

A C A D E M I C S E N A T E
O F
C A L I F O R N I A S T A T E U N I V E R S I T Y
S A C R A M E N T O

Minutes

Issue #7

October 12, 1989

ROLL CALL

Present: Amos, Bach, Barrena, Bess, Burger, Campbell, Cooper, Decious, Dillon (Parliamentarian), Figler, Freund, Gillott, Hadley, Hallinan, Harriman, Haq, Hayashigatani, Herman, Holl, Huff, Kelly, Kornweibel, Lewis, Loewe, Lonam, Marsh, D. Martin, L. Martin, Joan Maxwell, John Maxwell, McClure, McGeary, McGowan, Miller, Nicola, Olson, Palmer, Pacholke, Pyne, Reinelt, G. Shannon, Sullivan, Summers, Tooker, Torcom, Urone, Wheeler, White, Whitesel, Winters, Wright, Yousif

Absent: Clark, Cross, Glovinsky, Jakob, Johnson, Kando, Kho, Kutichins, Mattos, Meyer, Moore, Morrow, W. Shannon, Shek, Stroumpos, Swanson, Toder, Tzakiri

INFORMATION

Faculty Endowment Fund: Robert Curry and Jean Torcom, members of the Committee on the Faculty Endowment Fund, gave a brief presentation on the purpose of the Fund and encouraged faculty participation.

ACTION ITEMS

AS 89-95/Conc COMMITTEE APPOINTMENTS

Academic Policies Committee:

HELENE BURGESS, Arts and Sciences, 1992
MERLE MARTIN, At-large, 1992
JOAN MAXWELL, At-large, 1992
GARY SHANNON, Senator, 1991

Affirmative Action Committee:

SHOTARO HAYASHIGATANI, Arts and Sciences, 1991
CHRISTINE MILLER, Senator, 1991

Curriculum Committee:

JOHN WILLIAMS, Arts and Sciences, 1992
JUNE HORRIGAN, At-large, 1992

Faculty Affairs Committee:

GEETHA RAMACHANDRAN, Arts and Sciences, 1992
GEORGE KOSTYR KO, Professional Schools, 1992
DORIS BEARD, At-large, 1992
IRVING HERMAN, Senator, 1990
SUSAN MCGOWAN, Senator, 1991
HARRIET NEAL, At-large, 1991 (repl. I. Herman)

Faculty Endowment Fund Committee:

ROBERT CURRY, At-large, 1992

Faculty Professional Development Committee:

ARTHUR JENSEN, Business Administration, F'1989
SHEILA MARSH, Library, F'1989

Fiscal Affairs Committee:

STEVEN BUSS, Arts and Sciences, 1992
PATRICIA KEARLY, At-large, 1992
LYNN COOPER, Senator, 1991

Graduate Policies and Programs Committee:

LES KONG, Professional Services, 1992
MAURINE BALLARD-CAMPBELL, At-large, 1992

Research and Scholarly Activity Committee:

ROBIN BANDY, Engineering and Computer Science, F'1989
PHYLLIS MILLS, Health and Human Services, F'1989
MICHAEL SHEA, Arts and Sciences/Math and Science, F'1989

Carried unanimously.

AS 89-96/Ex. COMMITTEE APPOINTMENTS - SENATEAffirmative Action Committee:

ANNE GRAVES, Education, 1990 (repl. D. Cordero)
KATHY FERRARA, E&CS, 1992 (repl. S. Vadvah)

Curriculum Committee:

GWEN AMOS, Senator, 1991 (repl. R. Tzakiri)

Curriculum Committee--Program Review Team Pool:

DENNIS HUFF, At-large, 1989-90

Faculty Professional Development Committee: THOMAS PYNE, Arts and Sciences, 1991 (repl. J. Koester)

Fiscal Affairs Committee:

AMIN ELMALLAH, Prof. Sch., 1990 (repl. M. Lewis)
SCOTT FARRAND, At-large, 1990 (repl. A. Elmallah)

General Education Committee:

LINDA PALMER, Senator, 1991 (repl. J. Maxwell)
CHARLES WASHBURN, Prof. Sch., 1990 (repl. S. Proctor)

Graduate Policies and Programs Committee:

ROBERT CURRY, At-large, 1990 (repl. J. Koester)
SUSAN MCGOWAN, Senator, 1991

Graduate Policies and Programs Committee--Program Review Team Pool:

THOMAS COTTINGIM, At-large, 1990
CAROLE MAYER, At-large, 1990
THOMAS PHELPS, At-large, 1990

Research and Scholarly Activity Committee:

CHARLES W. LOVITT, A&S/Humanities, 1991 (repl. J. Reinelt)
CHRISTINE MILLER, Senator, 1991 (repl. D. Freund)

Visiting Scholars Subcommittee:

NGO THINH, E&CS, 1990 (repl. M. Holland)
ANTHONY PLATT, H&HS, 1991
JERRY TOBEY, A&S, 1991
LAUREL HEFFERNAN, A&S, 1991
CLIFFORD WOOD, Prof. Services, 1991

Carried unanimously.

*AS 89-97/Ex. COMMITTEE APPOINTMENTS - UNIVERSITYAcademic Telecommunications Advisory Committee:

BARBARA HOADLEY, At-large, 1991
JAMES GEHRMANN, At-large, 1991

Administrative Telecommunications Advisory Committee:

CHARLES G. NELSON, At-large, 1991

AIDS Advisory Committee:

LELAND NICHOLS, At-large, 1991
JOSEPH HELLER, At-large, 1992

A.S.I. Budget Review Board: ROGER BARTLETT, At-large, 1990

Athletic Advisory Board:

ROSE LEIGH VINES, At-large, 1990 (repl. R. Metcalf)
JEAN TORCOM, At-large, 1991

Committee on Administrative Review:

JOHN WILLIAMS, At-large, 1992

Council for University Planning:

ED CHRISTENSON, At-large, 1990 (repl. A. Radimsky)

DAVID MARTIN, At-large, 1991

JUANITA BARRENA, Executive Committee Member, 1990

Energy Management Committee:

JOHN CORLESS, At-large, 1991

Faculty Representative, A.S.I.: RICHARD ADAMS, At-large, 1990

Grade Appeal Procedural Appeals Board:

WILLIAM DILLON, At-large, 1990

ANN HARRIMAN, At-large, 1990

LUCIEN AGOSTA, At-large, 1990

Hornet Foundation Board of Directors:

DORIS BEARD, At-large, 1992

Livingston Annual Faculty Lecture Committee:

BRIAN HAUSBACK, At-large, 1991

GERALD MCDANIEL, At-large, 1991

CHARLES G. NELSON, At-large, 1991

Lottery Fund Allocation Committee:

PAUL NOBLE, Arts and Sciences, 1992

PATRICIA STRONG, Business Administration, 1992

JAMES HERNANDEZ, Health and Human Services, 1992

Meritorious Performance and Professional Promise Awards Committee:

JEAN TORCOM, Unit 3, 1990

ESTELA SERRANO, Unit 3, 1990

JOHN CONEY, Unit 3, 1990

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

ROBIN REESE, At-large, 1990

Public Safety Advisory Committee:

HUGUETTE BACH, At-large, 1990

Student Academic Development Committee:

THADDEAUS SHOEMAKER

DAVID RASKE

JESUS TARANGO

Student Disciplinary Hearing Officer:

PAUL FALZONE, At-large, 1990
SUSAN GERINGER, At-large, 1990
ERWIN KELLY, At-large, 1990

Student Economic Support, University Committee for: (staggered three-year terms to be determined at first committee meeting)

PEGGY CAVAGHAN, Arts and Sciences
NANCY TOOKER, Arts and Sciences
CHARLOTTE COOK, Education
PATRICIA ACKERMAN, Health and Human Services
Business and Public Administration - PENDING
DAEHEE LEE, Engineering and Computer Science

University Center Board:

JAMES KENNEY, At-large, 1992

University Union Board of Directors:

MICHAEL LEWIS, At-large, 1990

Carried unanimously.

*AS 89-98/CC, FisA, Ex. PROGRAM CHANGES

The Academic Senate recommends approval of the following program changes:

- a. **Adapted Physical Education Specialist Credential:**
Substitutes PE 146 and PE 195.5 for PE 179. No significant fiscal impact.
- b. **Mechanical Engineering:** In response to program review recommendations, restructures the core and provides two distinct options (Thermal Science, and Computer Aided Design and Manufacturing). No significant fiscal impact.
- c. **Anthropology B.A.:** Creates three rather than two groups of courses from which students are required to take a specified number of units. No significant fiscal impact.
- d. **Journalism Minor:** Increases the total number of units in the Minor from 20 to 21 and specifies Journalism 30 as a requirement for the Minor. No significant fiscal impact.
- e. **Philosophy Minor:** Adds specification that three courses (Philosophy 4, 20 and 21) are required for completion of the Minor and removes the requirement that upper division courses must be numbered 140 or higher. No significant fiscal impact.

Carried unanimously.

AS 89-94/Flr. MINUTES

The Minutes of the meetings of April 13, April 27, May 11, May 18, May 25, August 22, and September 28, 1989, are approved as published. The Minutes of the meetings of August 31 and September 14 are approved with the following amendments:

August 31, page 1: Record Senator McGowan as present.

September 14, page 2: "...the following items were postponed to the September ~~14~~ 28 meeting:"

Carried.

*AS 89-99/AP, Ex., Flr. HONORS AT GRADUATION, POLICY ON

The Academic Senate recommends revision of the policy on Graduation With Honors as follows:

Honors At Graduation is to be awarded to CSUS Bachelor's degree graduates who have completed a minimum of 30 [graded] units in residence at the time the CSUS grade point average is calculated for awarding honors. The GPA calculation shall include all CSUS coursework, including the final semester.

Honors shall be awarded based on the following scale:

Cum Laude:	3.50-3.74
Magna Cum Laude:	3.75-3.89
Summa Cum Laude:	3.90-4.00

Second Bachelor's Degree graduates are not eligible for Honors At Graduation.

If a department has fewer than ten percent of its students qualify for honors (i.e., have a GPA of 3.50 or greater), students having a minimum GPA of 3.25 and whose GPA would place them among the top ten percent of the department's graduates for the previous two academic years will be awarded honors (Cum Laude) at graduation.

Carried.

*AS 89-100/CC, FisA, Ex. FINE ARTS, BACHELOR OF

The Academic Senate recommends approval of the proposed Bachelor of Fine Arts degree (Attachment A).

However, the Academic Senate notes that the program as proposed may not comply with the 1988 WASC Standard 4.B.9 ("The equivalent of two years of study toward the baccalaureate degree will be in general education and unrestricted electives even if this extends the basic program. Institutions which

offer programs that do not meet this standard bear the burden of proof that the tripartite goals of the baccalaureate are otherwise met."). Therefore, the Academic Senate recommends that the Art Department consult with the Vice President for Academic Affairs to review the proposal and make changes, if necessary, in total units and description of the tripartite disposition of units to comply with the Standard.

Carried.

*AS 89-101/CC, FisA, Ex. CHINESE, MINOR IN

The Academic Senate recommends approval of the proposed Minor in Chinese (Attachment B).

Carried.

*AS 89-102/FPDC, Ex., Flr. FACULTY PROFESSIONAL DEVELOPMENT PROGRAM

Whereas, the California Postsecondary Education Commission (CPEC), in its May 1988 report to the Legislature on faculty development programs in California's public colleges and universities, directed the three systems of public higher education to establish a planning process that will lead toward better planning, coordination and evaluation of faculty development, and

Whereas, Coded Memorandum FSR 89-08 (Attachment E-1, 10/12/89 Senate Agenda) from the Chancellor's office directs each campus to submit a campus plan for faculty professional development consistent with the "Guidelines for a Campus Planning Process for Faculty Development Programs" developed for the CSU segment by the Chancellor's office in consultation with a statewide advisory committee, and

Whereas, the CSUS Academic Senate, in April, 1988, recommended and the President approved a comprehensive policy statement on faculty professional development titled "Faculty Professional Development: A CSUS Investment in Professional Growth" (AS 88-41B), and

Whereas, since the April 1988 policy statement was adopted, the program has expanded and become more complex as a result of externally imposed guidelines for certain types of programs (e.g., State Funded [a.k.a. 1988-89 PCP] Research, Scholarship and Creative Activity Program), and

Whereas, a variety of Senate and school committees are involved in policy development and/or implementation of various aspects of the campus faculty development program, and

Whereas, the composition of the Committee on State Funded Research, Scholarship and Creative Activity and procedures for implementation of the program, recommended in AS 88-86A, were only approved for the 1988-89 academic year, with the commitment of the Academic Senate to "conduct a review of the 1988-89 procedures for implementation of the State Funded Research, Scholarship and Creative Activity programs, including a review of the selection and composition of the campus committee required under the guidelines," and

Whereas, the four Senate committees involved in policy development and/or implementation of faculty development programs, at a meeting on February 17, 1989, established an ad hoc committee consisting of one member from each of the committees and the Coordinator of Faculty Professional Development, as chair, to:

1. examine the existing committee model and recommend revision, as necessary, to improve efficiency, facilitate policy development, coordinate program implementation and standardize procedures, and
2. develop recommendations regarding the "campus plan" that must be prepared by the administration for submission to the Chancellor's office in response to Coded Memorandum FSR 89-08, and

Whereas, the recommendations contained in the ad hoc committee report, dated May 24, 1989 (Attachment E-2, 10/12/89 Senate Agenda) have been reviewed and endorsed with modification, by the Executive Committee and the Faculty Professional Development Committee; therefore, be it

Resolved, that the Academic Senate receives the report of the ad hoc committee; and, be it further

Resolved, that the Academic Senate, based on the findings and recommendations of the ad hoc committee, makes the following recommendations regarding campus policy on

faculty professional development, and procedures for administration and implementation of faculty professional development programs:

1. the Academic Senate recommends that administrative support for the faculty professional development programs of the university be increased as determined necessary by the university administration, in consultation with the Academic Senate, to reflect the increased clerical and administrative support requirements relating to the implementation of the various programs. The Academic Senate requests that specific attention be given to providing adequate support to the chair(s) of relevant committees and staff support to these committees: The Academic Senate further recommends that the Vice President for Academic Affairs, with the Academic Senate Chair, review the support requirements detailed in the Appendix of the May 24, 1989 ad hoc Committee report, with the aim of identifying appropriate levels and sources of staff support for the programs.
2. the Academic Senate recommends that, subject to the conditions specified above with regard to increased support, a new Senate committee, named the Research and Creative Activity Committee, be established which combines the functions of the Committee on State Funded Research, Scholarship and Creative Activity (created by AS 88-86A) and the Senate's Research and Scholarly Activity Committee (created by AS 85-55 and AS 86-23). The Academic Senate further recommends the membership and charge of the newly established Research and Creative Activity Committee as set forth in Attachment C-1.
3. the Academic Senate recommends the following changes in the visiting scholars program:
 - a. that the University Visiting Scholars Committee be changed from a subcommittee of the General Education Committee to a standing Senate committee, with the definition and purpose, membership and charge set forth in Attachment C-2.
 - b. that a portion of the funds devoted to supporting the visiting scholars program,

including Lottery funds, continue to be allocated to the University Visiting Scholars Program and that the remaining funds be distributed to the school-based programs on a pro-rata basis.

- c. that the name of the school-based visiting scholars programs be changed to avoid confusion with the University Visiting Scholars Program, and that school-based programs be required to submit an annual review to the Faculty Professional Development Committee, which includes a description of the school's policies and procedures, a summary of activities funded and an evaluation of the school-based program.
4. Subject to approval of 1, 2, and 3 above, the Academic Senate recommends the following committee reporting relationships for coordinating the Faculty Professional Development Program on this campus and further recommends that this organizational structure be included in the Campus Plan for Faculty Professional Development submitted to the Chancellor's Office in response to FSR 89-08.

FACULTY PROFESSIONAL DEVELOPMENT COORDINATION

Faculty development activity on campus will be organized into a three-tier system. The first tier, the Faculty Professional Development Committee, will be responsible for recommending faculty professional development policies. That responsibility shall include development of program priorities, guidelines, and evaluation practices. Among the tasks of the FPDC are receiving summary reports on faculty professional development programs and facilitating data collection for reports to the Chancellor's Office and for the Faculty Resource Center data base.

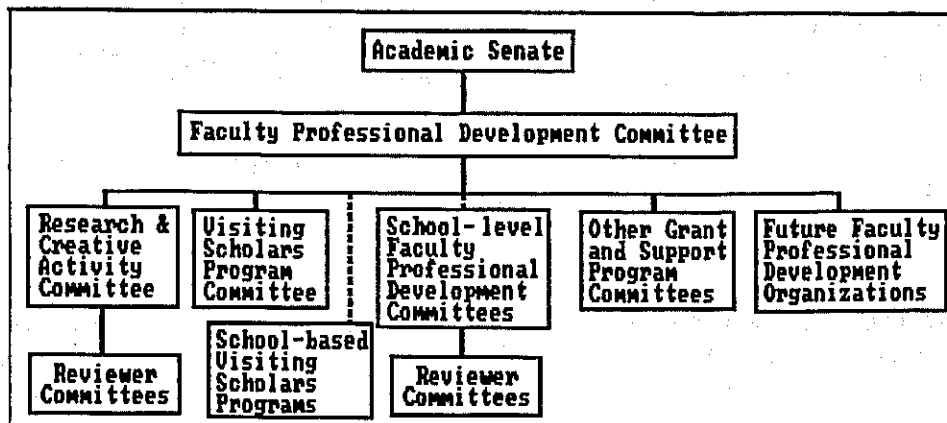
The second tier will have procedural responsibilities for management and implementation of the programs. This tier will include, for example, the "new" Research and Creative Activity Committee, the University Visiting Scholars Committee, and the school-level Faculty Professional Development

Committees. Tasks of these committees include reviewing criteria for granting awards and assuring that the policies and guidelines for the programs are adhered to when awards/grants are made. At the direction of the FPDC, these committees may also be involved in formulating guidelines for the programs.

The third tier is responsible for reviewing proposals and recommending the awarding of grants. This tier will consist of the review panels established by the committees in the second tier.

The following is a schematic representation of the reporting relationships of the programs related to faculty professional development.

FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE COORDINATION



Carried.

*AS 89-103/Ex. TRUSTEES' OUTSTANDING PROFESSOR AWARD

The Academic Senate reaffirms AS 88-115A, as follows:

"Whereas, The CSUS Academic Senate views the Trustees' Outstanding Professor Award Program as an inappropriate way to recognize superior teaching; therefore be it

"Resolved: The CSUS Academic Senate reaffirms the campus policy of declining to participate in the Trustees' Outstanding Professor Award Program."

Carried. [Hand vote: Yes = 22; No = 15]

*AS 89-104/CC, GPPC, Ex., Flr. CURRICULUM REVIEW - COMMUNICATION STUDIES [Response to AS 88-09]

[AS 88-09: "3. the General Communication Concentration in the Bachelor of Arts Degree in Communication Studies be extended until May 1, 1989, in order to give the Department time to consider recommendations for program revision and to address enrollment targets, advising procedures, and the sequencing of the common core courses."]

- a. Based on the Department of Communication Studies' response (Attachment D-1) to program review recommendations and the recommendation of the Curriculum and Graduate Policies and Programs committees, the Academic Senate recommends approval of the General Communications concentration in the Bachelor of Arts in Communication Studies until the next program review.

[AS 88-09: "1. the Media Concentration in the Bachelor of Arts Degree in Communication Studies be approved for five years or until the next scheduled program review with the condition that a program report be made jointly by the School of Arts and Sciences and the Department of Communication Studies to the Graduate Policies and Programs Committee and Curriculum Committee by May 1, 1989, concerning the state of facilities and equipment for the Media Concentration. In addition, the ad hoc Committee on Media Planning established by the Associate Vice President in response to the program review recommendation to the Academic Vice President, shall develop 'a formal, detailed, written statement of the mutual responsibilities and obligations of the Department and University Media Services concerning studio equipment and supplies purchases, studio and equipment usage, equipment repair, and equipment repair priorities and report back to the Academic Senate Curriculum Committee and Graduate Policies and Programs Committee by May 1, 1989.'"]

- b. The Academic Senate acknowledges receipt of a report (Attachment D-2) from the Department of Communication Studies pertaining to the Media Concentration and recommends that the Media Concentration be approved unconditionally until the next scheduled review. The Academic Senate notes that, to date, the ad hoc committee on Media Planning established by the Academic Vice President has not submitted the written statement requested in AS 88-09, and requests that, at a minimum, a progress report from the committee be submitted to the Senate by November 17, 1989, and a final report no later than the end of the Spring semester.

Carried.

AS 89-105/CC, GPPC, Ex. CURRICULUM REVIEW - GEOLOGY

The Academic Senate postpones consideration of the recommendation in the Academic Program Review, Department of Geology that "1. the Vice President and the Academic Senate clarify the role of Academic Affairs in the allocation of space for curricular functions. (p. 39)," pending receipt of related information.

The Academic Senate recommends that:

1. the Bachelor of Arts degree program in Geology be approved for five years or until the next program review.
2. the Bachelor of Science degree program in Geology be approved for five years or until the next program review.

In addition, the Academic Senate joins with the Review Team [Recommendations to the University, #6] in urging that "the Council for University Planning urgently expedite the safety measures recommended by the state fire marshal for the Science Building."

Carried.

AS 89-106/CC, GPPC, Ex. CURRICULUM REVIEW - COMPUTER SCIENCE

The Academic Senate recommends that:

1. the Bachelor of Science Degree Program in Computer Science be approved for another five years, or until the next program review
2. the Master of Science Degree program in Computer Science be approved for another five years, or until the next program review
3. the Minor in Computer Science be approved for another five years or until the next program review.

Carried.

The hour of adjournment having arrived, the following items were postponed to the November 9 Academic Senate meeting.

AS 89-107/CC, GPPC, Ex. CURRICULUM REVIEW - ELECTRICAL AND ELECTRONIC ENGINEERING

AS 89-108/CC, Ex. EXTENDED LEARNING PROGRAMS REVIEW

AS 89-70/CC, FISA, Ex. PROGRAM CHANGE--NURSING UNDERGRADUATE PROGRAM

The meeting was adjourned at 4:35 p.m.


Janice McPherson, Secretary

*President's approval requested.

*The complete Academic Program Review is available for review in the Academic Senate Office, Adm. 264.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DEPARTMENT OF ART

Sacramento, California 95819

SEP 22 1989

Academic Senate Received

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This is a proposal to initiate the Bachelor of Fine Arts Degree (BFA) in the visual arts at CSUS as an initial professional degree in art the primary emphasis of which is one the development of skills, concepts, and sensitivities essential to the professional artist.

This degree differs from the BA degree in that it is studio oriented, requires 81 units to complete and only students who possess exceptional talent, artistic sensibilities and a strong commitment are admitted into the BFA program. (Students in art history, art education and others in studio areas will continue in the BA programs.) The BFA is a professional program providing directed studies, designed for students seeking in-depth preparation for careers in two-dimensional or three-dimensional fine art disciplines.

This BFA degree prepares students to function as practitioners who exhibit both technical competence and broad knowledge of art and art history, sensitivity to artistic style and an insight into the role of art in the life of humankind. It also prepares them to enroll in Master of Fine Arts programs, the terminal degree for the visual artist.

The BFA at CSU, Sacramento would be the only undergraduate professional degree available in this northern area and would provide needed training for a small percentage of students (approximately 20% or less of the total undergraduate art majors enrolled for any given semester).

DEFINITION OF THE PROPOSED DEGREE MAJOR PROGRAM

- a. California State University, Sacramento, proposes the implementation of the Bachelor of Fine Arts degree in Fall 1990.
- b. The Department of Art, CSU, Sacramento, will have primary responsibility for the implementation of the Bachelor of Fine Arts degree with an emphasis in the visual arts.
- c. The individual responsible is Kurt von Meier, Ph.D., Professor, Chairman of the Department of Art; Professor of Art.
- d. The objective of the BFA program is to provide training for the student who seeks to become a professional artist. The program emphasizes the development of skills, concepts and sensitivities essential to the professional artist. It is planned for the student eventually seeking a Master of Fine Arts

degree, the position of a professional artist, and for those planning a career of teaching studio art within a particular specialization.

- e. The total number of units required for the BFA is 81 units.

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CATALOG DESCRIPTION

Bachelor of Fine Arts Degree

The Bachelor of Fine Arts program is designed for students interested in (a) pursuing a professional level, (b) obtaining a MFA degree or (c) developing a career teaching a studio specialization.

The Bachelor of Fine Arts degree program is highly selective, requires a high quality of performance by the student and intensive preparation in an area of specialization.

Bachelor of Fine Arts Admission Requirements

- . Applicants must meet University admission requirements and must have completed 15 units of art courses with a grade point average of 3.0 or better in those courses. Transfer students must complete at least 6 units in residence before applying for the BFA program.
- . Each applicant must successfully pass a screening review which will be held twice a year in early April and early November (more specific dates may be obtained from the Art Department Office).
- . Students for the program will be selected by the Art faculty from submitted portfolios or slides and photographs which should indicate the creative level expected of BFA candidates.
- . Completion of the program requires the candidate to prepare an individual project which will demonstrate the candidate's professional competence in the area of concentration.

Bachelor of Fine Arts Degree Requirements

The BFA degree requires 81 units in the major (29 core units, 52 units from the Area of Specialization). A total of 132 units is required.

BFA Core Courses:

Art 1A	Stone Age to Renaissance	3 units
Art 1B	Renaissance to Present	3 units
Art 20A	Beginning Drawing	2 units
Art 20B	Intermediate Drawing	3 units
Art 27	Beginning Color	3 units
Art 60	Visual Organization Artists	3 units
Art 70	Form, Space and Vision	3 units
Art 109	20th Century Art	3 units
Art 194	BFA Seminar	3 units
Elective	(1) upper division course in Art Hist.	3 units
	Total	29 units

Two-Dimensional Art Emphasis: Painting and Drawing Concentration requires the following courses:

Art 21	Beginning Painting	2 units
Art 24	Watercolor	2 units

Two courses from: 4 units

Art 40A	Basic Printmaking-Etching (2)	
Art 40B	Basic Printmaking-Lithography (2)	
Art 40C	Basic Printmaking-Relief (2)	
Art 40D	Basic Printmaking-Silkscreen (2)	

One course from: 3 units

Art 141	Advanced Silkscreen (3)	
Art 142	Advanced Lithography (3)	
Art 143	Advanced Etching (3)	
Art 160	Interm./Adv. Photography (3)	

Art 120	Advanced Drawing (3)	6 units
Art 121	Advanced Painting (3)	9 units
Art 124	Advanced Watercolor	3 units
Art 125	Life Studio (3)	6 units
Art 126	Life Painting (3)	6 units
Art 129	Painting/Drawing Studio	3 units
Art 145	Advanced Printmaking	3 units
Art 199	Independent Study	2 units
Electives	Upper Division	3 units

Total 52 units

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The Three-Dimensional Art Emphasis: Sculpture and Fine Metals Concentration requires the following courses:

Art 86	Clay Sculpture	2 units
Art 87	Wood Sculpture	2 units
Art 75	Beginning Metalsmithing	3 units
Art 175	Intermediate Metalsmithing (3)	6 units
Art 178	Sculpture Metalworking Processes	3 units
Art 179	Craft/Art Metal Studio (3)	6 units
Art 180	Figure Sculpture (3)	6 units
Art 183	Advanced Sculpture I	3 units
Art 184	Advanced Sculpture II (3)	6 units
Art 187	Advanced Wood Sculpture	3 units
Art 189/199	Sculpture Studio/Special Problems	9 units
Electives	Upper Division Studio	3 units
Total		52 units

The Three-Dimensional Art Emphasis: Ceramics Concentration requires the following courses:

Art 50	Beginning Ceramics	2 units
Art 53	Beginning Handbuilt Ceramics	2 units
Art 150	Advanced Ceramics (3)	12 units
Art 152	Glaze Calculations	3 units
Art 153	Advanced Handbuilt Ceramics (3)	12 units
Art 154	Kiln Techniques	3 units
Art 159/199	Ceramics Studio/Special Problems	9 units
Art 186	Advanced Clay Sculpture	3 units
Electives	Upper Division	9 units
Total		52 units

- g. The Bachelor of Fine Arts in Art may have a two-dimensional emphasis: painting and drawing concentration; or the Bachelor of Fine Arts in Art may have a three-dimensional emphasis: ceramics or fine metals and sculpture concentration.
- h. The following are the course prerequisites and other criteria for admission of students into the BFA program:

Faculty Review

5

All students accepted into the BFA program must submit a portfolio to be reviewed and evaluated by art department faculty. The review occurs twice yearly: in early April for the following Fall; in early November for the following Spring.

CSUS Students

To pursue a BFA, CSUS students must first apply for a BA with a major in art. After the completion of a minimum of 15 units of lower division art courses, with a 3.0 grade point average within the major, the student may apply for BFA status.

Transfer Students

Students transferring from community colleges or other institutions must complete at least 6 of the 15 minimum lower division units on the CSUS campus before applying for BFA status.

Grade Point Requirements

Students accepted into the BFA program must maintain a 3.0 grade point average in art to retain BFA status. Student's status will automatically shift to BA upon failure to maintain a 3.0 grade point average in the major. Students must receive a grade of C- or better in all courses attempted within the program.

BFA Seminar

Students in the BFA program must complete prior to graduation one semester minimum of BFA seminar. An exhibition of BFA student work is integral to this seminar. The instructor, or instructors, direction BFA Seminar will act as advisors for BFA candidates.

BFA Requirements

Total Units Required:	81 units
General Education	51 units

- i. Special characteristics of the degree major are the requirement of 81 units rather than the maximum 48 units required for a BA, the concentration and emphasis in certain studio areas and the creation and presentation of a body of work for evaluation in order to graduate.
- j. Most of the courses included in the BFA program are not themselves new. Accordingly, an articulation agreement has already been provided for with community colleges, and qualified community college students may transfer credits into the program.
- k. Since the program of the Art Department is already accredited by the National Association of Schools of Art and Design (NASAD), it is anticipated that, following CSUS approval, the BFA major will be submitted to NASAD for its review and accreditation.

FISCAL AFFAIRS COMMITTEE
 FISCAL IMPACT EVALUATION
 BACHELOR OF FINE ARTS (BFA)

The Art Department proposes a new BFA program. The unit structure of the program would be:

29 units	CORE	
55 units	Specialization	
<u>51</u> units	GE	
135 units		
<u>-6</u> units	double-counted GE courses	
129 units		

The proposal is unclear in its description of unit requirements; catalog copy should make these requirements clear.

The new program is expected to attract the most talented students in the existing BA program, estimated at 15-25 students each semester. Initially, no overall rise in FTES is expected as a result of this new program. Over time, the Department does hope to attract some new students to the BFA program, leading to an increase in Department FTES.

The Department is not asking for additional resources in support of the BFA program; resource needs will be addressed with existing resources.

Analysis of Resource Needs

The resource implications of the proposed program are found in the 29 unit core. The core is comprised of some existing courses, one new course (20B) and some redefined courses. FAC finds the following with regard to core offerings:

CLASS	C/S	<u>NOTES</u>	+/- wtu's	
			FALL	SPRING
1A (3)	01	Used to be GE; no longer GE; expect enrollment drop	0	0
1B (3)	01		0	0
20A (2)	07	GE; history of over-enrollment; may need add'l section; Dept. will control enrollment	0	0
20B (3)	07	new; plan to reduce 20A offerings to cover		+3.9
27. (3)	07	replaces ART 127; no net change	0	0

(over)

60	(3)	0207	not offered since Sp '87 enrollment <u>close</u>		+3.6 (?)
70	(3)	07	replaces Crafts, which has not been offered in 2 years.	+3.9	
109	(3)	01	room in existing sections	0	0
194		05	new seminar; 05 assumed		+3
				10.8 - 14.4	TOTAL

The Department reports that no additional resources are necessary for program support, including library, equipment, supplies and program coordination.

Summary, Conclusion, and Recommendations

The new BFA program will add 10.8 to 14.4 wtu's per year to the Art Department's schedule. The Department plans to cover this increase with existing resources; one proposal is to cut GE offerings to cover the BFA core courses. FAC recommends against a cut in GE offerings. Indeed, current GE offerings in Art are not sufficient to meet student demand. Decreasing GE offerings in order to support a new major undermines the commitment to GE. Furthermore, the Department should be aware of the adverse effect on SFR caused by cuts in the GE offerings. More efficient management of underenrolled graduate courses might be a better strategy for freeing resources for the BFA core.*

The unit requirement for this major needs to be clarified, especially in the catalog copy.

The classification of ART 194 needs to be determined; a classification of 05 is recommended.

ML/CD

12/6/88 - Approved by the Fiscal Affairs Committee

* In response to concerns raised by the Fiscal Affairs Committee and the Curriculum Committee, the Art Department, in a memorandum dated April 26, 1989, provided the following revision of its plans to support the new program:

"The faculty of the Art Department agrees with this concern and reaffirms its commitment to maintaining the required level of GE offerings. However, any redistribution of faculty and other resources to support the BFA program will come from resources normally applied to majors. The committee should recall that some Art courses, such as the four semesters of 113A-D, were once GE but were inadvertently dropped from that classification. A separate proposal is being drafted to reinstate these courses which will then augment GE offerings by the department."

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

DEPARTMENT OF FOREIGN LANGUAGES

PROPOSED MINOR IN CHINESE

There is an aggregate of courses in Chinese--most of which are already in place (a few are presently being implemented or will soon be proposed)--which are designed to offer students the necessary linguistic, literary and cultural background in Chinese (specifically, the Mandarin dialect: China's national language) to form a minor degree worthy of the name.

In a recent survey conducted by the Department of Foreign Languages, 15 current students of Chinese expressed an interest in obtaining a minor in the language. Some of these students will file for a special minor insofar as they will be graduating within the next year or two. The majority, however, will still be undergoing the requisite coursework in 1989: the year in which the regular minor in Chinese could be implemented if this proposal is accepted.

It is proposed that the minor in Chinese require 12 units of upper division credit. The prerequisite lower division language acquisition will generally be done through coursework, though an equivalency exam is available for those students who feel they may already be at the upper division level. The relevant list of courses is as follows:

Lower Division

CHIN 6A	Elementary Mandarin	5 units
CHIN 6B	Elementary Mandarin	5 units
CHIN 7A	Intermediate Mandarin	4 units
CHIN 7B	Intermediate Mandarin	4 units
		<hr/>
		18

Upper Division

CHIN 102	Advanced Mandarin: T.V., Film & Radio	3 units
CHIN 103	Advanced Mandarin: Conversation & Composition	3 units
CHIN 110	Advanced Mandarin: Modern Chinese Fiction	3 units
CHIN 105	Advanced Mandarin: Topics in Chin. Linguistics	3 units
		<hr/>
		12 units

CHIN 102 was first offered in Spring Semester, 1988 with an enrollment of 15 students. The catalogue description is as follows:

An introduction to the Chinese media with an emphasis on enhancing general listening comprehension. Scripts and screenplays will be consulted. An appreciation of the didactic role of the Chinese media, as well as the development of Chinese cinema, will be a by-product of the course.

CHIN 103 is being offered Fall Semester, 1988 (enrollment period still open). Its catalogue description is as follows:

This course is designed to augment the student's ability to treat a topic both through proper verbal expression and formal written expression. The linguistic differences between these two modes of expression are a major focus of this course.

The two courses _____ to be offered in subsequent semesters--Spring and Fall, 1989--are as follows:

CHIN 110 Advanced Mandarin: Modern Chinese Fiction

This is a survey course taught exclusively in Mandarin as an introduction to Modern Chinese Fiction through a careful study of representative works from both the People's Republic of China and Taiwan (Republic of China).

CHIN 105 Advanced Mandarin: Topics in Chinese Linguistics

Topics include a general survey of historical linguistics, comparative dialectology, a linguistic appreciation of Classical Chinese (wenyan), the concise style of newspaper language and other written forms.

Thus, the required two-year scheduling pattern would be as follows (starting with the courses already in place):

Spring, 1988	CHIN102	Advanced Mandarin: T.V., Film & Radio
Fall, 1988	CHIN103	Advanced Mandarin: Conversation & Composition
Spring, 1989	CHIN110	Advanced Mandarin: Modern Chinese Fiction
Fall, 1989	CHIN105	Advanced Mandarin: Topics in Chin. Linguistics

No additional courses and sections are required so long as the CHIN 196 series is given a permanent number (upgraded from "experimental" status). Since only one upper division course is given each semester, there is no additional burden on the Professor convening the courses. While it is anticipated that some lower division teaching will be handled by part-time staff, the convener for all upper division courses will be:

Lewis Stewart Robinson
Assistant Professor, full-time (tenure track)
Ph.D. (1982), Oriental Languages, U.C. Berkeley

Director, Chinese Program (August 1987 - Present)
Department of Foreign Languages
California State University, Sacramento

* Lecturer in Chinese (July 1983 - July 1987)
Macquarie University
Sydney, Australia

* N.B.: The Australian system follows the British system, whereby the rank of lecturer is the equivalent of an assistant professor, or even an associate professor (the latter is more often the same as "senior lecturer" in the British system).

The part-time member of staff chosen from a pool of candidates who will be assisting Dr. Robinson in lower division teaching during the upcoming academic year is Miss Chiung-Ru CHEN, B.A., Foreign Languages, Tamkang University; M.A. candidate, Foreign Languages, CSUS; teaching assistant in Chinese, CSUS (August 1987 - May 1988).

NO ADDITIONAL INSTRUCTIONAL RESOURCES WILL BE REQUIRED FOR THE IMPLEMENTATION OF THE MINOR IN CHINESE.

NO SUPPLEMENTAL FUNDING REQUIRED FOR THE IMPLEMENTATION OF THE MINOR OF CHINESE.

FISCAL AFFAIRS COMMITTEE
FISCAL IMPACT EVALUATION
MINOR IN CHINESE

The proposal involves giving credit for a Minor in Chinese for the completion of 12 upper division units in Advanced Mandarin. Four 3-unit courses will be offered over four semesters, one per semester:

Chinese 102 TV, Film and Radio	last offered S88 (as 196A)
103 Conversation and Composition	F88 (as 196B)
110 Modern Chinese Fiction	S89 (as 196C)
105 Topics in Chinese Linguistics	to be offered F89

The first three courses have enrolled 11 to 13 students (in courses with limits of 25 to 30 students). All new course numbers and descriptions were approved in February, 1989.

Estimated enrollment within the minor is 15 students, all from the currently enrolled students in upper division Chinese.

The proposed minor is primarily a means of giving minor credit to existing students in existing courses, and is, therefore, judged to have no fiscal impact.

5/2/89 Fiscal Affairs Committee

RESEARCH AND CREATIVE ACTIVITY COMMITTEE

A. Membership:

six tenured or probationary faculty (one each from the five schools, and one from the Library) nominated by the probationary and tenured faculty in each school and the Library, and elected at-large by the probationary and tenured faculty;¹ for two year staggered terms;

four tenured or probationary faculty, at least two of whom shall be from the School of Arts and Sciences, appointed by the Academic Senate for two year staggered terms;

one graduate student, in good standing in a degree program, who has participated in a faculty research project, appointed annually by the A.S.I.;

two members (ex officio and non-voting) appointed by the Vice President for Academic Affairs, one of whom shall be the Director of Research and Sponsored Projects;

the Director of the Faculty Professional Development Resource Center (ex officio and non-voting);

the chair of the Senate's Faculty Professional Development Committee (ex officio and non-voting), and the chair of the Academic Senate (ex officio and non-voting).

B. Charge:

1. Develop an action plan for implementing the current Research Award Program and the State Funded Research, Scholarship and Creative Activity program, and any other programs in this area assigned in the future, within the new committee structure for review by the Faculty Professional Development Committee and the Academic Senate.
2. Formulate and revise, as necessary, the guidelines and criteria for the evaluation of faculty applications to the various programs. Guidelines and criteria shall be

¹This committee make-up satisfies the requirement for the State Funded Research, Scholarship, and Creative Activities Programs, that the committee consist of a majority of elected faculty members.

reviewed annually by the Faculty Professional Development Committee.

3. Conduct the publicizing of the various programs and evaluate the faculty applications to these programs.
4. Recommend to the Vice President for Academic Affairs, the allocation of assigned time and/or funds to individual faculty based on the evaluation of the faculty applications to the various programs according to the guidelines and criteria adopted by the campus.
5. Prepare and transmit a report to the faculty of the number and types of awards made during the academic year.
6. Evaluate the degree to which the funded programs achieved their stated goals and forward such evaluation to the Faculty Professional Development Committee.
7. Encourage faculty research scholarship and creative activity on the campus.
8. Recommend policies regarding faculty research, scholarship and creative activity through the Faculty Professional Development Committee to the Academic Senate.
9. Encourage the inclusion of assigned time and funds for faculty research, scholarship and creative activities in the university budget.
10. Select the University's annual Outstanding Scholar and sponsor the recipient's address to the community.
11. Select the individual to be recommended to the President for University's annual President's Award for Research and Creative Activity and sponsor the recipient's address to the community.

VISITING SCHOLARS COMMITTEE

A. Definition and Purpose

1. The Visiting Scholars Program of CSUS has been established to provide opportunities for enrichment and creative stimulation for a variety of segments of our University community.
2. The purpose of the program is to maximize the number and variety of scholars invited to speak on the campus throughout the academic year.
3. Persons and groups recommended for the Visiting Scholars Program must have established records of accomplishments in their fields.
4. All presentations by the visiting scholars shall be free to all segments of the University and the Sacramento community at large.
5. Programs will be scheduled at times and places so as to maximize attendance, with maximum use of appropriate indoor and outdoor CSUS facilities.

B. Membership

1. Eight full-time faculty members, being representatives of the academic community; three (3) from the School of Arts and Sciences, one (1) from each professional school, and one (1) from professional services.
2. One advisory member from the Office of Publication, University Affairs.
3. Two ex officio members, appointed by the Office of the Vice President for Academic Affairs.
4. One student, appointed annually by the A.S.I.
5. The term of office for faculty committee members shall be three years.

C. Charge

1. The committee will formulate and revise, as necessary, the guidelines and criteria for the evaluation of applications for the visiting scholars program. Guidelines and criteria shall be reviewed annually by the Faculty Professional Development Committee.
2. The committee will establish procedures for the solicitation of proposals from the academic community.
3. The committee will solicit and accept nominations from all members of the academic community.
4. The committee will make recommendations to the Vice President for Academic Affairs for the visiting scholars to appear at CSUS, providing the same information to the Academic Senate.
5. Each semester, the committee will select a distinguished member of the Sacramento community to present the Town-and-Gown address.
6. The committee will prepare and submit an annual review of its activities to the Faculty Professional Development Committee.

California State University, Sacramento
Communication Studies Department

Attachment D-1
AS 89-105/CC, GPPC, Ex.
Academic Senate Minutes
October 12, 1989

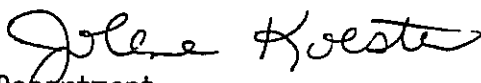
MEMORANDUM

TO: Graduate Policies and Programs
Committee
Curriculum Committee

DATE: April 28, 1989

SUBJECT:

FROM: Jolene Koester, Chair
Communication Studies Department



The following are actions taken by the Department of Communication Studies which directly affect the General Communication Concentration. The recommendation passed by the Senate approves the General Communication concentration until May 1, 1989 "in order to give the Department time to consider recommendations for program revision and to address enrollment targets, advising procedures and the sequencing of the common core courses."

Because of concerns about the coherence of the program of study for students choosing the general concentration by the program review, the Department has done the following:

1. Formal advising sequences have been developed and approved for students selecting the general concentration. These are appended for your examination. The advising sequences are available to students through the main office and will be used in advising.
2. Because of the large number of Communication Studies students interested in the relationship between the political system and communication, a joint Communication Studies/Government major in Political Communication has already been proposed.
3. Given that many students in the general concentration were pursuing an informal course of study in public relations, the Department has recently voted to establish a formal undergraduate concentration in Public Relations. This proposal will soon be forwarded to the Arts and Sciences Curriculum committee.
4. A revised Media Concentration has been approved with specific options in media production, broadcast news, and broadcast industries management.
5. ComS 100A (Survey of Communication Studies) has been made a pre or corequisite to three of the remaining four core courses. ComS 100D (Interpersonal Communication) continues as a core course without a prerequisite. Each of the core courses is a prerequisite for other upper division courses. No additional sequencing of our core courses is deemed appropriate.

6. Common course objectives have been established for all courses taught in multiple sections.

Other significant changes made to the curriculum include:

7. Prerequisites have been added to approximately 25 courses (about 9 of these are prerequisites in media production courses).
8. Criteria for ComS 199 and 299 have been established and are attached.
9. Confusion about the distinction between 185 and 195 has been eliminated by removing 185 from the catalog and using 195 for all fieldwork and internship experiences.

In response to the concerns about advising, the Department has done the following:

Established an advising policy to be implemented next year which gives one faculty member three units of assigned time each semester to serve as the Advising Coordinator. This person will be available an additional 8-9 hours per week to advise students and coordinate departmental advising activities. In addition, two other faculty members will each receive three units of assigned time for the academic year and they will be available for additional advising time an average of 4-5 hours per week for the entire academic year.

Finally, the Department was asked, in cooperation with the Dean's office to establish a realistic target enrollment.

All Communication Studies major will be required to have their Computer Assisted Registration forms signed by a faculty advisor. Failing to do so will mean no priority for major courses in CAR, (which given the high demand for our classes means they will receive no courses.)

The departmental advising plan is attached for your examination.

In response to the recommendation concerning a target FTE:

The Department finds itself literally between a rock and a hard place on this particular issue. The Department's current faculty allocation is 40.5. With a student faculty ratio of 1 to 22 we should generate 891 FTE, with a SFR of 1 to 23 we should generate 931.5 FTE, with a SFR of 1 to 24 we should generate 972 FTE. Instead during the 1988-89 academic year we generated an average FTE of 1032. Using a mode and level analysis, the Department should have a student faculty ratio of about 18.5 to 1. Using the uncorrected Faculty Allocation Model, the Department should have about 16 additional faculty positions. With corrections, the Department should have about 10 more positions. In other words the Department of Communication Studies alone has been generating anywhere from 10 to 16 positions over and above its allocation, which the School has used to support other programs and activities.

As chair of the Department I would like to see the Department have a target FTE of around 900 for next year. Quite frankly, I am told by the School that Communication Studies must continue to generate the average from this year, because the school needs the FTE in order to meet its target. The School has agreed that gradually the target FTE will be lowered, and simultaneously, the Department's resource allocation will be increased.

JK:kf

cc: William Sullivan
June Stuckey
Mary Burger
Juanita Barrena

4. Received authorization to hire a 3/4 time engineer (the other 1/4 time will be assigned to Speech Pathology and Audiology). Having our own engineer will mean that preventative maintenance and repair of all the technical equipment needed to support our out-of-studio media production program will be done increasing the life of the equipment and its usefulness to the instructional program.

JK:kf

cc: Mary Burger
June Stuckey ✓
William Sullivan
Mernoy Harrison
Robert Bess