

Note: YOU'LL NEED AUGUST 28, SEPTEMBER 13 & SEPTEMBER 27 AGENDA!

1990-91
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, October 11, 1990
2:30 - 4:30 p.m.
Forest Suite, University Union

INFORMATION

Academic Senate Meetings, Thursdays, 2:30-4:30 p.m.:
October 18, Engineering 1015 (G.E. 2nd Reading, if needed)

University Convocation: October 25, Professor Perry Weddle (Philosophy) will present the 1990 JOHN C. LIVINGSTON ANNUAL FACULTY LECTURE--"A Case for Historical Thinking"-- 2:45-3:45 p.m., in the University Theater. Reception immediately following in the University Center.

November 1, Forest Suite, UU (G.E. Action)
November 8, Forest Suite, UU (G.E. Action continued)
November 15, Forest Suite, UU (Regular Agenda)
November 22 HAPPY THANKSGIVING!!
November 29, Forest Suite, UU (G.E. Action, if necessary)
December 6, Forest Suite, UU (Discuss WASC recommendations)
December 13, Forest Suite, UU (Regular Agenda)

CONSENT CALENDAR

AS 90-107/Ex. COMMITTEE APPOINTMENTS--SENATE

Academic Policies Committee:

HARRIET NEAL, At-large, 1992 (repl. J. Bauerly)

ad hoc Committee on Liberal Studies Program Review Process (responds to AS 90-60):

HUGUETTE BACH

Curriculum Committee:

TAMMY BOURG, At-large, 1993 (repl. A. Gordon)

Faculty Professional Development Committee:

GEETHA RAMACHANDRAN, A&S, 1991 (repl. T. Pyne)
JEAN-PIERRE BAYARD, E&CS, 1991 (repl. R. Ernst)

Graduate Policies and Programs Committee:

ERNIE HILLS, At-large, 1993

Research and Creative Activity Committee:

FRED BALDINI, H&HS, 1991 (repl. for J. Coney)

AS 90-108/Ex. COMMITTEE APPOINTMENTS--UNIVERSITYAcademic Telecommunications Advisory Committee:

MARIA WINKLER, At-large, 1993

Campus Educational Equity Committee:

BETHANIA GONZALEZ, A&S, 1993

ISAAC GHANSAH, E&CS, 1993

Center for the Reasoning Arts, Review Team for:

VALERIE ANDERSON, At-large

JOHN HENRY, At-large

MARK STONER, At-large

Center for Small Business, Review Team for:

ANN MOYLAN, At-large

BARBARA O'CONNOR, At-large

Council for University Planning:

HERBERT BLAKE, At-large, 1992

LEN WYCOSKY, Non-instruct. Faculty, 1991 (repl. R. Torres)

Director of Environmental Health and Safety, Selection Committee for:

CHRIS TOMINE, At-large Instructional Faculty

Parent's Advisory Council, ASCSUS Children's Center:

ANN MOYLAN, At-large, 1991

Student Disciplinary Hearing Officers Panel:

ERWIN KELLY, At-large, 1991

AS 90-109/GPPC, Ex.CURRICULUM REVIEW--CIVIL ENGINEERING AND
NINE-UNIT CORE [Responds to AS 88-87]

The Academic Senate receives the Civil Engineering Department's response to the program review recommendations (AS 88-87) and commends the Department for its timely and thorough response.

The Academic Senate recommends that the nine-unit core requirement in the masters program be waived in the case of the Civil Engineering masters program for the reasons identified by the department in its response dated April 27, 1990 (Attachment A).

AS 90-110/CC, GPPC, Ex. CURRICULUM REVIEW, DEPARTMENT OF FOREIGN LANGUAGES

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and Graduate Policies and Programs Committee on the program review for the Department of Foreign Languages. The Academic Senate recommends approval of recommendations 2 and 3, specifically that:

- "2. the Bachelor of Arts degree programs in French, German and Spanish be approved for a period of six years or until the next scheduled program review.
- "3. the Master of Arts degree programs in French, German and Spanish be approved for a period of six years or until the next scheduled program review."

The Academic Senate postpones action on recommendation 1 ["1. the Academic Senate leave language acquisition courses in the General Education Program under Area C2, if necessary recommending a revision of the criteria for C2 to ensure the qualification of language acquisition courses; and that the Academic Senate also recommend the adoption of a graduate language requirement."]. The substance of recommendation 1 will be taken up in a separate Senate action.

[See Attachment B for "Commendations and Recommendations" of the Program Review Team; the complete Academic Program Review is available for review in the Senate Office, Adm. 264.]

AS 90-111/FisA, CC, Ex. CALIFORNIA STUDIES, MINOR IN

[FisA, 5/8/90, No significant fiscal impact; CC, 9/10/90, approved.]

The Academic Senate recommends approval of the Minor in California Studies (Attachment C).

The Academic Senate further recommends that the departments involved in offering the current Certificate Program in California Studies and proposed minor consider retaining the current certificate program, as well as offering the minor, rather than replacing the certificate with the minor as proposed in this program change proposal.

REGULAR AGENDA

Old BusinessAS 90-80B/Ex. FOREIGN LANGUAGE--UNIVERSITY GRADUATION
REQUIREMENT, PROFICIENCY IN

[Page 2, 8/28/90 Agenda]

- (FW) 1. To adopt AS 90-80B as presented on the 8/18/90 Agenda (this places the item on the agenda as a seconded motion). Note: An editorial correction must be made in option 3.b., (Page 3, 8/18/90 Agenda). The section should read as follows:

"In a language not used to satisfy the basic requirement (i.e., CSU admission requirement): satisfactory completion (C- grade or higher) of a minimum of 7 semester units of language (other than the one used to satisfy the basic requirement) from the college level..."

- Carried*
(FW) 2. To amend AS 90-80B to provide that the requirement may be satisfied in option 3.a. (Page 3, 8/28/90 Agenda) by completion of a minimum of 3, rather than 7, units of coursework from the college level third semester or more advanced courses in the same language used to satisfy the basic requirement. (Note: This amendment was proposed by the Department of Foreign Languages.)

- (P) Carried*
3. To amend AS 90-80B to require that only candidates for the baccalaureate degree (delete or master's degree) be held to the proficiency requirement.

- (NP) his*
4. To amend AS 90-80B to require that only candidates for the bachelor of arts degree be held to the proficiency requirement.

AS 90-80C/Ex. G.E. CONTENT REVISION--AREA C (DELETION OF
SELECTED FOREIGN LANGUAGE COURSES)

[Pages 3-6, 8/28/90 Agenda]

- + K... amend. carried*
(P) Option I (deletion of introductory courses only)

[Note: This is the main motion subject to amendment or substitution.]

The Academic Senate recommends that, effective Fall 1992, introductory foreign languages courses (i.e., 1A and 1B) be deleted from Area C. Intermediate foreign language courses (i.e., 2A and 2B) and other foreign language courses may be included in Area C insofar as they meet Area C subarea criteria.

Note: To simplify discussion of the item on introductory (1A, 1B) and intermediate (2A, 2B) foreign language courses in Area C, the Executive Committee presents three basic options for Senate consideration. The options presented at this time do not include language relating to AS 90-80A and 90-80B and resource support since this would require presenting at least 9 options to cover the likely combinations of actions on AS 90-80A and 90-80B. Instead, appropriate language will be added by amendment at a later time.

To place the item on the agenda, the first option is forwarded (with a pass recommendation) as a seconded motion from the Executive Committee. It may be moved from the floor to substitute one of the other options provided below. Alternatively, if no substitution is made and the option presented by the Executive Committee is defeated, one of the other options may be moved from the floor at a subsequent meeting as an independent motion on the same subject.

Other Options (possible substitutes)

Option II (deletion of introductory and intermediate courses)

The Academic Senate recommends deletion of introductory (i.e., 1A and 1B) and intermediate (i.e., 2A and 2B) foreign language courses from Area C. Other foreign language courses may be included in Area C insofar as they meet Area C subarea criteria.

Option III (retention of introductory and intermediate courses)

The Academic Senate affirms that introductory (i.e., 1A and 1B) and intermediate (i.e., 2A and 2B) foreign language courses may be included in Area C insofar as they meet Area C subarea criteria.

AS 90-89/Flr. MINUTES

Approval of Minutes of the meetings of May 10 (#23), May 17 (#24), 1989-90 Academic Senate and May 3 (#1) and May 17 (#2), 1990-91 Academic Senate.

AS 90-95/ UNIVERSITY ARTP POLICY--AMEND SECTION 5.05.B
[refer to Attachments D-1 and D-2, September 13, 1990, Agenda]

Substitute motion: The following motion (AS 90-85A) was introduced as a substitute for AS 90-95 at the September 13 meeting and is subject to debate.

AS 90-95A/Flr. UNIVERSITY ARTP POLICY--AMEND SECTION ^{5.05.B}~~9.01.H~~

The Academic Senate reaffirms its action of AS 89-37A as follows [underscore=addition to current policy]:

5.05 Criteria for Retention, Tenure and Promotion

- B. The following criteria are ~~the minimum~~ set by the university for retention, tenure, and promotion. Each primary evaluation level shall establish a value for each criterion in relation to the values it establishes for the other criteria. It may do so by means of a qualitative or quantitative statement. The first criterion, "Competent Teaching Performance," shall be the primary and essential, but not sufficient, criterion in the evaluation process at each review level.

When making its substantive evaluation and final recommendation in a particular case, each secondary evaluation level shall apply the relative values established by the primary unit in which that case has arisen.

C. ...

Original motion:

AS 90-95/UARTP UNIVERSITY ARTP POLICY--AMEND SECTION 5.05.B

The Academic Senate recommends amending Section 5.05.B of the University ARTP policy as follows [underscore=addition; bolded=Executive Committee amendment]:

5.05 Criteria for Retention, Tenure, and Promotion

A. ...

- B. The following criteria are set by the university for retention, tenure, and promotion. Each primary evaluation level shall, and each secondary evaluation level may, establish a value for each criterion in relation to the values it establishes for the other criteria. It may do so by means of a qualitative or a quantitative statement. The first criterion, "Competent Teaching Performance," shall be the primary and essential, but not sufficient, criterion in the evaluation process at each review level.

When making its substantive evaluation and final recommendation in a particular case, each secondary evaluation level shall apply the relative values established by the primary unit in which that case has arisen unless it has previously established (by majority

vote of the probationary and tenured faculty of the secondary unit acting in their own right in an election held for that purpose) and published its own values as provided above.

C. ...

AS 90-96/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 9.01.H
[refer to Attachment E, September 13, 1990,
Agenda]

The Academic Senate recommends amending Section 9.01.H of the University ARTP policy, as follows [underscore=addition]:

9.00 EVALUATION

9.01 In General

...

H. Written criteria, policies and procedures may incorporate other documents which have originated within the CSU system (e.g., collective bargaining agreements, university-wide policy documents) by reference. Documents from outside the CSU system or excerpted sections thereof (e.g., standards of professional organizations or accrediting agencies, or selected portions thereof), that are specifically referenced in a department's or a school's ARTP policy statement shall be applicable only if these same documents, or specifically referenced sections thereof, are reproduced verbatim in or appended to the ARTP policy statement of that academic unit. In any instance of conflict or contradiction between the provisions of department or school ARTP documents and those parts of documents from outside the CSU system incorporated verbatim or by reference into department or school ARTP documents, the provisions of the department or school document shall govern.

AS 90-97/UARTP, FA, Ex. UNIVERSITY ARTP POLICY--ADD SECTION 6.08
[refer to Attachment F, September 13,
1990, Agenda]

The Academic Senate recommends amendment of the University ARTP document by adding a new section as follows:

6.00 APPOINTMENT

6.08 Appointment to a Faculty Position with the Duties of
Department Chair

A department may decide to recommend to the School Dean the appointment of a department chair from outside of the

University. The department shall decide whether to recommend a search outside for a chair by a vote of the probationary and tenured members of the department, including those on the Faculty Early Retirement Program (FERP) and those on leave.

For the purpose of searching for a chair outside of the University and recommending whom to appoint, a department may constitute itself a peer review committee of the whole in a manner consistent with University ARTP policy pertaining to such committees. (Please see the Note appended to Section 6.06.B.2 of this document.) If a department has not provided for doing so in its currently approved ARTP document, it shall ask the University ARTP Committee and the Vice President for Academic Affairs in writing to approve that departure from its ARTP policy. Its written request shall contain a description of its procedures for constituting a peer review committee of the whole and its screening committee, if any. The request shall be approved if the described procedures are consistent with the provisions of this document.

After screening applications initially for consistency with the department's published vacancy announcement, the department peer review committee shall make available to every probationary and tenured member of the department in or near the department office each qualified applicant's resume and the materials which the committee is not required to keep confidential. It shall then invite those members to submit written, signed statements of evaluation based on those materials to the applicants' files before determining whom to interview.

The department peer review committee shall also invite every probationary member and those tenured faculty members, if any, who are ineligible to serve on the peer review committee to attend any classroom presentation or other event scheduled in connection with the committee's interview of each applicant selected for an interview. After the peer review committee has conducted its interviews and held events scheduled in connection with them, it shall invite each probationary and tenured member of the department, including those members on FERP or on leave, to submit to the file of the applicants interviewed written, signed statements of evaluation based on the portion of the file available to him or her for review and the events in which he or she and the subject of the statement have participated.

After permitting a suitable interval for the preparation and submission of these statements, the peer review committee

shall review the files of the applicants interviewed, conduct its deliberations and make its recommendation to the appropriate administrator. The recommendation may take the form of a ranked list.

[Renumber existing sections: 6.09 - 6.11 as 6.10 - 6.12.]

AS 90-98/FA, Ex. DEPARTMENT CHAIR, ROLE AND RESPONSIBILITIES OF THE--Amends PM 89-14 [refer to Attachment F, September 13, 1990, Agenda]

The Academic Senate recommends amendment of the policy on "Role and Responsibilities of Department Chair" (PM 89-14) by addition of a new section on "Outside Searches for Department Chairs," as follows:

NOMINATION PROCEDURES FOR PERIODIC SELECTION OF DEPARTMENT CHAIRS

...

OUTSIDE SEARCHES FOR DEPARTMENT CHAIRS

In order to recommend the appointment of a Chair from outside of the University, a department shall proceed as directed by Section 6.08 of the University ARTP Policy.

VACANCY

...

AS 90-99/FA, Ex. DEPARTMENT CHAIRS, POLICY ON ROLE AND RESPONSIBILITIES OF [Amends PM 89-14]

In response to the Forum on Racism Panel's Recommendation 1.C

["We recommend to the President that the Academic Senate consider amending PM 89-14 to include the responsibility for implementing University educational equity programs, within the department, fostering the development of departmental educational equity programs, and coordinating department programs with school and University programs to the roles and responsibilities of Department Chairs."], the Academic Senate recommends amending PM 89-14 "Policy on Role and Responsibilities of Department Chairs" in the "Responsibilities" section as follows [strikeover=deletion; underscore=addition]:

12. Initiate and provide for the ongoing effectiveness of a departmental educational equity program, and undertake to insure that this program is always consistent with, and coordinated with, the educational equity programs of both the department's school and of the University.

123. ...

AS 90-101/AP, Ex. DROP POLICY

The Academic Senate recommends revision of the drop policy (page 60, 1988-90 Catalog) for implementation in 1992:

No change in a student's original class registration will be recognized unless it is made on an official form and accepted by the Registrar's Office.¹ ~~Forms should not be left in academic department offices.~~ Students who are absent from class may be replaced on class rolls by students from a waiting list in accordance with individual instructor's policy. However, students will not always be "automatically" dropped if they do not attend a class for which they register. Add/drop practice varies among instructors, departments, and schools. You should inquire about the practice in each of your courses. Failure to drop a course according to University policy as stated below is likely to result in the assignment of a penalty grade of "U" in that course.

~~Within the first two weeks of instruction, students may submit a drop form signed by the instructor or department office. Unless approved drop forms are submitted to the Registrar's Office, students will receive a final grade of U or F in the course(s).~~ During the first two weeks of the semester, a student may drop a course by filing a drop form at the Registrar's Office.¹ Dropping a course during the first two weeks does not require the approval or acknowledgment signature of the instructor or the department. During the third and fourth weeks of the semester, students must inform the course instructor or the department of their intention to drop a course, and must obtain the instructor or department's acknowledgment signature on the drop form.¹ Students are responsible for submitting drop forms to the Registrar.¹ Forms should not be left in academic department offices.¹

All drops after the ~~second~~ fourth week and prior to the end of the twelfth week must have the approval of the instructor and Department Chair and are allowed only for "serious and compelling reasons." ~~(usually illness, change in employment schedule, etc.)~~. "Serious and compelling" reasons include (but are not limited to) the following:

- a) illness or other medical or emotional problem,
- b) change in employment schedule (including the addition of job due to a significant change in financial situation),
- c) family problems, and
- d) situations that could have serious consequences for the eventual success of the student.

Poor academic performance, in and of itself, is not an acceptable reason for dropping. The instructor may require that the student obtain official written verification (e.g., physician's note) and/or the recommendation of the student's

academic or major advisor. In addition to the drop form, the student must submit (to the Registrar's Office) a drop petition which includes a statement of the "serious and compelling reasons" and the necessary approvals.¹

Drops shall not be permitted during the final three weeks of instruction except in cases, such as accident or serious illness, where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an Incomplete is not practicable. Ordinarily, drops of this sort will involve total withdrawal from the University, except that credit, or an Incomplete may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made. All drops during the final three weeks of instruction must have the approval of the instructor, the Department Chair and School ~~or Division~~ Dean ~~and are allowed only in extenuating circumstances.~~

Courses officially dropped during the first four weeks of instruction will not be recorded on the student's permanent record. A grade of W will be recorded for courses in which a drop has been authorized after the fourth week of instruction.

The Schedule of Classes list deadlines, dates, and procedures for each semester.

¹By Fall 1990, use of add/drop forms may be discontinued if telephone registration capability is available on the campus. If this should occur, the Academic Senate recommends that catalog copy be revised as necessary to provide appropriate direction to students on use of telephone registration.

AS 90-100/AP, Ex. GRADE CREDIT FROM FOREIGN INSTITUTIONS, POLICY ON

[Note: The Executive Committee removed AS 90-100 from the agenda to further address implementation issues.]

New Business

AS 90-106/Flr. MINUTES

Approval of Minutes of the meetings of August 28 (#3) and September 13 (#4), 1990.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

DEPARTMENT OF CIVIL ENGINEERING

M E M O R A N D U M

Date: April 27, 1990

To: Mina B. Robbins, Chair
Graduate Policies and Programs Committee

From: Vishnu Agaskar, Chair
Civil Engineering *V Agaskar*

Subject: Response: Recommendation of The Academic Senate on
the Graduate Program - 1987-88 Academic Program Review

Thank you for your memorandum of March 29, 1990, reminding us of the due date for our response to the Graduate Policies and Programs Committee on the recommendations made by the Academic Senate regarding the Master of Science degree in Civil Engineering. The response is attached. The response addresses item 3. of AS 88-97/CC, GPPC, Ex., as amended by the Executive Committee and approved by the Senate at its meeting on October 13, 1988. The amended version reads as follows:

3. The Master of Science degree in Civil Engineering be approved for five years or until the next program review providing that on or before May 1, 1990, the Department (a) reports to the Graduate Policies and Programs Committee on the recommendation to consider consolidating the graduate program so that it consists of fewer areas of study...in order to concentrate its resources more effectively and insure adequate enrollments for necessary

courses (see Recommendation 19), (b) addresses the problem of compliance with the graduate core requirement (see Recommendation 14) either by submission of a program change that conforms to University policy on core requirements or a formal request for a waiver of the requirement, and (c) reports to GPPC on their effort to develop the transportation area in the graduate program (see Recommendation 17).

The responses to each of the above three sub-items (a), (b), and (c) are attached. I should note that (a) and (b) are closely related and the Department is requesting a waiver from the University policy on the graduate core requirement.

Encl.

cc: Arthur H. Williamson,
Dean, Graduate Studies
John N. Hester,
Assoc. Dean, School of Engr & Comp Sci
C.E. Faculty

RESPONSE OF THE CIVIL ENGINEERING DEPARTMENT TO THE ACADEMIC
SENATE RECOMMENDATION ON THE GRADUATE PROGRAM - April 27, 1990

Item (a): Recommendation to Consolidate the Graduate Program

The GPPC recommended that the C.E. Department consider consolidating the graduate program to concentrate resources and ensure adequate enrollments for necessary courses. The discussion of our request for waiver of the graduate core requirement is pertinent to this recommendation. Especially significant is the type of student who comes to CSUS for graduate work in Civil Engineering. The typical student is working full time in a professional position and needs more education in the specialty field. Obtaining a graduate degree often is secondary to the specialized course work. We have students who have taken enough courses for the degree, but have not completed the project, theses or comprehensive examination for the master's degree. Other students have taken courses through the Open University or as undeclared graduate students, with no apparent intent to seek the degree. For most of our students the absence of graduate courses in their area of specialization would simply mean they would leave the program. The subjects in other areas would not serve their needs.

Should the Department continue to offer courses in areas where some students do not complete degree programs? The Department believes it should for at least three reasons: First, most of the students in every area of our program do seek the degree. CSUS serves a significant need in graduate degree programs in Civil Engineering (as well as other engineering areas) because of our strong design emphasis. Many engineering graduates are not comfortable with the research emphasis of campuses such as U.C. Davis, but they are serious about graduate studies and the master's degree. Second, an active graduate program provides strong support for our undergraduate program. The interaction of our faculty with the professionals in the field helps keep us aware of the current technical issues. Third, CSUS has a responsibility to serve the needs of the region in high-quality education. We believe that it is important to improve their knowledge of their field. Some of those who start this way will choose to seek the formal degree. The areas we include in our program are fundamental areas for the civil engineering agencies and private firms in this region. The pool of potential graduate students in these areas is growing.

Our conclusion is that the areas of the program and the courses that are offered should be evaluated continuously, in terms of the needs of the region and the expertise of our faculty. At this time we conclude it is appropriate to continue the diversity that currently exists and to encourage the development of the program in the transportation area. We do look at opportunities for courses that relate to more than one area. The recently added course in hazardous waste management, for example, has been designed to attract students from at least the Geotechnical and Environmental areas.

Item (b): Recommendation on Compliance with the Graduate Core Requirement - Request for Waiver

In the 1987-88 Academic Program Review, the Academic Senate directed the Civil Engineering Department to address compliance with the graduate core requirement by submitting either a program change that conforms to University policy, or a request for formal waiver.

In looking at the graduate core requirements, the Department has become aware that there are two different requirements. The CSU system delegation of decisions on "options, concentrations, special emphases and minors" requires that those areas be related to an approved degree major program by a common core of three courses for graduate programs. The CSUS "Policy Relating to Undergraduate and Graduate Degree Programs" states that graduate degree programs "are expected to include at least three courses with no fewer than nine units, excluding independent study, field work and culminating experience, that are common to the degree programs." Since the CSUS campus requirement is the one that affects the Civil Engineering graduate program, the following discusses only that requirement.

The Problem

If the Civil Engineering Department conformed to the CSUS core requirement, we would have to create courses that could be used in the diverse areas of Environmental Engineering, Geotechnical Engineering, Structures, Transportation and Water Resources. The difficulty of doing this can be illustrated by looking at Water Resources Engineering and Structures areas, although similar examples could be presented for other pairs of areas. The Water Resources Engineering area applies principles of fluid mechanics and chemistry to the management of water resources. Structures applies the principles of solid mechanics, a subarea of physics, to the design of structures. The separation between Water Resources and Structures is illustrated by a survey conducted by an American Society of Civil Engineers Task Committee. The nationwide survey of 563 engineering professionals addressed the adequacy of current educational programs in water resources engineering. One question asked for a ranking of most important and least important subjects to prepare students for a career in public or private practice in water resources engineering. Structures was among the ten least important as ranked by educators (ranked 3) and practitioners (rank 6), while chemistry, physics and economics were not among the ten least important. (The survey results are reported in the January 1990 issue of the Journal of Water Resources Planning and Management.) Trying to find a common core for these areas might be likened to trying to find a common core for chemistry and physics. A course common to the two areas will actually not relate to either one. The course would have to be at a level too low to be useful, or be in an area of general foundation concepts, such as mathematics. This is essentially what the Civil Engineering Department found when we examined the core issue.

What Other Campuses Have Done

The Department looked at Civil Engineering graduate curricula at other campuses of the CSU system and the UC system to see what common core courses are used. All of the UC campuses that have Civil Engineering Departments, and three of the CSU campuses (Long Beach, Los Angeles and San Diego), have no core requirement. The CSU campuses that have some form of core courses in their Civil Engineering graduate programs use mathematics, computer methods, project planning and management, and seminar courses. None of them appears to have a core course directly applying civil engineering principles.

Current Civil Engineering Core

The Civil Engineering Department program in the CSUS Catalog currently lists a core of two Civil Engineering courses and one course selected from the Engineering series of applied mathematics courses. However, a provision is made for exemptions from the core, and many students are exempted from one or both of the Civil Engineering courses. Thus, the core consists, in practice, of a selection from the applied mathematics courses. While the current practice does not adhere to a full core, the statement of the core in the catalog may discourage some students from considering a master's degree in the program. (Some students who have come here have said they almost did not contact us because of the catalog requirement.) The current provision may be undesirable for both the Department and University policy.

Before proposing the existing catalog provision, the Civil Engineering Department studied the possibilities for a set of core courses. It was concluded that it was not possible to select or create a common core for all areas of the program. Even the mathematics used in the graduate areas differ between, say the Environmental and Structural areas. The Environmental area finds statistical methods most appropriate, while the Structures area finds numerical analysis methods more applicable. A "research methods" course was considered, but rejected for two reasons. First, there is a major component of research in the undergraduate program, and that is considered the appropriate location for such material. Second, most of the graduate projects and theses address design procedures and rarely include extensive experimental or library research.

An Alternative

The Civil Engineering Department is willing to conform to the spirit of the core requirement if a workable approach can be found. Our understanding of the objective of the core requirement by the CSU system is to assure that programs are clearly related to the Department's central degree program. The Civil Engineering Department concurs in the importance of this objective. In fact, the Department has a policy that requires students who do not have an undergraduate degree in Civil Engineering to take some of the required undergraduate courses before being classified as Civil

Engineering graduate students. It would be unrealistic to require the full spectrum of Civil Engineering courses, so the specific courses required varies with the graduate specialty area.

If the same objective is accepted for the campus requirement, a workable alternative may exist. The Department proposes that the requirement of a core of common courses be waived for the graduate program and that the undergraduate course requirements for being classified as graduate students in Civil Engineering be stated explicitly in the catalog.

In effect, the undergraduate curriculum serves as the core for the graduate program. The master's degree is the considered level of specialization in Civil Engineering. Since few of our graduate students are expected to continue on for a doctorate, the master's degree is their final level of specialization.

It is not possible to select from the Civil Engineering graduate curriculum even a single course, much less six or nine units that would serve as a common core. While it would be possible to create one or more courses to use as core courses, they would have to be at a level that would dilute the quality of the master's degree program. That surely is not the intent of the policy on the common core.

To restrict the graduate program to one or two areas that might find a common core also seems unacceptable. It would require, for example, eliminating either the Water Resources or the Structural area, both of which serve definite needs in the region.

Request for Waiver

Approval of the waiver will allow the Civil Engineering program to serve both traditional civil engineering needs and current priority needs as well as the needs of urgent present-day problems, such as control and disposal of toxic substances, while remaining clearly within the bounds of the Civil Engineering curriculum.

Item (c): Report on Development of the Transportation Area

In the 1987-88 Academic Program Review, the Academic Senate directed the Department of Civil Engineering to report, by May 1, 1990, on efforts to develop the graduate program in the transportation area. At the time of the review the Academic Senate was concerned because graduate transportation courses were not enrolling enough students. As indicated in the following paragraphs the area is developing and we expect it to continue to grow.

The Curriculum

The transportation curriculum was developed in 1986 after consultation with professionals in the Sacramento area. A survey of individuals, companies, and agencies conducted by the Department in September 1989 provided further input for curriculum development.

The recommended course of study for graduate students in the transportation area includes courses from the following list:

- CE 261 Transportation Planning
- CE 263 Traffic Engineering
- CE 262 Highway Engineering
- CE 264 Mass Transportation Engineering
- Engr 203 Engineering Statistics
- Engr 204 Operations Research 1
- Engr 205 Operations Research 2
- Engr 296 Advanced Engineering Economics
- CE 147A (or B) Transportation Facilities (Systems)
- CE 176 Urban Engineering
- CE 180 Pavement Design
- CE 177 Atmospheric Pollution Control

In addition, six units of non-engineering coursework are recommended, preferably in public administration or communications.

Growth in Enrollment

In order to inform potential students about the graduate transportation area, flyers are distributed each semester to Sacramento City, local counties, the California Department of Transportation, and companies in the Sacramento area. The opportunity to obtain an MS degree in Civil Engineering with transportation emphasis has also been publicized through contact with the professional societies such as the Institute of Transportation Engineers and the American Society of Civil Engineers

Ten classified Civil Engineering graduate students now have transportation as their major area of study, two have transportation as a minor area of interest. Other unclassified graduate students and extension students have also taken transportation courses. Graduate transportation courses and their enrollments, prior to and after the Program Review were as follows:

Before Program Review:

			Enrollment
Fall 1985	CE 296C	Highway Engineering	7
Spring 1986	CE 261	Transportation Planning	2
Fall 1986	Not offered		
Spring 1987	CE 264	Mass Transportation Engrg	cancelled
Fall 1987	CE 263	Traffic Engineering	cancelled
	(CE 299 in lieu of CE 263		2)
Spring 1988	Not offered		

After Program Review:

Fall 1988	Not offered		
Spring 1989	CE 263	Traffic Engineering	4
Fall 1989	CE 261	Transportation Planning	10
Spring 1990	CE 264	Mass Transportation Engrg	8

Continuing Research Activity

The development of the transportation area is also demonstrated by the level of activity of faculty research and undergraduate student involvement in transportation. An undergraduate transportation laboratory is being developed with National Science Foundation and Department funds. The data collection equipment and software in this laboratory can also support graduate student projects and research. Research contracts and grants which have been procured in the transportation area are as follows:

- 1984-85 State Department of Transportation (CALTRANS) grant to study the effectiveness and need for seat belts on buses.
- 1985-86 State Department of General Services contract to perform a traffic study
- 1986-87 CALTRANS contract to investigate accessible transportation service feeding AMTRAK trains and to transfer bus transportation services data to computer medium
- 1986-87 State Department of General Services contract to perform a traffic study and to assess the impact of train service in the vicinity of William Land Park
- 1988-89 CALTRANS grant to study geometric design standards for bus facilities on streets and highways
- 1988-89 National Science Foundation (NSF) grant to procure equipment for undergraduate transportation laboratory
- 1989-90 National Science Foundation (NSF) grant to study the application of simulation to traffic analysis

Currently one Computer Science graduate student and two Civil Engineering undergraduate students are employed on the NSF grant.

Future Potential

Potential for future expansion of the transportation area is very high because, in the past two years, the number of Civil Engineering graduates hired in the transportation area has increased significantly across the nation. These transportation professionals form a pool of potential graduate students. In addition, the rapid growth of the Sacramento region necessitates the expansion of city and county highway and transportation departments and is attracting more consulting engineers to Sacramento. These events also contribute to the pool of potential graduate students in transportation.

Another factor which demonstrates future potential for growth is a high level of support from the professional community. In the September 1989 survey conducted by the Department, forty-seven respondents indicated their belief that a Civil Engineering master's degree program with transportation emphasis will benefit the Sacramento region.

Summary

Efforts to develop the graduate program transportation area have been made in three areas. Firstly, a viable curriculum has been developed, with input from transportation professionals. Secondly, the graduate transportation area has been well publicized among the appropriate individuals. Thirdly, research activity has been pursued and a transportation laboratory has been established.

The potential for future growth of the transportation area is strong because of these efforts and because of national and local growth in the transportation profession. The Civil Engineering Department is committed to the future development of the graduate program in transportation. Efforts described in this report will be continued and the Department is considering advertising a new position in transportation as soon as this is feasible.

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

Commendations to the Department of Foreign Languages:

The Department of Foreign Languages is commended for

- its highly competent, enthusiastic and professionally current faculty;
- the currency, range and variety of its curriculum;
- the high quality of its majors and the Department's healthful interaction with them;
- its commitment to the use of the most advanced competency-based teaching techniques; and
- the excellence of its current leadership.

Recommendations to the Department of Foreign Languages:

It is recommended that the Department

1. provide 4 units per semester of released time for a Vice Chair and work toward providing 3 units per semester for the coordinators of French, German and Spanish. (p. 6)
2. modify its catalog description of the overseas Spanish M.A. Program to clarify any residence restrictions on taking the Program's comprehensive examinations. (p. 10)
3. plan its hires for the next several years to ensure that it will have adequate faculty for the continuation of its Italian Programs. (p. 13)
4. consult with the Departments of English, History, Humanities and Philosophy and the Dean of Arts and Sciences regarding preparation of a proposal for a Classics Minor. (p. 14)
5. consult with all programs on campus regarding the advisability of and procedures for instituting program language requirements. (p. 25)
6. make the adjustments in its Graduate Programs necessary to meet the University's Graduate Core requirement by May 1, 1991. (p. 28)
7. consult with the Dean of Graduate Studies regarding a proposal to implement a Graduate Teaching Assistant Program. (p. 30)
8. consult with the Dean of Arts and Sciences regarding the possibility of a University-sponsored interactive video system to be shared by all interested units on campus. (p. 38)

8. consult with the Dean of Arts and Sciences and the Space Planning and Management Committee (SPAM) regarding specified space for the Department and its laboratories in a new classroom building. (p. 38)

Recommendations to the Academic Senate:

It is recommended that

1. the Academic Senate leave language acquisition courses in the General Education Program under Area C2, if necessary recommending a revision of the criteria for C2 to ensure the qualification of language acquisition courses; and that the Academic Senate also recommend the adoption of a graduation language requirement. (p. 25)
2. the Bachelor of Arts degree programs in French, German and Spanish be approved for a period of six years or until the next scheduled program review.
3. the Master of Arts degree programs in French, German and Spanish be approved for a period of six years or until the next scheduled program review.

5-21-90



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

SCHOOL OF ARTS AND SCIENCES
OFFICE OF THE DEAN
FAX (916) 278-5787

M E M O R A N D U M

April 18, 1990

APR 1990
RECEIVED
ACADEMIC AFFAIRS
OFFICE OF THE DEAN

TO: Jolene Koester, Interim Assistant Vice President
Academic Affairs

FROM: *Cecilia D. Gray*
Cecilia D. Gray, Associate Dean
School of Arts and Sciences

SUBJECT: Proposed California Studies Minor

I am sending you a proposal to change the California Studies certificate to a minor.

The proposal has been reviewed by all relevant committees in the School with favorable recommendation.

I concur with the committees and recommend approval.

CDG/ph

Enclosures

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM CHANGE PROPOSAL

Academic Unit: Government, Economics, Geography, History, English, Anthropology, Environmental Studies, Geology Date of Submission to School Dean: January 1990
Requested Effective Fall X Spring , 1990

Type of Program Change:	Required forms attached:
<u> </u> Modification in Existing Program	<u> </u> Form C
<u> </u> Substantive Change	<u> </u> no form required
<u> </u> Non Substantive Change	<u> </u> Form D
<u> </u> Deletion of Existing Program	<u> </u> Form E
<u> </u> Initiation (Projection) of New Program	<u> </u> Form F
<u> </u> Implementation of New Program	<u> </u> Form G
<u>X</u> Addition of New Minor, Concentration, Option, Specialization, Emphasis	<u>X</u> Form H
<u> </u> Addition of New Certificate Program	<u> </u> Form H



Briefly describe the change requested and the justification for the change:
 We request that the current Certificate in California Studies be changed to a Minor in California Studies. This program is an interdisciplinary one, involving faculty and courses in eight departments in Arts and Sciences, designed to provide an understanding of California's institutions, culture, and environment. California has long been a significant region but in the last two to three decades, it has emerged as an even more important place and indeed force in the nation and the world. With the increasing importance of the Pacific Rim, California, as the United States' gateway to that region, is yet more important as a subject of academic study. Substantial knowledge of California will be useful and even necessary for those students interested in careers in government and public policy and even in commerce and international trade. This campus' Center for California Studies has taken the lead in promoting the study of California subjects in state university curricula. Other campuses have developed a minor in this area; surely we should not fall behind in this area where we first assumed leadership!

Transaction:
 School Review Completed (date): _____
 University Review Completed (date): _____
 Chancellor's Review Completed (date): _____

Approvals:
 Department Chair: Jean Torcom, Government Date: 1/12/90
 School Dean: _____ Date: _____
 Associate Vice President-Curriculum: _____ Date: _____

FORM G

Proposal for a Minor in California Studies

1. California State University, Sacramento.
Minor in California Studies
2. Eight departments in the School of Arts and Sciences will jointly offer the Minor in California Studies. They are the departments of Government, History, Geography, Economics, Anthropology, English, Geology and Environmental Studies.
3. Not applicable.
4. Departments are listed above in #2.
5. The purpose of offering this aggregate of courses as a Minor in California Studies is to provide students with an understanding of California's institutions, culture and environment in a manner that will be occupationally and academically useful to students in a variety of majors.
6. The proposed Minor in California Studies is currently a Certificate program. We propose upgrading it to a Minor primarily because the subject has and is becoming increasingly important and appropriate as a field of academic focus. As noted in the current CSUS catalogue, California has a central role as a gateway to the Pacific basin and for those preparing to engage in commerce and international trade in this area, substantial knowledge of California will be necessary. Moreover, students planning careers in California government or in fields related to public policy or the public sector generally will find their preparation greatly enriched in ways applicable to their future employment.

The Center for California Studies, established on the CSUS campus in 1983, has taken the lead in focusing attention on California subjects in the state university system's curriculum. In part through its leadership an increased focus is being placed on examining and studying California, which as a state is becoming more significant in fields as diverse as the arts, government, business, the environment, and so on. Finally, several other campuses in the CSU have developed or are developing a minor in California Studies. CSU, Sacramento, having taken the lead in this area, should have a Minor in California Studies.*

7. Total Units in the Minor in California Studies — 21

Required Courses

- (3) Econ 114 The California Economy
- (3) Geog 131 California
- (3) Govt 180 California State and Local Government
- (3) Hist 183B California History 1860-1970

*CSU, Chico has a California Studies Minor. San Francisco State and CSU, Hayward are both in process of developing such a minor.

- (9) Three of the following courses, no more than two of which may be from the same department:

Anth 123 California and Great Basin Archeology
Anth 128 Indians of California
Econ 132 State and Local Government Finance
Engl 150 California Authors
EnvS 110 Contemporary Environmental Issues
Geog 161 California's Water Resources
Geol 121 Geology of California
Govt 165 Politics of the Underrepresented
Govt 182 Seminar in California Government & Politics (Sacramento Semester)
Hist 183A California History 1542-1860
Hist 184 Gold Rush Era in California
Hist 185 California Indian History
Hist 186 Ethnic Minorities in California History

*Govt 195 Internship in California government

*As a substitute for Govt 195, students may enroll in an internship in a California setting offered by any of the participating departments.

8. Not applicable since this is an aggregate of courses from eight different departments.

A review of course schedules in the applicable departments over the last three years (1987, 1988, 1989) shows that the required courses are offered every year, in some cases in multiple sections. The list of electives contains courses that are offered in most cases every year and in a few cases every other year. They are certainly in the schedule often enough to provide students a broad array of choices.

Enrollment impact from students taking this minor is expected to be quite small and would surely not affect the number of sections of these classes that were offered. If anything it would help boost enrollment in what are otherwise lower enrolled courses.

9. It is not contemplated at the present that any new courses will be developed for the Minor in California Studies.
10. Faculty teaching in Minor in California Studies:

Valerie Anderson, Associate Professor of Environmental Studies, MS
Marsha Dillon, Professor of Geography, Ph.D.
Brian Hausback, Assistant Professor of Geology, Ph.D.
David Madden, Associate Professor of English, Ph.D.
Susan McGowan, Associate Professor of Economics, Ph.D.
Kenneth Owens, Professor of History, Ph.D.
Joseph Pitti, Professor of History, Ph.D.
Charles Plummer, Professor of Geology, Ph.D.
Charles Roberts, Professor of History, Ph.D.
Donald Seney, Professor of Government, Ph.D.
Joe Serna, Jr., Professor of Government, BA

Jerry Shelton, Lecturer in Economics, BA
John Syer, Professor of Government, Ph.D.
Dorothea Theodoratus, Professor of Anthropology, Ph.D.
Jean Torcom, Professor of Government, Ph.D.
Valerie Wheeler, Professor of Anthropology, Ph.D.
Angus Wright, Professor of Environmental Studies, Ph.D.

11. None.

CALIFORNIA STUDIES



CERTIFICATE

PROGRAM DESCRIPTION

California Studies is an interdisciplinary program designed to provide an understanding of California's institutions, culture, and environment in a manner that will be occupationally and academically useful to students in a variety of majors. With the state's central role as a gateway to the Pacific basin, substantial knowledge of California will be necessary for those preparing to engage in commerce and international trade. In addition, for students who are planning careers in the public sector, the California Studies certificate will furnish background applicable to their future employment.

Upon completion of the program, a candidate may petition the Dean of the School of Arts and Sciences for issuance of the Certificate in California Studies at the time of graduation. A person already holding a bachelor's degree can be awarded the Certificate upon completion of the required number of units.

FACULTY

Valerie Anderson, Environmental Studies; Marsha Dillon, Geography; Brian Hausback, Geology; Edward Howes, History; David Madden, English; Kenneth Owens, History; Joseph Pitti, History; Charles Plummer, Geology; Charles Roberts, History; Donald Senev, Government; Joe Serna Jr., Government; John Syer, Government; Dorothea Theodoratus, Anthropology; Jean Torcom, Government; Valerie Wheeler, Anthropology; Angus Wright, Environmental Studies.

Program Coordinator, Jean Torcom

..... Social Science 127, 278-6202

REQUIREMENTS

Required Courses

- (3) Econ 114 The California Economy
- (3) Geog 131 California
- (3) Govt 180 California State & Local Government
- (3) Hist 183B California History 1860-1970
- (6) Two of the following (must be taken from different departments):
 - Anth 123 California & Great Basin Archeology
 - Anth 128 Indians of California
 - Econ 132 State and Local Government Finance
 - Engl 150 California Authors
 - EnvS 110 Contemporary Environmental Issues
 - Geog 161 California's Water Resources
 - Geol 121 Geology of California
 - Govt 182 Seminar in California Government & Politics (Sacramento Semester)
 - Hist 183A California History 1542-1860
 - Hist 184 Gold Rush Era in California
 - Hist 185 California Indian History
 - Hist 186 Ethnic Minorities in California History

Note: As a complement to the 18 units in the certificate, it is highly recommended that students enroll in an internship in a California setting offered by one of the participating departments.