

Proposing New CSU Degree Programs Bachelor's and Master's Levels

Offered through Self-Support and State-Support Modes

Revised: 4-3-09

1. Program Type

- √ Self-Support
- √ Fast Track
- √ New Program

This proposal is for a Bachelor of Arts in Liberal Arts degree completion program. It will be offered by the College of Liberal Arts (CLA) at California State University, Long Beach (CSULB), in partnership with University College and Extension Services (UCES), as a self-support degree program. The degree is designed primarily for face-to-face delivery, but may include, initially, no more than four courses taught partially in a hybrid format or entirely online. The hybrid and online courses would be drawn exclusively from those previously approved through the normal University curriculum approval process. The decision to offer a course in hybrid or online format will be entirely at the discretion of the academic department and its normal curriculum approval process.

This program is being submitted for consideration in the Fast Track Development Process because it requires no major capital outlay and can be accommodated within the existing resource base of the campus. This degree program may be considered an "elevation" of well-established options in fields for which needs exist for degree programs and/or degree programs that involve little more than the repackaging of existing courses and faculty.

Compliance with the requirements of the Fast Track Development Process

This program complies with all six criteria required of those programs applying for the Fast Track option:

- a. May be offered at a high level of quality by the university within the university's existing resource base. Further, this program will be funded on a self-support basis and offered through Special Sessions.
- b. Is not subject to specialized accreditation by an agency.
- c. May be adequately housed without a major capital outlay.
- d. Is consistent with all existing state and federal law and trustee policy.
- e. Is not for a joint doctoral program.
- f. The program has been subjected to a thorough campus review and approval process.

2. Program Identification

- a. *Campus:* The face-to-face portion of this program will be held on the CSULB campus, while the distance education portion will be delivered via the Internet.
- b. *Full and exact degree designation and title:* The full and exact degree

designation and title will be a Bachelor of Arts in Liberal Arts.

- c. *Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan:* N/A
- d. *Term and academic year of intended implementation:* Fall 2010 (Estimate at this Time.)
- e. *Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.*

This program will be offered by the College of Liberal Arts in partnership with UCES. The CLA will be responsible for the development and supervision of appropriate curriculum, the hiring of all instructors, oversight of curriculum delivery, all student related issues such as advising, dissemination of pertinent class and program information and the tracking of students' progress. In the CLA, the program responsibility rests with the Dean and his designee, who will be responsible for appointing a program director (a faculty member from the College), with an Advisory Board of faculty members from the College to provide continuing oversight and consultation for the program. UCES will serve as the administrative partner, providing financial reporting and accounting services as well as facilitating student registration, cashiering, procurement and the processing of all faculty contracts, Letters of Agreement and payroll. Additionally, UCES will create and manage the budget, set up all courses in the University system, assist with recruiting students to the program, and provide marketing services. For the distance learning courses, UCES will provide well-defined guidelines regarding course creation, an instructional designer, and an online course producer to work with instructors to produce and deliver the online component.

The continuing oversight responsibilities on behalf of the College of Liberal Arts will belong to the Advisory Board, whose members are appointed by the Dean of the CLA. The Advisory Board will serve the following functions:

- Advise the Program Director on the development and implementation of the Program, including, but not limited to, the requirements for admission, retention, and graduation; curriculum; major requirements; scheduling, and staffing of courses
- Review the annual assessment activities of the program and make recommendations to the Program Director for the continuing improvement of the program
- Advise the Program Director on promotion of the program and distribution of information to prospective students

The members of the Advisory Board shall be appointed by the Dean of the College, reporting to the Dean or his/her designee. The members shall include five-seven persons, including Chairs and faculty members of CLA Departments. The following persons have agreed to serve on the initial Advisory Board:

- 1) Jennifer Bailey, Lecturer, Economics
- 2) Vincent del Casino, Professor and Chair of Geography
- 3) Sharon Downey, Professor and Chair of Communication Studies
- 4) Carl Fisher, Professor and Chair of Comparative Literature

- 5) Gary Griswold, Assistant Professor and Assistant Chair of English, Director of Technical and Professional Writing
- 6) Joseph Magaddino, Professor and Chair of Economics
- 7) UCES representative

The interim Program Director is Julie Van Camp, Professor of Philosophy. The permanent Program Director will be selected consistent with all College and University appointment requirements.

- f. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program:*

Jeet Joshee, EDD., Dean UCES
 Laura Foster, M.A., UCES
 Gerry Riposa, Ph.D., Dean CLA,
 Julie Van Camp, Ph.D., Philosophy
 Mark Wiley, Ph.D., Associate Dean CLA

- g. *Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs: **See Appendix C***
- h. *Any other campus approval documents that may apply (e.g. curriculum committee approvals).*

The Educational Policies and Curriculum Committee of the College of Liberal Arts approved this at its regular meeting September 23, 2008.

[Cecile Lindsay's Office will add this.] See Appendix D

- i. ***Optional: Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Program Code***

A code already exists for a Liberal Arts degree within the system. The code for this degree will be CSU-CIP:15996-24.0103

Campuses are invited to suggest a CSU degree program code and corresponding CIP code. If an appropriate CSU code does not appear on the system wide list at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls, you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to identify a code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

3. Program Overview and Rationale

- a. *Rationale for the program, including a brief description of the program, its purpose and strengths, a justification for offering the program at this time, and the relationship among the program philosophy, design, target population, and any distinctive*

pedagogical methods:

Prominent among the goals of the CSU system, CSULB, CLA and UCES is an expressed desire to meet the lifelong learning needs of individuals, industries, and institutions within our community and beyond. These goals are met by serving the needs of non-traditional students and adults who are re-entering education and by extending campus academic resources through formats, times, and places not typically available in state-supported programs. Increased access brings more students into CSULB academic programs. The proposed program is in compliance with Executive Order 802, in particular, we cite: C. Requisite Conditions, 1a, 1b both I and iii, as well as 2a.

This degree completion program is designed to provide working adults who have accrued some college credits with an alternative delivery format that fits better the schedules of their personal and professional lives. This better fit is intended to offer a greater success rate for graduation. The program is also designed in a cohort format which provides opportunities for students to network as well as provides an environment where students' shared interests, knowledge and skills will enhance the learning experience for all. The degree will be in an area (Liberal Arts) that is general enough to support a wide variety of transferable units and support students with wide-ranging career interests as well.

This program is designed in a hybrid format for the convenience and ease of access for the working adult. The majority of the classes will be taught face-to-face on the CSULB campus on Wednesdays and Saturdays. The basic core of courses will occasionally be coupled with a class being offered partially or entirely online. The online courses will be drawn from the list of those courses previously approved through the normal University curriculum review process. It is generally recognized today that the multiple purposes of collegiate instruction is accompanied and advanced by newly developed ways of learning. Computer technology, with its capacities for calculation, simulation, and its ability to facilitate communication both in real time and at the convenience of the correspondents, is a highly desirable institutional delivery tool.

In recent years, an increasing number of articles published in both higher education journals and national periodicals cite the growing demand by business for individuals with a broader liberal-arts education and wider international experience. For example, *The Wall Street Journal* on April 12, 2005 published an article about this demand (see "*Future CEOs May Need to Have a Broad Liberal-Arts Foundation*" by Erin White). More recently, *USA Today* (January 11, 2007) carried an article titled, "*Panel urges collegians to focus on liberal arts.*" The Association of American Colleges and Universities (AACU) has published several studies on the topic, for example, "*Advancing Liberal Education: Assessment Practices on Campus*," and "*Liberal Education for the Twenty-first Century: Business Expectations, and Liberal Education Outcomes.*" *Inside Higher Ed* published an article during the summer of 2006 in which the author argued that "One reason that liberal education remains so vital is that when properly presented it contributes so much to personal and cognitive growth. The subject matter of the liberal arts and sciences provides some of the best ways of helping students achieve goals such as analytical thinking, clarity of written and oral expression, problem solving, and alertness to moral complexity, unexpected consequences and cultural difference." A variety of institutions from Dickinson

College in Pennsylvania and Boston University in the East, the University of Illinois in the Midwest, to Stanford University on the West Coast, all have chosen to study the trend and found strong corporate support, a widening base of students, and grants to strengthen their offerings in Liberal Arts.

Some of the marketable skills of a liberal arts education as defined by business leaders throughout the country and reported on by the National Association of Colleges and Employers are:

- Ability to communicate effectively
- Strong interpersonal skills
- Ability to be flexible and adapt to change
- Strong critical and analytical thinking skills
- Problem-solving skills

- b. *Proposed catalog description, including program description, degree requirements, and admission requirements. For master's degrees, please include catalog copy describing the culminating experience requirement(s).*

The B.A. in Liberal Arts is a degree completion program designed to provide working adults who have accrued some college credits with an alternative delivery format that is more conducive to their personal and professional lives, thereby providing a stronger possibility of graduation. The program is designed in a cohort format which provides students opportunities for networking as well as an environment where students' shared interests, knowledge and skills enhance the learning experience for all. The degree will be in the Liberal Arts, an area that is general enough to support a wide variety of transferable units as well as support students with wide-ranging career interests.

This program is designed for the convenience and ease of access for the working adult. The majority of the classes will be taught face-to-face on the CSULB campus on Wednesdays and Saturdays. The basic core of courses will occasionally be coupled with a class being offered partially or entirely online. The online courses will be drawn exclusively from the list of those courses previously approved through the normal University curriculum review process. It is generally recognized today that the multiple purposes of collegiate instruction is accompanied and advanced by newly developed ways of learning. Computer technology, with its capacities for calculation, simulation, and its ability to facilitate communication both in real time and at the convenience of the correspondents, is a highly desirable institutional delivery tool.

Admission requirements:

- Current transfer requirements for non-impacted majors (Minimum GPA of 2.0 in all transferable units attempted, good standing at last college attended, at least 30 semester units of C or better in GE-equivalent courses).
- Students entering the program must be GE Certified for all Lower Division General Education requirements of the University

- Minimum of 78 units, including lower-division GE and at least 8 units from a four-year school.
- Maximum of 90 units to be counted toward the degree, including lower-division GE, at least 20 units from a four-year school, and at least 10 UD units.
- Essay of at least 1000 words on why the student wants to major in the Liberal Arts and what the student hopes to achieve by completing the degree. The essay should explicitly address what the student hopes to achieve in terms of the goals for student learning outcomes of the curriculum (as detailed in #4, below). This essay is the first element of the assessment plan for the degree program, and each essay will be reviewed by members of the Advisory Board and the Program Director.

Major Requirements:

- (1) A minimum of 24 upper-division units, with at least two courses (6 units) in each of the Three Areas below.
- (2) Three (3) units in CLA 499: Directed Studies: Professional Portfolio.
- (3) Remaining units (3) selected from any of the three areas below.

Courses:

Area I: Oral and Written Communication

COMM 334: Business and Professional Communication
COMM 439: Communication and Popular Culture
ENGL 300: Advanced Composition
ENGL 317: Technical Communication

Area II: Global Citizenship and Cross-Disciplinary Knowledge

ANTH 307I: Modernization in Global Perspective
ANTH 412I: Culture and Communication
CWL 350: Global Literature in American Culture
CWL 415I: Ethnic Literature and Culture in America
ECON 300: Fundamentals of Economics
GEOG/IST 319I: International Development
GEOG 470: Political Geography
POSC 321: The Media and American Politics
POSC 326: California Government in Comparative Perspective

PSY 384: Workplace Diversity: Barriers and Strategies
PSY 381: Introduction to Industrial-Organizational Psychology

Area III: Cultures, Values and Beliefs

AFRS/AIS/CHLS/WST/ASAM 319: U.S. Ethnic Experience
PHIL/CBA 400I: Business Ethics
RST 302I: Religious and Social Ethical Dimensions of American Diversity
SOC 346: Race, Gender and Class

4. Curriculum

a. Goals for student learning outcomes. Specify what students will know and be able to do upon successful completion of the program. [See Appendix A for Complete Assessment Plan]

- A. Demonstrate oral and written communication skills, especially applications to contemporary work and life.
- B. Demonstrate ability to use analytical skills for the understanding of contemporary globalization.
- C. Demonstrate the use of advanced skills in the workplace in the core areas of the major, including critical thinking, analysis, reasoning, and composition.
- D. Develop skills in integrating and applying rapidly changing knowledge sources.
- E. Apply insights into national and world cultures to ongoing challenges in the workplace.
- F. Use theoretical principles from major courses in understanding and analyzing conflicts and challenges in the workplace.

b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced in required courses.

The Admissions Essay will be the first phase of on-going assessment for students in the Major. Upon entrance, they will be instructed on elements of their work in each major course they should retain for their portfolios. In the Directed Studies: Professional Portfolio course in the final semester of their studies, the essay and portfolio will be a major element in the assessment of their accomplishment of goals in the major. A major element of the assessment will be review of the portfolio of sample work which Liberal Arts majors will be instructed to collect when they begin the program. This portfolio will be compiled as students progress through the Liberal Arts Major, commencing with the essay required for admission to the program. The contents of the portfolio should include examples of the student's work throughout the required courses. They should address the following:

- Development through the major: demonstration of and reflection on progress in achieving the goals of the degree program
- Mastery of the liberal arts content and skills, including the objectives and measurable outcomes, above.

In each individual course in the major, instructors will use primarily written assignments, discussions, and other projects to measure relevant program goals and learning outcomes. Selections from this work will become part of the Portfolio.

Outcomes above will be primarily developed in the three Areas of the major:

- A: Area I courses
- B: Area II courses
- C: Area II courses
- D: Area II courses
- E: Area III courses
- F: Area III courses

| | Area I | Area II | Area III |
|------------------|--------|---------|----------|
| Outcome A | XX | | |
| Outcome B | | XX | |

| | | | |
|------------------|--|----|----|
| Outcome C | | XX | |
| Outcome D | | XX | |
| Outcome E | | | XX |
| Outcome F | | | XX |

- c. Total number of units required for the major: 24
- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units: N/A
- e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program. If you do not find an appropriate CSU degree program code at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls , you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to help identify the code that best matches the proposed curriculum. N/A
- f. A list of all courses required for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

Major Requirements:

- (1) A minimum of 24 upper-division units, with at least two courses (6 units) in each of the Three Areas below.
- (2) Three (3) units in CLA 499: Directed Studies: Professional Portfolio.
- (3) Remaining units (3) selected from any of the three areas below.

Area I: Oral and Written Communication

COMM 334: Business and Professional Communication (3) (Prerequisites: COMM 130 or consent of instructor): Skills and technologies related to the assessment, strategic planning, development, implementation, and evaluation of effective communication in the business and professional setting.

COMM 439: Communication and Popular Culture (3): Examines the relationship between communication and popular culture in the public sphere. The course aims at improving students' abilities to respond critically to everyday mass social messages.

ENGL 300: Advanced Composition (3) (Pre-requisites: Completion of GE Foundation requirements, and UD standing): Study and apply rhetorical strategies of invention, arrangement, and style to write expository, analytic, and argumentative prose; examine how evidence is produced and presented in genres from different academic disciplines, from civic and workplace literacy, and from popular media. [Advanced Skills Capstone, C.3.]

ENGL 317: Technical Communication (3) (Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and UD standing): Expository writing on technical subjects dealt with in industry, science, government, and the academy. Introduction to long and short forms including reports, proposals, manuals, and journal articles, emphasizing the longer formal paper or technical report.

Area II: Global Citizenship and Cross-disciplinary Knowledge

ANTH 307I: Modernization in Global Perspective (3) (Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and UD standing): Exploration of psychological and material problems in modern society (both western and Third World) due to accelerating change beginning with advance of technology, rise of capitalism, abandonment of “old values,” increasing complexity of bureaucracy, and lowering of social barriers. [IC/interdisciplinary, W, D.2.]

ANTH 412I: Culture and Communication (3) (Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing): Culture and its influence on the communication process; practical application to intercultural and multicultural situations; cultural patterns in America and abroad and their effect on verbal and nonverbal communicative behavior; cultural dimensions of ethnocentrism, stereotypes, and prejudices and their effect on communication; multicultural approaches to human interaction. [IC/interdisciplinary, W, D.2.]

CWL 350: Global Literature in American Culture (3) (Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and UD standing): Comparative and thematic study of transnational literary culture, as represented in at least three distinct American ethnic groups. Readings examined in relation to contemporary global themes and in relation to the original national literatures. [HD, C.2.a.]

CWL 415I: Ethnic Literature and Culture in America (3) (Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and UD standing): Comparative, interdisciplinary study of multicultural literature in historical and sociopolitical context. Ethnic groups include Native American, African American, Latino/Latina, Asian American and Middle Eastern American. [IC/interdisciplinary, HD, C.2.a.]

ECON 300: Fundamentals of Economics (3) (Prerequisites: Completion of GE Foundation requirements) Presents basic training in economics for social studies teachers or citizens who wish to exercise a reasoned judgment about economic issues in public affairs. [D.2]

GEOG/IST 319I: International Development (3) (Prerequisites: Completion of GE Foundation requirements, one Explorations courses, and UD standing): Theoretical and practical analysis of social political, and economic development and alternative developmental models. Contemporary and historical comparisons of how “developed” and “developing” areas of the world have confronted various economic, social, and political challenges. [IC/interdisciplinary, W, D.2.]

GEOG 470: Political Geography (3) (Prerequisite: GEOG 100 or consent or instructor): Comparative study of the earth’s politically organized regions and related systems. Varied approaches are explored, such as power analysis, genetic analysis, and functional analysis of political units. Stresses political geographic concepts used in analyzing the viability of states and nations.

POSC 321: The Media and American Politics (3) (Prerequisites: Completion of GE Foundation requirements; POSC 100 or consent of instructor): Role of print and electronic media in American politics and their relationship to politicians and the public. Media’s impact on government, policy making, election campaigning. Prospects for democratic deliberation. Portrayal of political issues and political themes in popular culture.

POSC 326: California Government in Comparative Perspective (3) (Prerequisites: Completion of GE Foundation requirements): The government and politics of American States including intergovernmental relations. Special focus on political institutions, current issues, and public policies in California. (D.1.b.)

PSY 384: Workplace Diversity: Barriers and Strategies (3) (Prerequisite: PSY 100 or equivalent): Current U.S. workforce is diverse along gender, multiracial, and multicultural factors, such as men, women, European Americans, African Americans, Latinos, Asian Americans and others. Understanding

psychological barriers and developing strategies at the individual, group, and organizational levels to create a positive multicultural workplace will be explored.

PSY 381: Introduction to Industrial-Organizational Psychology (3) (prerequisite: PSY 100): Introduction to theories, methods, findings, and applications of industrial-organizational (I-O) psychology. Topics covered include job analysis, employee recruitment and selection, performance appraisal, employee training and development, work stress, teams, satisfaction, motivation, and leadership.

Area III: Cultures, Values and Beliefs

AFRS/AIS/CHLS/WST/ASAM 319: U.S. Ethnic Experience (3) (Prerequisites: Completion of GE Foundation requirements): Examination of the dynamics of the development of our multicultural society, emphasizing study of the four distinct ethnic strands of American society (Asian American, Black American, Mexican American, and American Indian) and their role in the maintenance of cultural diversity in the United States. [HD, D.2.]

PHIL/CBA 400I: Business Ethics (3) (Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and UD standing): Study types of ethical dilemmas that take place in business organizations. Acquire concepts and tools needed to manage these complex value conflicts for the well being of individuals, organizations, and society. [IC/interdisciplinary, C.2.b.]

RST 302I: Religious and Social Ethical Dimensions of American Diversity (3) (Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and UD standing): Examines religious and social ethical aspects of the adaptation of various American subcultures to the polyglot mainstreams of American culture. [IC/interdisciplinary, HD, C.2.a. or C.2.b.]

SOC 346: Race, Gender and Class (3) (Prerequisites: Completion of GE Foundation requirements): Sociological examination of race/ethnicity, gender and class in the U.S. Examines the affect of ideology, social interactions and social institutions on the creation and maintenance of racial, gender and class inequality. [HD, D.2.]

g. List of elective courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would otherwise overlap or duplicate existing course content.

Please see courses in f., above. All courses in the curriculum, with the single exception of CLA 499, below, are existing courses offered in CLA Departments.

h. List of any new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions only for all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Only one new course is needed, to be available in the second year of implementation:

CLA 499: Directed Studies: Professional Portfolio.

PREREQUISITES: Senior standing in Liberal Arts Major; permission of instructor and Associate Dean.

Qualifying students work in career-related assignments in private or public agencies or businesses, either paid or volunteer. Organized plan including continuing consultation with instructor and written reports reflecting on work experiences relating to Liberal Arts Major. Capstone-level reflection and assessment on completion of major. Minimum of 50 hours of work assignment for each unit.

Grading: CR/NC only

See Appendix B for complete course proposal

- i. *Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.*

The two-year course rotation order is as follows. The entire cohort of students takes the same courses. CSU regulations would prohibit students from mixing these Special Sessions courses and stateside courses, once enrolled in this program. Staffing will be done by the regular CLA Academic Departments, utilizing their currently employed faculty. These could be either tenured/tenure-track faculty teaching on overload or part-time lecturers paid by the course. Winter and Summer offerings would be available to any faculty member selected by the respective department. This rotation has been reviewed with all chairs whose departments have courses in this curriculum.

Course Rotation Order: All students will take these courses as a cohort. Those enrolling with the maximum 90 units will complete the following 30 units in 18 months. (In those cases where two courses are listed in the alternative, this indicates that the academic department will be offering one of those courses. This approach gives departments flexibility in ensuring appropriate staffing and scheduling, flexibility which the respective department chairs have requested and which satisfies their concerns. The alternative listing does *not* indicate that both courses will be offered in the same term.)

Year One Fall

Course #1: ANTH 307I: Modernization in Global Perspective OR ANTH 412I: Culture and Communication

Course #2: AIS/CHLS/BST/WST/ASAM 319: U.S. Ethnic Experience

Year One Spring

Course #3: ENGL 300 Advanced Composition Skills OR ENG 317 Technical Writing

Course #4: GEO/IST 319I: International Development OR GEO 470: Political Geography

Year Two Summer

Course #5: RST 302I: Religious and Social Ethical Dimensions of American Diversity

Course #6: COMM 334: Business and Professional Communication

Year Two Fall

Course #7: SOC 346: Race, Gender and Class

Course #8: PSY 384: Workplace Diversity: Barriers and Strategies OR PSY 381: Introduction to Industrial-Organizational Psychology

Year Two Spring

Course #9: POSC 321: The Media and American Politics OR POSC 326: California Government in Comparative Perspective

Course #10: CLA 499: Directed Studies: Professional Portfolio

Students entering with 78-89 units complete the previous 10 courses and then continue as a cohort for up to four additional courses, for a total of 14 courses (42 units)

Year Three Summer

Course #11: ECON 300: Fundamentals of Economics

Course #12: PHIL/CBA 400I: Business Ethics

Year Three Fall

Course #13: COMM 439: Communication and Popular Culture

Course #14: CWL 350: Global Literature OR 415I: Ethnic Literature in American Culture

- i. *For master's degree programs, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in [Section 40510 of Title 5 of the California Code of Regulations](#). N/A*
- j. Admission criteria, including prerequisite coursework.

Admission requirements:

The admission requirements are framed in anticipation of transfers from existing programs at the community colleges, including (but not limited to) adult completion degree programs at the community colleges. The admission minimum of 78 units is set to ensure that all persons admitted to this program will be able to complete the B.A. at CSULB in no more than two years. The admission maximum of 90 units is set to meet the requirement of 30 units in residence at CSU Long Beach. The application essay is the first step in the assessment plan for the degree.

- Current transfer requirements for non-impacted majors (Minimum GPA of 2.0 in all transferable units attempted, good standing at last college attended, at least 30 semester units of C or better in GE-equivalent courses).
- Students entering the program must be GE Certified for all LD GE
- Minimum of 78 units, including lower-division GE and at least 8 units from a four-year school.
- Maximum of 90 units, including lower-division GE, at least 20 units from a four-year school, and at least 10 UD units.
- Essay of at least 1000 words on why student wants to major in the Liberal Arts and what the student hopes to achieve by completing the degree.

- k. *Criteria for student continuation in the program.*

Good standing by standard University criteria

- i. *For undergraduate programs, provisions for articulation of the proposed major with community college programs.*

None. All courses in the major are upper-division courses, and the entire major is completed at CSULB in this program. Admission requirements include completion of all lower-division General Education courses. These are articulated with the California community colleges.

- m. If there is a [Lower-Division Transfer Pattern](http://www.calstate.edu/AcadAff/ldtp.shtml) (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: <http://www.calstate.edu/AcadAff/ldtp.shtml>
- n. Advising “roadmaps” that have been developed for the major.

The cohorts will be taking the same sequence of courses. See above for the two year cycle of courses, item i.

- o. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request.

N/A

Accreditation Note:

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

5. Need for the Proposed Degree Major Program

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

CSU, Dominguez Hills offers a PACE/Liberal Studies Program.

PACE stands for Program for Adult College Education. This program prepares students for careers as elementary and middle school teachers. Courses are held on the weekends to accommodate working adults.

CSUDH also offers an Applied Studies Bachelor's Degree Completion Program. Classes are broadcast live on cable television, webcast online and archived for later viewing. It enables students with technical or vocational associate degrees to obtain bachelors degrees.

Cal Poly SLO offers an Interdisciplinary Studies Degree through their Adult Degree Program. This program allows the student to study a range of subjects that are intellectually satisfying -- and have practical applications to advance their careers. It is delivered exclusively face-to-face in the evenings. It is a degree completion program.

CSU, Northridge is offering a Liberal Studies Degree Completion program, with an emphasis in General Studies, in partnership with Glendale Community College. It was scheduled to begin Fall 2007, and is a two year program in a cohort format. The majority of classes are held face-to-face, with a few online offerings. This program is offered on the weekends and in the evenings.

Additional neighboring institutions, both public and private, currently offering the proposed degree major program:

| | | |
|--------------------------|--------------------|-----------------|
| Mount St. Mary's College | B.A. Liberal Arts | Weekend College |
| CSU Chico | Degree completion* | Online |
| CSU Sacramento | Degree completion* | Online |

*Program is narrowly focused on obtaining an elementary education credential, a focus too narrow for the adults we wish to serve. These programs do, however, provide a good precedent of sorts for this general type of degree within the CSU.

b. *Differences between the proposed program and programs listed in Section 5a above:*

The three CSUs offer different variations of a Liberal Arts degree completion program. CSUDH is focused on assisting students with more of a technical/vocational background, while Cal Poly SLO excludes any computer technology from the delivery of their Adult Degree Program. CSU, Northridge is the closest in format and delivery, but that campus is choosing to partner with only one community college and utilize it as the sole "feeder" to the General Studies emphasis option of their BA in their Liberal Studies degree completion program.

c. List of other curricula currently offered by the campus that are closely related to the proposed program.

The only comparable program was the Liberal Studies Track II program, which has been discontinued.

6. Student Demand

a. *Evidence of serious student interest in majoring in the proposed program. Types of evidence vary and have included national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; and reports from community college transfer centers; for example.*

In the 2000 U.S. Census Bureau Reports for the County of Los Angeles, 20% of the population 25 years and over are reported to have accrued some college credits but have attained no degree. The situation is similar for the combined counties of Los Angeles, Orange and Riverside, where the percentage increases to 22%. This percentage averages out to be approximately 2,221,757 million people and represents a sizeable number of people who have indicated an interest in a college education but who have been unable to complete the degree for a variety of reasons. Roughly 34% of the civilian population over the age of 16 is employed in management, professional, and related occupations, while 27.7% are employed in sales and office occupations. These numbers suggest a large number of employees who might be eager to pursue their jobs at a higher professional level. However, in order to advance in those jobs, a college degree is desirable, if not required.

According to the State of California, Department of Finance, *California Current Population Survey Report* (March 2005) among persons 25+, 5,988,972 million residents in the state have acquired some college credits, or an AA degree. Forty-six percent of that population earns a median income of \$32,000 a year. This is

further evidence that working adults in professional level positions desire a college degree because they have shown some previous interest in attaining one.

Eduventures, a learning collaborative for higher education, conducted a custom research report in October of 2006, for University College and Extension Services (UCES) at California State University, Long Beach (CSULB). At that time, UCES was interested in understanding its position in the regional marketplace. The relevant demographic characteristics of the target market for continuing and professional education programs were identified. The target market was defined as individuals aged 25-55, with a household income of at least \$30,000, residing within a 40-mile radius, and having at least some college education or an associate degree. Prospective students in the region are willing to drive an average of 19.5 miles one way for continuing or professional education courses. Thus, the primary service area of the inquiring member can be defined by this region. Within the region there are over 4 million adults over the age of 25, 3.6 million of whom have at least some college credits or an associate degree as their minimum level of educational attainment.

This study revealed that 59 percent of the target market for continuing and professional programs anticipated enrolling in the future at UCES/CSULB. This means that there are 2.1 million potential students in our immediate service area. This data supports the U.S. Census Bureau and California Current Population Survey contention of the availability of appropriate, potential students for a degree completion program. Additionally, Eduventures reported that the quality of the programming and faculty, convenient scheduling, and location, as well as parking availability are all among the highest-rated selection criteria. Further, when compared with UCLA, UC Irvine, the University of Phoenix, Pepperdine, and CSU Fullerton, CSULB ranked second most often among the target audience as best meeting the needs of working adults.

Eduventures also found that the majority of respondents to their survey (76 percent) reported being motivated by reasons related to their careers - improved performance or pay, earning necessary professional credit in the form of CEUs, preparing for a new job, earning licensure, or taking advantage of tuition assistance.

In a 2005 study conducted by the University Continuing Education Association (UCEA), it was found that in the past two years the articulation agreements between two- and four- year institutions have multiplied and are facilitating adults' transition from one institution to another. Traditional age college students from low-income families who must work constitute a growing segment of the part-time degree student population. Additionally, the study found that online education has become essential to the strategy of a majority of programs. The trend is toward "blended formats" or partial face-to-face and partial online delivery. The survey also found that many employers are scrambling to prepare their younger talent to eventually fill the large number of positions that are expected to become available in the coming years as many senior managers in the baby boomer generation become eligible for retirement; in many cases this younger talent is required to have a college degree.

In addition, the Veterans Education Improvement Act of 2008 offers significantly more educational benefits to veterans. Early indications are that there will be substantial interest in completing college degrees at the California State University.

The Adult Completion program proposed here will provide an important opportunity for those returning veterans with substantial credits already earned toward the B.A.

Lastly, UCES has, for the past 5+ years, been repeatedly asked by potential students at education fairs, conferences etc. if CSULB offers a Liberal Arts degree completion program. These individuals have accrued a great number of lower-division units at various community colleges and have no available program into which to transfer the units in order to complete their degree. Furthermore, they are working adults, requiring an alternative format to accommodate their work and family schedules.

b. *Community participation, if any, in the planning process. This may include prospective employers of graduates:*

c. *Issues of access considered when planning this program.*

A major concern regarding access is the scheduling of classes and flexibility needed for working adults to complete a college degree. We have focused on evening and weekend classes, with significant work on-line in addition to the face-to-face classes for the degree.

A second concern is how to recognize previous college work, often done at several campuses, that is legitimately recognized for completing the Bachelor's degree, so "wasted" units earned elsewhere are kept to a minimum without compromising the value of the CSULB degree.

d. *For graduate programs, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one:*

Not Applicable

e. *Professional uses of the proposed degree major program.*

See Program Overview and Rationale

f. *The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.*

We are projecting an enrollment of 25 students for the first cohort and 25 in each subsequent cohort.

7. Existing Support Resources for the Proposed Degree Major Program

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

See Statement from Gerry Riposa, Dean, CLA, Appendix.

- a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master's degrees, include faculty publications or curriculum vitae.

Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff.

This program will draw broadly from existing departments in the College of Liberal Arts, using current faculty, including full-time and part-time. Scheduling and staffing decisions will rest with the individual CLA departments offering the courses, in consultation with the Advisory Board, Program Director, and Associate Dean of CLA.

- b. Space and facilities that would be used in support of the proposed program.

Existing classrooms available through UCES will be used.

- c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).

As this program draws from existing courses in the CLA curriculum, no new resources are needed to support the program.

TBD [Need statement from the Library.] See Appendix E.

- d. Existing academic technology, equipment, and other specialized materials currently available.

None of the courses in the initial course plans are taught on-line nor in hybrid format. If such courses are included in the future evolution of the program, they will have first been approved through the normal curriculum review processes in the College.

8. Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.

For the distance learning courses, UCES will provide a well-defined, minimum standards guideline regarding course creation, an instructional designer, and an online course producer to work with instructors to produce and deliver the online component.

- b. The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.

None

- c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.

None

- d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

For the distance learning courses, UCES will provide a well-defined, minimum standards guideline regarding the transitioning of all previously approved University courses from Beachboard to Blackboard, as well as a guideline for all future distance learning course creation. Assistance from UCES will include, but is not limited to, an instructional designer, and an online course producer to work with the various colleges, departments and instructors to produce and deliver all future, partial or entirely online program components.

Appendix A: Assessment Plan for Student Learning Outcomes—BA Liberal Arts

There are three phases in the assessment plan for the BA in Liberal Arts:

1. Admissions Essay – Students are asked to explain how their anticipated degrees will help them both personally and professionally. These essays will be reviewed by the Program Director as well as by a sub-committee of at least two members of the BA in Liberal Arts Advisory Board. These reviews will be based on scoring criteria described in an analytic rubric.

2. Course Work – Faculty who teach in the program will be required to collect representative samples of student work for each course they teach. These student work samples should be selected to demonstrate levels of achievement in course goals that are aligned with one of the program outcomes. For example, in area I: Oral and Written Communication, an instructor teaching COMM 334: Business and Professional Communication will submit representative samples of student work that illustrate the range of achievement of oral communication skills and their application to contemporary work and life. These samples should fall within three clear categories of **superior**, **competent**, and **insufficient** achievement of key course goals that align with program student learning outcomes. Instructors of record will also submit a statement explaining how many students in the course fell within each of the three levels. These materials will be reviewed each semester by the Program Director and annually by the Advisory Board.

3. CLA 499 Directed Studies: Professional Portfolio Course – All students must take this final course in which they will compile a portfolio that demonstrates their achievement of each of the six overall learning outcomes. Students will also include their admissions essay. Required materials include:

a) Program admissions essay.

b) Two samples of work that demonstrate competency in each of the six learning outcomes. Samples of student work may include analytic essays, research papers, reflective essays, annotated bibliographies, source analysis papers, website evaluation papers, book or films reviews that demonstrate disciplinary analysis, papers showing how a particular concept/theory/practice was implemented in a work setting, handouts/outlines for oral presentations, video- or audiotape oral presentations, PowerPoint presentations, among other possible acceptable items.

c) Reflective essay that demonstrates student growth in achievement from the time s/he entered the program to completing it in the capstone course. In their reflective essays, students should make explicit connections between the work they submit in their portfolios and their achievement of the learning outcomes.

Portfolios will be read by the Program Director as well as by at least two instructors who regularly teach in the program. An analytic rubric will be created for this evaluation process. Results of this final program assessment will be shared with Advisory Board members, the Chairs of Departments that provide courses in the BA program, and with all faculty who teach in the program. The Program Director will solicit input from these various faculty for how the BA program can be improved based on the assessment data. Suggestions for improvement will then

be discussed and endorsed by Advisory Board members and taken to individual Department Chairs for implementation in the specific courses taught within the BALA program.

Appendix B:
New Course Proposal: CLA 499: Directed Studies: Professional Portfolio

Department: College of Liberal Arts
Course number and title: CLA 499: Directed Studies: Professional Portfolio

Standard Course Outline

I. General Information

- A. Course Number: CLA 499
- B. Title: Directed Studies: Professional Portfolio
- C. Units: 3
- D. Prerequisites: Senior Standing in Liberal Arts Major; permission of instructor and Associate Dean
- E. Responsible Faculty: Julie C. Van Camp
- F. Prepared by: Julie C. Van Camp
- G. Date prepared: July 20, 2007; revised: August 24, October 1, 8, 2008

II. Catalog Description

PREREQUISITES: Senior standing in Liberal Arts Major; permission of instructor and Associate Dean

Qualifying students work in career-related assignments in private or public agencies or businesses, either paid or volunteer. Organized plan including continuing consultation with instructor and written reports reflecting on work experiences relating to Liberal Arts Major. Capstone-level reflection and assessment on completion of major. Minimum of 50 hours of work assignment for each unit. Grading: CR/NC only

III. Justification

This course functions as a capstone for the major and assessment experience near the completion of the Liberal Arts Major. It complements existing courses in the College taken to complete the LA Major and provides an experience with elements comparable to more traditional internships, apprenticeships, and service learning.

IV. Course Objectives and Measurable Outcomes

In addition to general objectives and outcomes for classes in the College of Liberal Arts, following are specific objectives for this course.

After taking this course, students will be able to:

- A. Demonstrate oral and written communication skills, especially applications to contemporary work and life.
Developed by: consultation and discussion with faculty advisor, written reflective reports

- Typically measured by: discussions, reports
- B. Demonstrate ability to use analytical skills for the understanding of contemporary globalization.
Developed by: consultation and discussion with faculty advisor, written reflective reports
Typically measured by: discussions, reports
- C. Demonstrate the use of advanced skills in the workplace in the core areas of the major, including critical thinking, analysis, reasoning, and composition.
Developed by: consultation and discussion with faculty advisor, written reflective reports
Typically measured by: discussions, reports
- D. Develop skills in integrating and applying rapidly changing knowledge sources.
Developed by: consultation and discussion with faculty advisor, written reflective reports
Typically measured by: discussions, reports
- E. Apply insights into national and world cultures to ongoing challenges in the workplace
Developed by: consultation and discussion with faculty advisor, written reflective reports
Typically measured by: discussions, reports
- F. Use theoretical principles from major courses in understanding and analyzing conflicts and challenges in the workplace.
Developed by: consultation and discussion with faculty advisor, written reflective reports
Typically measured by: discussions, reports.
- G. Synthesize major course materials to apply to the workplace
Developed by: consultation and discussion with faculty advisor, written reflective reports
Typically measured by: discussions, reports
- H. Evaluate effectiveness of major course materials in completing the degree.
Developed by: consultation and discussion with faculty advisor, written reflective reports
Typically measured by: discussions, reports, portfolio

V. Standard Course Outline

As this is principally a work experience, each one will be individualized by the instructor with the student. This is only an indication of possible subjects to be worked on in the course of the semester. Subject matter and sequence of topics may vary depending on the instructor and the specific work experience site of the student.

Week one: review of goals of the work experience course and expectations for academic credit
Weeks two-four: continuing elaboration of elements of Liberal Arts major for reflection during the work experience

Weeks five-seven: consultation on mid-term report and evaluation and discussion afterwards

Weeks eight-eleven: expanded elaboration of elements of Liberal Arts major for reflection during the work experience

Weeks twelve-fifteen: final consultation on final reports; evaluation and discussion; assessment of degree experience overall

VI. Methods of Instruction

The principal method of instruction is interaction between the instructor and the student in reflection on the goals of the Liberal Arts Major and their application in the work experience.

The interaction can include discussions in face-to-face individual meetings, face-to-face meetings for a group (when several students are enrolled in a single semester), and/or regular electronic communication, including e-mail, text message, instant messaging, and real-time chatroom.

A major element of the assessment will be review of the portfolio of sample work which Liberal Arts majors will be instructed to collect when they begin the program. This portfolio will be compiled throughout progression through the Liberal Arts Major, commencing with the essay required for admission to the program. The contents of the portfolio should include examples of the student's work throughout the required courses. They should address the following:

- Development through the major: demonstration of and reflection on progress in achieving the goals of the degree program
- Mastery of the liberal arts content and skills, including the objectives and measurable outcomes in IV., above.

VII. Extent and Nature of Use of Technology

The use of technology will depend on individual instructors, but will likely include regular electronic communication, including e-mail, text messages, instant messaging, and real-time chatroom.

VIII. Textbooks

The following is a short list of textbooks that could be used in this course. Instructors may assign one of these and/or include other texts, depending on the specific interests and focus of the work experience. Several of these are classic texts on the integral relationships between education and work. Some are more recent books addressing these relationships.

Bellah, Robert N., *et al. Habits of the Heart: Individualism and Commitment in American Life*. University of California Press, 1985, 1996.

Bills, David B. *The Sociology of Education and Work*. Wiley-Blackwell, 2004.

Coles, Robert. *The Call of Service: A Witness to Idealism*. Houghton Mifflin Company, 1993.

Dewey, John. *Democracy and Education*. The Free Press, 1916, 1944.

Dewey, John. *Experience and Education*. Simon & Schuster, 1938.

Fenwick, Tara, ed. *New Directions for Adult and Continuing Education: Sociocultural Perspective on Learning through Work*. Jossey-Bass, 2002.

Gutmann, Amy. *Democratic Education*. Princeton University Press, 1987, 1999.

Rhoads, Robert A. *Community Service and Higher Learning: Explorations of the Caring Self*. SUNY Press, 1997.

Silka, Linda. *Inside and Out: Universities and Education for Sustainable Development (Work, Health and Environment Series)*. Baywood Publishing Company, Inc., 2006.

Sobel, David. *Place-based Education: Connecting Classrooms Communities*. The Orion Society, 2004.

Tett, Lyn. *Community Education, Lifelong Learning and Social Inclusion*. Dunedin Academic Press Ltd., 2006.

Tolstoy, Leo. *The Death of Ivan Ilyich*. Trans. By Lynn Solotaroff. Bantam Books, 1981.

IX. Methods of Assessment

These will vary depending on the instructor. Please note that this course will only be available credit/no-credit (consistently with internships and apprenticeships in several departments on campus). All instructors must devise some method of record keeping for the tracking the mandatory number of hours, such as a time sheet signed by the student. Methods of assessment may include:

- Regularly scheduled in-person meetings between student and instructor to discuss the work experiences
- Consultation by e-mail, text message, and telephone to discuss work experiences
- If several students are enrolled in the same semester, real time chat rooms and other electronic group discussions arranged by the instructor
- Written reports reflecting on the work experiences and the degree completion, to be submitted at intervals and at lengths mutually agreed upon by the instructor and the student.

X. Instructional Requirements

Every instructor must ensure that an appropriate system of documentation is used to record the hours needed for the number of academic units to be awarded. Every instructor must also develop a comprehensive agreement with the student for written work to meet the goals of reflection on and assessment of the goals of the Liberal Arts major as applied in the work experience setting. The agreement must in all cases include Portfolio Assessment of work completed in the major.

Instructors may determine their own policies with regard to plagiarism, withdrawal, absences, and adding the course, so long as the policies are consistent with the University policies as laid out in the CSULB Catalog. Syllabi must refer to the appropriate sections in the Catalog, lay out the precise policies for the course on attendance and plagiarism, and ask students to inform instructors promptly of the need for accommodation of disabilities. It is recommended that instructors include some explanation of how they assess participation.

X. Bibliography

Please see the examples of textbooks, above, under VIII.

XI. Additional Supplemental Materials

Sample Syllabus. As this is a new course, there is no sample syllabus.

Sample Assignments. As this is a new course, there are no sample assignments. Examples of possible assignments which meet the goals of the course are as follows:

Portfolio Assessment: Reflect on the work samples from courses taken in the Liberal Arts major, specifically in view of the objectives of the program. Consider what learning has occurred in completing the program and what future learning the student will pursue after graduation. Consider the adequacy of the courses and work completed and make recommendations for future improvements in the program.

Mid-term essay assignment: Identify examples of the importance of critical thinking in the workplace. This could include illustrations of disputes which turn on fallacious reasoning, distorted terminology, and inconsistent arguments. Discuss the differences that improved critical thinking might make in the outcomes of the disputes. (Please do not divulge any information about your workplace which might be considered confidential or proprietary. Fictionalized names and episodes that grow out of your actual experiences are suggested as a way of avoiding violations of confidentiality.)

Final essay assignment: Identify two or three examples of theoretical principles in your coursework for the major that you see exemplified in your workplace experience. Assess the theoretical principles in terms of their explanatory power for better understanding actual experiences in the workplace.

Work experience placement: The work experience could be the student's current paid employment, subject to approval by the instructor that it will provide sufficient experiences to address the Course Objectives, above. Alternatively, students may arrange a volunteer internship which provides sufficient experiences to address the Course Objectives, above. A wide range of internships is available from Orange County and Los Angeles County, with excellent orientation, supervision, and meaningful internship experiences.

- o Orange County: <http://www.ocgov.com/internship.asp>
- o [Los Angeles County Human Resources](http://lacounty.info/departments.htm): <http://lacounty.info/departments.htm> (see "Internship Opportunities")

Internships (both paid and volunteer) are also included in the database of the campus Career Development Center.

Sample Timesheet

DIRECTED STUDIES: PROFESSIONAL PORTFOLIO (CLA 499): [Semester]

LOG: WORK HOURS (50 hours required for each academic unit)

FACULTY SUPERVISOR: [faculty name]

MID-TERM NARRATIVE REPORT due: [date]

FINAL NARRATIVE REPORT due: [date]

Narrative reports may be submitted electronically;
time sheets must be submitted in hard copy with signature

GRADING: Credit/No-Credit

| Date | Starting Time | Ending time | Total Hours | Activities |
|------|---------------|-------------|-------------|------------|
| | | | | |
| | | | | |

TOTAL TIME LOGGED (this page): _____ hours

STUDENT SIGNATURE _____

DATE SIGNED _____

Appendix C

Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs:

Appendix D

Any other campus approval documents that may apply (e.g. curriculum committee approvals).

The Educational Policies and Curriculum Committee of the College of Liberal Arts approved this at its regular meeting September 23, 2008.

[Cecile Lindsay's Office will add this.]

Appendix E

- d. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).

As this program draws from existing courses in the CLA curriculum, no new resources are needed to support the program.