

Jan

1993-94  
ACADEMIC SENATE  
California State University, Sacramento

AGENDA  
Thursday, October 21, 1993  
Forest Suite, University Union  
2:30-4:30 p.m.

**INFORMATION**

Please mark your calendars: Tentative Schedule--Fall 1993 Academic Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest Suite (unless otherwise indicated in bold), University Union:

- October 28
- November 4 (**Mendocino Hall 1003**), 11 and 18
- December 2, 9, 16

**CONSENT CALENDAR**

AS 93-74/Ex. COMMITTEE APPOINTMENTS--SENATE

Curriculum Committee:

CRISTY JENSEN, At-large, 1994 ( repl. W. Owen)

AS 93-75/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Council for University Planning:

MARILYN MERRITT, Graduate Policies and Programs Committee Designee, 1994

Diversity Awards Programs, Committee for:

EDDIE CAJUCOM, At-large Faculty, 1995

ELMO SLIDER, Student Services Professional, 1994 (repl. C. Issac)

Grade Appeal Procedural Appeals Board:

MARGARET CLEEK, At-large, 1994

WILLIAM DILLON, At-large, 1994

PAUL FALZONE, At-large, 1994

Institutional Scholarship Committee I:

RODGER BISHTON, At-large, 1995

Institutional Scholarship Committee II:

MALCOLM WHITE, At-large, 1995

Satisfactory Progress Appeals Board:

JUANITA BARRENA, At-large, 1995

Student Disciplinary Hearing Officer:

PAUL FALZONE, At-large, 1994

University Program Review, Committee for:

ERWIN KELLY, Faculty At-large, 1996

AS 93-76, Ex. CERTIFICATE OF ACADEMIC ACHIEVEMENT

The Academic Senate recommends approval of the Cooper-Woodson certificate of academic achievement (described in Attachment) subject to the title being revised to include the academic subject area [FisA, 11/17/92; CC, 12/7/92; ExCom, 9/2/93].

**REGULAR AGENDA****FIRST READING**AS 93-77/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 5.05

The Academic Senate recommends adoption of the University ARTP Committee's amendments to Section 5.05 of the statement of University ARTP policy [underscore = addition; ~~strikethrough~~ = deletion] amended as follows [double underline = addition; ~~redline~~ = deletion]:

## 5.05 Criteria for Retention, Tenure, and Promotion

A. A unit shall exercise the discretion conferred by this section in a manner consistent with the mission of the University as a regional comprehensive university that places primary emphasis on teaching performance in the evaluation of faculty unit employees for retention, tenure or promotion.

B. Purpose of Evaluation for Retention, Tenure or Promotion

Evaluation is the act of ascertaining in each faculty unit employee seeking retention, tenure or promotion the presence to an acceptable extent of certain qualities and capacities. Generally speaking, these are: 1. breadth and depth of knowledge, 2. invention or creativity, and 3. an ability to investigate primary sources of understanding, to make and defend judgments and to articulate or otherwise present and apply them in an appropriate context.

AC. Although evaluative criteria are the same for retention and tenure, the evidence to support a recommendation to grant tenure shall be considerably more substantial than that to support a recommendation to retain a probationary employee. If a faculty unit employee is not likely to be awarded tenure, then he/she should not be reappointed. If he/she does not have the potential for promotion to associate professor or beyond, he/she should not be awarded tenure. However, the granting of tenure does not guarantee future promotion.

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

CE. Competent Teaching Performance

...

DF. Scholarly or Creative Achievements

~~Evidence may include, but not be limited to:~~

- ~~1. accomplishments in research and/or creative projects.~~
- ~~2. publication of articles, books, reviews, music, script, software, and research papers consistent with the mission of the university. Publication of instructionally related research (the category of research specifically authorized for the CSU in the Master Plan for Higher Education) shall be weighted as heavily as any other type of research at all levels of evaluation.~~
- ~~3. an active program of scholarly or creative work in progress, appropriate to the discipline.~~
- ~~4. membership and appropriate participation in activities of professional organizations.~~
- ~~5. presentation of professional lectures.~~
- ~~6. creative activity culminative in a professionally evaluated public display or performance such as might occur in music, art, drama, poetry, reading, etc.~~

- ~~7. the products of consultantships, whether paid or unpaid, of a professional nature related to the individual faculty member's area of academic expertise.~~
- ~~8. a statement describing the support, or lack of it (released time and/or funding) for the reported scholarly or creative achievements.~~

1. Definition of Scholarly or Creative Activity:

Scholarship is an effort both to practice one's discipline and to share the work with one's peers. Practicing the discipline may be understood as creating, expanding, revising, refining, interpreting, synthesizing, evaluating or applying knowledge--or creating works of art in disciplines that encompass both art and the study of art. Such work can and should be manifested in all areas of a professor's activities--teaching, service, consultation--but not all worthwhile and necessary professional activities are scholarly. In practice, scholarship can take many forms, such as attendance at local, national and international conferences, creative achievement in the arts, presenting papers, seeking peer feedback on projects, reading current books and professional journals, participation in colloquia, reviewing, collaborative and independent research projects, and writing for publication. What marks it as scholarly is the degree to which it results in substantive interaction with one's peers in the practice of the discipline. Some level of scholarly activity is essential for maintaining the currency that is indispensable to effective teaching.

2. To prepare to evaluate scholarly or creative activity each primary unit shall specify in its ARTP document:
  - a. the means by which faculty unit employees seeking retention, tenure and promotion may demonstrate an acceptable level of scholarly or creative activity to the primary level peer evaluation committee and the department chair.
  - b. a requirement that the faculty unit employee submit to the file sent to the committee a statement describing the support for scholarly or creative achievements (e.g., released time or funding or both) which the faculty unit employee has received during the period of activity being evaluated.
  - c. the relative weight of scholarly or creative activity in each comprehensive evaluation of performance. However, in no case shall scholarly or creative activity be regarded as more important than teaching performance or less important than service.

3. Each secondary unit may, in the exercise of the discretion otherwise given it by the University ARTP document and acting in this case by majority vote of its probationary and permanent faculty unit employees in an election called for the purpose, specify in its ARTP document:
  - a. the means by which faculty unit employees seeking retention, tenure and promotion may demonstrate an acceptable level of scholarly or creative activity to the secondary level peer evaluation committee and the appropriate administrator.
  - b. the relative weight of scholarly or creative activity in each comprehensive evaluation of performance. However, in no case shall scholarly or creative activity be regarded as more important than teaching performance or less important than service.
4. Dissemination to an appropriate critical public whether within or beyond the confines of the University of the product of scholarly or creative activity of faculty unit employees seeking retention, tenure or promotion shall be a condition precedent to retention, tenure or promotion. The primary committee shall decide whether the chosen public is sufficiently critical to function as an agent of evaluation.
5. A primary or secondary unit may require that the product of scholarly or creative activity of faculty unit employees seeking retention, tenure or promotion will be presented to an appropriate critical public beyond the confines of the University.
4. Except as provided in Section 5.05.F.5 below, presentation to an appropriate critical public of the product of scholarly or creative activity of faculty unit employees seeking retention, tenure or promotion shall be a condition precedent to retention, tenure or promotion.
  - a. A primary unit may specify in its ARTP document a requirement that the product of the scholarly or creative activity of faculty unit employees seeking retention, tenure or promotion shall be presented to an appropriate critical public beyond the confines of the University as a condition precedent to retention, tenure or promotion.
  - b. In the absence of a requirement to present beyond the confines of the University permitted in subsection a. of this section, a faculty unit employee in a primary unit may decide whether to present the product of the faculty unit employee's scholarly or creative activity to an appropriate critical public either within or beyond the University.

- c. In any case of presentation required by this section, the faculty unit employee shall choose the appropriate, critical public to which to make the presentation. The faculty unit employee shall state in writing the choice and the reasons for regarding the chosen public as sufficiently critical and appropriate and shall submit the statement to the primary unit.
  - d. The primary unit, acting by its peer review committee or another means specified in its ARTP document, shall review the faculty unit employee's choice of public and shall decide in each case whether the public chosen by the faculty unit employee is sufficiently appropriate and critical to function as an audience for the product of the faculty unit employee's scholarly or creative activity. The primary unit shall make its decision known to the faculty unit employee in time to permit the faculty unit employee to complete a presentation to a sufficiently appropriate and critical public before the beginning of the evaluation cycle in which the faculty unit employee's retention, tenure or promotion will be determined.
  - e. Each secondary unit may, in the exercise of the discretion otherwise given to it by the University ARTP document and acting in this case by majority vote of its probationary and permanent faculty unit employees in an election called for the purpose, specify in its ARTP document a requirement that the product of scholarly or creative activity of faculty unit employees seeking retention, tenure or promotion shall be presented to an appropriate critical public beyond the confines of the University as a condition precedent to retention, tenure or promotion.
  - f. The secondary committee shall not determine for itself whether a chosen public within or beyond the confines of the University is sufficiently appropriate and critical to serve as an audience for the product of scholarly or creative activity in any case of evaluation of a faculty unit employee for purposes of retention, tenure or promotion. But in each case, the secondary committee shall take for its own the determination of the primary committee that a particular public is sufficiently appropriate and critical and shall proceed to make its recommendation in part on that basis.
5. Each primary unit and a faculty unit employee subject to its evaluation for purposes of retention, tenure or promotion may agree in writing to modify the relative weight generally assigned to scholarly or creative achievements in the primary unit's ARTP document.



- a. An agreement to modify may be made for one or more of the following reasons:
- 1) the faculty unit employee lacks the financial and other resources necessary to support the kind of scholarly or creative achievements generally required by the unit.
  - 2) the faculty unit employee has a teaching assignment requiring extraordinary time and effort to prepare for class, to restructure courses, to create new courses or to become or remain current in the field or fields represented or to be represented in the teaching assignment.
  - 3) the faculty unit employee has chosen to make demonstrable contributions in service to the University or to the community that have been determined by prior agreement between the primary unit and the faculty unit employee to be sufficiently important to the University, or to the community or to both and to be in sufficient excess of the demonstrable contributions which the primary unit generally expects faculty unit employees to make in the normal course of service to either or both to justify the requested modification.
- b. In the event that the primary unit and the faculty unit employee make an agreement under this section that they conclude will operate to preclude so much of the performance in the area of scholarly or creative achievements as to leave less than enough to satisfy the presentation requirement of Section 5.05.F.4 above, the primary unit and the faculty unit employee may agree further to excuse the faculty unit employee entirely from the requirement of presentation.
- c. An agreement under this section to diminish the relative weight of scholarly or creative achievements, including one to excuse from the requirement of presentation, shall not be made or construed to excuse entirely a faculty unit employee from some performance in the area of scholarly or creative activity.
- d. An agreement between a primary unit and a faculty unit employee subject to its evaluation to modify in favor of service the relative weight of scholarly or creative achievements in periodic evaluations or performance reviews for the purpose of retention, tenure or promotion shall have a term not to exceed three (3) years. Such an agreement may be renewed.
- e. A primary unit and a faculty unit employee agreeing to modify the relative weight of scholarly and creative achievements in favor of service as

provided in this section shall reduce their agreement to writing and shall immediately place the written text of their agreement, including a statement of the modified relative weight of scholarly and creative achievements which will govern in that case and a statement of their reasons for making the agreement, in the faculty unit employee's personnel action file. This written agreement shall invariably become a part of the Working Personnel Action File of the faculty unit employee at the time of each periodic evaluation or performance review for the purpose of retention, tenure or promotion.

- f. The appropriate administrator at the secondary level may decide that an agreement reached in a particular case amounts to an abuse of the discretion conferred upon the primary unit by University ARTP policy in general and this section in particular. If the appropriate administrator finds an abuse of discretion, that administrator shall embody the finding and the reasons for it in a written decision to direct the primary unit to evaluate the faculty unit employee otherwise subject to the agreement in question using the relative weights specified in the primary unit's ARTP document and generally applicable to faculty unit employees seeking retention, tenure or promotion in that primary unit. The appropriate administrator at the secondary level shall exercise the discretion permitted by this subsection as soon after learning of the existence and content of the agreement in question as may be practical.
- g. The primary unit and the faculty unit employee may appeal to the President of the University or the President's designee the finding of the appropriate administrator at the secondary level that an abuse of the discretion permitted by this section has occurred. The President or the President's designee shall decide the appeal after notice and written or oral hearing or both.
- h. Secondary committees and appropriate administrators acting at all levels of review shall make their evaluations and their recommendations or decisions in a way that substantially reflects the modified relative weights specified in any written agreement between the primary unit and a faculty unit employee permitted by this section.

EG. Contributions to the Community

...

FH. Contributions to the Institution

...

GI. Possession of Appropriate Academic Preparation

...

AS 93-78/Ex. UNIVERSITY ARTP POLICY AMENDMENTS--REFERENDUM

The Academic Senate refers the proposed amendments to Section 5.05 of the University ARTP policy adopted in AS 93-77 (UNIVERSITY ARTP POLICY--AMEND SECTION 5.05) to the faculty in a referendum.



Form H

Procedures for Submitting Proposals for Certificate Programs

Submit 15 copies of the following information to the Office of the Associate Vice President for Academic Affairs (Program Development and Evaluation), Adm. 226.

1. Pan African Studies: David Covin
2. Cooper-Woodson College Enhancement Program
3. The purpose of the program is to enhance African American retention and graduation rates and to promote leadership, scholarship, and service in the African American population.  
The program meets certificate guidelines in the following ways:
  - a. The certificate is awarded only to those who have successfully completed the Cooper-Woodson program as certified by the Director of Pan African Studies. The program includes course requirements as specified in Cooper-Woodson academic requirements and agreed upon by a student and the student's support team.
  - b. The objective of Cooper-Woodson College Enhancement Program are specific to the program and are not those of any major or minor program at CSU Sacramento.
  - c. The program is designed to provide students with leadership, scholarship, and service skills which can be of particular use in the African American community.

4. The program is needed because there is no other comprehensive, university-wide program which focuses specifically on the retention and graduation of African American students and which is intended to foster their leadership, scholarship, and service to the African American population.
5. There is no programmatic or fiscal impact by the certification program because the Cooper-Woodson College Enhancement Program already exists independently of the certificate. This proposal is to provide a means for recognizing successful completion of the program.

FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM CHANGE PROPOSAL

Academic Unit: Pan African Studies Date of Submission: April 6, 1992  
to School Dean:

Requested Effective Fall X Spring 1992

Name of Faculty Contact Person, if not Department Chair:

Type of Program Change: Required Forms Attached:

- Modification in Existing Program Form C
- Substantive Change Form B
- Non-Substantive Change Form D
- Deletion of Existing Program Form E
- Initiation (Projection) of New Program onto Master Plan Form F
- New Degree Programs Form G
- Addition of New Minor, Concentration, Option, Specialization, Emphasis Form H
- Addition of New Certificate Program X

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

The certificate is proposed to recognize students' participation in and completion of the Cooper-Woodson College Enhancement Program.

Approvals: STVA Date: May 14, 92  
 Department Chair: Sam Wiley Date: 4/14/92  
 School Dean: Jocene Hoester Date: 12.1.92  
 University Committee:

## THE ACADEMIC REQUIREMENTS FOR COOPER-WOODSON COLLEGE

In addition to maintaining a gpa of no less than 2.0, and of meeting the specific contract requirements agreed upon with the student's support team members, in order to satisfy the 4-year Cooper-Woodson requirements, students must take the specific Foundation courses indicated below.

In general, meeting Cooper-Woodson's Course requirements will not require the student to take any additional course work than that already required for the baccalaureate degree. These courses have been designed to fit existing G.E., core, and elective requirements which all students must fulfill to graduate. Support team members will work each student to indicate how the CWC course requirements can be used to satisfy general requirements.

In the case of transfer students and students who are accepted to CWC after the first semester of the Freshman year, they may not be able to meet all the CWC course requirements, and must reach specific contractual agreements with their support teams to satisfy CWC criteria.

### Foundation I

9 units in Foundation I are required:

- African History, History 7 or 141 (an advising decision) 3 units
- African American History, History 177 3 units
- Introduction to Pan African Studies, Ethnic Studies 170 3 units

### Foundation II

6 units in Foundation II are required:

3 units must be from courses designed in the culture area and 3 units from courses designated in the society area.

#### Culture 3 units

- African literature
- African American literature
- African American drama
- African Art
- African American Art
- African Philosophy and Religion
- African Culture in the Americas
- African languages
- Other courses as approved

#### Society 3 units

- The Black Family
- African politics
- Black politics
- The Black Women in America
- African Societies
- The Black Church
- African History
- African American History
- Other courses as approved

### Foundation III

9 units in Foundation III are required:

- Leadership Seminar, Ethnic Studies 198 3 units
- Internship Ethnic Studies 195 3 units
- Seminal Paper, Ethnic Studies 199 3 units

Any questions concerning course requirements can be raised with support team members, or prior to admission to CWC, with David Covin, Director of Pan African Studies (916) 278-7570.  
Office: Psychology Building, 562 B.

6. Program requirements are the following:
  - a. Completing a sequence of courses (Foundation I, II, and III), agreed upon by the student and the student's support team.
  - b. Attain a minimum number of quality points earned by participating in Cooper-Woodson activities each year, and over the full period of the student's participation in Cooper-Woodson. Such point totals are to be determined by the support team and the student, based on the student's status at the time of admission to the program. Completion of the minimum number of points shall be monitored by the support team and certified by the Director of Pan African Studies.
  - c. Graduation from the University in good standing.
7. Pan African Studies shall be responsible for offering and monitoring the quality of the Program.
8. The Program shall be offered on a continuing basis.
9. There are currently 14 student-participants from every school in the University. We expect that diversity to continue, and the number of students to expand with our capacity to serve them, ultimately reaching 30-50 students.
10. No additional resource needs exist as the program is already in place.

## \*AS 90-71/EX. COOPER-WOODSON COLLEGE, ESTABLISH

The Academic Senate endorses the establishment of the Cooper-Woodson College program described herein (Attachment D, 5/17/90 Senate Agenda) as a component of African-American student recruitment and retention at CSU, Sacramento.

Carried unanimously.

Attachment D  
Academic Senate Agenda  
May 17, 1990

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Academic Senate  
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CWC COMPONENTS

The major purpose of Cooper-Woodson College is to create an environment where African American students will flourish. In order to develop that environment CWC will institute a number of specific programs. This statement describes those programs designated for the College's first year.

CWC will undertake outreach to recruit African American students both to CWC specifically and to CSU Sacramento at large.

Students will apply to CWC and be selected for admission contingent upon their admission to CSU Sacramento and on the basis of criteria established by CWC, including a willingness to make a commitment to CWC purposes.

The major substance of CWC will initially take place in eight broad areas. They are: initiation, support services, forming linkages, seminars and workshops, social/cultural activities, award recognition events, required courses, and fundraising.

The specific elements involved in each of the broad areas are as follows.

Initiation

Initiation will include students' formal initiation to the College. It will include processes and structures which involve parents, churches, and the community at large. The initiation will explain CWC's vision of the reciprocal responsibilities between students and the College and between students and the community. It will designate the role faculty, staff, other students, and residents of the community are expected to play during a student's CWC tenure. It will introduce students to support services and explain how students can thrive in the contemporary university-community environment. Each student will sign an individual contract with CWC specifically identifying reciprocal goals and expectations.

Support Services

CWC will refer students to existing services in a regular and systematic fashion. Those services include, but are not limited to: testing; tutorials; academic advising; the counseling registration program; preparation for EPTL, WPE, GE requirements. CWC will also be active in identifying new needs for support services.

Forming Linkages

Each student will be assigned a support team consisting of one each faculty, staff, and student members. The teams will be based on major, interests, as well as teams for undeclared students. The teams will monitor student contracts and will refer students to support services and check on the use of support services. The support teams will

also make use of community resources for students. Student members of support teams will have spent at least one semester in CWC. Student support team members will each work with only one student. The support teams will perform a mentoring role. CWC will develop means for career exploration and will develop linkages with Los Rios.

Seminars and Workshops

CWC will offer specific workshops on financial aids, skills development (reading, writing, math), test anxiety, learning styles, mentoring, self-esteem, money-management, time-management, parenting, leadership development. Support services will present workshops for specific needs, e.g. WPE, GE. Workshops will be conducted throughout the academic calendar. They will include workshops for CWC faculty and staff, as well as for students. CWC will host faculty lecture forums targeted for specific majors and for schools of the university. CWC will also feature presentations from people in the community.

Social/Cultural Activities

Included in this component are picnics, socials, field trips, community connections, linking students up with churches, family link ups. Overlaps with the category, Award Recognition Events.

Award Recognition Events

CWC will conduct annual African-American graduation ceremonies, Black History Month, Black Women's History Month, and the CWC will sponsor awards for a Dean's Honor list, an Essay contest, Leadership, Academic excellence, and a Cooper-Woodson Award for Outstanding Achievement. CWC will provide specific recognition for Mothers, Fathers, and Guardians.

Required Courses

CWC faculty will offer specific non-credit seminars which will be required for the college's students. CWC faculty will require a for-credit leadership development course offered through the appropriate department(s) for all of its students. CWC students will be required to take designated GE courses in Pan African Studies.

Fundraising

The primary objectives of CWC fundraising shall be for scholarships, student travel, and for general support of the College. Fundraising shall include but not be limited to raising money from the community, faculty, staff, alumni, the broad private and public sectors, and grants.

Fiscal Affairs Committee  
Report on the Cooper-Woodson College Enhancement  
Program Certificate Proposal  
NOV 9 1992

Academic  
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Sandra Escobedo

November 17, 1992

PROGRAM CHANGE

The program is to enhance African American retention and graduation rates and to promote leadership, scholarship, and serve the African American population. The program is in the present catalogue (1992-1994 p. 33), but there is no detailed explanation of specific requirements of the program, nor does it list the program as a certificate program. This proposal is a request for a new certificate program. The program presently has 14 students in the enhancement program.

PROPOSAL REQUIREMENTS

In addition to maintaining a gpa of no less than 2.0, and meeting the specific contract requirements agreed upon with the student's support team members, in order to satisfy the 4-year Cooper-Woodson requirements, students must take the specific Foundation courses indicated below.

In general, meeting Cooper-Woodson's Course requirements will not require the student to take any additional course work than that already required for the baccalaureate degree. These courses have been designed to fit existing G.E. code and elective requirements which all students must fulfill to graduate. Support team members will work with each student to indicate how the CWC course requirements can be used to satisfy general requirements.

In the case of transfer students and students who are accepted to CWC after the first semester of the Freshman year, they may not be able to meet all the CWC course requirements, and must reach specific contractual agreements with their support teams to satisfy CWC criteria.

Foundation I

9 units required:  
Hist 7 (Hist African Civilization) or Hist 141 (Hist of Africa since 1800) (an advising decision) 3 units  
Hist 177 (Afri-Amer Exper, 1603-Pres) 3 units  
Ethn 170 (Pan African Studies) 3 units

Foundation II

6 units required:  
3 units must be from courses in the Culture area and 3 units from the Society area.

CULTURE:

Art 111 (Black Art in Amer) 3 units  
Art 112 (African Art) 3 units  
Dram 170 (Black Theater in the African Continuum) 3 units  
Engl 180A (Black Amer Fiction) 3 units  
Engl 190N (Proseminar-African Lit) 3 units  
Ethn 171 (African Religion+Phil) 3 units  
Ethn 174 (Oral Lit in Africa) 3 units  
Ethn 176 (African Cultural Heritage in the Americas) 3 units  
Other Courses as approved

SOCIETY:

Dram 171 (The Black Church as Ritual) 3 units  
Ethn 172 (Black Women in America) 3 units  
Ethn 173 (Black Family in US) 3 units  
Govt 163 (Intro to Black Politics in US) 3 units  
Prereqs. Govt 1, 13, 113, or 150  
Govt 164 (Concepts of Black Liberation) 3 units  
Prereqs. 3 units of Govt courses cross-listed in African Studies. Spring only  
Hist 7 (Hist African Civilization) 3 units  
Hist 177 (Afri-Amer Exper, 1603-Pres) 3 units  
Other Courses as approved

Foundation III

9 units required:  
Ethn 195 (Field Work in Ethn Studies) 3 units  
Ethn 198 (Co-Curricular Activities) 1-6 units  
Ethn 199 (Special Problems) 1-3 units

FISCAL ANALYSIS

Foundation I: Hist 7 normally has two sections each semester which are over-enrolled in the Fall, but ok in the Spring

Hist 141 normally not offered in Fall  
Hist 177 normally has 1 section each semester which is over-enrolled in the Fall, but ok in the Spring

Foundation II: Out of all the classes listed under CULTURE, only two (Engl 180A and Ethn 171) were offered in the Fall.  
Out of all the classes listed under SOCIETY, five were offered in the Fall.

\* Note to Curriculum Committee:

The class listed as African Societies under SOCIETY was suppose to be offered in the Anthro Depart according to Professor Covin, But Anthro claims it has no such course or anything similar.

Also, Hist 7 and 177 are both listed in Foundation I and II. Does that mean that a student could take those courses and apply to both areas?

Foundation III: Course requirements in this areas will not change workloads, or additional wtus in this area according to Professor Covin.

Based on the above information, this proposal will have no fiscal impact at this time.

CONCLUSION:

As long as the number of students does not increase significantly, and the students are distributed evenly across the courses in Foundations II and III, we predict no fiscal impact. However, it must be noted that many of the courses proposed as electives are only taught in the Spring and this might lead to problems in the future if the number of students rises much over the 14 students who are now in the program.