

1997-98
FACULTY SENATE
California State University, Sacramento

AGENDA

Thursday, May 14, 1998

3:00-4:00 p.m.

REDWOOD ROOM

4:00-5:30 p.m. Outstanding Teaching Awards, Library South Reading Room

INFORMATION

1. Spring Senate meeting dates (tentative):
May 21
2. Five-Year Integrated Credential Program--Diane Cordero de Noriega, Dean, School of Education
3. Senate Home Page (<http://www.csus.edu/acse/> or CSUS Home Page -- Campus -- Departments -- Faculty Senate)

CONSENT CALENDAR

FS 98-39/Ex. POLICY ON LEAVES WITH PAY [Amends PM FSA 97-04]

The Faculty Senate recommends approval of revisions to the Policy on Leaves with Pay as shown in Attachment A.

FS 98-40/CC, Ex. MASTER OF PHYSICAL THERAPY

The Faculty Senate recommends approval of the new Master of Physical Therapy (see Attachment B), including a Certificate of Academic Achievement and Clinical Competence in Physical Therapy, as a one-degree 75 unit exception to the University limit of professional master's degrees to 60 units. The recommended approval is also contingent on the Dean of Natural Sciences and Mathematics' assurance that units in the School will have the resources to meet their obligations under the proposal.

FS 98-41/CC, Ex. M.S. IN SOFTWARE ENGINEERING

The Faculty Senate recommends approval of the M.S. in Software Engineering (see Attachment C).

FS 98-42/CC, Ex. CURRICULUM REVIEW--DEPARTMENT OF SPECIAL
EDUCATION, REHABILITATION, AND SCHOOL PSYCHOLOGY

The Faculty Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Special Education, Rehabilitation, and School Psychology (Attachment D) and recommends approval of the Department's M.A. and M.S. programs for six years or until the next program review.

FS 98-43/CC, Ex. CURRICULUM REVIEW--ASIAN STUDIES PROGRAM

The Faculty Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Asian Studies Program (Attachment E) and recommends approval of the Asian Studies program for a period of four years beginning Fall 1998. The Dean of the School of Social Sciences and Interdisciplinary Studies should by the end of four semesters inform the Provost of the progress made by the program in meeting its curricular, faculty and enrollment goals. If the Dean believes that the program's progress in meeting those goals is unsatisfactory, he should propose modifications in the program, possibly including the discontinuation of the major, and modify support given to the program.

FS 98-44/CC, Ex. CURRICULUM REVIEW--DEPARTMENT OF PHYSICS AND
ASTRONOMY

The Faculty Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Physics and Astronomy (Attachment F) and recommends approval of the Bachelor of Arts in Physics, the Bachelor of Science in Physics, and the pre-credential Subject Matter Program for a period of six years or until the next program review.

REGULAR AGENDA

FS 98-38/Flr. MINUTES

Approval of the Minutes of the meetings of April 2 (#14), April 16 (#15), April 23 (#16), April 30 (#17), and May 7 (#18), 1998.

Old Business

Refer to CPC++ earned

FS 98-36/Flr. RECONSIDERATION OF FS 98-22, GRADUATE PROGRAM--MULTIPLE CONCENTRATIONS

FS 98-22/CPC, Ex., Flr. GRADUATE PROGRAM--MULTIPLE CONCENTRATIONS

The Faculty Senate recommends approval of the following policies and procedures for multiple concentrations:

General Authority for Dual Concentrations in One Degree Program--Concurrent and/or Sequential:

Students currently enrolled in a masters degree program may, with the consent of the program, fulfill the requirements of two (or more) concentrations within that one degree program. This may be done concurrently or sequentially, but both concentrations must be completed before the awarding of a masters degree. The degree program may establish the required core, concentration requirements and culminating experience, except that programs shall require a minimum of nine (9) units for the additional option beyond the minimum number of units-required for the masters degree.

**Students Seeking Additional Concentrations after Graduating from CSUS (Post degree)-
-Within Seven Years of Graduation:**

Students who have earned a masters degree in a program offering concentrations may, with the consent of the degree program, return to CSUS in order to add a concentration in that program. Each additional concentration shall require a minimum of nine (9) units. Students must meet the admissions and catalog requirements (common core, concentration requirements) in effect at the time of enrollment. If the degree program has changed any common core requirements, students must take the courses or demonstrate currency or competency in any new required area. The additional concentration(s) will be noted on the transcript, students receive no new diploma except when they have met the requirements for an additional masters degree.

Information Items: Certificate of Academic Achievement

Under current policy students who have earned a masters degree more than seven years past in a program offering concentrations may return to CSUS in order to seek a Certificate of Academic Achievement from the degree program in which they completed the masters degree (if available). Students will receive a formal certificate and have the courses and certificate completion noted on their transcripts.

Students who have earned a masters degree at another university may apply to CSUS to work towards a Certificate of Academic Achievement. Each degree program shall determine admission qualifications including any prerequisites. Non-CSU graduates may, subject to department approval, use courses previously used to complete another post-baccalaureate

degree to satisfy prerequisites. Students completing the program will receive a formal certificate and have the courses and certificate completion noted on the transcript.

Carried. April 2, 1998]

FS 98-33/CPC, Ex. COMMUNITY SERVICE-LEARNING—DEFINITION AND GUIDELINES

[Note: At the request of the author of this item, FS 98-33 has been withdrawn from the agenda for resubmission at a later date.]

FS 98-37/Ex. PERFORMANCE SALARY STEP INCREASE (PSSI), POSTPONE ELECTION OF MEMBERS TO UNIVERSITY AND DEPARTMENT LEVEL REVIEW COMMITTEES

The Faculty Senate recommends postponement of the election of members to the PSSI University Level Review Committee and Department Level Review Committees pending approval of the new Memorandum of Understanding.

Postpone & report it when it's back carried

*y = 15
n = 12*

adj 4:00 pm



CALIFORNIA STATE UNIVERSITY, SACRAMENTO
FACULTY SENATE

MEMORANDUM

TO: Thomas Krabacher
Chair, Faculty Senate

FROM: W.A. Dorman *WAD*
Chair, Faculty Policies Committee *cd*

DATE: May 7, 1998

SUBJECT: Actions of the Faculty Policies Committee, April 29, 1998

The Faculty Policies Committee has reconsidered at some length the 25% outstanding requirement for the Professional Leave Committee which was approved by the Senate last year. Our deliberations involved several meetings, two of which included discussions with members of the PLC. As a result of our discussions, FPC on April 29, 1998 voted unanimously to propose to the Executive Committee and the Faculty Senate that the language in the PLC document again be modified, dropping the term "outstanding" and substituting the word "best." (See attachment). In effect, the top 25% of proposals would not have to meet an ideal standard, merely be among the top quarter of those submitted during a given cycle.

Thank you for your consideration.

Attachment
WD/CD

DRAFT

Proposed by the
Faculty Policies Committee, April 29, 1998

August 18, 1997

MEMORANDUM

TO: SABBATICAL APPLICANTS

FROM: Professional Leave Committee

SUBJECT: *Sabbatical Leave Proposals*

The purpose of the sabbatical leave, as stated in the CSUS policy, is to enhance professors' teaching effectiveness, enlarge their scholarly usefulness, and strengthen the academic program. It is the professor's obligation, the policy further states, to use the leave "to promote professional competence."

The Professional Leave Committee will evaluate proposals according to their likelihood of meeting these ends, and will, according to the MOU charge, "consider questions...[of] ... quality."

This will entail looking for a clear and detailed description of a particular project to be undertaken (see item #7 on the front of the application form). The project should be well defined and should conform to the criteria enumerated on the back of the application form.

Proposals which show ~~extraordinary~~ unusual promise will be judged to be "~~outstanding and exceptional~~" among "the best of the proposals submitted" and recommended for approval regardless of equity. ~~Extraordinary~~ Unusual promise may be manifested in such features as the perceived value of the project to the discipline and to the University, its academic substance, the clarity with which it is defined and elaborated into practicable tasks, its timeliness, etc. The Professional Leave Committee will be a University Committee, composed of eight elected members serving staggered three-year terms; to include one member from each school and the library.

Those which do not offer convincing evidence of a well-defined and worthwhile project will be judged to be "not ~~accepted~~ acceptable."

All other proposals will be judged to be "~~meritorious~~ acceptable" and ranked in order of accrued service.

The proposal should be formatted as follows:

1. A concise statement of objectives
2. A brief and explicit summary of the particular tasks that you plan to perform in the accomplishment of the objectives.
3. An overview of relevant background information and a description of the project's significance to the academic field of interest.
4. A brief description of the anticipated benefits of the project.
5. An indication of the dates of your last sabbatical or difference-in-pay leave. Attach a copy of your leave report to your current proposal.

PLEASE SUBMIT SIX (6) COPIES OF YOUR PROPOSAL

D R A F T

Proposed by Faculty Policies Committee, 4/29/98

ACADEMIC LEAVES WITH PAY, POLICY
POLICY ON LEAVES WITH PAY

Traditionally, paid academic leaves are not a privilege, but a right. In affirming that tradition, the Statement of Principles on Leaves of Absence, adopted by the American Association of University Professors in 1972, states:

Leaves of absence are among the most important means by which faculty members' teaching effectiveness may be enhanced, their scholarly usefulness enlarged, and an institution's academic program strengthened and developed. A sound program of leaves is therefore of vital importance to a college or university, and it is the obligation of all faculty members to make use of the available means, including leaves, to promote their professional competence. The major purpose is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing or travel.

The Statement further states that leaves should "be provided with reasonable frequency and preferably be available at regular intervals because they are important to the continuing growth of the faculty member and the effectiveness of the institution." At many reputable institutions of higher learning, sabbatical leaves are granted automatically as an incentive for professional growth. Sabbatical and other paid leaves are among the most precious assets that the University and its faculty possess and should be used as instruments of policy. Through the leaves faculty development and renewal occurs, faculty advance their disciplinary knowledge, attain additional competence in related or new fields of inquiry, and produce impressive scholarly and creative works. Through the experience gained by faculty on leaves the University benefits from revitalized people who bring new insights, vigor, and enthusiasm to their teaching assignments and other scholarly pursuits. The University promotes program development by assisting faculty through paid leaves to gain new awareness, knowledge, and skills in advancing and new fields. By not adhering to this standard policy on sabbatical leaves, the California State University has long been doing a disservice to its faculty, its students, and the people of the State.

Because the California State University does not provide sabbatical leaves according to the ideal pattern, a limited number of leaves must be allocated to a larger number of eligible faculty. CSU policy is defined in Articles 27 and 28 of the Memorandum of Understanding. The following shall be the policy of CSU, Sacramento; it conforms to and elucidates Articles 27 and 28.

The President shall allocate professional leaves on the basis of recommendations of a Professional Leave Committee. The Professional Leave Committee will be a University Committee, composed of eight elected members serving staggered three-year terms; to include one member from each school and the Library. Persons applying for sabbatical or difference-in-pay leaves shall be ineligible for election to the Professional Leave Committee. Normally, the term of membership shall be three years. Persons elected previously to membership on the Professional Leave Committee who apply for sabbatical or difference-in-pay

leaves shall become ineligible to serve during the year in which their application is to be considered and shall be replaced for the remainder of their term by an appropriate election. The Professional Leave Committee shall recognize the importance to individual faculty members and to the University of professional leaves. The Committee shall function according to the following process and criteria.

I. APPLICATION PROCESS FOR PROFESSIONAL LEAVES

- A. An eligible faculty member who applies for a sabbatical leave must submit six copies of his/her proposal with the application form provided, by the announced University deadline, to the Office of Faculty and Staff Affairs.¹
- B. The Dean of Faculty and Staff Affairs shall send a copy of the proposal to the Professional Leave Committee and to the faculty member's home department or unit.
- C. The Department or Library unit shall prepare a statement regarding the possible effect on the curriculum and the operation of the department during the time of the leave should it be granted. This statement shall be forwarded to the School Dean.
- D. After reviewing all leave proposals against the specified criteria in Section II the Professional Leave Committee shall sort the proposed projects into no more than three categories as follows:
 1. Those that are judged by the Professional Leave Committee to be not acceptable;
 2. Those that are judged by the Professional Leave Committee to be ~~meritorious~~ acceptable;
 3. Those that are judged by the Professional Leave Committee to be ~~outstanding and exceptional~~ the best of the proposals submitted.

Of the three categories, it is the intention of this policy that the third category, those projects judged to be ~~outstanding and exceptional~~ among the best of the proposals submitted, be reserved for those projects which, by virtue of some feature or features of ~~extraordinary~~ unusual value or promise, warrant that the proposals be approved for funding regardless of equity, defined as accrued service since the establishment of initial eligibility for sabbatical leave. Unusual promise may be manifested in such features as the perceived value of the project to the discipline and to the University, its academic substance, the clarity with which it is defined and elaborated into practicable tasks, its timeliness, etc.

¹The PLC shall create an archive of "~~outstanding~~" the "best" proposals for the benefit of future applicants (provided that an author of such a proposal consents) and develop appropriate procedures for access to the archive.

The Professional Leave Committee shall rank any proposals in the third category ahead of those in the second category. Proposals in the second category shall be ranked in order of accrued service. The Professional Leave Committee shall forward through the appropriate School Dean to the President a recommendation for approval of all proposals in the third category, and then of all proposals in the second (ranked) category. The recommendation that those leaves be approved shall also be a recommendation that they be considered for granting, contingent upon the possible effect on the curriculum and the operation of the institution.

It is further the intention of this policy that the Professional Leave Committee(s) designate as ~~outstanding and exceptional~~ "the best of the proposals submitted" at least that number of proposals that equal 25% of the number of awards that CSUS is contractually bound to make.

The Professional Leave Committee shall provide a written statement of the reasons for not recommending approval of a given proposal, or for designating a proposal as among "outstanding" "the best of the proposals submitted." The Committee's recommendation shall be forwarded to the President via the appropriate School Dean.

- E. After considering the departmental statement and the recommendation of the Professional Leave Committee, the Dean shall forward to the President an assessment of the implications to the department's program, other campus programs, and the budget, should the leave be granted, and may comment concerning the merit of the proposal as compared with the specified criteria. The Dean shall include the departmental statement and the recommendations of the Professional Leave Committee with the material forwarded to the President. A copy of the Dean's recommendation shall also be sent to the Professional Leave Committee.
- F. Upon receipt of comments from a School Dean concerning the merit of a proposal, the Professional Leave Committee shall have the opportunity to respond to those comments by submitting a statement directly to the President.

II. EVALUATION OF APPLICATIONS

A. Dimensions of Evaluation

The Committee shall assess the quality of the proposal by considering the appropriateness of the substance of each proposal, the benefits which would ensue from its being undertaken, and its practicability. It shall also verify that the final report from the previous award, if any, was acceptable and timely. A copy of the Dean's recommendation shall also be sent to the Professional Leave Committee. Upon receipt of comments from a School Dean concerning the merit of a proposal, the Professional Leave Committee shall have

the opportunity to respond to those comments by submitting a statement directly to the President.

B. Criteria

1. Appropriateness. Appropriate sabbatical leave activities may include the following; this list implies no ranking of relative worth among the categories. The PLC will evaluate each proposal on the basis of standards relevant to its character.
 - a. A course of study leading to increased mastery of the applicant's own field, or the development of an additional area of specialization within his/her field, or the development of a new field of specialization;
 - b. A plan for professionally beneficial travel, which will enable the applicant further to develop his/her knowledge, skill, or expertise in a discipline or area of specialization within a discipline;
 - c. Professional development of a scope or nature not possible through normal workload assignment;
 - d. Pursuit of a scholarly, research, or creative project of a scope or nature not permitted through normal workload assignment;
 - e. Study or experience designed to improve teaching effectiveness;
 - f. Study or experience designed to improve professional practice.
2. Benefit. Sabbatical leave projects should demonstrate clear promise of producing results beneficial to students, to the development of the profession or a discipline within the profession, to the University, and/or to the faculty member as a teacher, scholar, or professional practitioner.
3. Practicability. The PLC shall determine whether objectives of the proposed project are both clearly defined and realistically achievable.
4. Final Reports. The final report from the previous award, if any, will be reviewed by the PLC for the purpose of verifying that significant progress was made toward completion of the proposed project, or that legitimate reasons exist for modification of the original aims. An acceptable final report submitted within the first semester of return from a leave, is a necessary condition of being granted subsequent leaves.

III. DIFFERENCE-IN-PAY APPLICATIONS

- A. Faculty members eligible for Difference-in-Pay leaves shall submit six copies of their proposals with the application form provided to the Office of Faculty and Staff Affairs. A department committee will forward to the President via the appropriate School Dean all Difference-in-Pay proposals which meet minimal quality standards. After considering the departmental statement and recommendation, the Dean shall forward to the President an assessment of the implications to the department's program, other campus programs, and the budget, should the leave be granted, and may comment concerning the merit of the proposal as compared with the specified criteria. The Dean shall include the departmental statement and recommendation with the material forwarded to the President.
- B. Deadlines for Difference-in-Pay applications shall be flexible; it shall be campus practice to grant Difference-in-Pay leaves whenever possible in the interests of faculty members, departments, and schools.
- C. Sabbatical leave applications that have been recommended by the PLC shall also be considered to have been recommended for Difference-in-Pay leaves if requested.

California State University, Sacramento
Proposed Master of Physical Therapy

The Master of Physical Therapy is a professional curriculum designed to educate clinically competent entry-level physical therapy generalist practitioners who demonstrate ethical, responsible, professional behavior, who are sensitive to cultural and psychosocial differences, who utilize critical thinking and problem-solving, who practice life long learning, and who provide services that contribute to the optimal health and function of the residents of the communities they serve. The curriculum is housed in the School of Health and Human Services, complements others in the School, and provides opportunities for research, instructional collaboration, and interaction. The program is a full-time course of study. The curriculum encompasses five consecutive semesters, including didactic instruction, laboratory experience, research, and clinical education leading to a Master of Physical Therapy degree. The didactic, laboratory, research, and clinical components consist of 75 units of graduate level work designed to prepare the student for subsequent clinical experiences. The clinical component consists of 30 weeks of full-time clinical experience under the direct supervision of a licensed physical therapist in a variety of off-campus clinical sites. Upon completion of the master's didactic and clinical components, students will be prepared to assume a variety of professional positions and be responsive to changing demands of the health care environment. Graduates of the curriculum will be eligible to take the national licensure examination required for physical therapy practice in the United States.

Requirements:

The Master of Physical Therapy requires completion of prerequisites, professional course work, participation in a research project, and completion of all clinical components of the curriculum.

Prerequisites:

Chemistry (CAN CHEM 2/4 or 6/8); Human Anatomy with lab (intro & CAN BIOL 10); Human/Systemic Physiology with lab (CAN BIOL SEQ B & CAN BIOL 12); Physics with lab (CAN PHYS 2 & 4); Statistics (CAN STAT 2); Psychology (CAN PSY 2 & upper division); Neuroanatomy with lab; Neurophysiology; Kinesiology; Exercise Physiology; Pathophysiology; Pharmacology; Human Development; Public Speaking (CAN SPCH 4); Computer literacy in word processing expected; data base and spread sheet competency recommended.

MPT Core Requirements:

BIOL Applied Musculoskeletal Anatomy for PTs; PT 200; PT 202; PT 204; PT 206; PT 208; PT 220; PT 222; PT 224; PT 225; PT 226; PT 240; PT244; PT 245; PT 248; PT 260; PT 264; PT 265; PT 266; PT 267; PT 268; PT280; PT 500; PT 300; PT 400.

Admission Requirements:

Requirements for admission for the proposed graduate program include:

1. Admission to CSU Sacramento as a graduate student in good standing.
2. A baccalaureate degree from an accredited university with a GPA of at least a 3.0 over the last 60 units.
3. A minimum grade point average of 3.0 is required on prerequisite course work and a minimum of C on all course work accepted for transfer.
4. A documented minimum of 100 hours of paid or volunteer time in at least 2 physical therapy settings (eg acute; long term care; outpatient clinic).
5. Preference given to California residency.
6. Demonstrated computer proficiency.
7. Graduate Record Examination scores (analytical, quantitative, and verbal).
8. Three letters of recommendation.

Advancement to Candidacy Requirements:

Advancement to Candidacy requirements include all CSUS requirements for advancement stated in the CSUS catalog and will include: successful completion of all first year courses with a minimum of 3.0 overall grade point average in all graduate level course work; successful completion of the first clinical education experience; classified graduate status; an approved written plan for the required participation in a graduate project; evidence of writing proficiency.

Abstract Proposal: Master of Software Engineering Degree

Several recent failures by various state agencies to successfully complete large computer projects designed to address some of the major social problems have clearly demonstrated both the importance and the difficulty to design and implement large scale computer systems. The creation of the department of Information Technology is another indication that the State recognizes that an organized approach is necessary. The field of Software Engineering has traditionally addressed the problem associated with all aspects of the development of large scale computer systems. The Defense department has long supported efforts in this area. Now the public and private sector have started to realize that a systematic approach to the development of such systems is absolutely necessary. To respond to the increasing demand, the Department of Computer Science at California State University, Sacramento, (CSUS) proposes to offer a Master of Software Engineering degree. The program will require 30 units of course work including a culminating experience consisting of a software engineering project or thesis. This degree will provide the student with the ability to specialize in the application of computer science principles to the development of custom-built computer systems.

Part of the C.S.U.S. mission is to provide post-baccalaureate programs. This newly proposed Master of Software Engineering degree will give the local computing industry an additional opportunity to study an area that is fundamental to their work and crucial to the state and national economy.

This proposal is the result of 15 years of experience the Department of Computer Science has had in this area. Most of the course sequences included in this curriculum have been developed and offered regularly over the past five to fifteen years. Recently two more courses were added to reflect the evolving nature of software development. Faculty members are available at CSUS to teach all existing courses.

Benefits

The benefits to CSUS, the School of Engineering and Computer Science, and the Sacramento region include:

- Increased publicity for the department;
- An opportunity for software engineering professionals already possessing a degree in computer science to broaden their educational background;
- An attractive educational option for computer professionals with a baccalaureate degree in a non-computer science discipline ;
- An opportunity for local industry to upgrade to contemporary approaches to software development;
- An increase in the number of international students interested in studying software engineering

Software Engineering Curriculum

The proposed curriculum for the MSE degree consists of 30 units of graduate level work in software engineering and computer science. The courses are structured to satisfy two groups of students: (1) individuals pursuing an MSE degree, and (2) individual professionals requiring further education in a particular software engineering discipline. Individuals wishing to pursue a degree must satisfy the computer science graduate program entrance requirements. Individual professional software engineers needing to take an individual course must meet the degree requirements or have a minimum of one-year industrial experience in software engineering.

Degree Requirements

The MSE degree requirements are very similar to those of the Master of Computer Science degree (MCS). Students in the Master of Software Engineering program will be expected to satisfy the following requirements:

- I. Software Engineering Core (10 units)
 - CSC 230 Software System Engineering (3)
 - CSC 232 Software Requirements Engineering (3)
 - CSC 233 Advanced Software Engineering Project Management (3)
 - CSC 209 Graduate Seminar (1)

- II. Software Engineering Electives (3 units)
One of the following:
 - CSC 231 Software Engineering Metrics (3)
 - CSC 234 Software Verification and Validation (3)
 - CSC 236 Formal Methods in Software Engineering (3)

- III. Computer Science Core (12 units)
 - CSC 201* Programming Language Principles (3)
 - CSC 204* Data Models for Data Base Management Systems (3)
 - CSC 205* Computer Systems Structure (3)
 - CSC 206 Algorithms and Paradigms (3)

- IV. Culminating Requirement (2-5 units)
 - CSC 500 Master's Thesis
 - CSC 502 Master's Project

- V. Restricted Electives (0-3 units)

Electives taken from the list of computer science restricted electives to complete the 30-unit degree requirements.

*These courses can be waived if the student can demonstrate competency in the subjects. Any deficiencies in the number of units can be satisfied by taking any graduate computer science course not used to fulfill the other requirements.

These degree requirements were modeled after the Master of Software Engineering curriculum at Carnegie Mellon University, (G.L. Ford and Norman E. Gibbs, "A Master of Software Engineering Curriculum" *Computer*, Vol. 22, No. 9, September 1989, pp. 59-71) the leading software engineering college in the country. CSUS was one of the early academic affiliates of the Software Engineering Institute.

The majority of the Computer Science department graduates develop and/or maintain software applications. A large proportion of the jobs today are in software applications development, i.e., software engineering. A telephone survey of some of our larger customers Hewlett Packard, NEC, Lockheed Martin, and Cable Data has confirmed this.

In addition, the department sent out a survey of our alumni, both at the bachelor's and master's degree level. These graduates for the most part represent a cross section of software jobs in Sacramento and the Bay area. Seventy three and three-tenths percent (73.3%) of BS graduates and 52.2% of the MS graduates supported the department initiating a Master of Software Engineering degree.

In many respects, the establishment of a Master of Software Engineering degree constitutes a change in name only to recognize a growing discipline. The Department of Computer Science has been preparing for this name change for the last five years and will be teaching the same courses that are taught now, with the same instructors, using the same facilities. There is no need for additional personnel, facilities, equipment, or monies to implement the change at this time. However, software engineering is not a static discipline; changes will occur in the future. New courses will be added, and obsolete courses will be dropped. New tools will be needed. It is estimated that the department can accommodate an increase in enrollment of up to 100% without the need for additional resources. The establishment of this new degree will enhance CSUS' image by demonstrating its ability to meet the regional needs of industry and students.

Appendix C
Proposed Catalog Description
of the Degree Requirements
for the Master of Science Degree in Software Engineering

The Master of Science in Computer Science requires completion of 30 units of course work, including at least 27 units of 200-level and 500-level courses, with a minimum 3.0 GPA. Only those courses completed within 7 years prior to date of graduation will satisfy course requirements. An outline of degree requirements follows:

A. Required Courses (22 units)

- (3) CSC 230 Software System Engineering (CSC 131 or equivalent experience)
- (3) CSC 232 Software Requirements Engineering (CSC 230 or equivalent experience)
- (3) CSC 233 Advanced Software Engineering Project Management (CSC 131, 230 or equivalent industrial experience)
- (3) CSC 206 Algorithms and Paradigms (fully classified graduate standing in Computer Science or permission of instructor)
- (1) CSC 209 Graduate Seminar (fully classified graduate standing, Writing Proficiency Exam, completion of at least 9 units of 200-level courses in Computer Science)
- (3) CSC 201* Programming Language Principles (fully classified graduate standing in Computer Science)
- (3) CSC 204* Data Models for Data Management Systems (fully classified graduate standing in Computer Science)
- (3) CSC 205* Computer Systems Structure (CSC 137, 139))

*Students whose undergraduate preparation has covered a significant amount of the material in CSC 201, 204, or 205 may be given a waiver by the Department from taking one or more of these courses. In this case, for each course waived with Department approval, the student must take three additional units of 200-level CSC courses as described in the list of Restricted Electives, Section C below.

B. Software Engineering Electives (3 units)

Select on of the following courses:

- CSC 231 Software Engineering Metrics (CSC 230 or equivalent experience)
- CSC 234 Software Verification & Validation (CSC 131, 230 or equivalent industrial experience)
- CSc 236 Formal Methods in Software Engineering (CSc 131, Math 101, and either CSc 201 or CSc 132)

C. List of Restricted Electives (at least 3 units)

Students should choose their electives to complement the other courses taken in their Area Requirements according to the following guidelines:

1. One of the following upper division courses: CSC 142, 148, 155, 159, 175, 176, as long as they have not been used towards a bachelor's degree.
2. Any 200-level CSC courses not already used to satisfy the Area Requirements, with the exception of CSC 295 and 299. Students not required to take CSC 201, 204, or 205 must, for each course waived, take an additional three units in this category.
3. Related 200-level courses from outside the Computer Science Department may only be taken with prior department approval and may not have been used in another program.

Students must, prior to taking an elective course, obtain approval from their advisor, and either the graduate coordinator or the department chair.

D. Culminating Requirement (2-5 units)

- (2-5) CSC 500 Master's Thesis OR
- (2) CSC 502 Master's Project

After reviewing thoroughly the attached Academic Program Review Report for the Department of Special Education, Rehabilitation and School Psychology, prepared by the Review Team, the Program Review Subcommittee endorses the commendations and recommendations contained in the report and directs them to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Report.)

COMMENDATIONS AND RECOMMENDATIONS

Commendations:

The Academic Senate should commend the Department of Special Education, Rehabilitation, and School Psychology for its:

- excellent Credential, MA, and MS curriculums and instruction;
- highly effective leadership;
- departmental, school, and University service contributions;
- faculty contributions to the professional community and the general Sacramento community;
- faculty's student recruitment, retention, and educational equity efforts
- faculty's professional and scholarly activities;
- Department's cooperation with the Program Review Team spirit of cooperation, collaboration, and camaraderie present among department faculty and staff.

Recommendation to the Department of Special Education, Rehabilitation and School Psychology:

1. The faculty should ensure that the new credential programs are designed to include both formative and summative evaluation loops. (p. 14)
2. Department faculty, in consultation with students, should examine student course evaluation policies and consider such issues as earlier administration of evaluations. (p. 14)
3. The faculty should consider providing more extensive orientation for part-time field mentors for students. (p. 14)
4. The faculty should consult with program graduates about how more "reality" might be inserted into classes and, if warranted by frequency of confirmation of this concern, take steps to infuse more practical information. (p. 14)
5. The faculty should consider ways in which students in the Severely Handicapped specialization could be supported such as perhaps reinstatement of some open sessions for student discussions. (p. 14)

6. The faculty should call the redundancy perceived by students in the CLAD certificate program to the attention of the faculty and administrators in charge of the program to attempt to rectify the students' concerns. (p. 14)
7. The faculty should continue their ongoing discussions of possible changes in the Masters program particularly those issues relating to differentiation of the Masters program from the credential program, initiation of new elective courses to support areas of specialization, and the nature of the culminating experience as was recommended in the 1989 Program Review. (p. 16)
8. Provision of faculty assigned time for program development becomes even more important since possible changes in the Masters program occur concurrently with those in the credential programs. (p. 16)
9. The Vocational Rehabilitation faculty should consider ways in which to update the program to conform to new job markets for Vocational Rehabilitation counselors such as positions in large companies. (p. 19)
10. The faculty should continue their efforts to boost program enrollments. (p. 19)
11. The Vocational Rehabilitation faculty should work with the Special Education faculty and the Department Chair to establish closer ties between the two programs to strive toward providing a continuum of services for individuals with special needs. (p. 19)
12. An increased effort should be made by faculty or administrators to work collaboratively with the Division of Social Work regarding the potential for cooperation among the Vocational Rehabilitation and Social Work programs. (p. 19)
13. The Department should consider at least one new faculty hire for the School Psychology program. (p. 23)
14. The faculty should consider whether a MA in Education, School Psychology Option is a more appropriate degree for program graduates. (p. 23)
15. The faculty should consider whether instituting peer mentoring would be beneficial for the program. (p. 23)
16. The faculty should consider supervising student placement in internships and oversee the internship supervisors. (p. 23)
17. The faculty should consider whether the multicultural aspects of counseling coursework is repetitious in nature and, if so, take steps to remedy this. (p. 23)

18. Department faculty, in consultation with students, should examine student course evaluation policies and consider such issues as earlier administration of evaluations. (p. 23)
19. Program faculty should evaluate the potential for a joint Ph.D. program with the University of California, Davis and pursue the possibility of establishing this program if it seems feasible. (p. 23)
20. Program faculty should take steps to transform the existing program into a Commission on Teacher Credentialing-approved internship credential program to allow students to be paid for the year long internship. (p. 23)
21. Program faculty should explore the feasibility of program approval by the National Association of School Psychologists. (p. 23)
22. The Department of Special Education, Rehabilitation and School Psychology faculty should discuss current grading standards and whether they adequately differentiate between better and poorer students. (p. 25)
23. The EDS faculty should examine its advising practices to address student concerns about the accessibility of advising and to ascertain that faculty and not clerical staff provide student advising. (p. 31)
24. EDS faculty work with UMS to explore ways in which the video resources relating to EDS could be updated and augmented. (p. 31)
25. EDS faculty consult with UCCS about the possibility of Power Point and other computer use class be made available for EDS faculty. (p. 31)
26. The EDS faculty should examine its advising practices to address student concerns about the accessibility of advising and to ascertain that faculty and not clerical staff provide student advising. (p. 34)
27. The Vocational Rehabilitation faculty may wish to consider refocusing the program to train students for new job markets. (p. 34)

Recommendation to the School of Education and/or the University:

1. The University and/or the School should reach some decisions with regard to the future of the Sign Language courses. These decisions should include whether the courses continue to be housed within EDS, or whether they should be moved to another administrative unit, and whether the courses should remain free-standing courses, or if they should be organized into a certificate or program, and determining the academic program priority status of Sign Language. (p. 11)

2. Articulation agreements and/or articulation conferences should be initiated to allow articulation of coursework in sign language taken at community colleges with CSUS Sign Language courses. (p. 11)
3. The School and/or the University should make provide appropriate assigned time for Special Education faculty to allow the faculty members the opportunity to design new credential programs which conform to the new CTC standards and are of the same high quality as the existing programs.
4. The School and the University should provide sufficient assigned time to allow the development of high quality new credential programs in EDS. (p. 29)
5. The University provide resources to update and augment library holdings that relate to EDS programs. (p. 31)
6. The University provide resources for making more rolling computer workstations available for use in classrooms and that UMS make such workstations more accessible for evening classes as well as daytime classes. (p. 31)
7. The School and the University consider updating the School of Education Computer laboratory. (p. 31)
8. A larger Department Office should be provided for EDS. (p. 36)
9. The University should ensure that the services and facilities available to daytime students are also available to evening and special session students. (p. 36)
10. The School and the Department should upgrade the equipment of the Community Counseling Center. (p. 36)
11. More School and Department funding should be made available for test kits and assessment materials. (p. 36)

Recommendations to the Vice President for Administration:

1. Steps should be taken to provide a cleaner work environment with special attention to providing rest rooms that meet standards of cleanliness expected of American universities with adequate access for persons with disabilities. (p. 36)

Recommendation to the Faculty Senate:

1. The Academic Senate should recommend approval of the Department of Special Education, Rehabilitation, and School Psychology Credential, MA, and MS programs for six years or until the next program review.

To: Cecilia Gray, Associate Vice President for Undergraduate Studies

Fr: Jerry Tobey, Convener, Panel for the Evaluation of the Asian Studies Program Review



March 17, 1998

The Panel has completed its evaluation and congratulates Chair Tom Kando and the Review Team on their excellent work. The Panel endorses the recommendation of the Review with two exceptions:

1. Recommendation # 10 to the program should read:

“...the program entirely review and reorganize its curriculum; some core interdisciplinary courses on Traditional Asia and Modern Asia should be created and offered in General Education.”

The remainder of the current recommendation should be omitted and instead read:

“ In its review the program should consult with the Dean regarding the possible elimination of some current courses and the addition of some courses not currently listed.”

Rationale

The current program suffers from inadequate coordination of offerings. We of course endorse the recommendation for more assigned time to allow adequate coordination, but believe that any likely assigned time increase will be necessary simply to administer a program of current size and variety — plus the proposed General Education courses. An increase such as that implied by draft recommendation # 10 will make the program unmanageable.

In addition, we believe that the proposed extension will damage the program’s focus. True, all of the suggested listings have something to do with Asia, but it is important that interdisciplinary programs limit their objections. The program should, we believe, concentrate on East Asia and as hires permit, on India.

2. Recommendation to the program and to the Dean, # 6

The recommendation should read:

The Panel recommends approval of the Asian Studies program for a period of four years beginning Fall, 1998. The Dean of Social Sciences and Interdisciplinary Studies should by the end of four semesters inform the Provost of the progress made by the program in meeting its curricular, faculty and enrollment goals. If the Dean believes that the program’s progress in meeting those goals is unsatisfactory, he should propose modifications in the program, possibly including the discontinuation of the major, and modify support given to the program.

COMMENDATIONS AND RECOMMENDATIONS OF THE REVIEW TEAM FOR THE
ASIAN STUDIES PROGRAM

COMMENDATIONS TO THE ASIAN STUDIES PROGRAM

The Review Team commends the Asian Studies Program for:

1. its highly competent and dedicated faculty, which has sustained its creative and scholarly activities despite budgetary constraints and heavy teaching loads;
2. its fine cross-disciplinary curriculum, drawing on first-rate teacher-scholars in a variety of contributing disciplines and offering a great variety of courses;
3. its effectiveness in helping students to appreciate and understand Asian cultures;
4. its ability to attract a good mix of both Asian and non-Asian students, thus indicating the program's potential appeal to a wider population;
5. its efforts to attract, advise and keep students informed through such media as Professor Robinson's Asian Studies newsletter;
6. its ability to raise the number of majors significantly during the past five years -- a trend which must continue if the program is to become viable.

RECOMMENDATIONS TO THE ASIAN STUDIES PROGRAM FACULTY

The Review Team recommends that:

1. not only the Asian Studies Program, but also the Center for Pacific Asian Studies be housed in the School of Social Sciences and Interdisciplinary Studies;
2. serious consideration be given to the consolidation of (1) the Asian Studies Program, (2) the Center for Pacific Asian Studies, (3) Asian Languages (Chinese and Japanese) and (4) the Asian American Studies Program (Ethn. 110 and 111) as one independent and interdisciplinary program housed in the school of SSIS;

3. when a reasonable number of faculty has been reached (e.g. 5 or 6 assigned as full or part-time appointments), including resident faculty and joint appointments, departmentalization procedures be effected as per CSUS policies;
3. a three-person committee be formed, chaired by the program coordinator, for the purposes of (1) planning the consolidation proposed in recommendation #2, above, (2) achieving the curricular reforms proposed in recommendations #7, #8, #9 and #10 below, (3) proposing the hiring policies suggested in recommendations #11 and #12 below and (4) increasing the number of majors from the current 13-15 towards 40-50. Volunteers for this committee include Profs. Robinson (Foreign Languages and Asian Studies), Crain (Anthropology and Asian Studies coordinator) and Yen (English and Asian Studies);
4. the Chair of the three-member committee (i.e. its chair, the program coordinator) be given three units of release time per term, with a firm deadline of two or three semesters to achieve the four goals outlined in recommendation #4. The committee's plan should be developed in consultation with the Dean, and submitted to the School and University Administration.
6. during the formative two or three semesters, the program be given some latitude in terms of FTES. Although reaching the target of 40-50 majors/minors by the end of the millennium (two and a half years away!) may be unrealistic, the University and the School should continue to support the program as long as it makes reasonable progress towards that goal;
7. a cluster of possible minors be attached to the Asian Studies major, so as to remedy its lack of focus and its disconnectedness from specific career concentrations;
8. ASIAN 100 become the capstone course for the major, as a prerequisite for each of the program's concentrations;
9. the program review its scheduling procedures and consider a semester-by-semester plan for the students to follow;
10. the program entirely review and reorganize its curriculum: Some core interdisciplinary courses on Traditional Asia and Modern Asia should be created and offered in General Education. Additionally, the program should list potential Asia-related courses in other departments not currently listed, for example HRS 141 (Islam), JOUR 151 (World Press), HIST 141 (Emerging Third World), SOC 162 and 163 (Middle East), etc. Finally, there are courses in Economics and Business which students can take with an Asian focus;
11. the Program, the School and the University address the lacunae in faculty staffing and come up with creative solutions addressing programmatic and campus needs. Several "orientalists"

in such departments as Government, History, Ethnic Studies, Foreign Languages, Geography and elsewhere have retired, are retiring, or are soon to retire. They should be replaced by versatile faculty members with skills in both their disciplines and in Asian Studies;

12. the program explore the establishment of external funding for an endowed faculty position.

RECOMMENDATIONS TO THE DEAN OF SOCIAL SCIENCES AND INTERDISCIPLINARY STUDIES AND THE PROVOST

The Review Team recommends that:

1. not only the Asian Studies Program, but also the Center for Pacific Asian Studies be housed in the School of Social Sciences and Interdisciplinary Studies;
2. serious consideration be given to the consolidation of (1) the Asian Studies Program, (2) the Center for Pacific Asian Studies, (3) Asian Languages (Chinese and Japanese) and (4) the Asian American Studies Program (Ethn. 110 and 111) as one independent and interdisciplinary program housed in the school of SSIS;
3. when a reasonable number of faculty has been reached (e.g. 5 or 6), including resident faculty and joint appointments, departmentalization procedures be effected as per CSUS policies;
4. a three-person committee be formed, chaired by the program coordinator, for the purposes of (1) planning the consolidation proposed in recommendation #2, above, (2) achieving the curricular reforms proposed in recommendations #7, #8, #9 and #10 below, (3) proposing the hiring policies suggested in recommendations #11 and #12 below and (4) increasing the number of majors from the current 13-15 towards 40-50. Volunteers for this committee include Profs. Robinson. (Foreign Languages and Asian Studies), Crain (Anthropology and Asian Studies coordinator) and Yen (English and Asian Studies);
5. the three-member committee be given three units of release time per term, with a firm deadline of two or three semesters to achieve the four goals outlined in recommendation #4. The committee's plan should be developed in consultation with the Dean, submitted to the faculty concerned and discussed with the Provost;
6. during the formative two or three semesters, the program be given some latitude in terms of FTES. Although reaching the target of 40-50 majors/minors by the end of the millennium (two and a half years away!) may be unrealistic, the University and the School should continue to support the program as long as it makes reasonable progress towards that goal;

7. the Program, the School and the University address the lacunae in faculty staffing and come up with creative solutions addressing programmatic and campus needs. Several "orientalists" in such departments as Government, History, Ethnic Studies, Foreign Languages, Geography and elsewhere have retired, are retiring, or are soon to retire. They should be replaced by versatile faculty members with skills in both their disciplines and in Asian Studies;

RECOMMENDATIONS TO THE FACULTY SENATE

The Review Team recommends that:

the Faculty Senate approve the Program for two years with the understanding that during those two years the above mentioned issues will be addressed. At the end of two years, the Senate should be given a progress report -- through the Curriculum Committee. The report should focus on progress in the following two areas: (1) increase in the number of majors, and (2) achieving the curricular reforms recommended in the program review.

TO: Cecilia Gray, Associate Vice President for Undergraduate Studies

FR: Jerry Tobey, Convener, Panel for the Evaluation of the Program Review of Physics 

May 1, 1998

The Panel has completed its evaluation and endorses the Review's recommendation with one change in Recommendation Five. The change in text is:

While recognizing the University's responsibility to provide at least minimally adequate equipment and research funds, the Review Team recommends that the Department work aggressively with the Development Specialist for the School of Sciences and Mathematics to increase its grant activity and in-kind equipment donations.

Commendations to the Department

Commendation 1: The Review Team took special notice of the Self-Study document, particularly its thoroughness and its candor.

Commendation 2: The Review Team commends the department for its contributions to the intellectual life of the campus through its Colloquium Series.

Commendation 3: The Review Team commends the department for its efforts in promoting enhanced student learning opportunities through its Physics Club.

Commendation 4: The Review Team commends the department for its outstanding efforts at community involvement through its sponsorship and participation in various educational outreach organizations and institutes.

Recommendations to the Department

Recommendation 1: The Review Team recommends that the department undertake a formal planning exercise to anticipate the hiring needs of the department over the next seven years.

Recommendation 2: The Review Team recommends that the department aggressively pursue its implementation of a GE Critical Thinking course.

Recommendation 3: The Review Team recommends that the department consider methods for broadening faculty involvement in its governance processes.

Recommendation 4: The Review Team recommends that the department establish a program for internships for physics majors.

Recommendation 5: The Review Team recommends that the department work aggressively with the Development Specialist for the School of Natural Sciences and Mathematics to increase its grant activity and in-kind equipment donations.

Recommendation 6: The Review Team joins the outside consultant in calling for the department to investigate the offering of in-service training courses for secondary school teachers.

Recommendation 7: The Review Team joins the outside consultant in encouraging the department to continue in its efforts to develop its domain mapping system as a part of its overall program for assessment in the department.

Recommendations to the Dean of Natural Sciences and Mathematics

Recommendation 1: The Review Team recommends that the School do everything in its power to honor past assurances of private office space for the faculty members in this department.

Recommendation 2: The Review Team requests that the Dean of Natural Sciences and Mathematics continue his oversight of and assistance in the continuing negotiations with the School of Engineering regarding the restructuring of physics course requirements for its students.

Recommendation to the Academic Senate:

On the basis of this Program Review and Self Study, the Review team recommends that the Bachelor of Arts in Physics, the Bachelor of Science in Physics, and the pre-credential Subject Matter Program be approved for a period of six years.