Develop a curriculum that is responsive to student needs, including but not limited to:
 - a. incorporating critical thinking, writing, and a diversity of community experiences into coursework;
 - b. incorporating multicultural content into coursework;
 - c. encouraging the development and implementation of interdisciplinary courses and programs;
 - d. developing and expanding study-abroad programs for students, international exchange programs for faculty, and international perspectives in the curriculum;
 - e. differentiating between undergraduate and graduate programs with respect to the allocation of resources;
 - f. incorporating information literacy into the coursework.
2. Evaluate curriculum by utilizing criteria that are unambiguous and relevant, including criteria for assessing diversity in the curriculum and faculty.
3. Refine or revise the existing program review process and consolidate internal and external program review processes where appropriate and feasible.
4. Encourage and provide support for the faculty's professional development, particularly in the area of incorporating instructional material and methods that are sensitive to diversity, including but not limited to:
 - a. supporting faculty in self-assessment and self-education;
 - b. promoting pedagogical innovation;
 - c. designing and implementing training programs in the use of instructional technology;
 - d. developing appointment, retention, tenure and promotion procedures that encourage an array of endeavors for professional development.
5. Attend to and improve broad outcomes for students in such areas as retention, graduation, employment, and doctoral studies, with specific attention to recruiting, retaining, and developing underrepresented students at the University, including but not limited to:
 - a. insuring a high quality of academic and financial support to students;
 - b. developing means to support student involvement in scholarly activities beyond the classroom.
 - c. providing experiences that integrate practice and theory.
6. Recruit and retain new faculty to counter high percentages of retirements and to insure diversity in the faculty.

POLICIES AND STANDARDS FOR DISTANCE EDUCATION

Distance Education Defined:

Various types of distance education exist, including the traditional form of correspondence instruction. For the purposes of this project distance education means instruction in which the student and instructor are separated by distance and interact through the assistance of computer and communications technology. Distance education may also include video or audio instruction in which the primary mode of communication between student and instructor is through a communications medium such as instructional television, video, or telecourses, and any other instruction that relies on computer or communications technology to reach students at distance locations.

Within the context of this definition, distance education is typically delivered through three alternatives:

- By satellite and broadcast television, which allows programs to be delivered throughout the state, nation, or world;
- By instructional television fixed service (ITFS) within regions of a state. ITFS utilizes microwave technology to deliver televised instruction to sites within a 30- to 50-mile range; or
- By cable television or public/private switched networks, which link together various schools, colleges, and homes.

Opportunities need to be provided to faculty to learn more about electronic delivery technologies as well as training in the effective use of these technologies to enhance teaching and learning.

Distance education offers a range of opportunities limited only by imagination and creativity. Strategies, however, must ensure that quality is never compromised in the content or delivery of the subject matter. Courses delivered through distance education shall include opportunities for instructor-student, student-student interaction in "real time," e.g., telephone conferencing, two-way video, computer conferencing, keypads, audiographics, and/or "time-delayed" interaction, e.g., electronic mail, FAX, voice and mail.

I. *Processes for Approving, Assessing, and Monitoring Distance Education Offerings*

A. **Guidelines for Course Selection:**

1. Appropriateness of course, i.e., learning experience might be different, yet comparable, to on campus experience. For example, interaction during class with an instructor in a large lecture class may be minimal, therefore, offering a lecture

over television would be comparable or there might be a group of students with a facilitator at an off campus site which would interact with the on campus group.

2. Course history, i.e., course with multiple sections, excess student demand (high demand major or G.E. courses) or a potential of an increase in demand, particularly if extended beyond usual population.
 3. Course classification, e.g., courses which, for pedagogical reasons, are limited in size, or require on campus contact would not be appropriate for long distance sights. However, some courses might be adapted requiring some campus meetings.
 4. Course format, i.e., opportunities for instructor-student and student-student interaction can be provided.
- B. Course Approval:** Courses proposed for distance education transmission shall be subject to the same course approval process as all courses at the department, school, and university levels for determination of adherence to academic standards. Distance education courses offered as sections of a course delivered by traditional means shall be comparable in content and requirement with other sections, but be allocated a separate instructional (DL) code. These courses shall also carry a separate designation (e.g., asterisk or footnote) in the Schedule of Classes to denote alternative delivery.
- C. Instructor Selection:** Selection of distance education instructors shall be by the same procedures used to determine all instructional assignments.
- D. Course Evaluation:** The unique delivery process and characteristics of distance education courses require assessment strategies beyond those normally utilized. Criteria pertinent to electronic interaction and media delivery quality standards shall be developed in assessing instructional effectiveness. Distance education courses shall therefore be subject to periodic review procedures which ensure the continued quality and effectiveness of the course offering.

II. *Student Support Services*

Background: Student support services are an essential component of the educational mission of the University. Current Board of Trustee policy requires CSU campuses to provide a basic level of services and adequate professional staff as follows:

Each campus shall maintain an adequate staff to provide student personnel services to include counseling and testing, activities and housing, health services, placement, and admissions. (California Code of Regulations, Title 5, Section 41701)

Further, the CSU Student Support Services Master Plan, adopted June, 1989, sets guidelines for comprehensive student services to ensure that "the services meet the needs of contemporary and future CSU students and are tailored to the characteristics of the various student populations." (Executive Summary, Report of the Educational Support Services Master Plan Task Force)

Policy: All regularly matriculated CSUS students receiving instruction through distance education shall be provided access to the basic student support services offered on this campus. These shall include admission, course registration services, academic advising and orientation, financial aid, career development and other special program accommodations as applicable, e.g., E.O.P., Veterans, and Re-entry.

In accordance with the spirit of the CSU Student Services Master Plan, the university shall develop strategies to provide an appropriate level of student support services to students participating in distance education.

III. *Academic Support Services*

A. **Library**

Background: The Library, in cooperation with the instructional units of the university, selects, acquires, organizes and preserves recorded knowledge in a variety of formats and provides effective and appropriate physical and electronic access to this information in support of community and distance education programs while maintaining contact and cooperation with the University community to ensure integration of its services with traditional academic programs.

Policy: There shall be Library support for distance education courses and programs. Effective and appropriate library services for distance education may differ from those services offered on campus but they should be designed to meet a wide range of informational and bibliographic needs. The requirements of academic programs should guide the Library in its response. Elements of library support for distance education include courier and electronic document delivery, electronic journals, full-text databases, end-user searching, reference assistance and instruction, network access, reciprocal borrowing and interlibrary loan services, cooperative arrangements with other libraries for collection access, cooperative development of databases, and strategies that emphasize access as well as ownership of resources.

B. Media Services

1. **Background:** Introduction: Many similarities exist between "traditional" and "live televised instruction" in relation to the use of supplemental teaching materials (i.e., graphics, slides, computer animation, video and audio materials). However the televised medium does present significant challenges and opportunities that are unique.

Many materials and techniques that are developed and utilized for the traditional classroom can be employed across the board in the technological delivery of comparable class sections. However, some materials may require special development and/or modification in order to be effective to not only the televised, but also the "in studio" (classroom) audience. In addition, copyright/permission concerns regarding class resource materials take on a new light and become more challenging in the electronic delivery of courses.

In order to identify and navigate through these challenges it is necessary to provide professional support in the design, development and production of materials to be used in televised courses.

The following provides an outline of the services needed to support the delivery of distance education classes through the electronic medium. Most of these services are available to all faculty in the University, regardless of the instructional delivery method.

2. **Policy:**

- a. **Services Available:** University Media Services will provide a support team of media professionals (i.e., instructional designers, artists, photographers, producer/directors, technical support personnel) to assist in the development of the distance education courses. Each faculty member will be assigned a Media Production Specialist who will act as the key resource person for that faculty member. Areas of support include:

Basic Orientation to Teaching Environment--Group and Individual orientation to the technological teaching environment will be provided on both a formal and informal basis as needed.

Consultation on Effective Presentational Techniques--The televised medium does have some specific limitations and advantages to the traditional teaching/learning process. Assistance will be given in adapting current

methods and exploring alternative methods in order to provide an effective televised teaching/learning situation.

Instructional Design--Assistance in applying pedagogy to deliver the content effectively via the televised medium. Identification of methods and materials which may assist in the teaching/learning process.

Development and Production of Mediated Materials--Graphics (overheads, slides, computer animation, hard copy, etc.). Video and audio based modules for use in the teaching/learning process. This may also include the development of print materials (workbooks, viewing guides, etc.) to supplement distance education/televised delivery method.

Ongoing Consultation--Provide general support on an ongoing basis to facilitate, as much as possible, a teaching/learning environment that, while utilizing technology, is an effective medium to both the teacher and the student.

- b. **Costs:** As the distance education FTE course effort is a bona fide element of the University's instructional mission, all personnel and facilities are provided, budget permitting, as a part of the Division of Computing, Communications and Media Services' (CCMS) mission. Supplies, services, travel, materials clearance fees, talent, etc., that fall beyond the normal scope of the CCMS operations shall be governed by cost reimbursement. The funds to cover costs of self-supported offerings shall be negotiated with the appropriate administrative unit.

C. **Computer Services**

Policies will be developed as the need becomes defined.

IV. Support Services for Instructors

A. **Needs of Instructor:**

Background: Courses developed and taught using distance education systems will require various types of support for the instructor. The amount and type of support will depend on 1) course classification, 2) the format of the course, including the use of media, computers and the instructors's need for instructional development support, and 3) the distance between the student and the campus.

Policy:

1. Course classification--When courses are approved, they are assigned a course classification code number. If courses offered via television are assigned a similar code number, then the course classification number can be used to determine the instructor's workload in WTUs. The guidelines currently used to determine assigned time for larger lectures should be used for televised courses. If enrollment in a lecture class exceeds 120, the instructor can request assigned time for the courses. The instructor may request student assistance, in lieu of assigned time.

Instructor workload for discussion, seminar, activity and laboratory courses will need to initially be negotiated on a case by case basis, particularly if enrollment exceeds the average class size according to the course classification code number.

2. Instructors who use media, film, videos, slides live via television will need to address copyright issues. Instructors who develop their own media (e.g., slides, videos, graphics and other instructional materials) shall be provided with support as they develop materials, particularly in the beginning as the course is being adapted for a new format.
3. Students enrolled in courses at distant sites must be provided with support services. The instructor, who has students enrolled at distant sites, should be provided with adequate support to ensure that students receive all necessary information and materials. The amount and types of support shall be determined by the number of students at the various sites. For example, if there is an ITFS classroom at a distant site, then a teaching assistant may need to be assigned to the site.

B. Needs of Distant Learners:

Background: Although departments are expected to monitor courses, or sections of courses offered via distance education, just as they monitor other courses for adherence to course outline and academic standards, the needs of students at distance sites will be different from those of students on campus. The expectations and responsibilities of distant learners should be transmitted to them in writing, preferably on the course syllabus. At a minimum it should include the following provisions:

Policy:

1. Expectations and responsibilities of students at off campus sites, if they are different than those for students on campus, e.g., homework, exams, library research.
2. Types and forms of interaction expected of the student and instructor for the course, e.g., written assignments via mail, meetings in office on campus, AUDIX or computer E-mail interaction, phone-in during class time.
3. Advising opportunities if the course(s) is an undergraduate/graduate major course.

Copies of syllabi for courses offered via distance education systems shall be forwarded to the appropriate CSU, Sacramento administrator.

*V. Copyright Issues***Background:**

Introduction: The prime advantage of "live televised instruction," when applied to distance education, is that it insures the conversational nature of the courses presented and provides a natural setting for "real time" human interaction between the on-campus faculty member and the distance student.

The medium of videotape provides the opportunity to record a class lecture, broadcast and transport it "live" to one or more distance education destinations.

The following shall reaffirm the campus' commitment to the fair use of copyrighted works, and to establishing a policy position, understanding and agreement on the use and application of distance education classroom videotaping and instructional material development/production by and between the Administration and Academic Senate of California State University, Sacramento.

Policy:

1. **Copyright and 'Fair Use':** As previously approved by the Academic Senate, it is agreed and understood that it is the policy of the campus that the faculty, staff, and students will adhere to the provisions of the Copyright Law, Title 17 of the United States Code. Faculty, staff and others shall be aware that the reproduction of copyrighted works, when used in combination with other media, and when recorded,

replicated and/or delivered through distance education, should not be considered as an available resource under the "fair use" provision, Section 107 of the Copyright Act.

2. Videotape Recording and Material Development/Production:

A. It is agreed and understood that distance education matriculated courses delivered by televised instruction may be recorded under the following conditions:

- 1) that the classroom presentation be recorded in its entirety and that it is not to be altered without specific authorization by the instructor of record.
- 2) that the classroom presentation be recorded to mitigate the loss of a lecture due to a failure in the electronic delivery system.
- 3) that the instructor of record has given his/her permission and/or requested said recordings be made for the express purpose of either the faculty member's self evaluation, or as a supplement/tutorial work to be used solely by those students enrolled in the faculty member's course at the time of its recording.

Videotapes recorded for student use shall be kept in the Library Media Center for a minimum of two weeks. At the end of the two weeks, the tape(s) shall be returned directly to the faculty member for his/her disposition unless he/she prefers to make the tape(s) available to students for the remainder of the term. Upon the direction of the instructor, the material could continue to be housed in the Library Media Center where students can view on-site or if there is a desire, for students to be allowed to borrow the tape(s), the instructor could choose to place a copy of the material in the reserve book room of the library. The loan period in the latter case shall be designated by the faculty member.

Classroom videotaped lectures recorded and directed by the faculty member to remain in the Library Media Center for more than a semester period shall be held in reserve until such time period that the faculty member, his/her academic department and the school determines the academic use, instructional significance and longevity of the work.

- 4) that the classroom presentation be recorded but used only in part to support archival, documentary and awareness development.

B. It is also agreed and understood by the instructor of record that courses televised via the public media may be recorded independently without prejudices by selected students taking a course at their private homes or job sites. Courses transmitted to sites officially designated as California State University, Sacramento affiliated

learning centers will only be permitted to record lectures when prior faculty permission has been granted. Tapes may be kept on file for two weeks, removed and then recycled for other purposes, unless otherwise arranged.

- C. It is further agreed and understood that any lecture presentation recorded by the University is with intent copyrighted to the Board of Trustees of The California State University, unless otherwise stated. California State University makes no exclusive claim nor ownership to any of the content developed and presented by the faculty member who by the nature of his/her lecture is the author of said videotape(s).
- D. It is agreed and understood that any classroom videotaped program lecture or series of lectures recorded as a part of a distance education activity having a potentially commercial value shall, upon the declaration of that market potential, have an executed royalty contract agreement drawn between the University and the faculty member. This agreement shall precede the marketing and distribution of any University copyrighted materials. Said royalty agreements shall also be employed when referencing the development and production of other print and non-print instructional materials including, but not limited to, text based packages, graphic and photographic images, audio/video/visual presentations, computer applications and software, etc.

VI. Personnel Issues

Policies impacting the implementation of RTP, workload, and intellectual property rights will be negotiated among appropriate parties.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6016
FAX NUMBER (916) 278-7648

OFFICE OF ACADEMIC AFFAIRS

MEMORANDUM

May 21, 1993

TO: Charlotte Cook, Chair
Academic Senate

California State University, Sacramento
630 J Street
Sacramento, California 95819
MAY 21 1993
Academic Senate Meeting
402

FROM: *Jolene Koester*
Jolene Koester
Associate Vice President
for Academic Affairs

SUBJECT: Program Proposal - Bachelor of Vocational Education External Degree

On May 17th, 1993, the Academic Senate Curriculum Committee approved the attached program proposal for the Bachelor of Vocational Education External Degree. Since this is a self-supporting program to be offered through Regional and Continuing Education, this proposal was not sent to the Fiscal Affairs Committee.

I am now forwarding this proposal to you for Senate action and approval.

Attachment
JK:jb

- cc: Mary Burger, Vice President, Academic Affairs
- Jack Mrowka, Chair, Academic Senate Curriculum Committee
- Steven Gregorich, Dean, School of Education
- Robert Arellanes, Dean, Regional and Continuing Education
- Michael Lewis, Chair, Special Education and Rehabilitation
- William Harris, Professor, Special Education and Rehabilitation

FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO Program Change Proposal

Academic Unit: Special Ed., Rehab., and Sch. Psych. Date of Submission to School Dean: 3/18/93
Requested Effective Fall XX Spring 19 93

Name of Faculty Contact Person, if not Department Chair: William M. Harris, Director of Vocational Education

Type of Program Change: See below Required forms attached:

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

Briefly describe the change requested and the justification for the change: At the direction of the Chancellor's Office, this proposal is structured with reference to the "Manual of Policies and Procedures for Preparation of Proposals and Administration of External Degree Programs, February 1980. This is a new External Bachelor's Degree Program to be held at Stanford Ranch. The title is "Bachelor of Vocational Education Degree," to be added to the Academic Master Plan for CSUS.

Approvals:

Department Chair: Richard John Kester, Ph.D. Date: 3/18/93
 School Dean: Steve Gregorich Date: 3-18-93
 University Committee: Jolene Koester Date: 5-17-93

Excerpted from "Proposal, Bachelor of Vocational Education External Degree Program (BVE), California State University-Sacramento," approved by School of Education Advisory Committee and Dean Gregorich on March 18, 1993.

Page 1 BVE Proposal

1. University.
California State University-Sacramento(CSUS).
2. Name of Proposed Program.
 - a. Academic Major: Vocational Education.
 - b. Degree: Bachelor of Vocational Education(BVE).

3. CSU Academic Master Plan.

This program is not presently authorized as an internal program at CSUS by the academic master plan. However, from 1972 until the Fall Semester, 1982, an internal BVE degree program was authorized by the academic master plan for CSUS and was offered. In 1982, the CSU Consortium took over the BVE from CSUS and offered it as a Bachelor of Science in Vocational Education(BSVE) until 1986 when the Consortium was disbanded. The Consortium also offered a Master of Arts in Vocational Education. The CSU Consortium Vocational Education Department was located at CSUS in campus buildings and staffed by CSUS faculty serving part-time. The library and other campus support facilities at CSUS were utilized for the Consortium programs. Dr. William Harris, presently the Director of the BVE Program for the School of Education at CSUS and the co-author of the present proposal was formerly the Director of Vocational Education for the CSU Consortium. Dr. Mary Lou Naylor, co-author of the present proposal, was formerly a faculty member within the Vocational Education Department of the CSU Consortium.

Since 1986, the CSUS Office of Regional and Continuing Education(RCE)under the direction of Ms. Mary Bellefleur has continuously offered external teaching credential programs approved by the California Commission on Teacher Credentialing leading to the Vocational Education Teaching Credential and the Vocational Education Coordination and Supervision Credential. Both of these programs are part of the proposed course sequence leading to the BVE. Faculty members listed below have continuously taught in Consortium and Credential programs.

Page 7 BVE Proposal

5. Sponsoring School and Department.
CSUS School of Education
CSUS Office of Regional and Continuing Education
CSUS Department of Special Education, School Psychology, and Vocational Rehabilitation (ED SRS)

The Director of the BVE Program is appointed by the Dean of the School of Education. Each appointment is for no longer than three years. The Dean of Education has appointed Dr. William Harris as Director of the BVE Program for the academic years, 1992-93, 1994-5. The Director for the BVE Program reports on the program through the relevant department faculty and department chair of the School of Education to the Dean.

6. Authors.

- Dr. William Harris, Full Professor, Director of the BVE Program,
CSUS School of Education
Dr. Mary Lou Naylor, Consultant and Vocational Instructor, CSUS
Office of Regional and Continuing Education
Ms. Mary Bellefleur, Coordinator, CSUS Office of Regional and
Continuing Education

7. Goals of the Program.

General Goals

1. Maintain the federal Vocational and Applied Academics Act priorities to promote gender equity in employment.
2. Remove barriers to employment related to unlawful discrimination based upon linguistic differences, disability, economic condition, and lack of education.
3. Provide a pool of trained personnel who can enter the field of vocational instruction and perform to the highest standards.
4. Provide opportunities for advancement for persons who have faced barriers to such advancement in the past in their chosen fields of vocational instruction and/or supervision.
5. Provide opportunities for advanced training and a four year BVE university degree to persons who would not usually attend a four year college program due to occupational, economic, and/or family responsibilities.

2. Provide a degree program characterized by the highest quality possible in terms of faculty qualifications, course content or learning content and delivery, expectations of students, development of an ongoing research base, and performance outcomes of graduates.
3. Open career ladders for groups previously underrepresented in supervisory and administrative positions in the area of Vocational Education, including those from diverse ethnic backgrounds, linguistic backgrounds, religions, sexual orientations and, economic levels, ages, family situations, and those with various abilities, as well as those of either gender.

Secondary Purposes.

1. Provide a professional education program that addresses issues specific and unique to vocational education.
2. Provide a Bachelor's Degree program designed to serve as the foundation for a Master's Degree in Vocational Education.
3. Provide a program held at times when full-time working adults can attend.
4. Provide for weekend schedules of classes so that students travelling long distances may attend.
5. Provide a program that delivers a predictable sequence of major courses that can be completed on a planned schedule to meet professional development and career advancement objectives. Many of the BVE candidates will work for public agencies that schedule pay increments on an annual basis.
6. Offer a degree program for vocational educators that encourages participation in professional organizations.
7. Provide an instructional staff who are experts in the competency-based teaching methodology required in adult/vocational curriculum, grounded in the historical principles of vocational education, schooled in the regulations of the current five year legislative cycle of the federal Vocational and Applied Education Act, and aware of issues looming on the horizon of vocational and applied technology education.

6. Substantially improve the curricula and student outcomes at private, proprietary and public vocational education training programs and schools.
7. Provide a center and a vehicle for articulation related to the identification and fulfillment of employment needs in the region through bringing together employers and other representatives from private businesses, private and public educational agencies, and state agencies involved in vocational education.
8. Provide a center for research and study in the area of vocational education and industrial technology.
9. Provide Designated Subjects Teaching Credential Programs for Vocational Education and Supervision and Coordination.

Expectations for Significant and Long Term Effects,

1. Increase the number and performance quality of vocational instructors in the Sacramento Region and CSUS service area.
2. Improve the quality of vocational education training programs at public and private training sites.
3. Increase the efficiency and effectiveness of the delivery of the BVE Program through the utilization of several modes including satellite broadcasting, the use of interactive computer programs, and providing access to learning centers for an expanding number of practitioners.
4. Improve the match between the skills of graduates of vocational training sites and the needs of employers in the Sacramento Region and CSUS service area.

Primary Purposes.

1. Provide a BVE Program for a large number of students in the CSUS Service Area who do not have access to other four year college degree programs due to various barriers.

15a. Major Core Courses.

#1 Adult/Vocational Education: Principles and Curriculum 3 units
Defines the scope, function, principles and practices of adult/vocational education. Identifies procedures and policies of the school of employment. Assists students in developing performance based objectives for curriculum and resultant course descriptions and course outlines. Provides practice in identifying appropriate instructional strategies(four-step method). Develops techniques for intracurricular student leadership opportunities.A lifespan perspective on adulthood is utilized, including examination of the stages, paradigms and metamodels of adult development and a study of the multiple determinants and reversibility of developmental changes (this course partially meets the requirements of the Designated Subjects Credential).

#2 Adult/Vocational Education:Methods,Media and Evaluation 3 units
Cognitive stages and structures of adult learners and the transitions and triggers of adult education are examined. Incorporates various learning theories of how skills/knowledges are acquired and practices applying the concepts to the educational setting as they relate to the psychology of the adult/vocational learner. Involves the students in analysis and application of instructional strategies, resulting in lesson plan development based on the four step method. Provides a thorough background on the use of instructional media and the means teachers may use to develop their own materials. Reviews and practices techniques of both student and course evaluations, and suggests how to make changes that will lead to excellence in education. Demonstrates the relationship of remedial instruction and lesson and course planning(this course partially meets the requirements of the Designated Subjects Credential).

Page 20 BVE Proposal

#3 Special Problems for the Adult/Vocational Learner 3 units
Explores cultural differences and all aspects of diversity among adult/vocational students. Examines the unique characteristics of the older student, including the characteristics of diverse types of families and the diversity of adult life styles. Develops facilitation skills in working with community organizations and occupational educational programs(this course partially meets the requirements of the Designated Subjects Credential).

#4 School Health Education 2 units

This course provides teacher candidates, social workers, and nurses an understanding of the educational methods, processes, and content of the scope of health education as provided in the Framework for Health Instruction of the California State Department of Education.

#5 Issues in Vocational Education 3 units

This course provides in depth investigation of various problems and issues confronting the vocational educator. Particular attention will be given th the current funding cycle of the federal vocational education legislation as it relates to the student's particular vocational field. The history of vocational teacher training is reviewed. Total Quality Management practices are introduced.

#6 Career Guidance 1 unit

This course examines the occupational history of students and helps them to identify goals for professional accomplishment. The course teaches the students how to gather and organize the information required for the Swan Bill evaluation.

#7 Education for Exceptional Vocational Students 3 units

This course introduces concepts and practices of mainstreaming as provided for under federal legislation and case law. The course presents characteristics of exceptional students and the school's responsibilities in meeting their needs. Particular attention is focused on individual educational and transition to work plans for vocational students.

#8 Instructional Supervision I 3 units

This course offers student participation in a performance based objectives program addressing the following major topics:

- a. principles of supervision; b)supervision models; c) consultation and coordination skills; d)Facilitation skills; e. curriculum management; f) labor relations(this course partially meets the requirements of the Supervision and Coordination Credential).

9 Instructional Supervision II. 3 units

This course offers student participation in a performance-based objectives program addressing the following major topics: a) school finance; b) grants and proposals; c) teacher observation models; d) staff development models; e) Total Quality Management practices.

#10 Legislation and Financing of Vocational Education 3 units

A historical review of legislation and financing of vocational education programs at the federal, state, and local levels will be conducted addressing community colleges, regional occupational programs, secondary schools, corrections, and other qualified agencies. Further instruction for classroom grant writing is studied and carried out.

#11 Program Planning and Marketing in Voc. Educ. 3 units

This course studies public and private agencies that generate needs for vocational education programs. The course reviews methods used in planning vocational courses such as performing economic analyses, job market studies, employment projections, academic and job skill analyses, and demographic analysis. Student and employer follow-up studies are analyzed. Marketing concepts and practices are presented.

#12 Introduction to Computers in Vocational Education 3 units

A practical introduction to personal computers is presented and their applications in the vocational education classroom are studied. Students learn basic operations, terminology, and capabilities of computer-based technology, learn to instruct students on the operation of personal computers, learn to apply the computer as a discovery, problem-solving learning tool, assess hardware and software to determine appropriate educational applications, and identify issues involved in the access to, use and control of computer based technologies in a democratic society.

#13 Multicultural Education for a Pluralistic Society 3 units

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

BVE PROGRAM OBJECTIVES

Topics:

1. Scope, function, principles and practices of vocational education.
2. Procedures and policies of school employment
3. Student performance-based objectives.
4. Instructor 4-step lesson plans
5. Course descriptions
6. Planning instructional strategies
7. Student leadership
8. Student work experience programs
9. Learning retention
10. Left and right brain learning
11. Auditory, visual and kinesthetic learning
12. Instructor-controlled motivation variables
13. Cognitive, affective and psychomotor domains
14. Methods of instruction
15. Media development
16. Demonstration of instructional competency
17. Student evaluation by observation, quiz and comprehensive examinations
18. Department of Education criteria for "Excellence in Education"
19. Remedial instruction and lesson planning
20. Traits of the older student and appropriate strategies
21. Traits of learners with disabilities and appropriate instructional strategies
22. Cultural diversity and instructional strategies
23. The counseling role of the vocational instructor
24. Trade advisory committees for vocational education programs

	#1 Principles & Curriculum (3)
	#2 Methods, Media & Evaluation (3)
	#3 Special Problems of Adult/Vocational Learners (3)
	#4 School Health Education (Ryan Act)(2)
	#5 Issues in Vocational Education (3)
	#6 Career Guidance (1)
	#7 Education for Exceptional Student (3)
	#8 Instructional Supervision I (3)
	#9 Instructional Supervision II (3)
	#10 History, Legislation & Finance (3)
	#11 Program Planning and Marketing (3)
	#12 Introduction to Computers in Vocational Classrooms (3)
	#13 Multicultural Education for a Pluralistic Society
	#14 Behavior Management in Vocational Education (3)

Page 23 BVE Proposal

#14 Behavior Management and Total Quality Management in the Vocational Education Program 3 units
 This course teaches students how to manage the behavior of vocational education students in various settings under various circumstances. Several methodologies are presented. Students are required to practice behavior management skills in simulated and actual settings. The principles of Total Quality Management as they relate to program implementation at the site level are studied.

#15 Special Problems in Vocational Education 3 units
 Individualized course design working one on one with an instructor to meet specific needs. May be repeated for credit.

#16 Supervised Field Experience in Vocational Education 3-6 units
 Individually designed field experiences to meet specific needs. May be repeated for credit.

All of the above courses except # 14-16 have been offered at CSUS through Regional and Continuing Education as part of teaching credential coursework or as skill enhancement courses. They have been substantially modified through the feedback of students and peer evaluators and to meet the rigors of program design and Bachelor's Degree requirements. The final course proposals are being submitted through the regular faculty review process along with this program proposal. Dr. Mary Lou Naylor and Dr. William Harris redesigned the courses and the sequence. Course # 1-14 are required as part of the major in vocational education while #15,16 are electives.

Following, find the performance outcome chart with program objectives cross-referenced by courses:

BVE PROGRAM OBJECTIVES

Topics:

- 25. Health education methods, processes, and content as provided in the Framework for Health Instruction related to personal, family and community health (per Ryan Act requirements).
- 26. Current issues and sources for solutions confronting the vocational educator as mandated in the current funding cycle of the Carl Perkins Act.
- 27. History of vocational teacher training in California and related legislation i.e. the Swan Act.
- 28. Occupational history of BVE students and goals for professional accomplishment.
- 29. Concepts and practices of mainstreaming as provided in the California Plan for Special Education.
- 30. Characteristics of exceptional students and the school's responsibilities in meeting their needs.
- 31. Individual education and transition-to-work plans for vocational students and prescriptive services.

BVE PROGRAM OBJECTIVES

Topics:

- 32. Principles of supervision and appropriate models.
- 33. Consultation and coordination skills.
- 34. Facilitation skills.
- 35. Curriculum management.
- 36. Labor relations
- 37. School finances
- 38. Grants and proposals
- 39. Teacher observation models, including peer counseling
- 40. Pre-and post-observation practices
- 41. Staff development
- 42. History of legislation and financing of vocational education at the federal, state, and local levels addressing community colleges, regional occupational centers/programs, secondary schools, corrections, apprenticeship, and other qualified agencies.
- 43. Instructor's role in grant-writing and application in the classroom

	#1 Principles & Curriculum (3)	#2 Methods, Media & Evaluation (3)	#3 Special Problems of (3) Adult/Vocational Learners	#4 School Health Education (Ryan Act)(2)	#5 Issues in Vocational Education (3)	#6 Career Guidance (1)	#7 Education for Exceptional Student (3)	#8 Instructional Supervision I (3)	#9 Instructional Supervision II (3)	#10 History, Legislation & Finance (3)	#11 Program Planning and Marketing (3)	#12 Introduction to Computers in Vocational Classrooms (3)	#13 Multicultural Education for a Pluralistic Society	#14 Behavior Management in Vocational Education (3)
25.			X											
26.					X									
27.					X									
28.						X								
29.							X							
30.							X							
31.							X							

	#1 Principles & Curriculum (3)	#2 Methods, Media & Evaluation (3)	#3 Special Problems of (3) Adult/Vocational Learners	#4 School Health Education (Ryan Act)(2)	#5 Issues in Vocational Education (3)	#6 Career Guidance (1)	#7 Education for Exceptional Student (3)	#8 Instructional Supervision I (3)	#9 Instructional Supervision II (3)	#10 History, Legislation & Finance (3)	#11 Program Planning and Marketing (3)	#12 Introduction to Computers in Vocational Classrooms (3)	#13 Multicultural Education for a Pluralistic Society	#14 Behavior Management in Vocational Education (3)
32.								X						
33.								X						
34.								X						
35.								X						
36.								X						
37.									X					
38.									X					
39.									X					
40.									X					
41.									X					
42.										X				
43.											X			

BVE PROGRAM OBJECTIVES

Topics

- 44. Public and private agencies that generate employment for completers of vocational education programs.
- 45. Planning methods for vocational education courses such as economic analyses, job market studies, employment projections, academic and job skill analysis, and demographics.
- 46. Student and employer follow-up studies.
- 47. Marketing concepts and practices in the field of vocational education.
- 48. Basic computer operations , terminology and capabilities.
- 48. Instructing students on the operation of microcomputer systems.
- 49. Computers as discovery, problem-solving tools.
- 50. Assessing hardware and software to determine appropriate educational applications .
- 51. Issues involved in the access to, use and control of computer-based technologies in a democratic society.

#1 Principles & Curriculum (3)	
#2 Methods, Media & Evaluation (3)	
#3 Special Problems of Adult/Vocational Learners (3)	
#4 School Health Education (Ryan Act)(2)	
#5 Issues in Vocational Education (3)	
#6 Career Guidance (1)	
#7 Education for Exceptional Student (3)	
#8 Instructional Supervision I (3)	
#9 Instructional Supervision II (3)	
#10 History, Legislation & Finance (3)	
#11 Program Planning and Marketing (3)	X
#12 Introduction to Computers in Vocational Classrooms (3)	X
#13 Multicultural Education for a Pluralistic Society	
#14 Behavior Management in Vocational Education (3)	X

BVE PROGRAM OBJECTIVES

Topics:

- 52. Introduction to ethnic, linguistic, gender, sexual orientation, religious, and racial diversity and equity in occup. advisement, occupational training, and economic status derived from employment.
- 53. Strategies that increase classroom and employment success for cultural and gender groups.
- 54. How to manage behavior of vocational education students in various settings.
- 55. Methodologies from various theoretical viewpoints.
- 56. Simulations in behavior management

#1 Principles & Curriculum (3)	
#2 Methods, Media & Evaluation (3)	
#3 Special Problems of Adult/Vocational Learners (3)	
#4 School Health Education (Ryan Act)(2)	
#5 Issues in Vocational Education (3)	
#6 Career Guidance (1)	
#7 Education for Exceptional Student (3)	
#8 Instructional Supervision I (3)	
#9 Instructional Supervision II (3)	
#10 History, Legislation & Finance (3)	
#11 Program Planning and Marketing (3)	
#12 Introduction to Computers in Vocational Classrooms (3)	
#13 Multicultural Education for a Pluralistic Society	X
#14 Behavior Management in Vocational Education (3)	X

15 b,c. Program Requirements.

requirement	units
I. General Education 39-42 units Comm Coll 9 units Upper Div. CSUS	51 units
II. Prerequisite	1 unit first aid/CPR
III. Vocational Education Major	39 units
a. Designated Subjects Teaching Cred. (11 units)	
b. Required courses (28 units)	
IV. Swan Bill Evaluation (Usual is 24 units)	0-40 Upper Div. units
V. Electives	0-40 units
Total Semester Units for BVE	124 units

Related Requirements:

1. Residence: A minimum of thirty units of the 124 unit minimum BVE units must be in residence. At least 24 of these units must be Upper Division.
2. Grade Point Average: An overall gradepoint average of 2.0 is required in total courses attempted, CSUS courses attempted, upper division courses in the major, and courses used to complete the GE requirements.
3. History and Government: Demonstrated competency in US History, US Const., and Ca. State and local government are required for graduation. These requirements may be satisfied through coursework(GE) or examinations given each semester by the History and Government Depts.

4. English Composition: A college level course in English Composition(CSUS English 1A or its equivalent) with a grade of C or higher is required for graduation.
5. Writing Proficiency: Students must pass the Writing Proficiency Examination or its equivalent to meet graduation requirements.
6. Requested that there be a two year waiver for the CSUS foreign language graduation requirement for the BVE Program.
7. The Swan Bill Evaluation consists of the examination by a statewide panel of appointed experts of an applicants proven(by documentary evidence): a) quality of work and supervisory experience; b) quality of teaching experience; c) quality of professional growth and development.
8. The 90-92 CSUS catalog General Education Requirements are: A. Basic Subjects 9 units; B. The Physical Universe 12 units; C. The Arts and Humanities 12 units; D.The Individual and Society 15 units; E. Understanding Personal Development 3 units.
9. The completion of lower division General Education requirements may be met through enrollment at community colleges or other accredited institutions subsequent to acceptance into the BVE Program.
16. Cycle of Curricular Offerings.
(See next page)