

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

FILE COPY

Executive Committee
Academic Senate Agenda
Tuesday, November 28, 1989
UU 220 3:00-5:00 p.m.

<u>Member</u>	<u>Dept</u>	<u>Member</u>	<u>Dept</u>
Andrews, Charles	Acctg	Murphy, James (C)	IndTech
Bailey, Philip	Int VPAA	Murphy, Paul	Math
Borland, James	ConstMgt	Smith, Terry	SoilSci
Boynton, William	Acctg	Vilkitis, James (Secty)	NRM
Dobb, Linda	Library	Weatherby, Joseph	PoliSci
Freberg, Laura	Psy/HD	Zeuschner, Raymond	SpCom
Gooden, Reg	PoliSci		
Kersten, Timothy	Economics		
Lutrin, Sam (VC)	StLf&Actvs		
Moustafa, Safwat	MechEngr		

Copies: Warren Baker
William Rife
Howard West

- I. Minutes: Approval of the October 31, 1989 Executive Committee Minutes (pp. 2-8).
- II. Communication(s) and Announcement(s):
- III. Reports:
- A. President's Office
 - B. Vice President for Academic Affairs' Office
 - C. Statewide Senators
 - D. George Beardsley-Committee Report on Fairness Board
 - E. Michael Wenzl-Cal Poly Athletic Program
- IV. Consent Agenda:
- V. Business Item(s):
- A. Resolution on Prerequisites for Upper Division Courses-Bailey, Chair of the Curriculum Committee (p. 9).
 - B. Curriculum Proposal for Anthropology/Geography Minor-Bailey, Chair of the Curriculum Committee (pp. 10-11).
 - C. Curriculum Proposal for Liberal Studies Program-Bailey, Chair of the Curriculum Committee (pp. 12-14).
 - D. Curriculum Proposal for SPC 360-Bailey, Chair of the Curriculum Committee (p. 15).
 - E. Curriculum Proposal for M.S. in Structural Engineering-Bailey, Chair of the Curriculum Committee (pp. 16-20).
 - F. Vacancies:
 - 1. University Union Advisory Board-STANTON ULLERICH
 - 2. University Union Executive Committee (UEC) vacancy (replacement for Lynne Gamble)
 - 3. Academic Senate Committee vacancies:
 - SAGR Fairness Board (replacement for Wheatley)
 - SAED Fairness Board (replacement for Hatcher)
 - SBUS Student Affairs
 - SSM Status of Women
- VI. Discussion Item(s):
- VII. Adjournment:

10.31.89
minutes
removed

MCA II

General Overview

Multiple Criteria Admission Program for 1990-1991

Cal Poly's admission process has been undergoing some streamlining and simplification, inspired in part by the removal of the old CYBER computer on which admission processing was done for several years, and in part by the opportunities afforded us by the new OASIS system.

The old MCA allowed academic departments to determine which courses they preferred a student to have, and to determine the number of points (within prescribed limits) they would allot for each subject area, grade points and test scores, and extracurricular activities. As a result, we had approximately 35 different admission schemes, which in some cases allowed a department to profile precisely what kind of student they would get, but in all cases was hard to explain to prospective students, parents and counselors, and was difficult to defend to rejected applicants.

While we were using our own MCA, the Cal State University system was tightening up the academic standards for prospective students and, in essence, coming into line with what Cal Poly had been doing for years. Faced with that fact, it no longer seems necessary to put our applicants through such a complex, time-consuming selection process. So Cal Poly now has one set of selection criteria for freshmen and one for transfers. Each set has three sections: coursework, GPA or GPA/test scores, and extra-curricular activities. Following is a brief description of the criteria for each level:

Freshmen

Section I asks for the CSU college preparatory subject requirements, and grades earned in required coursework. Requirements include: eight semesters of English, six semesters of math, four of foreign language (same language all four semesters), two semesters of U.S. history and government, two semesters of lab science, two semesters of visual and performing arts, and six semesters of electives which include courses from the above six categories over and above the required semester minimum in each area as well as social science and agriculture courses. Bonus points will be awarded for designated honors courses. Bonus points will also be awarded for courses taken in the seven subject areas beyond the required minimum.

Points for coursework will be awarded roughly as follows:

<u>Semester grade (reg)</u>	<u>Points</u>	<u>Semester grade (honors)</u>	<u>Points</u>
A	30	A	45
B	24	B	36
C	10	C	15

The student will earn 600 points for each subject area in which he/she completes all required semesters; points will be deducted from the 600 for any subject area left incomplete. If all subject areas are completed, the student will be given a point bonus.

Section II collects grade point average and test scores. Either SAT or ACT scores will be used. Points will be awarded as follows:

$GPA - 2 = n \times 320 = \text{awarded points}$

Test score = SAT value (ACT scores will be converted to SAT equivalent)

Section III

Extracurricular activities will garner a maximum of 500 points for a mythical student who works 30 hours a week in a career-related job and spends 30 hours a week in a leadership position in extracurricular activities. Most students won't come close to this.

Transfers

Section I collects units and grades in the lower division general education courses and major related courses. (Bonus points will be awarded for courses fulfilling the general education requirements.) Calculus and calculus-based physics will be awarded points beyond the other classes.

Course line GPA x semester unit value = GPA weighted unit
 $GPA \text{ WU} \times 20 (40) = \text{points}$

Section II collects the overall college grade point average.
 $GPA - 2 = n \times 1400 = \text{points}$

Section III collects extra-curricular information ~~in the same way~~ as for freshmen.

Adopted _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

Background Statement: During the curriculum review for the 1990-92 catalog, the Academic Senate Curriculum Committee was asked to consider the renumbering of several courses from lower to upper division as well as proposals for new courses at the upper division level. The Committee found little guidance in the catalog or in CAM as to the distinguishing features of an upper division course. The current 1988-90 catalog on page 390 shows the following

- 300-399 Courses primarily for advanced undergraduate students, generally bearing no graduate degree credit.
- 400-499 Courses for advanced undergraduates and graduate students.

In attempting to evaluate course proposals, the Committee thought it desirable to have some objective standard for upper division status. This would help not only the Curriculum Committee but also individual departments and schools in the design of courses and course descriptions. In addition, some objective standards in the form of prerequisites to upper division courses could help students in their preparation for more advanced study.

AS _____ 89/CC

**RESOLUTION ON
PREREQUISITES FOR UPPER DIVISION COURSES**

- WHEREAS, Neither the university catalog nor the Campus Administrative Manual have objective standards for the designation of a course as upper division; and
- WHEREAS, Enrollment in an upper division course presumes that undergraduates are advanced in their studies, that is, that they have demonstrated proficiency in preparatory lower division courses or possess the maturity of previous university experience; and
- WHEREAS, The skills needed for enrollment in upper division courses may be quite variable; and
- WHEREAS, A department and school should have the maximum flexibility in the design of their courses and curricula; therefore be it
- RESOLVED, That all upper division courses have a stated prerequisite and that prerequisite may be one of units accumulated (sophomore, junior, senior level), preparation in related coursework or support courses, or General Education and Breadth preparation; and be it further
- RESOLVED, That these directions for prerequisites to upper division courses be placed into the appropriate 400 section of the Campus Administrative Manual.

Proposed By:
Academic Senate Curriculum Committee
date 11/2/89
(Vote 10-0-0)

RECEIVED

State of California

NOV 17 1989

California Polytechnic State University
San Luis Obispo, CA 93407

M e m o r a n d u m

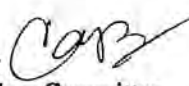
Academic Senate

To: Academic Senate Executive Committee ✓

Date: November 16, 1989

File No:

Copies: Philip Bailey, Interim VP Acad Affairs
Warren DeLey, Chair, Social Sciences
Glenn Irvin, Dean, SLA
Wm. Rife, Assoc VP Acad Affairs

From: C.A. (Tina) Bailey, Chair 
Academic Senate Curriculum Committee

Subject: Anthropology/Geography Minor

Please accept the attached curriculum proposal for an Anthropology/Geography minor which is being recommended by our committee. The proposal has been revised according to the suggestions made by us last year.

-11-
ANTHROPOLOGY AND GEOGRAPHY MINOR
 School of Liberal Arts

Date: November 9, 1989

1990-92 CATALOG PROPOSALS

VP (Vice President Academic Affairs), AS (Academic Senate), CC (Curriculum Committee)

A = Approved, A* = Approved pending technical modification,
 AR = Approved with Reservation (see Committee Comments),
 T = Tabled (see Committee Comments), D = Disapproved

V	A	C
P	S	C

I. CURRICULUM -----

At least 15 units must be selected from upper division courses.

Foundation Courses

12

ANT 201 Cultural Anthropology (3) GEB D.4.a.
 ANT 203 Physical Anthropology (3)
 GEOG 150 Human Geography (3) GEB D.4.a.
 GEOG 250 Physical Geography (3)

Global Courses

6

ANT 202 World Prehistory (3)
 ANT 325 Material Culture (3)
 ANT 341 Comparative Societies (3)
 GEOG 305 Political Geography (3)
 GEOG 308 Global Geography (3) GEB D.4.b
 GEOG 315 Resource Utilization (3)

Ecological Courses

6

ANT 360 Human Cultural Adaptations (3) GEB D.4.b
 GEOG 215 Human Impact on the Earth (3)
 GEOG 250 Geography of Hunger (3)
 GEOG 325 Climate and Humanitiy (3)
 BIO 415 Biogeography (3)
 AM 307 World Agricultural Resources (3)

Area Courses

3

ANT 450 Area Studies (3)
 GEOG 340 California Geography (3)
 GEOG 350 Geography of the USA (3)
 GEOG 401 Area Geography (3)
 SOC 350 Sociology of Japan (3)

Special Skills

3

ANT 310, ANT 333, ANT 401, ANT 420 (new), ANT 444 (new),
 GEOG 310, MSC 211, AE 345, AE 445, HUM 302

30

II. COMMITTEE COMMENTS-----

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

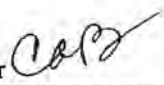
Memorandum

To: Academic Senate Executive Committee

Date: November 3, 1989

File No:

Copies: Harry Busselen, Dean, Prof Studies
Marge Glaser, Liberal Studies Program
William Rife, Ass. V.P. Acad Affairs
Malcolm Wilson, V.P. Acad. Affairs

From: C.A. (Tina) Bailey, Chair 
Academic Senate Curriculum Committee

Subject: Liberal Studies Program

Please add to your next agenda our committee recommendation on the Liberal Studies program (attached). The Curriculum Committee recommends approval of the entire revised program with one exception. The question of resources is one inextricably entangled in the consideration of a two course sequence of Seminar and Senior Project. The Liberal Studies committee proposed the two courses and, in theory, everyone believes this is an ideal design especially for this major. However, the resources, both monetary and in terms of personnel, make this infeasible at this time. We agree with the recommendation of Dean Busselen that the interim solution to this curriculum and resource problem lies in having a 6-unit Senior Project which would generate the resources needed for eventually offering both Seminar and Project (3 units each).

It should be mentioned that several problems exist in the administrative structure of the Liberal Studies program and in the design of the Teacher Credentialing curriculum. The issues need to be addressed by a broad representation of the university community and administration and a more satisfactory resolution must be sought than is present in the current Liberal Studies program. The Academic Senate Curriculum Committee would like to take part in such discussions.

LIBERAL STUDIES
School of Professional Studies and Education

Date: November 3, 1989

1990-92 CATALOG PROPOSALS

VP (Vice President Academic Affairs), AS (Academic Senate), CC (Curriculum Committee)

A = Approved, A* = Approved pending technical modification,

AR = Approved with Reservation (see Committee Comments),

T = Tabled (see Committee Comments), D = Disapproved

V	A	C
P	S	C

I. DEGREE PROGRAM PROPOSALS -----

A. Degree Program

1. None

B. Minors

1. None

C. Concentrations or Specializations

1. None

II. NEW COURSES -----

- | | |
|----------------|---|
| <p>A
D</p> | <p>1. LS 301 Interdisc. Fieldwork (2) 2act
2. LS 460 Senior Seminar (3) 3sem C5</p> |
|----------------|---|

III. DELETED COURSES -----

1. None

IV. CHANGES TO EXISTING COURSES -----

Number, Title, Unit Value, C/S Number, Description and Prerequisite Changes

- | | |
|-----------------|---|
| <p>A
AR</p> | <p>1. LS 101 1act C13 to 1lec C2
2. LS 461 (3) <u>repeatabile to (6) to (6)</u></p> |
|-----------------|---|

V. GENERAL EDUCATION AND BREADTH COURSES -----

1. None

VI. CURRICULUM CHANGES -----

- | | |
|----------|---|
| <p>A</p> | <p>1. AD BIO 101 General Biology (3) 1st yr
1a. AD BIO 102 Plant Biology (4)
2. AD BIO 103 Animal Biology (4)
2a. AD BIO 105 General Biology Lab (1) 1st yr
3. DE BIO 127 Natural History (3) (B.1.b.) 1st yr
4. DE MATH 118 Precalculus Algebra (4) (B.2.) 1st yr
5. AD MATH elective (4) (B.2.)
6. DE HIST 101/HIST 102/HIST 103 History of Western Civilization (3) 1st yr
7. DE Courses to complete major (depending on emphasis) (5) 1st yr
8. AD PSC 102 The Physical Environment: Atoms and Molecules (B.1.a.) (4) 2nd yr
9. AD PSC 103 The Physical Environment: Earth and the Universe (4) 2nd yr
10. DE Spanish electives (4) (4) (4) 2nd yr
11. AD Foreign language electives (4) (4) 2nd yr
12. AD Computer literacy elective (F.1.) (3) 2nd yr
13. AD ENGL 240 American Tradition in Literature or ENGL 330-352 (4) 2nd yr</p> |
|----------|---|

14. DE Life or physical science elective (B.1.) (3) 2nd yr
15. AD Courses to complete major (depending on emphasis) (9) 2nd yr
- 15a. DE GEOG 308 Global Geography D.4.b.
16. AD MATH 327 Modern Elementary Mathematics (4) 3rd yr
17. Change ENGL 302/ENGL 392 to ENGL 390/ENGL 392/ENGL 395 3rd yr
18. AD HIST 314/HIST 339/HIST 381/HIST 415 3rd yr
19. AD PHIL 331/PHIL 335/PHIL 337 3rd yr
20. Change PE 250 to choice of BIO 220/FSN 210/HE 210/PE 250/PSY 304 3rd yr
21. DE SPC 310 Performing Literature in the Classroom (4) (Note: now a choice of 3 courses in Credential area)
22. AD SPC 316/SOC 315/SOC 316/ETHS 114/ETHS 210 (3) 3rd yr
23. DE Literature elective (300-400 level) C.3. (3) 3rd yr
24. AD PE 310 Concepts in Physical Education (3) 3rd yr
25. DE ART elective (3) 3rd yr
26. DE Fine arts elective (300-400 level) (3) 3rd yr
27. AD Restricted electives (area of emphasis) (9) 3rd yr
28. DE Social Sciences electives (6) 3rd yr
29. AD electives (3) 3rd yr
- 29a. AD ANT/BUS/ECON/GEOG/POLS/SOC elective (D.4.b.) 4th yr
30. DE choice of CSC 110/CSC 111/CSC 112/CSC 118/CSC 120/CSC 410/CSC 416 (F.1) 4th yr
31. DE HIST 385 California History or GEOG 340 Geography of California (3) 4th yr
32. DE MATH/Science elective (B.1/B.2) 4th yr
33. AD Restricted electives (area of emphasis) (9) 4th yr
34. Change Courses to complete major (depending on emphasis) from 29 to 15.
- Courses in Credential Emphasis (Concentration)
35. DE BIO 128, 129 Natural History (3) (3)
36. Change ED 301, ED 303, ED 401, ED 402 from required to footnote to 15 units of electives, "Students may wish to use their electives to complete the course prerequisites to student teaching: ED 301, ED 303, ED 401, ED 402."
37. DE ED 406 Teaching Language Arts and Reading in the Elementary School (4)
38. DE ED 407 Multicultural and Social Science Education in the Elem School (4)
39. Move MATH 327 Modern Elementary Applications from concentration to core curriculum
40. Change MU 301 Music for Children to MU 301/SPC 310/TH 380 (3)
41. Move PSC 102 and PSC 103 from concentration to core curriculum
42. DE PSC 303 Earth and Space Science (4)
43. AD BIO 306 Biological Applications or PSC 304 Physical Science Applications (3)
44. AD electives (15) (See item 36)
- Non-Credential Emphasis (Concentration)
45. DE Fine arts/Humanities electives (6)
46. DE English/Speech electives (3)
47. DE Computer Science/Math/Science electives (15)
48. DE Social Science electives (3)
49. AD Free electives (6)
50. Change total units from (57) to (30)

VII. COMMITTEE COMMENTS-----

RECEIVED

State of California

NOV 17 1989

California Polytechnic State University
San Luis Obispo, CA 93407

M e m o r a n d u m


Academic Senate

To: Academic Senate Executive Committee ✓

Date: November 16, 1989

File No:

Copies: Philip Bailey, Interim VP Acad Affairs
Bernard Duffy, Chair, Speech Comm
Nishan Havandjian, Head, Journalism
Glenn Irvin, Dean, SLA
William Rife, Assoc VP Acad Affairs

From: C.A. (Tina) Bailey, Chair 
Academic Senate Curriculum Committee

Subject: Speech 360 Course Proposal for the 1990-92 Catalog

In its meeting of Thursday, November 9, 1989, the Academic Senate Curriculum Committee discussed the tabled Speech 360 course proposal and voted to recommend its inclusion in the course offerings of the Speech Communication department. Although we realize that there may be some overlap in the course content with that in Journalism 402, approved last spring, we feel that there is no duplication of purpose. Speech 360 is designed to emphasize rhetorical aspects of mass media communication whereas Journalism 402 emphasizes social responsibility and accountability. The rapidly expanding field of mass media communication surely has room for many diverse points of view and approaches. Please include this curriculum item as soon as possible in your agenda for the Academic Senate.

RECEIVED

NOV 17 1989

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

Academic Senate


M e m o r a n d u m

To: Academic Senate Executive Committee ✓

Date: November 16, 1989

File No:

Copies: Philip Bailey, Interim VP Acad Affairs
Day Ding, Dean, SArch/Env Design
David Hatcher, Head, Arce
Stephen Hockaday, Head, CE/Enve
Peter Lee, Dean, SEng
William Rife, Assoc VP Acad Affairs
Mark Berrio, Arce
H. Mallareddy, CE/Enve
John Mouton, CM
Cornel Pokorny, CSc

From: C.A. (Tina) Bailey, Chair 
Academic Senate Curriculum Committee

Subject: M.S. in Structural Engineering

Please place the attached curriculum for the M.S. degree in Structural Engineering on your agenda as soon as possible. As was stated in my memo of October 25, 1989 we are recommending approval of the program pending the alteration of the prefixes of Civil Engineering courses which are to be included in the program to SE. Since the October 25th note I have chaired a meeting between representatives of the Architectural Engineering and Civil Engineering departments as well as representatives from both schools involved in order to attempt to resolve the SE prefix problem. David Hatcher's memo of November 14, 1989 accurately sums up the topics of the joint meeting and his department's response to Civil Engineering's proposals. Any further discussion at this point in terms of the fine tuning required on the program should be worked out between the parties involved. It was and still is the Curriculum Committee's recommendation that the M.S. in Structural Engineering is a valid program proposal and that the compromise of each department contributing courses to the joint S.E. prefix was not unreasonable. It is our understanding that should the program begin and falter that those altered courses would be returned to their respective departments and that historical records such as past catalogs and this program proposal would substantiate the claims to return them.

STRUCTURAL ENGINEERING PROGRAM

Date: October 26, 1989

1990-92 CATALOG PROPOSALS

VP (Vice President Academic Affairs), AS (Academic Senate), CC (Curriculum Committee)

A = Approved, A* = Approved pending technical modification,

AR = Approved with Reservation (see Committee Comments),

T = Tabled (see Committee Comments), D = Disapproved

V	A	C
P	S	C

I. DEGREE PROGRAM PROPOSALS -----

A. Degree Program

ARX

1. M.S. Structural Engineering (joint effort of Architectural Engineering and Civil and Environmental Engineering Departments)

II. CURRICULUM -----

- ✓ 1. SE 405 Advanced Strength of Materials (3) 3lec (from CE 405)
- ✓ 2. SE 407 Dynamics of Structures (4) 3lec, 1lab (from CE 407)
- ✓ 3. SE 455 Matrix Analysis of Structures (3) 3 lec (from ARCE 306 & CE 554)
4. SE 501 Advanced Structural Analysis (3) 3lec (new)
- ✓ 5. SE 558 Finite Element Analysis (3) 3lec (from ARCE 504 & CE 558)
6. SE 561, 562 Advanced Structural Design I, II(3) (3) 3lab (new)
7. SE 563 Advanced Seismic Design (3) 3lab (new)
8. SE 587 Analysis and Design of Deep Foundations (3)
8. SE 590 Graduate Seminar (1) 1sem
9. SE 599 Thesis (2) (2) (5) supv

45

Additional New Courses

1. Create new course prefix "SE" for Structural Engineering
2. SE 514 Plates and Shells (3) 3lec
3. SE 515 Inelastic Analysis and Design of Structures (3) 3lec
4. SE 518 Connection Engineering (3) 3lec
5. SE 580 Independent Study in Structural Engineering (1-3) supv

III. DELETED COURSES -----

1. None

IV. COMMITTEE COMMENTS-----

The courses (✓) which are to be contributed by the ARCE and CE departments should have the SE prefix only

State of California

Memorandum

CAL POLY

SAN LUIS OBISPO
CA 93407

To : Steve Hockaday, Department Chair
Civil & Environmental Engineering Department

Date : November 14, 1989

File No.:

Copies : C.A. (Tina) Bailey/CHEM
Mark Berrio/ARCE
H. Mallareddy/CE-ENVE
John Mouton/CM
Cornel Pokorny/CSC
Jim Murphy
William Rife
Warren J. Baker
Malcolm W. Wilson
Peter Y. Lee
G. Day Ding

From : David Hatcher, Interim Department Head *del*
Architectural Engineering Department

Subject: M.S. PROPOSAL FOR STRUCTURAL ENGINEERING

As I agreed on November 8, I have consulted with ARCE faculty members, to consider the possibility of further meetings to discuss the agenda which you presented at our meeting of November 8.

It is our opinion that such a meeting would be counter-productive and would only serve to exacerbate a deteriorating situation. We see no reason to alter the proposal which is before the Senate in the ways which you have suggested. Our reasons are as follows.

In your agenda of November 8, you stated the following objectives of the Civil and Environmental Engineering Department:

1. Successful SE Graduate Program.
2. Continued success of CE and ENVE undergraduate programs.
3. Fair and cooperative interdisciplinary activities.

With respect to item 1, we concur in this objective. But, frankly, the actions of CE/ENVE during the approval process cause us to question whether you desire a successful joint SE Graduate Program. Item 3 carries the implication that there is something unfair about the joint proposal. If that is the case, why did you and the Dean of Engineering agree to it?

The concerns which you listed in your November 8 agenda were:

1. Department faculty should drive academic programs.
2. Total quality control of CE/ENVE undergraduate programs.
3. Resources (labs, faculty, budgets) from undergraduate CE/ENVE programs should not support graduate SE program (CE resource loss is three times ARCE resource loss).

Hockaday/MSSE
November 14, 1989
Page 2

4. As there is no guarantee of success for SE program (no student or faculty allocated etc.), we need a clear path back to existing stable programs.

We concur with respect to item 1. Its inclusion here implies that CE/ENVE faculty have not properly been consulted with respect to the proposed joint program. From our perspective, there was ample opportunity for consultation during the period when the joint program was being developed. The faculty in the ARCE department were consulted and concurred with the proposal as it has been submitted. If the faculty in CE/ENVE were not consulted, that is not our concern nor should it be permitted to jeopardize the approval of the program.

Item 2 implies that the quality of the undergraduate program is in some way being compromised by the proposed joint program. If that is true, why is that issue only now being raised?

The resource issue of item 3 was addressed by the Deans in their memo to Malcolm Wilson (12/9/88) and Malcolm Wilson's response of 1/31/89. If there were problems with the management model to which Malcolm Wilson agreed, why were they not addressed by CE/ENVE to Malcolm Wilson months ago rather than being brought up at this time as a reason for obstructing approval of the proposal?

Item 4 was addressed in Bill Rife's memo of June 27, Item 4, to which we have complied. We fail to see how this continues to be a concern.

Your proposal of November 8 was as follows:

Either (a) Leave existing class prefixes in place during the trial period (cross list, separate, or in abeyance).

or (b) 1. Leave CE 407 in place (required undergrad).
2. Other classes use SE prefix.
3. Iron-clad guarantee from VPAA and Senate to go back to 88-90 catalog descriptions if SE program removed from future catalog (as suggested by Tina Bailey and Mary Whiteford).

Item (a) of your proposal has been unanimously rejected by the faculty of ARCE as being contrary to the prior agreement as embodied in the current proposal. Further, we do not agree to alternative (b) at this late date. The reason you gave for insisting on this change (and you did insist, and, furthermore, threatened that our failure to agree would result in lack of cooperation by CE/ENVE in the future even if the proposal was approved) was that CE/ENVE would lose control of a course which is required in your undergraduate curriculum. We understand your objection, but we have the same situation with respect to our ARCE 306. From our perspective, relinquishing that control is symbolic of our commitment to the joint program and

Hockaday/MSSE
November 14, 1989
Page 2

is, further, a positive step towards cooperation between the two departments at the undergraduate level. It seems to us that it promotes your objective 3 listed above. Item b3 has already been adequately addressed in the memo from Bill Rife.

I would like to comment on one item in your November 8 memo to Tina Bailey and others. You state that "Such an agreement (consisting, I presume, of our concurrence with item (b) in your November 8 agenda) would avoid the necessity to either delay or to withdraw the proposed program." This could be interpreted as a threat to further obstruct the approval of the program. We will not agree either to withdraw the proposal nor to any further delay in the presentation of the proposal to the Academic Senate. If you attempt to obstruct its approval on the floor of the Senate, one could interpret such an action as one of bad faith on the part of CE/ENVE.

DSH:ny