

1988-89
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, May 18, 1989
2:45 p.m. (following Election of 1989-90 Senate Officers)
Student Senate Chambers, University Union

CONSENT CALENDAR

AS 89-60/FisA, CC, Ex. PROGRAM CHANGE--JOURNALISM B.A.

The Academic Senate recommends approval of the proposal to add Jour 33 as a prerequisite to Jour 130 and to provide Jour 195 as an option to Jour 197 in the Journalism B.A. program.

AS 89-61/FisA, CC, Ex. PROGRAM CHANGE--HOME ECONOMICS B.A. and CHILD DEVELOPMENT B.A.

The Academic Senate recommends approval of the proposal to allow students in the Home Economics and Child Development B.A. programs to choose from among three courses (HmEc 150, 152, 155) rather than one of these courses (HmEc 152) being required.

CONSENT - INFORMATION

AS 89-59/CC, GPPC, Ex. "ACCREDITATION: A STATEMENT OF PRINCIPLES"

The Executive Committee, on behalf of the Academic Senate, endorses the Committee on Institutional Cooperation document titled "Accreditation: A Statement of Principles" (Attachment A) and recommends its adoption for the CSU. The Committee would like to note the following comments from the Senate Curriculum Committee on this matter:

"It was agreed that the principles should clarify the role of accreditation teams and actually increase respect for the accreditation process by the departments and faculty without external accrediting agencies, as well as being useful for our internal reviews."

"It was suggested that it would be useful to know how many accrediting agencies have agreed to these principles and to know what the experience has been for those institutions that have tried them."

REGULAR AGENDA

AS 89-11/FIC TERMINATION OF SEARCHES

AS 89-62/GE, Ex. GENERAL EDUCATION TRANSFER CURRICULUM

The CSUS Academic Senate responds to the proposed changes in the Transfer Core Curriculum (Attachment B) approved by the Intersegmental Committee of the Academic Senate on March 24, 1989, as follows:

*Refer to Ex Com
agreed*

1. The Academic Senate endorses, ~~in principle,~~ the inclusion in the Transfer Core Curriculum of a requirement that students demonstrate proficiency in a language other than English equivalent to two years of high school prior to transfer. ~~However, since inclusion of this requirement is likely to cause delay of transfer for a large number of students, the CSUS Academic Senate recommends against inclusion of the requirement in the Transfer Core Curriculum.~~

2. The CSUS Academic Senate recommends against the proposed changes within English communications subject area of the General Education Transfer Core Curriculum for the following reasons:

Carried

- The intention of the proposed English Communication languages changes is to provide a substitute for a second required composition course. The CSUS Senate believes that if a second composition course is the objective, the best way to provide it is to require such a course, to be taught in the English Department by faculty who are hired to teach composition. The present proposal to impose composition on the Oral Communication and Critical Thinking courses is a poor substitute for a second composition course.
- A major flaw with the proposal is that it provides no pedagogical rationale for establishing a sequencing of English Composition, Oral Communication, and Critical Thinking. The case for making Critical Thinking a prerequisite to English Composition seems at least equally as strong as the case for establishing the opposite sequence. The same is true with oral communication. The fact is that all three of these requirements represent basic skills that students should take as early as possible. making any one of them a prerequisite for the others is likely to impede a student's ability to get these fundamental courses, which we believe to be closely related to that student's later success in the University.
- Another problem with the proposed changes is that they seem to assume that the Oral Communication and Critical

Thinking courses can accommodate the added composition component. This is not true. The courses offered in these areas have little enough time to cover their primary content. To insist that they also teach composition in a meaningful way is tantamount to insisting that some core, primary content be eliminated. This would do more harm than good to the goal of basic skills. We have agreed in the past that all of these areas represent equally basic skills necessary for our students.

- A final argument against the proposed changes is that they place the responsibility of teaching composition on faculty members who were hired to teach other subjects. The best way to add to the present English Composition requirement is to add a second course to the University's requirements. Such a course would have composition as its core, not as an afterthought, and would be taught by the faculty best qualified to teach composition.

AS 89-63/AP, Ex. GRADES--DELETION OF "U"

Carried The Academic Senate recommends the following revision [strikeover = deletion; underscore = addition] of the Grade Deletion Policy, 1988-90 Catalog, page 66:

GRADE DELETION POLICY

"U" Grade Deletion

CSUS requires that students file an official drop form with the Registrar's Office in order to drop a course. Failure to withdraw properly from a course that student is not attending may result in assignment of a "U" grade in the course. Since some institutions automatically drop students for non-attendance, and since new students at CSUs may not be familiar with the CSUS drop policy, students who, in their first semester at CSUS, receive a "U" grade in a course may petition to have the grade deleted. To petition, the student must obtain a "U" grade deletion form from the Registrar's Office or the Academic Advising Center and meet with an adviser in the Academic Advising Center. The petition process must be completed within six months following the end of the semester in which the "U" grade was assigned. This policy applies only to students who fail to withdraw properly during their first semester. Thereafter, students are expected to have learned the CSUS drop policy. *

Other Grade Deletions

A petition for grade deletion may be submitted for consideration by the Academic Standards Committee for the following reasons. Petitions must be submitted within one academic year from the end of the semester in which the grade was received or the error made.

- A. To remove penalty grades assigned due to failure to complete a course for causes related to illness. Medical verification is required.
- B. To correct errors by academic departments. Department verification is required.
- C. To correct errors made in completing registration forms (e.g., use of wrong class code, wrong "bubbles" marksenses, etc.). The Registrar's office must confirm this error.
- ~~D. Non-attendance but failure to withdraw properly during a student's first semester. CSUS requires that students file an official drop from with the Registrar's Office in order to drop a course. Since some institutions automatically drop students for non-attendance, the Academic Standards Committee has agreed to consider deletion of grades for students who fail to properly withdraw from a course during their first semester only. Thereafter, students are expected to have learned the CSUS drop policy.~~

The Academic Senate further recommends the following procedures for implementation of the revised "U" grade deletion policy:

1. Students in their first semester of attendance at CSUS who receive a grade of "U" in any course shall be notified by the Registrar that a procedure exists for deleting U grades received in the first semester of enrollment at CSUS and shall be provided with the following statement of policy and procedure:

First Semester "U" Grade Deletion
Policy and Procedures*

Students who, in their first semester at CSUS, received a "U" grade in a course may petition to have the grade deleted. Such petitions shall be approved subject to the following conditions:

- a. The student completes a "U" grade deletion form (forms may be obtained in the Academic Advising Center or the Registrar's Office).
- b. The student meets with an adviser in the Academic Advising Center to become informed about the rules that pertain to dropping a course and to discuss other matters that pertain to the student's enrollment in the University.

- c. The student's petition is signed by the adviser as verification that the meeting described in "b" has occurred. Note: The adviser will forward the signed petition to the Records Office.
- d. The above process is completed within six months following the end of the semester in which the "U" grade was assigned.

*Note: This policy applies only to students who fail to withdraw properly during their first semester. Thereafter, students are expected to have learned the CSUS drop policy.

2. The Academic Advising Center shall forward the signed petition to the Records Office with a copy to the instructor of record or the department chair in the absence of the instructor of record.
3. The Records Office shall replace the "U" grade with an "AS" notation, the symbol used to indicate deletion of grade by action of the Academic Standards Committee.

*Carried
5/25/89*
AS 89-64/GPPC, Ex. M.A. IN LIBERAL ARTS
[Refer to Attachments C-1 and C-2]

The Academic Senate recommends approval of the proposed M.A. in Liberal Arts for implementation in Spring 1990, subject to funding conditions specified by the School of Arts and Sciences, or at a later date when such funding conditions are met or the School identifies other means of supporting the program.

Approval of the program constitutes an exception to the University policy requiring nine units of common coursework and such exception is recommended by the Academic Senate because of the interdisciplinary nature of the program.

The Academic Senate further recommends that an overall progress report be made to the Graduate Policies and Programs Committee early in the fourth semester after the program is implemented.

The Academic Senate forwards the report of the Fiscal Affairs Committee as information, calling particular attention to Fiscal Affairs' concerns regarding the adequacy of the proposed budget.

*Carried
5/25/89*
AS 89-65/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 5.06
(Early Tenure) [Refer to Attachment D for University ARTP Committee rationale.]

5.06 Early Tenure

- A. Notwithstanding any provision to the contrary, early tenure is recognition of qualifications and performance substantially beyond that required for the granting of tenure after the normal six (6) year probationary period.

(See Section 7.01.C, Normal Probationary Period, of this document.) Early tenure is granted for attaining a professional standard that includes activities which bring widespread recognition to the individual and the university from the academic community and/or the general public. Early tenure is not a right.

- B. Recommendations for early tenure are made through the normal ARTP channels. To be considered for early tenure, a faculty unit employee must ~~demonstrate recognized outstanding performance in teaching, which shall be given primary weight, and possess appropriate academic preparation.~~ In addition, ~~recognized outstanding performance must be demonstrated in at least two (2) of the remaining three (3) university criteria for retention, tenure, and promotion: scholarly or creative achievement, contribution to the institution, and contribution to the community.~~ apply in writing to his or her primary committee. Having received a written application for early tenure, the primary committee shall review the applicant's file in light of the requirements for early tenure as stated in subsection ~~C~~ below, as well as those for retention from year to year, as stated in subsection A above.
- C. The Working Personnel Action File of a faculty unit employee under consideration for early tenure shall contain evidence of recognized outstanding performance in teaching, which shall be given primary weight, and of appropriate academic preparation. It shall also contain evidence of recognized outstanding performance in at least two (2) of the remaining three (3) university criteria for retention, tenure, and promotion: scholarly or creative achievement, contribution to the institution, and contribution to the community.
- CD. In circumstances described in accordance with the provisions of this Sections 5.06.A and 5.06.B above, the President may award tenure to a faculty unit employee before the normal six (6) year probationary period has elapsed upon written request and with a positive recommendation from his/her department and the Dean.

AS 89-66/FA, Ex. DEPARTMENT CHAIRS POLICY

The Academic Senate recommends revision [strikeover = deletion; underscore = addition] of the "Role and Responsibilities of the Department/Division Chair," as follows:

ROLE AND RESPONSIBILITIES OF THE DEPARTMENT/DIVISION CHAIR

ROLE

An academic department chair is a teaching faculty member of that department, ~~appointed to execute the department's administrative~~

*Carried
5/25/89*

responsibilities, and as such has all the rights and responsibilities of a faculty member. In addition, ~~the~~ primary function of the chair is to carry out the business of his/her academic department. He/she is responsible for communicating the department's needs to the school, ~~division~~ or central University administration. He/she is also responsible for communicating the policies and procedures of higher levels of administration to the department faculty and staff.

RESPONSIBILITIES

The academic department chair is ~~to be held legally responsible for dispatching~~ discharging the following duties. ~~How they are actually dispatched is up to the individual department's bylaws and procedures in accordance with the stated~~ established policies and procedures of the department, school, University and the statewide CSU ~~s~~System.

1. Supervise the recruiting of faculty and staff in accordance with the department's programmatic needs and in keeping with the legal mandate of Affirmative Action.
2. Supervise the evaluation of faculty and staff as required by the department's personnel procedures.
3. Foster an environment in which faculty can keep abreast of ~~their disciplines and maintain and improve the quality of the department's curriculum.~~ development is encouraged and supported within the goals and objectives of the department.
4. Encourage currency and improvement in the quality of the department's curriculum.
45. Coordinate the department's student advising efforts.
56. Coordinate the workload assignment of faculty and staff within the department.
67. Prepare and present the department's budget requests, ~~explain them to school or division and university authorities and coordinate the expenditure of resources allocated to the department, as appropriate.~~ The chair is responsible for the administration of the department's resources.
78. Ensure that the instructional schedules of the department are submitted as required and modified as needed.
89. Coordinate the work of departmental committees and serve on school, division or university committees.

- 910. Ensure that a department process for dealing with student grievances is implemented in accordance with general university and systemwide procedures.
- 1011. Facilitate the instructional support operations of the department to ensure effective use of clerical service, proper space allocations, adequate supplies, etc.
- 12. Perform other duties as specified by the dean and/or the University in accordance with University policy.

The department chair is encouraged to consult with the department faculty in making administrative decisions regarding such matters as workload, scheduling, curriculum, and budget. After careful consideration of faculty concerns and thoughts on these administrative matters, consultation with the dean as needed, the department chair has the authority to make timely decisions to accomplish the administration of the department. This does not preclude the right of the faculty to appeal and request review of administrative decisions affecting them.

The department chair is encouraged to consult periodically with department faculty, other department chairs with whom he/she interacts, and the school dean regarding pertinent aspects of departmental administration.

PERIODIC SELECTION

stat
Only full-time probationary or tenured faculty shall be eligible to serve as department chairs. Department chairs shall be nominated by secret ballot by a majority vote in an election in which ~~at least all~~ only the tenured and probationary faculty members of the department, including those on the Faculty Early Retirement Program (FERP) and those on leave, are eligible to vote.

and at the option of the dept. fac. FT temp. fac.
 Each department shall have its nomination procedures on file with the appropriate dean ~~or division chair~~ for a period of ~~not less than six months~~ at least one month preceding the nomination. Adoption of procedures shall be by secret ballot and voting eligibility shall be the same as described in the preceding section.

The incumbent chair or acting chair shall report the result of the nominating procedure to the President via the ~~appropriate school dean or division chair~~ and the Academic Vice President for Academic Affairs.

After appropriate consultation with the ~~school dean or division chair~~ and the Academic Vice President for Academic Affairs, if the President concurs in the department's nominee, the President shall appoint the nominee as department chair. The chair shall

*(1) Martin
 (2) Maxwell
 (1) Brackmann
 (2) Rice
 4-11-89*

serve for a period not to exceed three years. Near the end of that period a new election shall be held. The chair may succeed himself or herself.

If, for compelling reasons, submitted in writing, the President does not concur in the nomination by the department, the President shall confer with the department faculty, the nominee, the Academic Vice President for Academic Affairs, and the school dean or division chair and attempt to resolve the problem.

~~If the department's nominee is rejected,~~ If the President does not concur with the department's choice of nominee, the department shall proceed with its nominating procedures for a second time and shall again submit a nominee to the President. The President will then carry out the steps specified in the preceding two paragraphs.

REPLACEMENT VACANCY

1. Resignation

A department chair has a the right to return to a full-time teaching assignment by resigning his/her position as chair. Except in rare circumstances, resignations will conform to the academic year.

2. Removal

- a. For serious and compelling reasons, and in accordance with department policies and procedures, a department may request that the incumbent chair be recalled through the following procedure:
 - 1) A written request containing the compelling reasons for recall of the incumbent chair, signed by at least 1/3 (rounded upwards to the nearest whole number) of those eligible to vote in chair-nominating elections, shall be submitted to the school dean. The incumbent chair will receive notification of the request together with a statement of reasons.
 - 2) The school dean will meet with the signatories and the Department chair to make every effort to reach an informal resolution of the recall request.
 - 3) If an informal resolution of the recall request fails, the dean shall conduct a meeting of those department faculty eligible to vote in chair-nominating elections. A quorum of 2/3 of those eligible to vote must be present at the meeting whose purpose is ascertaining the will of the department regarding the recall request. The incumbent chair will have the opportunity to respond to the recall request at this meeting, either orally, in person, or

by writing, to be read by the dean. A vote of "confidence/no confidence" will be taken by written ballot at that meeting. A majority of all those eligible to vote in chair-nominating elections is required for a department recommendation of "no confidence."

- 4) In the event of a "no confidence" recommendation, the dean shall forward to the President via the Vice President for Academic Affairs:
 - the department's vote and reasons for recall, expressed as a recommendation, and
 - the dean's independent recommendation, including reasons, and
 - the incumbent chair's response to the recall request, if any.

The incumbent chair will be notified of the department's and dean's recommendations.

- 5) The final decision will be made by the President. The decision, including reasons, will be transmitted to the department.
 - 6) Under normal circumstances, a vote of "confidence/no confidence" can be held only once during an academic year.
- b. Upon receipt of compelling reasons, received in writing from sources other than department faculty, the President, having consulted with the department, may consider whether the effectiveness of the department is impaired by the continued incumbency of the chair. In these circumstances, the President shall confer with the incumbent chair, the department faculty, the dean and the Academic Vice President to discuss the advisability of and the reasons for removal.

The final decision will be made by the President. The decision, including reasons, will be transmitted to the department.

3. ~~Vacancy~~

~~In cases of resignation or removal of a department chair, the dean or division chair, with the concurrence of the department shall recommend to the President, via the Academic Vice President, an individual to serve as acting chair until a new chair is named.~~

~~In such cases, the department shall, without delay, institute its regular nomination process.~~

3. Absence

- a. When circumstances dictate that a serving chair be temporarily absent from the performance of his/her duties and responsibilities as chair for a period of time greater than six weeks and not more than one calendar year, it shall be necessary for the department to initiate the process required for the selection of a temporary chair.
- b. When circumstances necessitate that a serving chair be absent from the performance of his/her duties and responsibilities as chair for a period of time greater than one year, the absence shall no longer be considered temporary, and a resignation by the incumbent of his/her position as chair shall then be in order.

REPLACEMENT

1. In cases of resignation or removal of a department chair, a new chair may either be chosen to serve for the balance of the unexpired term for the immediate past chair, or for a new term of three years. It shall be the decision of the department faculty as to which of these two options with regard to term is selected, with the election of the chair in either case to be accomplished in the same manner as is prescribed for the periodic selection of a department chair, as specified above.
2. Should circumstances warrant in cases of resignation or removal of a department chair, the faculty of the department may elect to select an acting chair to perform the duties and responsibilities of the chair for such time as is required to choose a replacement chair in accordance with the procedure outlined in paragraph a. above.

In situations where the appointment of an acting chair is deemed desirable, the selection of an acting chair shall in no way unduly delay the selection of a replacement chair.

3. In the case of a temporary absence of a serving chair from the performance of his/her duties and responsibilities as chair for a period of time of not less than six weeks and not more than one calendar year, an acting chair shall be selected to perform the duties and responsibilities of the department chairmanship for the period of the temporary absence in accordance with the same procedures as are prescribed for the periodic selection of a department chair as specified above.

Carried
5/25/89

AS 89-67/GPPC, Ex. M.A. HISTORY/HUMANITIES

The Academic Senate recommends approval of the History M.A. with concentration in Humanities (Attachment E-1) and concurs with the concerns raised by the Fiscal Affairs Committee and the Graduate Policies and Programs Committee (Attachments E-2 and E-3) regarding the compounding effect of the simultaneous introduction of two new options/concentrations in History.

*Inquiry
made
Carried*

In relation to these concerns the Academic Senate requests that the History Department report back to the GPPC by *after 4 semesters* ~~November 15, 1990,~~ on the status of these two programs (Public History Option and History M.A. with concentration in Humanities) with respect to student enrollment, graduate faculty workload and program needs.

*Carried
substitute
5/25/89*

AS 89-68/FA, Ex. MERITORIOUS PERFORMANCE AND PROFESSIONAL PROMISE PROGRAM

- WHEREAS, a survey of satisfaction with the current Meritorious Performance and Professional Promise Program (MPPP) indicated that 68.6%* of the CSU, Sacramento faculty find it unacceptable; and
- WHEREAS, faculty responding to the survey considered the MPPP Program as having little relation to either "merit" or "promise," and
- WHEREAS, faculty have identified many unmet needs in the CSU that impact negatively upon the quality of education for students, and
- WHEREAS, selection from among faculty proposals to meet these needs would better enable faculty to improve educational opportunities for students; now, therefore be it
- RESOLVED: that the CSUS Academic Senate recommends that the Statewide Academic Senate, the California Faculty Association, and the Chancellor's Office vigorously pursue alternative means to enhancing the quality of education in the CSU, such as:
1. increasing travel funds to enable faculty to attend conferences and maintain currency in their fields;
 2. increasing departmental funds for student assistants;
 3. increasing departmental funds for equipment and supplies;
 4. increasing assigned time opportunities for special projects designed to improve instruction;

5. increasing assigned time opportunities for research;
6. increasing opportunities for sabbatical leaves;
7. increasing availability of funds to improve library collections in selected areas; and
8. increasing faculty salaries in order to attract and retain a quality faculty.

;and, be it further

RESOLVED: that pending change at the system level, the CSUS Academic Senate requests that the President explore with the Chancellor's Office the possibility of alternate use of MPPP funds on this campus to meet the above objectives; and, therefore be it further

RESOLVED: that the CSUS Academic Senate urges that all CSU campus Senates conduct a similar survey of satisfaction with the current MPPP program on their campuses and inform the Statewide Academic Senate, the California Faculty Association, and the Chancellor's Office of their findings.

*243 out of 341 respondents.

California State University Sacramento
6000 J Street
Sacramento, California 95818

APR 13 1989

Academic Senate Excluded
413.

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590-5708

RECEIVED
APR 12 1989
CALIFORNIA STATE UNIVERSITY,
SACRAMENTO
PRESIDENT'S OFFICE

April 7, 1989

AAPP 89-15

The CIC document was developed in the early 1980s under the leadership of Bryant E. Kearl, Vice Chancellor for Academic Affairs at the University of Wisconsin-Madison. At the time it was felt that each accreditation agency was operating independently at each university, and questions of abuses were raised. The CIC felt that more institutional control of the accreditation process was needed. By stating what were felt to be reasonable expectations, the CIC universities desired to make accreditation reports more credible and helpful. "Accreditation: A Statement of Principles" was adopted formally by the CIC on March 14, 1984. In March 1987, the principles were adopted by the Board of Regents of the 26 institution University of Wisconsin system. In addition, the National Association of State Universities and Land-Grant Colleges adopted the principles at the 1986 annual meeting and the Cleveland Commission on Higher Education has incorporated the principles into its statement on accreditation.

Adoption of these principles would require a full campus consultative process, prior to an adoption recommendation to the Board of Trustees. If principles are adopted for the CSU, they would be sent to the appropriate accreditation agencies indicating that the principles were now system policy. Each accreditation agency would then be invited to provide written responses to the principles. Accrediting bodies would be provided with a clear understanding of important parameters under which accreditation reviews would be conducted in the CSU. We would expect responses of willingness to abide by these principles. A modified policy would be submitted to the Board of Trustees advocating program accreditation only if the accrediting association had agreed to subscribe to these principles.

I would like to request that you consult with the appropriate constituencies on your campus and advise us, by May 15, 1989, on whether your campus does or does not support the principles. If your campus supports the principles, I would also like to request your campus' position on the proposed change in Trustee policy. Thank you.

Attachment

Code: AAPP 89-15

RESPONSE REQUESTED BY:
MAY 15, 1989

Date: April 7, 1989

To: Vice Presidents, Academic Affairs

From: Ronald S. Lemos *RL*
Assistant Vice Chancellor
Academic Affairs, Plans & Programs

Subject: Request for Review on Adopting Systemwide Expectations in Accreditation Processes

Since 1968, The California State University has had in place a policy advocating and providing budgeting for the accreditation of all academic programs for which officially recognized professional accreditation was available. Such funding supports the explicit costs of accreditation by agencies recognized by the Council on Postsecondary Accreditation.

While Board of Trustee policy strongly supports the goals and merits of professional program accreditation, we have been concerned from time to time with certain of the processes and policies of particular accrediting associations recognized by COPA. These have been discussed periodically in meetings of the Vice Presidents, Academic Affairs and the Executive Council. Most recently, at the September, 1988 meeting of the Academic Vice Presidents, there was discussion on the importance of the accreditation process and the need for the CSU system to be well served in its relationships with the various accreditation agencies. More specifically, discussion focused on the potential for articulating systemwide principles on what the CSU should expect from accreditation agencies. I would like to request that you review the attached document, "Accreditation: A Statement of Principles" developed by the Committee on Institutional Cooperation (CIC) and advise this office on whether these principles should be adopted for the CSU.

Distribution: Presidents (with Attachment)
Academic Deans (with Attachment)
Chairs, Academic Senates (with Attachment)
Chancellor's Office Staff (with Attachment)
Associate Vice Presidents, Academic Affairs (with Attachment)

Attachment A
Academic Senate Agenda
May 18, 1989

**Accreditation:
A Statement
of Principles**



**The Committee on
Institutional Cooperation**
March 14, 1984

The Committee on Institutional Cooperation is made up of the chief academic officers of eleven midwestern teaching and research universities: The University of Chicago, the University of Illinois, Indiana University, the University of Iowa, the University of Michigan, Michigan State University, the University of Minnesota, Northwestern University, the Ohio State University, Purdue University, and the University of Wisconsin.

This statement represents the views of the Committee members as approved at their meeting of March 14, 1984. In combination with the more detailed requirements that have been developed over the years by the Council of Postsecondary Accreditation, it is intended to describe the standards that must be met if accreditation is to serve the universities, their students, and the public.

The Committee on Institutional
Cooperation
890 Grove Street
Evanston, IL 60201
312-866-6630



**The Committee on
Institutional Cooperation**

The University of Chicago
The University of Illinois
Indiana University
The University of Iowa
Michigan State University
The University of Minnesota
Northwestern University
The Ohio State University
Purdue University
The University of Wisconsin

Accreditation: A Statement of Principles

External reviews of academic programs are a useful and valuable means of promoting quality in higher education. They can generate suggestions for program improvement that are both specific and practical. Often, too, the stimulation they give to institutional self-examination will produce improvements beyond those recommended by the accrediting body. Finally, the process of accreditation is itself a promoter of useful discussion about quality, standards, and performance in higher education.

For all of these reasons, even the strongest universities have an obligation to do their part to make accreditation work. To do so effectively, however, they must be able to argue that the accreditation process is fundamentally sound. They face a painful dilemma when they conclude that a particular accrediting agency has exceeded its competence or is using standards that relate less to quality of education than to disciplinary or professional self-interest. They can, of course, consider the option of withdrawing. Even when that is feasible, it can only be viewed as a last resort. The best universities cannot withdraw from any accreditation process without damaging their credibility and the respect accorded to them by other institutions.

This suggests that every university has some obligation to be frank about its own expectations from accrediting bodies. What standards should the accrediting body itself meet in dealing with the universities it is designed to serve? In connection with any proposed accreditation the CIC universities believe it is appropriate to ask the accrediting agency to indicate its acceptance of or state its reservations in regard to the following principles:

1. Evaluation must place its emphasis on the outcome of the educational process.

Criticisms by accrediting teams directed at procedural or organizational details must be based on reasonable evidence that those details affect the performance of graduates or the quality of education provided to them. Where quantitative standards are cited or advice is offered on the organization of the instructional unit, structure of the curriculum, sequencing of courses, teaching loads, methods of instruction, graduation requirements, and designation of the degree or other credentials conferred, the university has a right to expect evidence of a reasonably direct relationship between what is being recommended and the ability of the program to achieve its goals.

2. The standards applied in the accreditation process must not discourage experimentation, innovation or modernization, either in teaching methods or in the curriculum itself.

An accrediting body can legitimately point out deficiencies it believes will result from a particular innovation. It can ask for assurance that the institution will provide the resources that the innovation will require, and it can insist on some plan of evaluation. What it must not do is impose standards that place obstacles in the way of originality, creativity, or innovation on the part of the faculty or the institution.

9. The greatest help an accrediting agency can offer to a program is to demand that its educational goals be clearly stated and that the program be reasonably calculated to achieve those goals.

An accrediting body can offer useful advice - but only advice - as to whether, in its opinion, the resources are adequate to meet program goals. The primary question must be whether these goals are being achieved, however, rather than whether square footage or salary levels or teacher-student ratios or telephone accessibility meet some arbitrary measure. The essential purpose of accreditation is to assure the prospective student and the public that necessary standards of quality are being satisfied. However meritorious it may be to advance the salaries, perquisites, or working conditions of the faculty or administration of the unit being evaluated, the accrediting process is not the proper vehicle to use for this purpose. An educational program is validated first and foremost by how well it accomplishes the goals set for it. This, in turn, rests ultimately on how well its students and graduates are able to perform - no matter how difficult that is to appraise or predict.

7. The institution being accredited should be consulted as to the composition of the accrediting team, and has a right to expect that a majority of team members will be drawn from peer institutions and comparable programs.

A useful evaluation requires substantial input from persons who are directly familiar with the nature of the institution and program being accredited. Without experience at comparable universities or in similar programs, not even the most careful observer can acquire such familiarity in the course of a brief team visit or by reading documents, however carefully prepared.

8. In the case of professional schools, although there must be significant input from the profession itself, the ultimate authority over educational policies must remain firmly in the hands of the academic community.

If a realistic program of training for a profession is to be offered, the contributions of practitioners must be solicited and welcomed. We do our students no favor if we fail to equip them to practice according to standards enunciated by the profession and by society in general. At the same time, universities cannot escape the ultimate responsibility for what they teach, how it is taught, by whom, and to whom. They cannot meet this obligation if final authority over standards and sanctions for academic programs rests largely in non-academic hands. Forging an effective partnership between the professions and the professional schools in this regard will continue to offer a major challenge and opportunity for both groups.

5. Accreditation should not encourage the isolation or self-containment of an academic program.

In larger universities with substantial program depth, even the most specialized professional school can benefit by drawing upon the library holdings, courses being taught, research in progress, and faculty interests in other schools and colleges. A university can expect an accrediting team to file a report that shows awareness of these supporting resources and actively encourages their shared use.

6. The burden of accreditation must be kept as light as possible, both for the institution being accredited and for the accreditation team.

Size of team and duration of the accreditation visit should be limited to the minimum necessary for a productive review. Data requirements and other advance preparation should also be kept to a minimum, recognizing, however, that encouragement for self-study may be one of the best products of an accreditation review. Finally, there must be a reasonable, fair, and expeditious procedure for questioning conclusions of the accrediting body without elaborate interim or supplementary reviews or reports.

3. Recommendations should be diagnostic, not prescriptive.

For example, an accrediting agency could properly question whether there is enough effort to evaluate teaching performance, or whether student input on such evaluation is adequate, but it should not try to prescribe a particular form of or approach to evaluation.

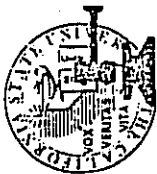
4. The accreditation report must explicitly recognize institutional diversity.

Every university has its own unique resources, methodologies, special mission, and educational philosophy. In particular, the interplay among graduate education, undergraduate education, research and public service will differ greatly among programs and from one university to another. Each university can expect that accrediting teams will familiarize themselves with its special circumstances and resources and will take them into account in relation to the programs being reviewed.

THE COMMITTEE ON INSTITUTIONAL COOPERATION

Robert McC. Adams, Provost, UNIVERSITY OF CHICAGO • Edwin L. Goldwasser, Vice Chancellor for Academic Affairs, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN • Kenneth R. Gros Louis, Vice President, INDIANA UNIVERSITY • Billy E. D. Remington, Vice President for Academic Affairs, UNIVERSITY OF MICHIGAN • Frye, Vice President for Academic Affairs and Provost, UNIVERSITY OF MICHIGAN • Clarence L. Winder, Provost, MICHIGAN STATE UNIVERSITY • Kenneth H. Keller, Vice President for Academic Affairs, UNIVERSITY OF MINNESOTA • Raymond W. Mack, Provost, NORTHWESTERN UNIVERSITY • Diether H. Haenicke, Vice President for Academic Affairs and Provost, OHIO STATE UNIVERSITY • Felix Haas, Executive Vice President and Provost, PURDUE UNIVERSITY • Bernard C. Cohen, Vice Chancellor for Academic Affairs, UNIVERSITY OF WISCONSIN-MADISON.

The Committee wishes to express its special appreciation to Bryant E. Keart, Vice Chancellor for Academic Affairs at the University of Wisconsin-Madison, 1978-1983, for his leadership in the preparation of this statement.



INTERSEGMENTAL COMMITTEE OF THE ACADEMIC SENATES
of the
California Community Colleges, The California State University and the
University of California

Academic Senate CSU • 400 Golden Shore, Suite 134, Long Beach, California 90801-1275

GENERAL EDUCATION TRANSFER CURRICULUM

Since the development of the 1960 Master Plan, ease of transfer has been the cornerstone of California's three-tiered system of higher education. Transfer issues were therefore central to the concerns of Commissioners and Legislators who recently examined and "renewed" the Master Plan for Higher Education in California.

The Academic Senates of the University of California, the California State University, and California Community Colleges responded early and quickly to the concerns about transfer raised by the Legislature and the Commission to Review the Master Plan. Among those concerns was a recommendation for the creation of a general education transfer curriculum. As faculty we share fundamental convictions about the purposes of General Education. General Education should develop students' abilities to think; general education courses should not merely transmit information, but should require analysis, criticism, and synthesis. One of the most effective tools for achieving these goals is the written essay, evaluated with attention to the quality of its writing as well as the accuracy of its content, and, as appropriate, general education courses should require significant amounts of writing. In addition, speaking, listening, and reading are important skills that general education courses should foster. Participation in the intellectual and cultural life of our society requires ability in verbal communication of all kinds.

Courses in the transfer curriculum should be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization, and society that have been made by women and members of minority groups.

Similarly, one of the most useful things that students should get from their general education is an understanding of the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

General education should be intellectually challenging; indeed, it must be to do a responsible job of preparing students for entry into the upper division of our demanding four-year institutions and for full participation in the life of the state. It is equally clear that participation in such a curriculum itself requires adequate preparation. General education builds upon adequate high school preparation, and poor preparation may require students to take remedial courses prior to entry into the transfer curriculum.

Both the State University and the University have a specific American Institutions requirement that is separate from their general education requirements. Completion of the General Education Transfer Curriculum will not satisfy those requirements. Similarly, general education requirements are separate from lower division requirements for the major. Students pursuing majors that require extensive lower

division preparation may not find the General Education Transfer Curriculum option to be advantageous.

All courses offered towards satisfaction of the requirements of the General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable. The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester and quarter units so represented. Coursework in all areas must add up to a minimum of 37 semester or 56 quarter units.

Subject Area: English Communication
(3 courses; 9 semester, 12-15 quarter units)

The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower division courses in English reading and written composition (1 course), oral communication (1 course), and critical thinking (1 course). Successful completion of the course in reading and written composition shall be a prerequisite to the courses in critical thinking and oral communication. Each course shall include a substantial amount of written work appropriate to the course content and the discipline in which the course is taught. Written work shall be evaluated for both composition and discipline content. Courses in this area shall include close analysis of a variety of representative texts.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as a process of human symbolic interaction focusing on the communicative process from the rhetorical perspective; reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge, to use elementary inductive and deductive processes, and to recognize common logical errors or fallacies of language and thought.

Subject Area: Mathematical Concepts and Quantitative Reasoning
(1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester, three-unit course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite

of Intermediate Algebra.* Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Because knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges.

Subject Area: Arts and Humanities
(at least 3 courses, 9 semester, 12-15 quarter units)

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop a historical understanding of major civilizations and cultures, both Western and non-Western, and an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

At least one course shall be completed in the Arts and one in the Humanities. Within the arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Social and Behavioral Sciences
(at least 3 courses; 9 semester, 12-15 quarter units)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall

* See the description of "Algebra 2," *Statement on Competencies in Mathematics Expected of Entering Freshmen - 1988*, revised February, 1988.

ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the CSU United State History, Constitution and American Ideals requirement or the UC American History and Institutions requirement may not be counted in this area.

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. Each of us is born into, lives, and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Physical and Biological Sciences
(at least 2 courses; 7-9 semester, 9-12 quarter units)

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is influenced by science and its applications, and many of the most difficult choices facing individuals and institutions concern the relationship of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

Other

Language Other Than English

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the CSU or UC entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.

NOTE: Proposals added by the Intersegmental Committee of the Academic Senates are underlined.
APPROVED BY THE INTERSEGMENTAL COMMITTEE OF THE ACADEMIC SENATES 3/24/89.

GENERAL EDUCATION TRANSFER CURRICULUM

Summary Outline

English Communication:	English Composition, 1 course, 3 sem./4-5 qtr. units; this course is a prerequisite to Oral Communication and Critical Thinking Oral Communication, 1 course, 3 sem./4-5 qtr. units; strong emphasis on writing; prerequisite: English Composition Critical Thinking, 1 course, 3 sem./4-5 qtr. units; strong emphasis on writing; prerequisite: English Composition
Mathematics:	Mathematics/Quantitative Reasoning, 1 course, 3 sem./4-5 qtr. units
Arts and Humanities:	At least one course in arts and at least one course in humanities, 3 courses, 9 sem./12-15 qtr. units
Social and Behavioral Sciences:	Social and Behavioral Sciences, 3 courses in at least two disciplines, 9 sem./12-15 qtr. units
Physical and Biological Sciences:	One course in each area, at least one must include a laboratory, 2 courses, 7-9 sem./9-11 qtr. units

Total Courses Required: 12 courses, 37-39 sem./49-61 qtr. units

OTHER:

Language Other Than English:	Proficiency equivalent to two years' high school study
American History and Institutions:	Requirements fulfilled by courses not included in the student's general education transfer curriculum; no double-counting

ABSTRACT OF THE GRADUATE LIBERAL ARTS PROPOSAL

PROPOSED CATALOG DESCRIPTION OF THE MAJOR

California State University, Sacramento, proposes the implementation of a Master of Liberal Arts Degree (MLA), an interdisciplinary program of studies leading not to further specialization in a discipline but to individualized exploration of knowledge, ideas and issues that cross discipline boundaries. It avoids the potential dangers of an eccentric and unbalanced program in completely student-chosen coursework by requiring core courses and a supervised choice of a thematic plan. At the same time it builds in flexibility in the offering of topical seminars in future years and an expected rotation of the faculty who will be invited to teach in the program by the coordinator and program committee. It seeks to renew the traditional values of the liberal arts by showing their continuing relevance to events, problems and concerns of the world today.

Most graduate programs offer further specialization in a particular discipline rather than a broadening of the student's knowledge. In preliminary and informal surveys of such groups as CSUS Affiliates, alumni, undergraduate and graduate students, and in discussions with administrative officers and faculty engaged in such programs at other institutions, members of the Graduate Liberal Arts Program Committee have concluded that such a program would have wide appeal in the Sacramento area. The national association (Association of Graduate Liberal Studies Programs) lists nearly 100 institutions offering GLA degrees, and reports over 7,000 students currently enrolled. These programs, beginning in 1952 with a single major at Wesleyan University, have undergone impressive growth throughout the nation.

Even though college or university graduates may pursue advanced degrees in their specializations, many of them discover as they move up within their career fields that they are limited in their understanding of people and ideas, no matter how technically experienced they may be. Often their undergraduate programs have provided them a minimal grounding in the liberal arts, and because they lack prerequisites, they are ineligible for most graduate majors in the liberal arts. This program would offer the alternative now lacking: a rigorous interdisciplinary curriculum, but one flexible enough in its concentration phase to be designed to fit individual backgrounds and interests.

The required three core courses are a group of interdisciplinary courses, specially designed to develop critical thinking abilities that can perceive similarities and differences among disciplines that are usually separated by departmental barriers and fears of encroachment. These courses will invite encroaching, will open new vistas to the imagination of both faculty and students, and will deliberately seek to move academic thought into the mainstream of our lives.

TITLE: MASTER OF ARTS IN LIBERAL ARTS

PROGRAM DESCRIPTION:

CSUS offers an interdisciplinary program of graduate study leading to the Master of Arts Degree in Liberal Arts. The graduate program is designed to give students an opportunity to study broad areas of human experience at an advanced level without requiring them to specialize in a particular discipline. The major does not aim to prepare students for a career or a profession, though many graduates may find it enhances their understanding and effectiveness in their chosen fields of work. It requires a commitment to serious reading, thinking, and writing, and the willingness to journey at times in uncharted academic regions where disciplines cross, whether to meet amicably or join battle. Faculty from various disciplines who teach the core courses are carefully chosen for their outstanding teaching and scholarship, and their interest in interdisciplinary approaches to learning.

This is a new program at CSUS, though there are nearly a hundred similar graduate majors throughout the country and over 18,000 graduates. With this program, CSUS joins a nationwide effort to redress the imbalance that exists between the decreasing study of the liberal arts, particularly in undergraduate general education requirements, and increasing pursuit of specialized vocational training. It provides a second chance for graduates who feel that their bachelor's degree may have left them with an incomplete education in the liberal arts.

FACULTY

Faculty drawn from the Departments of the School of Arts and Sciences, and other Schools of the University. Program Director: (A listing to be added.)

ADMISSION REQUIREMENTS

Admission as a classified graduate student in Liberal Arts requires:

--an undergraduate degree from an accredited four-year college or university (or equivalent preparation if the student has done undergraduate work outside the U.S.) with a minimum 2.5 grade point average and

--three letters of reference prepared on forms supplied to the applicant by the Graduate Center and

DEGREE REQUIREMENTS

1. Graduation with the Master of Arts degree in Liberal Arts requires at least one year of study and at least 30 units of academic credit. Most students will find that part time study will increase the minimum time for completion to two years or more. University policy requires that all requirements for the degree must be completed within seven years immediately prior to graduation.

2. PREREQUISITES

A condition of admission is that the student must demonstrate competence in the English language by passing the CSU Writing Proficiency Examination

3. CURRICULUM

A. Phase One, the Core Phase, consists of a minimum of 9 units of course work in three of the following core seminars. Students may begin work in either fall or spring.

GLA 201. Interdisciplinary Studies in Humanities and Social Science. 3 units.

GLA 202. Interdisciplinary Studies in the Social and Natural Sciences. 3 units.

GLA 203. Interdisciplinary Studies in Natural Science and the Humanities. 3 units.

GLA 204. Interdisciplinary Studies in Fine Arts and Humanities, Social Science, or Natural Science.

In addition, students may elect GLA 210, Reading and Writing in Interdisciplinary Studies, as part of this phase on the advice of the Program Coordinator.

B. Phase Two, the Elective Phase, consists of a minimum of 15 units of course work in elective courses, chosen with the assistance of a faculty adviser, and approved by the Coordinator and the Program Committee. These courses shall compose a coherent group, even though they may be selected from the offerings of several departments and schools. SAMPLE PROGRAMS are available in the Coordinator's Office. At least three of the selected courses in this phase shall be at the 200 level or above. A student may use one additional core course (excepting GLA 210) in this phase, with adviser's approval.

C. Phase Three, the Summative Phase, consists of at least 3 units of course work in a thesis (GLA 500), a project (GLA

-a B- or better in one of the core courses, GLA 201, 202, 203, or 204.

-competence in the English Language, as demonstrated by academic achievement and the Writing Proficiency Examination.

Students who have deficiencies in Admission Requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any such deficiencies will be noted on a response to the admission application.

ADMISSION PROCEDURES

persons interested in applying should first contact the Graduate Center Office for information and application materials. Applications are accepted as long as room for new students exists, but students applying for fall are urged to complete their application by April 1 and for spring by October 1 in order to be included before the Computer Assisted Registration deadlines. All students must complete Forms A and B of the CSU application booklet and return them to the Admission Office. International visa students must submit the appropriate international student application form which is available at the International Center and at the International Admissions Office. All other application materials are filed with the Graduate Center and will be forwarded to the Liberal Arts Program Coordinator for appropriate action.

ADVANCEMENT TO CANDIDACY

Each student must file an application for Advancement to Candidacy, indicating a proposed program of graduate study. This procedure should be initiated by the student as soon as the student has:

- removed any deficiencies in Admission Requirements and
- completed at least 15 units of 200-level courses in the graduate program with a B- or better in each of the three core seminars required for Phase I and
- maintained a minimum 3.0 grade point average overall in Phase I and II and
- filed an acceptable Prospectus form with the Program Office, to include a description of the student's Concentration Phase theme and how the elective courses fit it and lead to the Summative Phase and
- fulfilled all university-wide graduate requirements for advancement, including the Writing Proficiency Examination.

502), or Directed Study, (GLA 598), leading to oral and written examination. Before beginning the Summative Phase, or advancing to candidacy, a student must have on file in the Program Office an approved Prospectus, outlining the theme of both the Elective and Summative Phases, listing the courses to be used for the major, and the subject of the thesis or project, if one of these options is selected. If the student takes only 9 units in Phase One and elects the 15 unit minimum in Phase Two, then an additional 3 units should be taken in either GLA 500 or 502 in Phase Three.

(Note: the Catalog Description will also include a section of FURTHER REFERENCE, containing names and addresses of offices to contact for information, and a listing of GRADUATE COURSES, containing the course descriptions of GLA 201, 202, 203, 204, 210, 299, 500, 502, and 598, which appear on the course proposal forms appended.)

SAMPLE PROGRAMS

CURRENT ISSUES IN THE ARTS: Elective Course Choices

- ART 205 Art Since 1945
- ART 206 Art Theory and Criticism
- PHIL 136 Philosophy of Art
- MUSIC 204 Music in America
- WOM S 146 Women in Art
- HUM 202 Ideas in Conflict
- HUM 250 Seminar in Modernism
- DRAMA 134A Blacks in Film
- COMM ST 186 American Women in Media

LAW IN AMERICAN LIFE

- GOVT 220 Public Law
- GOVT 126 Politics and Lawyers
- GOVT 122 The Law and Bureaucracy
- SOC WORK 259 Politics and Legislation
- CRIM JUS 172 The Philosophy of Law in American Life
- PPA 210 Political Environment of Policy-Making
- OBE 116 Administrative Law
- PHIL 155 Philosophy of Law

AMERICAN STUDIES (A wide choice of courses here)

- GOVT 250 Basic Issues of American Government.
- HIST 281B Reading Seminar on Topical Themes in United States History
- HUM 202 Ideas in Conflict
- HUM 163 Arts and Ideas in American Culture
- HIST 163 The City in U.S. History
- HIST 166 Popular Culture
- HIST 167 History of American Women
- HIST 168 Family History in the United States
- ENGL 250 American Literature

CONTEMPORARY LITERATURE IN A CROSS-CULTURAL PERSPECTIVE

- ENGL 240 British Literature
- ENGL 250 American Literature
- CHIN 150 Survey of Chinese Literature
- ANTHRO 168 Folklore in Anthropological Perspective
- SPAN 220D Contemporary Spanish Literature
- SPAN 224D Spanish American Literature, 1945-Present
- FRENCH 210 Studies in French Literature
- GERMAN 216 Contemporary German Literature
- HUM 250 Seminar in Modernism

LANGUAGE, LINGUISTICS, AND COMMUNICATION

- ANTHRO 207 Language and Culture
- ENGL 210 Linguistics
- PHIL 154 Philosophy of Language
- PSYCH 189 Language and Cognition
- SP PATH 226 Acoustic Phonetics
- COM ST 116 Non-Verbal Communication
- FRENCH 230 Studies in the French Language
- GERMAN 203 Historical German Linguistics
- LINGUISTICS 130 Introduction to Language and Linguistics
- ENGL 110 Studies in Linguistics
- CH DEVEL 131.0 Language and Learning
- EDSER 151 Beginning American Sign Language

OTHER POSSIBLE CONCENTRATIONS:

- LATIN AMERICAN STUDIES
- SCIENCE AND THE CITIZEN
- WOMEN'S STUDIES

APPENDIX A: Faculty Vita for Professors Reveley, Connor, Reinelt, Anderson, and Williamson (attached)

APPENDIX B: Course Proposals (see attachments)

APPENDIX C: Outline of Administrative Structure (Note: this information is covered generally by the responses given above to the items required by the Chancellor's Office, Form F, but the following provides details for CSUS committees.)

ADMINISTRATIVE STRUCTURE

The Graduate Liberal Arts Program has been put together by a committee of faculty appointed by departments, working over a period of three years. Members over this period have included the following:

- Henry E. Chambers, Professor of History
- John W. Connor, Professor of Anthropology
- Robert A. Eisner, Professor of French
- Carolyn Hadley, Lecturer in Women's Studies
- Barbara A. Harley, Professor of Humanities and Chair
- Cheryl A. Lau-Ho, Professor of Music
- Charles W. Lovitt, Professor of Philosophy
- Charles P. Newcomb, Professor of Physics
- Bette A. Polkinghorn, Professor of Economics
- Betty Reveley, Professor of English (Coordinator)
- George Rich, Professor of Anthropology
- Hortense Thornton, Professor of English and Ethnic Studies
- Jerry L. Tobey, Professor of History
- Kurt Von Meier, Professor of Art, and Chair
- Susan Willoughby, Lecturer in Music

It is the recommendation of this committee that there be a permanent program committee, composed of at least seven members, including the program director/coordinator. Membership shall not be restricted to faculty from the School of Arts and Sciences, even though it is administratively housed in that school, nor shall it be restricted to specific departments. Terms should be at least two years.

The responsibilities of the Program Committee shall be as follows:

- Program policy review and recommendations for revision
- Curricular oversight and planning
- Approval of budget, course scheduling and faculty assignments

Approval of faculty invited to teach in the program
Approval of student program plans (Prospectus)
Recommendation to Dean and President for appointment of
Director/Coordinator of Program

The responsibilities of the Program Director/Coordinator shall be as follows:

- Budget preparation
- Class scheduling
- Faculty assignments
- Publicity and student recruitment
- Catalog copy
- Relations with off-campus groups
- Approval of classification and advancement to candidacy requests
- Student program advising and keeping academic progress records
- Other functions pertaining to Chairs/Directors at CSUS
- Other functions pertaining to Graduate Coordinators

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO
COURSE CHANGE PROPOSAL**

Academic Unit School of Arts and Sciences

Date: Feb. 8, 1989

Semester Effective: Fall x Spring 1989

A. COMPLETE THE JUSTIFICATION FOR CHANGE AND APPROPRIATE TYPE OF CHANGE, e.g. addition, deletion, changes.

JUSTIFICATION: The Master of Arts in Liberal Arts is a proposed new program in the School of Arts and Sciences. It has an interdisciplinary focus and is aimed toward mature students who wish to pursue advanced study in intellectual areas not primarily oriented toward vocational or professional specializations. This course is one of the topics courses under GLA 201.

ADDITION:

Proposed Course No. GLA201A Title Images of America: At Home and Abroad Units 3

Course Description:

A study and analysis of uniquely American cultural patterns, social institutions, and core values, and how they are perceived both in America and abroad.

A. COMPLETE THE JUSTIFICATION FOR CHANGE AND APPROPRIATE TYPE OF CHANGE, e.g. addition, deletion, changes.

JUSTIFICATION: The Master of Arts in Liberal Arts is proposed new program in the School of Arts and Sciences. It has an interdisciplinary focus and is aimed toward mature students who wish to pursue advanced study in intellectual areas not primarily oriented toward vocational or professional specializations. This course is one of the topics courses under GLA 202.

ADDITION:

Proposed Course No. GLA202A Title Moral Dilemmas in Modern Medicine Units 3

Course Description: A philosophic investigation of moral problems in the medical world, including decision making, rights and values pertaining to human life, and the principles of justice applied to the health care field.

A. COMPLETE THE JUSTIFICATION FOR CHANGE AND APPROPRIATE TYPE OF CHANGE, e.g. addition, deletion, changes.

JUSTIFICATION: The Master of Arts in Liberal Arts is a proposed new program in the School of Arts and Sciences. It has an interdisciplinary focus and is aimed toward mature students who wish to pursue advanced study in intellectual areas not primarily oriented toward vocational or professional specializations. This course is one of the topics courses under GLA 203.

ADDITION:

Proposed Course No. GLA 203A Title Science, Religion and Politics: The Foundations Units 3

Course Description: of the Modern World View.

A study of the interaction of politics and science in the creation of modernity. Focused on the Scientific Revolution (1500-1800), the course explores the intellectual dynamics which gave rise to modern science, and the implications for other modes of discourse in the emergence of a secular world view.

A. COMPLETE THE JUSTIFICATION FOR CHANGE AND APPROPRIATE TYPE OF CHANGE, e.g. addition, deletion, changes.

JUSTIFICATION: The MASTER OF Arts in Liberal Arts is a proposed new program in the School of Arts and Sciences. It has an interdisciplinary focus and is aimed toward mature students who wish to pursue advanced study in intellectual areas not primarily oriented toward vocational or professional specializations. This course is one of the topics courses under GLA 204.

ADDITION:
Proposed Course No. GLA 204A Title Politics and Performance Units 3

Course Description: A study of the relationship between the three discourses of politics, aesthetics and live performance. Critical theories drawn from new methodologies and ideologies will be applied to theatrical representations, both classical and contemporary.

A. COMPLETE THE JUSTIFICATION FOR CHANGE AND APPROPRIATE TYPE OF CHANGE, e.g. addition, deletion, changes.

JUSTIFICATION: The Master of Arts in Liberal Arts is a proposed new program in the School of Arts and Sciences. It has an interdisciplinary focus and is aimed toward mature students who wish to pursue advanced study in intellectual areas not primarily oriented toward vocational or professional specializations. The course described below is an elective in this program.

ADDITION:
Proposed Course No. GLA 210 Title Reading and Writing in Interdisciplinary Units 3
Course Description: Studies

A survey of the techniques and types of interdisciplinary writing for non-specialists, with attention to various purposes and audiences, and a reading of sample books, essays, and articles drawn from a number of disciplinary and cross-disciplinary fields. Students will be required to write at least 5,000 words in several kinds of papers. The course will review principles of critical thinking and rhetoric as they apply to interdisciplinary discourse.

Fiscal Impact Evaluation
M.A. in Liberal Arts
April 18, 1989
Page 2

- When a proposal involves use of full-time faculty, FAC traditionally computes position need based on a 12-unit full-time faculty workload (rather than on a 15-unit load); FAC believes this computation leads to a more accurate statement of faculty need.
- In its analysis, FAC has included workload for GLA 210 from its outset. While the proposal states that initial demand for GLA 210 will be handled through 299's, resources to cover this program requirement need to be located--regardless of the actual course number.

FAC has included faculty resources to cover the culminating requirements (GLA 500, 502, 598). To estimate this resource need, FAC made the following assumptions: The program will admit 15-20 students each term; graduates are expected to appear in the fourth semester of the new program; graduates will stabilize at an average of 10 per term; all culminating requirement options will be classified S25.

Director's Position

Evidently the proposed program would not be affiliated with a department. The Coordinator's performance would be pivotal to the success of the program. The demands of advisement, program planning, and faculty consultation across the campus appear to be serious and burdensome. FAC questions whether these duties can be performed adequately within the framework of three units of release time.

Support Budget

The proposed budget is reasonable, perhaps too modest. FAC is concerned about the quality of the support the program would receive when much of its function is distributed across the department offices of participating faculty. If the program generates strong enrollment, the University might consider centralizing some program support through a part-time staff position.

Summary

FAC finds that the proposed program eventually will need a minimum of 1.4 faculty positions. FAC questions the adequacy of the proposed support budget, particularly in relation to the coordination and staff functions. FAC is concerned that the coordination duties will warrant additional support--perhaps at the very time (two years hence) when the School of Arts and Sciences assumes full responsibility for the program's budget.

4/18/89
CD

FISCAL AFFAIRS COMMITTEE
FISCAL IMPACT EVALUATION
M.A. IN LIBERAL ARTS

The School of Arts and Sciences proposes a new M.A. in Liberal Arts program. The program would admit 15-20 new students each semester; according to the program proposal (refer to table 1 of that proposal), these students would be drawn from the existing "pool" of CSUS graduate students--no overall increase in campus enrollment is anticipated. The School requests additional resources (faculty and O.E.) from the University in support of the proposed program; approval of the program by the School is contingent upon receipt of the requested support over a two-year "start up" period.

A Three Year Schedule of L.A. Courses with Corresponding WTU Usage

	Fall	Sp	Fall	Sp	Fall	Sp
201 (+3)	203 (+3)	201 (+3)	203 (+3)	201 (+3)	203 (+3)	201 (+3)
202 (+3)	204 (+3)	202 (+3)	204 (+3)	202 (+3)	204 (+3)	202 (+3)
210 (+3)	210 (+3)	210 (+3)	500/502/	500/502/	210 (+3)	210 (+3)
			598 (+4.8)	598 (+4.8)		
			500/502/	500/502/		
			598 (+4.8)	598 (+4.8)		

TOTAL						
WTU	6	9	6	10.8	13.8	13.8
USAGE						
FULL						
TIME .5		.75	.5	1.15	.9	1.15
POSITIONS						
DIRECTOR'S						
POSITION		.25	.25	.25	.25	.25
TOTAL .75		1.00	.75	1.40	1.15	1.40

The Fiscal Affairs Committee's analysis indicates that this program will build toward a need for 1.4 faculty positions. FAC's analysis differs from the School's (see p. 19 of proposal) for the following reasons:



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

1 May 1989

California State University Sacramento
6000 J Street
Sacramento, California 95819

M E M O R A N D U M

To: Juanita Barrena, Chair
Academic Senate

MAY 1 1989

Special Rec'd
Academic
413

From: Mina Robbins, Chair
Graduate Policies and Programs Committee

Re: M.A. in Liberal Arts

The Graduate Policies and Programs Committee recommends:

- a). The Master of Arts in Liberal Arts be accepted as a new Master's Degree for Fall 1989.
- b). Early in the forth semester after the program is implemented, a overall progress report be made to the Graduate Policies and Programs Committee.
- c). That as soon as the program is self-supporting, an additional three units be considered to the coordinating position.

MR:ch



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M

April 12, 1989

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

APR 17 1989

Academic Senate Received
413

TO: Juanita Barrena, Chair
Academic Senate

FROM: *William A. Dillon*
William A. Dillon
Presiding Member
University ARTP Committee

SUBJECT: University ARTP Policy, Section 5.06, Early Tenure

The University ARTP Committee has considered the substance of the attached draft of the Executive Committee's ideas about Section 5.06 of the University ARTP document. After full and free discussion, the Committee has decided not to concur in the Executive Committee's proposal but to renew its original proposal with minor editorial changes. The renewed proposal reads [strikeover = deletion; underscore = addition]:

A. Notwithstanding any provision to the contrary, early tenure is recognition of qualifications and performance substantially beyond that required for the granting of tenure after the normal six (6) year probationary period. (See Section 7.01.C, Normal Probationary Period, of this document.) Early tenure is granted for attaining a professional standard that includes activities which bring widespread recognition to the individual and the university from the academic community and/or the general public. Early tenure is not a right.

B. Recommendations for early tenure are made through the normal ARTP channels. To be considered for early tenure, a faculty unit employee must demonstrate recognized outstanding performance in teaching, which shall be given primary weight, and possess appropriate academic preparation. In addition, recognized outstanding performance must be demonstrated in at least two (2) of the remaining three (3) university criteria for retention, tenure, and promotion: scholarly or creative achievement, contribution to the institution, and contribution to the community. apply in writing to his or her primary committee. Having received a written application for early

Memo re: University ARTP Policy, Section 5.06, Early Tenure 2
April 12, 1989

tenure, the primary committee shall review the applicant's file in light of the requirements for early tenure as stated in subsection D below as well as those for retention from year to year, as stated in subsection A above.

C. The Working Personnel Action File of a faculty unit employee under consideration for early tenure shall contain evidence of recognized outstanding performance in teaching, which shall be given primary weight, and of appropriate academic preparation. It shall also contain evidence of recognized outstanding performance in at least two (2) of the remaining three (3) university criteria for retention, tenure, and promotion: scholarly or creative achievement, contribution to the institution, and contribution to the community.

CD. In circumstances described in accordance with the provisions of this Sections 5-06-A and 5-06-B above, the President may award tenure to a faculty unit employee before the normal six (6) year probationary period has elapsed upon written request and with a positive recommendation from his/her department and the Dean.

The Committee believes that currently approved policy now permits any member of a primary committee, acting as a private individual, to encourage a promising colleague to apply for early tenure soon enough before the files close to enable that colleague to shape the file, if possible, to the criteria for early tenure. This, the Committee believes is the preferable approach to primary committee initiative in the matter of early tenure. The Committee does not concur in the Executive Committee's more formal approach because it does not relish the prospect of a primary committee making an initial survey of a file after file closure and on that basis seeking a colleague's permission to consider and then on second thought, after more searching scrutiny of the file, deciding not to recommend after all. Nor does the Committee find appealing the prospect of a primary committee's resolving upon a final recommendation of early tenure and then obtaining the colleague's permission to do what in effect it has already done. If consent is to be in law a pre-condition to committee action in these matters, it should be so in fact as well. Furthermore, the Committee recognizes that currently approved University policies and procedures do not permit any evaluation committee to take any action prior to the closing of the file. Hence, the primary committee as such may not decide to ask for consent to consider for early tenure in a timely way when that consent might be accompanied by submissions to the file that would strengthen a case a colleague had not anticipated making when preparing the file initially. Finally, the Committee recalls being asked only to resolve the ambiguity

Memo re: University ARTP Policy, 3 April 12, 1989
Section 5.06, Early Tenure

associated with the phrase "written request" in 5.06.C as it currently stands.

The Committee believes that it has resolved that ambiguity in a way which precludes primary units from denying review for early tenure to faculty members who request it. For the reasons stated, the Committee believes going further is ill-advised.

The Committee has decided as well not to concur in the idea of purging the file of any reference to a primary committee's denial of a request for early tenure. The Committee assumes that a written request must itself become a part of the file just as requests to be considered for early promotion or not to be considered for promotion at all now appear in the file.

Not to make such an assumption, the Committee believes, is to admit the possibility of material (the request) being a basis for evaluation which never appears in the file. But Section 9.01.P of the University document (section 15.12C of the MOU) although pertaining to Presidential action seems to contemplate by implication no such result in the case of anyone making an ARTP recommendation.

If a written request must appear in the file, it would survive any decision not to place in the file any material associated with the Committee's action to deny the request, leaving the reader of the file to wonder how, if in any way, the evaluating committee had responded to the request. Furthermore, the fact that early tenure is not a right does not preclude a grievance from arising out of the way the University responds to a request for early tenure. To survive grievance, committee action must be, among other things, supported by written reasons rooted in substantial evidence that has been weighed in accordance with lawful procedures - hence the file and the care to be taken in its management and composition and the documentation of the process the file both reflects and supports. Finally, in connection with this issue, denials of requests for early promotion or promotion after four MSA's appear routinely in the file with reasons therefore and are not known to be extremely prejudicial to an eligible faculty member. The experience of several members of the UARTP Committee suggests that units go out of their way to write positive reports as well for those for whom they haven't the money to promote (does any one fall of routine promotion for any other reason?) as for those for whom they have.

The Committee hopes the Senate will find these views persuasive and will concur in its recommendation.

WD/cl
Attachment

A. Notwithstanding any provision to the contrary, early tenure is recognition of qualifications and performance substantially beyond that required for the granting of tenure after the normal six (6) year Probationary Period. (See Section 7.01.C, Normal Probationary Period, of this document.) Early tenure is granted for attaining a professional standard that includes activities which bring widespread recognition to the individual and the university from the academic community and/or the general public. Early tenure is not a right.

B. Recommendations for early tenure are made through the normal ARTP channels. To be considered for early tenure on one's own initiative, a faculty unit employee must demonstrate recognized outstanding performance in teaching, which shall be given primary weight, and possess appropriate academic preparation. In addition, recognized outstanding performance must be demonstrated in at least two (2) of the remaining three (3) university criteria for retention, tenure and promotion: scholarly or creative achievement and contribution to the institution, and contribution to the community. Having received a written application for early tenure, the primary committee shall review the applicant's file in light of the requirements for early tenure as stated in subsection B below as well as those for retention from year to year, as stated in subsection A above.

C. A primary committee may consider for early tenure a faculty unit employee who has not applied as required in subsection B above. Before proceeding to do so, however, the primary committee must inform the faculty unit employee of its decisions to consider him or her for early tenure and must obtain his or her consent to be considered.

D. The Working Personnel Action File of a faculty unit employee under consideration for early tenure shall contain evidence of recognized outstanding performance in teaching, which shall be given primary weight, and of appropriate academic preparation. It shall also contain evidence of recognized outstanding performance in at least two (2) of the remaining three (3) university criteria for retention, tenure, and promotion: scholarly or creative achievement, contribution to the institution, and contribution to the community.

E. If in any case a primary committee declines to recommend early tenure, no record of the results of its deliberations in that case shall be inserted in the affected faculty unit employee's Personnel Action File.

GF. In circumstances described in Sections 5.06.A and 5.06.B above, the President may award tenure to a faculty unit employee before the normal six (6) year probationary period upon written request with a positive recommendation from his/her department and the Dean.

CSU, SACRAMENTO
School of Arts and Sciences
Department of Humanities

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM CHANGE PROPOSAL

Academic Unit: History/Humanities Date of Submission to School Dean: January 25, 1988

Requested Effective Fall X Spring, 1988

Type of Program Change: _____ Required forms attached: _____

- Modification in Existing Program _____ Form C _____
- Substantive Change _____ no form required _____
- Non Substantive Change _____ Form D _____
- Deletion of Existing Program _____ Form E _____
- Initiation (Projection) of New Program _____ Form F _____
- Implementation of New Program _____ Form G _____
- Y Addition of New Minor, Concentration, Option, Specialization, Emphasis Form G _____
- Addition of New Certificate Program _____ Form H _____

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

The Departments of History and Humanities propose that the Department of History offer a master's concentration option in Humanities effective Fall 1988. The new concentration will consist of 30 units: a 9 unit core (6 history, 3 humanities); 9 units of graduate seminars (3 history, 6 humanities); 9 units of electives (3 history, 6 humanities); and a 3 unit thesis, history or humanities. As disciplines, history, especially in the field of intellectual history, and humanities share similar methodologies and content. At CSUS, due to the development of the Humanities Department, three history faculty currently have joint appointments with Humanities and other faculty regularly teach in both departments. Since the Humanities Department cannot maintain a master's program, this concentration would allow humanities students an option to a special major and provide history students who wish to pursue intellectual history an alternative to the standard M.A. in history.

School Review Completed (date): November 8, 1988
University Review Completed (date): _____
Chancellor's Review Completed (date): _____

Approvals:
Department Chair: [Signature] Date: 1-25-88
School Dean: [Signature] Date: 11-9-88
Associate Vice President-Curriculum: _____ Date: _____

1. California State University, Sacramento. Concentration in Humanities
2. Master of Arts degree in History with a concentration in Humanities
3. Master of Arts degree in History with an option in Public History
4. History and Humanities
5. Both departments feel that such a concentration will enhance the History program by allowing greater flexibility as an interest choice for history graduate students as well as offering a choice other than the Special M.A. Graduate Program degree for those students wishing a Humanities degree emphasis.
6. At present the Department of Humanities has no M.A. program. The 1982 Humanities departmental self-study strongly urged the development of just such a concentration.

7 & 8. 30 units required
9 unit core: History 201 Seminar in European Historiography 3
History 290 Research Seminar in History 3
Humanities 202 Ideas in Conflict: Modes of Cultural Analysis 3

9 units of required seminars:
History (3) Choose one:
History 280 Reading Seminar in European or Non-Western History
History 281A Reading Seminar in Chronological Eras of United States History
History 281B Reading Seminar on Topical Themes in United States History

Humanities (6) Choose two:
Humanities 220 Seminar in Religious Studies
Humanities 230 Seminar in Medieval Studies
Humanities 250 Seminar in Modernism

9 units of electives, upper division or graduate courses:
History (3)
Humanities (6)
3 units thesis: History 500 or Humanities 500

Richard Lower
 Kenneth Owens
 Joseph Pitti
 Charles Roberts
 Peter Shattuck

Betty Chmaj
 Mary Giles
 Barbara Harley
 Stephen Harris
 Robert Platzner
 Richard Shek

Prof. Ph.D. 1966 American History
 Prof. Ph.D. 1964 American History
 Prof. Ph.D. 1975 American History
 Prof. Ph.D. 1975 American History
 Prof. ABD 1964 American History

Prof. Ph.D. 1961 American Studies
 Prof. Ph.D. 1961 Foreign Languages
 Prof. Ph.D. 1967 English
 Prof. Ph.D. 1964 English
 Prof. Ph.D. 1972 English
 Prof. Ph.D. 1987 Far Eastern Culture

11. None

W11:140
 (Nov. 23, '87)

Proposed two-year scheduling:

Fall 1988

History 201 Seminar in European Historiography
 History 2818 Reading Seminar on Topical Themes in
 United States History
 History 290 Research Seminar in History
 Humanities 202 Ideas in Conflict: Modes of Cultural
 Analysis

Spring 1989

History 280 Reading Seminar in European or Non-
 Western History
 History 2818 Reading Seminar on Topical Themes in United
 States History
 Humanities 250A Modern Rebels and Expatriates

Fall 1989

History 201 Seminar in European Historiography
 History 281A Reading Seminar in Chronological Eras of
 United States History
 History 290 Research Seminar in History
 Humanities 220A Bible: Wisdom & Apocalyptic Literature

Spring 1990

History 280 Reading Seminar in European or Non-
 Western History
 History 2818 Reading Seminar on Topical Themes in United
 States History
 Humanities 202 Ideas in Conflict: Modes of Cultural
 Analysis
 Humanities 230A The Gothic Spirit

9. Humanities 202 Ideas in Conflict: Modes of Cultural Analysis

Faculty	Rank	Degree	Date	Field of Highest Degree
George Craft	Prof.	Ph.D.	1970	Modern European History
Frank Garosi	Prof.	Ph.D.	1965	Modern European History
Robert Long	Prof.	Ph.D.	1969	Modern European History
Joan Moon	Prof.	Ph.D.	1968	Modern European History
Dorothy Sexter	Prof.	Ph.D.	1969	Modern European History
Jerry Tobey	Prof.	Ph.D.	1964	Modern European History
Karl von den Steinen	Prof.	Ph.D.	1969	Modern European History
Paula Eldot	Prof.	Ph.D.	1961	American History
Ernest Isaacs	Prof.	Ph.D.	1975	American History
Frank Kofsky	Prof.	Ph.D.	1973	American History

(Form G)

HISTORY M.A. CONCENTRATION IN HUMANITIES

1. Additional resources, etc.

- A. The proposal contains two history courses in the 9 unit core: History 201 and 290. Both are regularly offered in the Fall semester. A 5-year fall enrollment pattern follows:

Semester	No.	Title	Enrollment	wtu's	FTES
F83	201	Seminar in Historiography	10	3	2.0
F84			17	3	3.4
F85			15	3	3.0
F86			10	3	2.0
F87			9	3	1.8
F83	290	Research Seminar in History	6	3	1.2
S84			9	3	1.8
F85			11	3	2.2
F86			9	3	1.8
F87			9	3	1.8

The enrollment pattern indicates the possibility of adding an additional 15 students. However, history is also requesting a revision in its Public History Option. If both the Humanities and Public History Option are approved and successful, it would be necessary to increase the number of sections of these courses. The cost would be an additional .25 annual average.

- B. The proposal contains two history courses in the required seminars. (Note: History 281 A and B have been collapsed to History 281.) A student must take either 280 or 281. A five-year fall or spring enrollment pattern for these courses follows:

(Form G cont.)
 History M.A. Concentration in
 Humanities

Semester	No.	Title	Enrollment	wtu's	FTE:
S83	280	Reading Seminar in European or	8	3	1.6
F83		Non-Western History	8	3	1.6
F84			6	3	1.2
S86			14	3	2.8
S87			6	3	1.2
S83	281A		11	3	
F83	281B		5	3	
S84	281B		17	3	
F84	281B		9	3	
S85	281B		5	3	
F85	281A		4	3	
S86	281B		8	3	
F87	281B		14	3	

We anticipate that most students in the option would take History 280. Enrollment patterns indicate the possibility of adding +5 students to this course. An occasional extra section might be needed. The estimated cost would be .1 annual average every other year. Our proposed Public History Option does not affect enrollments in either 280 or 281.

- C. The proposal contains 9 units of electives, upper division or graduate courses. Due to the large number of history upper division electives, we foresee no fiscal impact here.
- D. The proposal contains a 3-unit thesis, either History 500 or Humanities 500. Since history faculty carry 500's as overload, we see no fiscal impact here.

Summary
 The projected fiscal impact for history, depending upon the number of students is a possible .25 annual average. The funding would have to come from an increase in the department allocation which would be justified by increased graduate enrollments.

No additional space, equipment, or library resources are needed.

JM/ch
 HISTORY.HUM

FISCAL AFFAIRS COMMITTEE
FISCAL IMPACT EVALUATION
M.A. IN HISTORY, PUBLIC HISTORY OPTION

The Department of History proposes a restructuring of the current 30 unit Public History Option. The change would establish a 36 unit option for the M.A. A comparison of the current and proposed programs yields the following results:

- Core requirements and courses (9 units) remain the same
- "other" required courses are changed substantially, including 4 new 3-unit courses (12 units).
- The internship requirement is changed substantially, from 3 units to 12 units.
- The culminating requirement remains the same.
- Total units change from 30 to 36.

The Department plans to offer the new program on a two-year cycle, working with a cadre of 15 full-time students through completion before a new group begins. The Department hopes to recruit new students to the program; however, existing students may choose the Public History Option rather than the Standard Option.

The Department requests additional resources from A&S in support of the changed program.

Analysis of Resource Needs

Core classes (201, 202, 290): The history core classes, offered once per year, have class size limits of 15. Enrollment data from spring and fall 1988 indicate that these classes are near maximum in enrollment. Should the revised Public History Option actually attract new students to the core, the Department may need to schedule additional sections of core classes.

WTU's Added/Deleted Over Two-year Cycle:

	FALL	SP	FALL	SP
+282A (+3)	-282 (-3)	+282 B (+3)	+282 C (+3)	-282 (-3)
	+295* (+7.2)			+283 (+3)
				+297** (+6)
				+500/502***(+4.8)
				+10.8
				+3
				+7.2
				+12 wtu avg per year

.5 FTEF avg per year

FISCAL AFFAIRS COMMITTEE
FISCAL IMPACT EVALUATION
M.A. IN HISTORY/HUMANITIES

The Departments and School are to be commended on a well prepared proposal. The Fiscal Affairs Committee sought clarification on a few issues:

1. 6-8 new Humanities students per semester are expected to enroll in the proposed program.
2. A combined enrollment of 4-5 students per semester is expected in Humanities 500 and History 500. Thus, the two departments would need to use an annual average of 3.8 - 4.8 wtu's (1.9 - 2.4 per department) to cover thesis supervision. (Note: courses are classified S 25.)
3. As suggested in the Fiscal Affairs Committee analysis of the Public History Option (see attached) inauguration of that option indeed did impact History 201 and 290--leading to the addition of 2 sections for the fall semester (+6 wtu's, annual average). This addition was not included in the Fiscal Affairs Committee's net fiscal impact evaluation of the Public History Option. Addition of the M.A. in History/Humanities would create added demand for 201 and 290. Thus, enrollment in 201 and 290 needs to be monitored to ensure that History has the resources to offer sufficient sections of these seminars in light of the increased demand posed by the Public History Option and the new History/Humanities Concentration.

Summary

The proposal does speak to the need to plan for +6 wtu's annually to cover increased offerings of History 201 and 290. The proposal does not address the need for resources to cover thesis supervision; History and Humanities jointly should expect to absorb 3.8 - 4.8 wtu's annually to cover this supervision. Thus, the proposal does generate the need for an additional 9.8 - 10.8 wtu's annually.

CD
3/7/89



April 10, 1989

California State University Sacramento
6000 J Street
Sacramento, California 95815

M E M O R A N D U M

To: Juanita Barrera, Chair
Academic Senate

APR 24 1989

Academic Senate Received
413

From: Mina Robbins, Chair
Graduate Policies and Programs Committee

Re: History M.A. with Concentration in Humanities

The Graduate Policies and Programs Committee reviewed the request from the Department of History for a M.A. with Concentration in Humanities. The Graduate Policies and Programs Committees recommends approval of this program to the Academic Senate.

During the Graduate Policies and Programs Committee's discussion, it was noted that the Department of History had sought and received approval of the Public History Option in Fall 1988. At that time the Department indicated that they would make adjustments from within and seek appropriate support through the Dean of Arts and Sciences to meet this program's teaching demands. Fiscal Affairs noted in their report that this first program was close to generating the need for an additional faculty person. With the addition of History's second request, the History M.A. with a Concentration in Humanities, and the report from Fiscal Affairs indicating the FTE generated by this new program, it is of concern to the Graduate Policies and Programs Committee that the two History Programs have adequate faculty to assure quality.

Therefore, the Graduate Policies and Programs Committee requests that the History Department report back to the committee by November 15, 1990 on the status of these two programs (Public History Option and History M.A. with Concentration in Humanities) with respect to student enrollment, graduate faculty workload and program needs.

MR:ch

Fiscal Impact Evaluation 2 October 17, 1988
M.A. in History, Public History Option

- * Internship for 15 students
- ** Internship for 12 students
- *** Thesis/Project for 10 students

Program Support: In addition to the half position needed to support the program change, the Department requests the following resources:

- Public History Director: 6 wtu's assigned time per year
- Student Assistant: \$1500 per year (\$750 in additional funds requested)
- Office & Equipment: Office space and general issue office furniture needed; funds to purchase a computer needed; office supplies to be covered by existing Department resources.
- Brochure: \$2500 requested in 88-89 AY

Summary and Conclusion

The revised Public History Option will need increased faculty support--a predictable average increase of 18 wtu's per year. If the revised program attracts new students, additional sections of core classes may be required. Space, equipment, student assistant funds, and support for a brochure also are requested. The revised program would serve 15 students in a two-year program of 36 units, an average of 18 FTES per year. The Department is requesting additional support from A&S for the revised program. There is no indication whether A&S will provide the needed support from its existing allocation. The Fiscal Affairs Committee recommends that A&S comment on the resource implications of this proposal.

10/18/88 - Approved by the Fiscal Affairs Committee