

1995-96
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, September 14, 1995
Forest Suite, University Union
2:30-4:30 p.m.

9/14/95

INFORMATION

Additional MOMENT OF SILENCE:

1. Moment of Silence:

PAUL G. HASTINGS
Professor of Finance Emeritus
CSUS 1959 - 1989

Christine E. Glenn
Counselor, Educational Opportunity Program,
Academic Achievement Center Emeritus
CSUS 1973-1992

2. Fall 1995 Schedule of Meetings (* = Tentative):

September 21*, 28
October 5*, 12, 19*, 26
November 2*, 9, 16*, 30*
December 7*, 14

3. Report on September 7, 1995, General Faculty Meeting

4. Report on CSU Academic Senate's September 7-8, 1995, Meeting--Statewide Senator Cristy Jensen

5. Announcements

CONSENT CALENDAR

AS 95-49/Ex. COMMITTEE APPOINTMENTS--Senate

Academic Policies Committee:

NANCY OSTIGUY, Executive Committee Member, 1996
STAN DUNDON, Senator, 1997 (repl. N. Ostiguy)

Curriculum Policies Committee:

CRAIG KELLEY, Executive Committee Member, 1996
XIN REN, At-large, 1998 (repl. J. Cross)
SUZANNE OGILBY, At-large, 1997 (repl. C. Kelley)

Faculty Policies Committee:

LAURENCE TAKEUCHI, Executive Committee Member, 1996

General Education Policies/Graduation Requirements Committee:

CHARLES G. NELSON, Executive Committee Member, 1996

ANNE-LOUISE RADIMSKY, At-large, 1998 (repl. J. Kho)

AS 95-50/Ex. PARLIAMENTARIAN

William R. Neuman shall serve as Parliamentarian for the 1995-96 Academic Senate.

AS 95-51/FisA, CC, Ex. PROGRAM CHANGE PROPOSALS--UNDERGRADUATE

- a. Division of Criminal Justice, delete B.S. in Forensic Science [FisA, 4/18/95; CC, 4/24/95] :

The Academic Senate recommends, with regret, approval of the deletion of the B.S. in Forensic Science. Further, the Academic Senate believes that the overall University curriculum is weakened by not offering this academic degree program and encourages the Division of Criminal Justice to consult with the science departments regarding the development of an advising tract, a minor, concentration, or Certificate of Academic Achievement in Forensic Science.

- b. Department of Health and Physical Education, Certificate of Academic Achievement - Personal Trainer/Strength and Conditioning [FisA, 5/9/95; CC, 5/15/95]:

The Academic Senate recommends approval of the proposal to establish a Certificate of Academic Achievement--Personal Trainer/Strength and Conditioning to include a minimum of 28 units of the following specified coursework: PE 120, 132, 139, 144, 151, 152, 153, 156, 195, and HUES 113..

- c. Department of Psychology, B.A. Certificate in Behavior Modification [FisA, 5/9/95; CC, 5/8/95]:

The Academic Senate recommends approval of the proposal to modify the Certificate Program in Behavior Modification by changing PSYC 184, Applied Child Psychology, from a three-unit course with a one-unit PSYC 192 lab co-requisite to a four-unit course with three hours of lecture and three hours of laboratory and by identifying total requirements as 16 units (for the past two years the total requirements were shown as 15 units and the one-unit co-requisite shown in a footnote to the Schedule).

- d. B.A. in Music (Music Management Concentration) [FisA, 5/9/95; CC, 5/8/95]:

The Academic Senate recommends approval of the proposal to add a new Music Management concentration to the Bachelor of Arts in Music. The concentration would require the following changes to the B.A. in Music: 1) increase upper division Music Management courses from 23 to 24 units by dropping MUSC 185 (Senior Recital--2 units) and adding MUSC 197 (Music and Business--3 units) and MUSC 195 (Field Work in Music--6 units) and by converting 15 units of requirements to 9 units of electives selected from: MUSC 103 (Counterpoint--3 units), MUSC 105 (20th Century Theory--3 units), MUSC 106 (Form and Analysis--3 units), MUSC 110A (History of Music--3 units), and MUSC 110B (History of Music--3 units); 2) create specialized 12-unit Concentration of Business Courses which would increase the total units for the major to 60; and 3) make no changes to Required Lower Division courses, the upper division applied music (4 units), or MUSC 151, Fundamentals of Conducting (2 units).

e. B.A. and Minor in Asian Studies [FisA, 4/18/95; CC, 5/8/95]:

The Academic Senate recommends approval of the proposal to modify the B.A. in Asian Studies, i.e.: 1) increase core requirements from 12 to 15 units by adding ANTH 147 (Peoples of Southeast Asia, 3 units); 2) decrease concentration requirements from 18 to 15 units; 3) delete the word "OR" in all instances under Chinese Studies and General Pacific Asian Studies concentration requirements to that very course listed is an option; 4) add HUM 174 (Modern Japanese Literature and Culture, 3 units) to concentration requirements for Japanese Studies; and 5) add ENGL 180M (Asian American Literature, 3 units) to list of elective courses for the major).

The Academic Senate recommends approval of the proposal to modify the Minor in Asian Studies, i.e.: 1) increase core course requirements for the major from 12 to 15 units (due to addition of ANTH 147); and decrease from 12 to 9 units the courses to be taken from one of the three major concentration areas.

AS 95-52/FisA, GPPC, Ex. PROGRAM CHANGE PROPOSALS--GRADUATEa. Certificate of Advanced Business Studies [FisA, 5/9/95; GPPC, 5/15/95]:

The Academic Senate recommends approval of the proposal to establish a "Certificate of Advanced Business Studies," a 19-unit certificate of achievement for postbaccalaureate students with non-business bachelor's or master's degrees. The courses required also satisfy the foundation requirements for the graduate program in the School of Business Administration.

b. M.A. in Education [FisA, 5/9/95; GPPC, 4/24/95]:

The Academic Senate recommends approval of the proposal to change the M.A. in Education, English Language Development Option to "Bilingual Crosscultural Leadership Option" or "Crosscultural Language Development Leadership Option." These new options align this M.A. with the new requirements from the California Commission on Teacher Credentialing (CTC) for the Bilingual Crosscultural Language and Academic Development requirements (BCLAD) Specialist Credential and the Crosscultural Language and Academic Development (CLAD) Specialist Credential.

c. M.A. in Education (FisA, 5/9/95; GPPC, 4/24/95):

The Academic Senate recommends approval of the proposal to 1) change the existing M.A. in Education, Behavioral Sciences Option to "Multicultural Education Option"; 2) require EDBM 170 (Introduction to Bilingual Education), EDBM 273 (Research Seminar on Bilingualism and Language Varieties in Education) or 279 (Methods in Teaching a Second Language), and delete ED 252 (Principles of Curriculum); and 3) allow for a comprehensive examination as an alternative to the thesis or project. Name change and program change more accurately reflect current usage in the field.

d. M.A. in Education (FisA, 5/9/95; GPPC, 4/24/95):

The Academic Senate recommends approval of the proposal to replace the existing M.A. in Education, Bilingual Crosscultural Education Option with a modified course of study called "Bilingual Crosscultural Teaching Option" or "Crosscultural Language Development Teaching Option." Brought about by new requirements of the CTC, this modification focuses on the need for career classroom teachers.

e. Specialist Credential Program (FisA, 5/9/95; GPPC, 4/24/95):

The Academic Senate recommends approval of the proposal to replace the Bilingual/Crosscultural Specialist Credential with a similar course of study called "Bilingual Crosscultural Language and Academic Development (BCLAD) Specialist Credential" or "Crosscultural Language and Academic Development (CLAD) Specialist Credential" based on the new competencies required by CTC changes to requirements for credential.

- f. M.A. in Education (Early Childhood Education) [FisA, 5/9/95; GPPC, 5/22/95]:
The Academic Senate recommends approval of the proposal to modify the M.A. in Education (Early Childhood Education) as follows: 1) add EDTE 214 (Assessment of Text, Content, and Learners) to required courses; 2) delete EDTE 240, 241, 242, and 243 and replace with EDTE 245 (Selected Topics in Childhood Development), 246 (Motivation and Learning in Children: Interaction of Cognition, Affect and Content), 247 (Theoretical and Applied Perspectives on Cultural Diversity and the Education of Preschool and Primary Grade Children), and 248 (Curriculum and Instruction in Preschool and Primary Grade Settings); and 3) combine thesis/project courses into one culminating experience course (EDTE 500) at 6 units.
- g. M.A. in Education (Language and Literacy) [FisA, 4/4/95; GPPC, 4/24/95]:
The Academic Senate recommends approval of the proposal to modify the M.A. in Education (Language and Literacy) as follows: 1) change title of degree from Master of Arts in Education (Reading) to Masters of Arts in Education (Language and Literacy); 2) designate 27 units of required courses for the major rather than 30 units and allow a 3-unit elective course with advisor approval; total units for the degree remains at 30; 3) add a new 3-unit assessment course [EDTE 214, Assessment of Text, Content, and Learners] to the Language and Literacy requirements; 4) increase the culminating requirement from 3 to 6 units [EDTE 503]; and 5) reduce the Language and Literacy unit requirements from 18 to 15 units.
- h. M.S. in Counseling [FisA, 5/17/94; GPPC, 1/30/95]:
The Academic Senate recommends approval of the proposal to convert experimental course EDC 296J, Seminar for the Preparation of Master's Thesis/Project (3 units) to a required course, EDC 505 with the same title. This course would also be a culminating requirement for all students.
- i. M.A. in International Affairs [FisA, 5/15/95; GPPC, 5/15/95]:
The Academic Senate recommends approval of the proposal to modify the existing program as follows: 1) eliminate requirement to take at least three units of graduate (200 level) courses (not independent study) from an appropriate department; 2) increase from 6 to 9 the number of combined internship and independent study units that can be used as electives; 3) add option that up to 6 units of interdisciplinary Studies (ID 195 Internship) and 3 units of ID 299 can be earned based upon a) Peace Corps service and b) completing program stipulations regarding Peace Corps service.

AS 95-53/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF ENGLISH

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Policies and Programs Committee on the program review of the Department of English (Attachment A) and recommends approval of the following programs in English for six years or until the next program review: Minor, Bachelor of Arts, Master of Arts, English Subject Matter Preparation Program, and Certificate in Teaching English to Speakers of Other Languages (TESOL). In anticipation of Chancellor's Office approval, the Master of Arts in TESOL is also included.

AS 95-54/CC, GPPC, Ex. CURRICULUM REVIEW--SOCIAL SCIENCE PROGRAM

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Policies and Programs Committee on the program review of the Social Science Program (Attachment B) and recommends approval of the Bachelor of Arts degree in Social Science and the Social Science Subject Matter Preparation Program for six years or until the next program review with an interim report regarding the implementation of program review recommendations to be submitted to the Office of Academic Affairs in two years, by April 1, 1997.

AS 95-55/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF ENVIRONMENTAL STUDIES

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Policies and Programs Committee on the program review of the Departmental of Environmental Studies (Attachment C) and recommends that the Bachelor of Arts degree and Minor in Environmental Studies be approved for six years or until the next program review.

AS 95-56/CC, GPPC, Ex. CURRICULUM REVIEW--LIBERAL STUDIES PROGRAM

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Policies and Programs Committee on the program review of the Liberal Studies Program (Attachment D) and recommends that the Bachelor of Arts in Liberal Studies and the Subject Matter Program for the Multiple Subject Credential be approved for two years with an interim report from the Dean of Arts and Sciences regarding implementation and progress of program review recommendations regarding the budget, curriculum, and administration of the Liberal Studies Program to be submitted to the Academic Senate via the Associate Vice President for Academic Affairs by April 1, 1997.

to end of agenda
AS 95-57/Ex. COUNCIL FOR UNIVERSITY PLANNING--1995-96 MEMBERSHIP

The Academic Senate recommends that for the 1995-96 academic year the following sections of the membership of the Council for University Planning (as defined in "The Structure and Functioning of the Council for University Planning, August 23, 1993) be amended as follows [strikeover = deletion; underscore = addition]:

- one designee of the Curriculum Policies Committee, appointed by the President, for a one year term
- one designee of the ~~Fiscal Affairs~~ Faculty Policies Committee, appointed by the President, for a one year term
- one designee of the ~~Graduate Policies and Programs~~ Academic Policies Committee, appointed by the President, for a one year term

AS 95-58/CP, Ex. CURRICULUM POLICIES COMMITTEE--1995-96 ad hoc SUBCOMMITTEES

The Academic Senate endorses the ad hoc subcommittee structure as set forth in the Curriculum Policies Committee's recommendation (Attachment E, refer to Appendix A).

AS 95-59/CP, Ex. PROGRAM REVIEW PROCESS, 1995-1996

The Academic Senate recommends approval of the revised program review process for 1995-96 (Attachment E, refer to Appendix B) as recommended by the Curriculum Policies Committee.

AS 95-60/Ex. CENTERS AND INSTITUTES, POLICY ON RESEARCH (Supersedes Presidential Memorandum 85-15, Policy on Centers and Institutes; PM 87-04, Process for Establishing Research Centers and Institutes; and PM 90-12, Procedures for Reviewing of Centers and Institutes)

The Academic Senate recommends approval of the proposed amendments (Attachment F) to the campus policy on research centers and institutes.

REGULAR AGENDA

AS 95-48/Flr. MINUTES

Approval of the Minutes of the meeting of May 18 (#19), 1995, and the organizational meetings of April 27 (#1) and May 11 (#2), 1995.

AS 95-61/Ex. CLASS SCHEDULING (responds to AS 95-47)

The Academic Senate recommends that CSU, Sacramento implement the synchronized scheduling system with the accompanying guidelines and controls (Attachment G), if possible by Fall 1996.

AS 95-57 from Consent

AS 95-62 Discussion (A+S Reorg.)

Carried In order to facilitate implementation, the AS recommends that the Univ acquire the necessary software and analytical tools.

Carried Control # 8:

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

COMMENDATIONS AND RECOMMENDATIONS
OF THE PROGRAM REVIEW TEAM FOR THE DEPARTMENT OF ENGLISH
SCHOOL OF ARTS AND SCIENCES

COMMENDATIONS:

The Program Review Team commends the Department of English for

- its excellent faculty, so well trained and so dedicated to its responsibilities;
- the many outstanding scholarly contributions of faculty members working with inadequate support;
- its part-time faculty, who are essential to the Department's success and who perform superbly in the face of employment insecurities;
- its dedicated leadership in managing departmental programs which rival a division in size and complexity, and vigorously representing the interests of the Department at the School and the University levels;
- its departmental staff, dedicated to its vital role in the operation of the Department and efficient in working with an inadequate budget;
- its on-going interest in evaluating and improving its programs and their implementation; and
- the frank and professional cooperation of its leadership and interested faculty with the Program Review Team.

RECOMMENDATIONS TO THE DEPARTMENT OF ENGLISH

1. The Department should, before the next election of a chair, institute a term limit of two consecutive three-year terms for the office of the Chair of the Department. (p. 17)
2. The Department should change the membership of the Executive Committee, making its membership the elected coordinators, the Department Chair and the Vice Chair. (p. 18)
3. The Department of English should clarify its Catalog course descriptions by listing the regularly offered topics for all courses. (p. 24)
4. The Department of English should consider dropping ENGL 11 as a requirement for the Major. (p. 25)
5. The Department of English should consider dropping the study of Shakespeare as a Major requirement. If the Department decides to keep a Shakespeare course as a requirement, it should consider the revision of the course suggested by the External Consultant. (p. 25)
6. The Department of English should add a Major requirement of the study of literary theory/criticism. (p. 25)
7. The Department of English should reduce the number of units required for its Major from 51 to a maximum of 45. (p. 25)
8. The Department of English should complete its consideration of changes in the Major by the end of the Fall, 1995 semester. (p. 25)
9. The Department of English should increase its upper-division General Education offering. (p. 28)
10. The Department of English should attempt to schedule classes so that generic classes did not compete with each other and with upper-division General Education classes. (p. 28)
11. The Department of English should by May 1, 1995 recommend to the Dean of Arts and Sciences that extra WTU credit be given for composition course instruction, such that composition course instructors receive 4 WTU units for a 3 unit composition course. (p. 32)

12. The Department of English should consult with the Dean of Arts and Sciences regarding solutions to the Department's lack of sufficient reimbursed assigned time for the Graduate Coordinator and devise a plan to be implemented for the Fall, 1995 semester. They should consider (1) direct reimbursement from the Dean's office; (2) the development of a common thesis/project class to be taught by the Graduate Coordinator; (3) a point system such as that recommended by Consultant Larson; and (4) any other means of providing the English Department with assigned time for its Graduate Coordinator. (p. 49)
13. The Department of English should require a 200-level course in Literary Theory for the English MA. (p. 51)
14. The Department of English should review its graduate-level grading patterns to ensure that grading standards distinguish excellent, adequate and inadequate work. (p. 51)
15. The Department of English should consider ways of ensuring that students who enroll in seminars are prepared to do the graduate-level work required by the seminar. (p. 51)
16. The Department of English should by the beginning of the Fall, 1995 semester institute an elected Committee of no more than seven members to make Retention, Tenure and Promotion decisions. (p. 58)
17. The Department of English should consider using Lecturer positions to meet its part-time/temporary faculty needs. (p. 61)
18. The Department of English should explore measures to allow an earlier informing of part-time faculty of their semester's teaching schedules. (p. 61)
19. The Department of English should annually evaluate the part-time faculty pool list in order to revise it in light of changing qualifications and evaluations. (p. 61)
20. The Department of English should recommend to Academic Affairs and to the Dean of Arts and Sciences that it be permitted to appoint part-time faculty to administrative positions with reimbursed assigned time. (p. 61)
21. The Department of English should apply to SPAG for larger office space within the English Building. (p. 64)
22. The Department of English should apply for a reclassification of its clerical staff's positions in order to better reflect the work done by the staff. (p. 64)

23. The Department of English should request access to on-campus and off-campus computer networks. (p. 65)

RECOMMENDATIONS TO THE DEAN OF ARTS & SCIENCES

1. The Dean should consult with the English Department about ways to fund assigned time by scheduling within the Department. The Department should consider intra-departmental measures to finance assigned time and develop a proposal for the Dean's consideration by May 1, 1995. (p. 15)
2. The Dean of Arts and Sciences should assign faculty from other departments to English only when those visiting faculty have met the conditions set by the English Department. (p. 57)
3. The Dean should grant necessary assigned time to English Department faculty charged with the training and supervision of visiting faculty. (p. 57)
4. The Dean of Arts and Sciences should make the addition of a staff position to English a priority budget consideration. (p. 64)
5. The Dean of Arts and Sciences should make the replacement of the English Department's Gestetner copying machines a priority budget goal. (p. 65)
6. The Dean of Arts and Sciences should make updating the computer equipment of the English Department a priority budget goal; the new equipment should go, in order to (1) the Department's clerical staff, (2) the writing labs and (3) to faculty most needing the equipment because they are involved in coordination and/or extensive advising. (p. 65)
7. The Dean of Arts and Sciences should consult with department's interested in film courses in an effort to coordinate the purchase and use of film equipment and the use of a common room for film course classes. (p. 65)

RECOMMENDATIONS TO THE DEAN OF ARTS & SCIENCES AND THE DEPARTMENT OF ENGLISH

1. The Dean of Arts and Sciences and the Department of English should consult in order to determine an enrollment level in the regular MA which allows the program to operate efficiently and allows the Department to free faculty for upper-division General Education offerings. (p. 51)

RECOMMENDATIONS TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

1. Academic Affairs should, in consultation with the Dean of Arts and Sciences, the Department of English and Learning Skills, reorganize the University's ESL programs, such that the reorganization either (1) transfers all ESL courses to the Learning Skills Center or (2) establishes a separate administration of ESL courses within the English Department, authorized to determine all assignments to teach its ESL courses, to evaluate all instructors in ESL courses, to schedule all regular and special session ESL courses, to hire part and full-time instructors for the ESL program, and to submit separate budget requests for the ESL program or (3) find other appropriate solutions to the problem. (p. 37)

2. Academic Affairs, in consultation with the Dean of Arts and Sciences, the Department of English and the Department's Composition Committee, should continue to discuss the role and responsibility of the University for developmental courses, including control of the staffing and evaluation of instructors teaching developmental courses. (p. 39)

3. Academic Affairs should ensure the availability of funds for the administration of entry-level examinations and for tracking of students needing ESL courses to meet University writing standards. (p. 39)

4. Academic Affairs, in consultation with the Department of English and the Dean, should evaluate the alternatives of (1) leaving TESOL in the Department of English with authority to negotiate for new hires and to determine its schedule or (2) moving TESOL from the Department or (3) find other appropriate solutions. (p. 47)

RECOMMENDATION TO THE VICE PRESIDENT FOR RESEARCH AND GRADUATE STUDIES AND THE DEAN OF ARTS & SCIENCES

1. The Associate Vice President for Research and Graduate Studies and the Dean of Arts and Sciences should consult regarding ways of providing adequate compensation for graduate-level supervisory work. They should further consult with all other interested parties in Arts and Sciences, and with the deans of the professional schools. They should submit recommendations for the solution of the problem to Academic Affairs and the Academic Senate. (p. 49)

RECOMMENDATIONS TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS
AND THE ACADEMIC SENATE

1. Academic Affairs and the Academic Senate should institute a study of grading standards and patterns. The study should
 - (a) determine whether grades at the lower-division upper-division and graduate levels have risen over the past fifteen years;
 - (b) compare CSUS grading patterns with those of other CSU campuses and other comparable universities;
 - (c) investigate recent pedagogical work on the contribution of different grading standards to students' academic performance and development at the undergraduate and graduate levels;
 - (d) recommend, as advisable, any changes in grading standards and techniques. (p. 53)

2. Academic Affairs and the Academic Senate should revise the self study questionnaire and standards for assessment plans to ensure clear and detailed knowledge about faculty currency in the field and the measures taken by departments and schools to ensure faculty currency. (p. 56)

RECOMMENDATIONS TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS
AND THE DEAN OF ARTS & SCIENCES

1. Academic Affairs, in consultation with the Department of English and the Dean, should evaluate the alternatives of (1) leaving TESOL in the Department of English with authority to negotiate for new hires and to determine its schedule or (2) moving TESOL from the Department or (3) find other appropriate solutions. (p. 47)

2. Academic Affairs and the Dean of Arts and Sciences should consult with the TESOL faculty, the Department of English and such other affected units as Learning Skills to determine which measures are necessary to give the TESOL program the authority it needs to meet its current and future obligations to the University and to the region. (p. 47)

3. Academic Affairs and the Dean should report their decision to the Graduate Policies and Programs and Curriculum Committees (or their successor) by December 1, 1995 and implement one of the alternatives during the 1996-97 academic year. (p. 47)

RECOMMENDATIONS TO ACADEMIC SENATE

1. The Academic Senate should recommend that units for ENGL 109 not count for graduation credit. (p. 33)
2. Recommend that the following programs in English be approved for six years or until the next program review: Minor, Bachelor of Arts, Master of Arts, English Subject Matter Preparation Program, and Certificate in Teaching English to Speakers Of Other Languages. In anticipation of Chancellor's Office approval, the Master of Arts in TESOL is also included.

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

COMMENDATIONS AND RECOMMENDATIONS
OF THE PROGRAM REVIEW TEAM FOR THE SOCIAL SCIENCE PROGRAM
SCHOOL OF ARTS AND SCIENCES

COMMENDATIONS:

The Review Team commends:

- Dr. Richard Kornweibel, Social Science Program Coordinator is to be commended for his work as coordinator, given that he receives only three units of release time to do so. As stated in this report, his responsibilities as program coordinator far exceed the release time given; yet he has been able to maintain program viability as well as meet State Credential Commission requirements.
- Faculty who voluntarily participate on the Social Science Committee. These faculty members have assisted the program coordinator in student advising, program development to meet CTC guidelines, and attending professional meetings and conferences related to the degree major/subject matter waiver. The efforts of these faculty have been completely without compensation.

Recommendations to the Vice President for Academic Affairs and the Dean of Arts and Sciences

1. Provide the Social Science Coordinator and/or key faculty with six (6) units of release time and an increased annual budget for the purposes of:
 - a) advising students in the B.A. waiver program;
 - b) establishing outreach with the public schools to enable students to gain requisite field experiences required by the credential program at CSUS;
 - c) serving as the faculty liaison for student professional and support organizations (e.g., future single subject teachers organization, social science scholars group, etc.);
 - d) attending professional and California Teacher Credentialing forums in order to maintain a viable program. (pp. 15-16)

2. The role of the Social Science Coordinator should include support for active recruitment of diverse student populations through an Educational Equity Plan. Working with the cooperation of the Educational Equity representatives from departments who participate in the Social Science degree program, the Coordinator should generate and implement said Plan for Social Science majors. (p. 13)

Recommendation to the Vice President for Academic Affairs, the Dean of Arts and Sciences, and the Deans of Any Possible Reorganized Schools

1. Make provision for better representation of interdisciplinary programs in decision making at the School level. (Joint Committee)

Recommendations to the Social Science Program

1. Develop a systematic introduction to the program, e.g., a cornerstone course, which provides students with an intellectual framework for social sciences that provides philosophy and themes into which they can integrate information from courses of participating disciplines. (p. 6)

2. Review the breadth of the core to ensure that all students are exposed to the basic disciplines of social science. (p.6)
3. Consider offering courses in a systematic manner which would allow the Social Science Coordinator to cluster students through these courses in order to maximize the probability of required courses being offered. Such clustering would also provide students an opportunity to generate an esprit de corps. (p. 7)
4. Ensure through the reduced number of options and systematic presentation of courses, that sufficient sections of courses whose content addresses the needs of the diverse population of California public school children are available. Specifically, reconsider the restoration of the following Anthropology courses: "Indians of California," "Indians of North America," and "South East Asian Culture." (p. 8)
5. Develop a course survey to be administered each semester for the purpose of obtaining student feedback on all courses. The resultant data would have multiple uses: e.g., planning and advising, ensuring that the content of the courses and the faculty who teach those courses are committed to an integrative social science approach as well as demonstrating the inclusion of the contributions/influences of diverse populations in the curriculum. (p. 10)
6. The Social Science Coordinator should actively seek the participation of faculty who not only are prepared to teach their content from a social science perspective, but who are also representative of underrepresented populations. (p. 13)
7. Provide structured orientation sessions for faculty teaching in the Social Sciences and new students starting the major to articulate and study, respectively, the goals and philosophy of the program. (Joint Committee)
8. Career advising for future teachers should contain the recommendation of an appropriate academic minor area, possibly unrelated to social sciences, which would help the graduates to compete successfully for teaching positions in the region. (p. 14)
9. Generate specific advising understandings with the community colleges regarding courses and other preparation students could take (make) during their completion of many G.E. requirements in the community college setting. (p. 15)

10. The Social Science Coordinator, with the assistance of students in the major, should develop an informal advising plan which suggests courses to take each semester in order to guide students through the Social Science major. Such a "roadmap" through the myriad of options may (a) relieve some of the advising pressure from the Coordinator, and (b) reinforce the feeling of mutual support among the majors. (pp. 6-7)
11. Create an academic major student organization for the purposes(s) of (a) peer advising/mentoring through the major, (b) developing a professional network, and (c) generating pre-credential public school field experiences. (p. 5)
12. The Social Science Coordinator, together with Social Science Committee faculty, should consider an on-going one-unit seminar which students would enroll in concurrently with their regular courses. This seminar would allow for on-going integration of course content with social science themes as well as provide a venue for social science majors to share their varied experiences with one another for the purposes of peer mentoring. (p. 6)

Recommendation to the Academic Senate

The Bachelor of Arts degree in Social Science and the Social Science Subject Matter Preparation Program be approved for six years or until the next program review with an interim report regarding the implementation of program review recommendations to be submitted to the Office of Academic Affairs in two years, by April 1, 1997.

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

COMMENDATIONS AND RECOMMENDATIONS OF THE PROGRAM REVIEW TEAM
FOR THE DEPARTMENT OF ENVIRONMENTAL STUDIES
SCHOOL OF ARTS AND SCIENCES

The Department of Environmental Studies is to be commended for:

- 1) its efforts to provide a curriculum which balances the intellectual elements of academic work with significant practical experiences in field work and community service.
- 2) its efforts to refine its curriculum pattern and confirm the rigor and vigor of its interdisciplinary and cross-disciplinary course offerings.
- 3) course syllabi that were impressive as demonstrated especially by the learning tasks for students and by the writing requirements.
- 4) the amount of formal and informal contact between individual faculty members and students that accounts, at least in part, for the intense loyalty and success of students and alumni.
- 5) its faculty -- a distinguished group of dedicated teachers, scholars, advisors, and mentors who are immersed in outstanding creative activity.

Recommendations to the Department of Environmental Studies:

- 1) The Department should consider restricting the options for the minor to those which specifically complement either a scientific, administrative, or business emphasis. Relationships with other departments would be greatly improved by specifically identifying departments where minors could be completed. (p. 13)
- 2) The Department should develop a list of key advisors in each of the departments to whom students and prospective students could be directed for advice and guidance in the minor. (p. 13)
- 3) The Department could clarify its curriculum by ordering it through sequencing courses and/or organizing concentrations. (p. 14)
- 4) The Department should consider developing a pre-thesis seminar in the junior year that leads to and supports ENV 198 Senior Thesis and Research. (p. 14)
- 5) With increasing student demand and the low number of faculty resources, the Department should consider developing the means for controlling the number of students and develop a plan for doing so. (pp. 26, 28)
- 6) The educational goals and objectives for the internship program should be clarified along with development of a formal method for faculty and agency evaluations of student performance in the field. (pp. 15, 16)
- 7) The Department should formalize its methods of securing student feedback about the program and not rely solely upon informal feedback secured in face-to-face discussions with students. (pp. 9, 10)
- 8) The Department should update its Affirmative Action Plan to reflect the intent to correct its diversity imbalance and then actually do so through its next new hires, deferring acquisition should the applicant pool not include qualified diversity candidates. (pp. 22, 23)

- 9) The Department should concentrate on increasing the number of its minority students and develop a minority recruitment plan with a timeline for attaining its goals. (pp. 22, 25)

Recommendations to the Department and the Dean of Arts & Sciences:

- 1) One additional faculty member would permit the Department to deliver an even higher quality program, relieve much stress and strain on its already over-burdened faculty, and avoid delivery of a marginal program. The University administration should determine whether to support the program at an adequate level or mandate that the Department 'downsize' but do so without further penalizing the existing faculty resources. The Department should be reclassified to Category I. A. of the University's Instructional Priorities in order to assure additional support. (pp. 5, 6, 9, 19, 28)
- 2) Clerical support must be increased to an adequate level for the size and comparability of the program with other academic units in the School of Arts and Sciences. (p. 28)
- 3) The computing and printing equipment and software should be updated in order to permit the day-to-day work of the Department to be accomplished without impediment. (p. 27)
- 4) The University should provide the Department with a computer Laboratory meeting the Department's specifications. (pp. 24, 25, 27)

Recommendation to the Dean of Arts & Sciences:

Replacement of the retired faculty member was a top priority, and this was already approved by the School of Arts and Sciences. (pp. 4, 7, 9)

Recommendation to the Vice President for Academic Affairs:

One additional faculty member would permit the Department to deliver an even higher quality program, relieve much stress and strain on its already over-burdened faculty, and avoid delivery of a marginal program. The University administration should determine whether to support the program at an adequate level or mandate that the Department 'downsize' but do so without further penalizing the existing faculty resources. The Department should be reclassified to Category I. A. of the University's Instructional Priorities in order to assure additional support. (p. 5, 6, 9, 19, 28)

Recommendation to the Academic Senate:

The Bachelor of Arts degree and minor in Environmental Studies be approved for six years or until the next program review.

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

COMMENDATIONS AND RECOMMENDATIONS
OF THE PROGRAM REVIEW TEAM FOR
THE LIBERAL STUDIES PROGRAM
SCHOOL OF ARTS AND SCIENCES

COMMENDATIONS:

The Program Review Team commends the Liberal Studies for

- the excellent coordination of the program by Professor Tim Hallinan, for the past three years and, more recently, Professor Gary Shannon; both have demonstrated commitment to the students and creative ways to improve the program; they listen to student feedback and share these concerns with appropriate faculty and administrators and committees; outside reviewers add "The commitment and dedication of the Liberal Studies coordinators and advisors has inspired many students to complete their education against many obstacles." (Practitioners Subcommittee, 4/94, p. 10)
- the knowledgeable oversight and unwavering support of Ann Weldy, Associate Dean for Curriculum in Arts and Sciences; she continues to campaign for a "higher profile, greater autonomy, and a better budget for Liberal Studies." (Self-Study, p. 4)
- its many dedicated faculty who consistently teach in the program and who are sincerely committed to the retention and academic success of Liberal Studies students.

- its advisors who care about Liberal Studies students and the effectiveness of the program; they bring various strengths and energies to the program and thus foster a viable and productive program; they work very hard and for long hours, at times without commensurate rewards.
- its excellent preparation of candidates; some professors in elementary education praise recent candidates from the CSUS Liberal Studies Program as "Some of the very best teacher candidates I've seen."
- meeting its day-to-day objectives with success in spite of its remote location from the central campus and the large student population in need of its guidance.

RECOMMENDATIONS TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS, THE DEAN OF ARTS AND SCIENCES, AND THE LIBERAL STUDIES PROGRAM

1. University administrators and faculty revisit the language in the catalog and course of study to determine how the purpose and mission of Liberal Studies might be defined and articulated to clarify its "breadth and depth" mission: to develop well-educated, thinking graduates who may choose careers in teaching or other professions that do not require a specific major. (p.16)
2. Revise the organizational structure of Liberal Studies to give it an identity, for example, by providing:
 - a director whose "primary responsibility ... is Liberal Studies" (McCoy, p. 9) and its academic program;
 - offices that are closer to the central campus and the university information system;
 - allocations for a full-time clerical person with part-time assistants;
 - a Liberal Studies Center where students can come together to learn more about the structure and purpose of the Program and to share problems, concerns, and experiences; a Center where advisors, faculty and students can come together (as common and/or separate units) to discuss and organize around program policies, curricula, evaluation and other academic matters;
 - a core of Liberal Studies faculty, including the director, to make and/or influence policy and administration of the Program. (p. 24)

3. As it is a conglomeration of courses from various disciplines, rename the major "multidisciplinary." Because most faculty across disciplines do not interact or collaborate with one another and, in fact, have little or no direct input into academic planning, policy making and program administration, the current Program is not as interdisciplinary as it is multidisciplinary. (p. 25)
4. Integrate Liberal Studies students into GE courses with other majors and allow them to delay major declaration until the end of their second year. (p. 25)
5. The University give immediate attention to the development of an approved Liberal Studies option that provides bilingual students an appropriate and relevant academic preparation so as to maintain the standards of the current Bilingual Emphasis Credential Program; until such an option is developed, students seeking the Bilingual Emphasis preparation should be allowed the flexibility of the "old" Liberal Studies program, particularly the Bilingual/Cross-Cultural pattern. (p. 30)
6. Consider establishing joint positions, i.e., a dual faculty appointment in another Arts and Sciences Department and Liberal Studies. (p. 49)
7. The University should examine vigilantly the effects of budget cuts, leaves, resignations and retirements on staffing of Liberal Studies courses, particularly now that the new program structure calls for a number of new options/concentrations that must be staffed. (p. 63)
8. All departments and the University should foster an educational environment which ensures that the diversity of the student population is valued. (p. 68)
9. The University should investigate the possibility of establishing an Educational Equity support program for Liberal Studies ethnic minority students similar to the Sciences Educational Equity (SEE) Program. (p. 68)
10. Move Liberal Studies advisors (except those in Education) to a centralized location on campus. (p. 71)

11. The School of Arts and Sciences and the University should assess the existing program needs to make special allocations of resources commensurate with the number of students served, nature of advising needs, and the need for a respectable “home” base to which Liberal Studies students “belong” intellectually and physically. (p. 72)
12. Move the Liberal Studies offices as soon as possible, and hire a full-time secretary for the Program. (p. 72)
13. Assess Arts and Sciences’ and the University’s allocation of funds to Liberal Studies to determine how the University budget supports excellence for Liberal Studies. (p. 73)
14. The University and Arts and Sciences should tie funding of Liberal Studies to program priorities and objectives. (p. 73)
15. The University administration should encourage and support faculty to attend professional development workshops in strategies to address “learned helplessness” resulting from poor past experience in science and mathematics. (p. 77)

RECOMMENDATION TO THE DEANS OF ARTS AND SCIENCES AND EDUCATION AND THE LIBERAL STUDIES PROGRAM

1. A Program vision statement be developed collaboratively by a group which includes representation from administration, faculty and students in the School of Arts and Sciences, the School of Education and Liberal Studies. (p. 16)
2. Advise students to consider the Early Childhood Development Waiver Program as an alternative for Liberal Studies students interested in becoming elementary teachers, while those interested in the multidiscipline Liberal Arts studies enroll in GE courses for the first year or two and declare a Liberal Arts major in their junior year. (p. 26)

3. Give careful consideration to the Child Development Waiver as an option. This could provide a solution to the recurring complaint among students that the Liberal Studies curriculum is “irrelevant” to teaching or “is not tailored to prepare students to enter teaching,” or that “content of GE/LS courses should be intermingled with teaching concerns,” etc. (p. 50)
4. Similar to the old Liberal Studies Program, develop an approved Liberal Studies option that provides bilingual students an appropriate and relevant academic preparation to meet the admissions requirements of the Bilingual/Multicultural Education Department. Or, allow students interested in seeking Bilingual Emphasis preparation to follow the “old” Liberal Studies Bilingual/CrossCultural option. (p. 51)

RECOMMENDATION TO THE DEAN OF ARTS AND SCIENCES AND THE LIBERAL STUDIES PROGRAM

1. Program administrators and faculty clearly state and agree upon a definition of “breadth and depth,” and that this common perspective be communicated to students across all Liberal Studies courses and to advisors and students at feeder community colleges. (p. 16)
2. The program restate its objectives and priorities in accord with the University mission statement. (p. 17)
3. The Program restate its objectives to include instructional and learning outcomes along with organizational and programmatic outcomes. (p. 17)
4. The Program provide pre-entry information regarding various avenues to earning a teaching credential, clarity about the major, and alternatives to becoming a teaching professional. (p. 17)
5. Provide structured orientation sessions for faculty teaching in Liberal Studies and new students starting the major to articulate and study, respectively, the goals and philosophy of the program. (p. 49)

6. In order to guide students in integrating or synthesizing concepts acquired/taught in this multidisciplinary program, establish a capstone course for students graduating from Liberal Studies. (p. 49)
7. Design and implement program enhancement; raise the image of the Liberal Studies Program (e.g., invited speakers and/or colloquia that focus on multidisciplinary approaches to resolving social issues and synergistic understanding of diverse social issues/problems). (p. 50)
8. Give special attention to Liberal Studies Program concentrations to assess how and why specific concentrations are more or less popular than other. Survey students before determining which concentrations to eliminate or continue to offer. (p. 50)
9. Design and implement interdisciplinary and thematic clustering approaches with small group and collaborative learning structures for first-year students. [Faculty, under the leadership of Dr. Cecilia Gray, are now discussing various course clustering approaches. Details may be obtained from Dr. Gray.] (p. 50)
10. Encourage Arts and Sciences faculty and administration to give strong consideration to ideas, suggestions and complaints voiced by students in faculty evaluations. (p. 51)
11. Encourage interdisciplinary team teaching; collaborative planning among faculty -- where appropriate, and continue faculty development workshops on topics such as alternative approaches to classroom instruction (e.g., collaborative learning strategies, cooperative learning, clustering, etc.). (p. 51)
12. Departments should follow up on student evaluations of faculty and hold faculty accountable for self-analysis and/or improvement based on student feedback. (p. 62)
13. Organize fora for faculty within various disciplines to come together, discuss and design ways to improve instruction in relevant courses, and for faculty and advisors to discuss students' learning needs and concerns. (p. 62)

14. Provide staff development opportunities in alternative instructional processes for working with students who have special learning needs -- needs that are not met by the lecture-read-test approach. (p. 63)
15. Provide faculty incentives for forming clustering structures around two or more courses and team-teaching in those clusters. (p. 63)
16. Conduct a thorough analysis of each department to determine the extent to which each uses diversity as one of the criteria for faculty assignments to teach Liberal Studies courses. (p. 63)
17. Liberal Studies should continue to work closely with all CSUS Educational Equity Programs in recruiting, retaining, supporting, and graduating larger populations of underrepresented ethnic minority students. (p. 67)
18. Multicultural awareness should be widely emphasized in Liberal Studies course content -- long before students reach the professional teacher education program. (p. 67)

RECOMMENDATION TO THE DEAN OF ARTS AND SCIENCES

1. Departments, particularly social sciences and humanities, should hold instructors accountable for infusion of multicultural issues, concepts and perspectives into course design and delivery. (p. 67)
2. Departments should provide staff development, training and assistance to faculty in learning strategies for modeling effective teaching, multicultural awareness and integration of multicultural perspectives into the existing curriculum -- while maintaining high standards of performance and expectations. (p. 68)
3. Appoint an interim faculty director for 1995/96 to administer the Liberal Studies Program, to prepare an interim report regarding implementation and progress of program review recommendations regarding the budget, curriculum, and administration of the program to be submitted by April 1, 1996, and to prepare a proposal for better administration and coordination of the program. (Joint Committee)

RECOMMENDATION TO THE DEAN OF ARTS AND SCIENCES, AND DEPARTMENT CHAIRS IN BIOLOGICAL SCIENCES, CHEMISTRY, AND PHYSICS

Since an overwhelming number of students complained that Biology 107, Physics 100, and Chemistry 106 each requires work far and above its 2-unit and 3-unit value respectively, the Review Team strongly recommends reassessment of these courses and respective student outcomes with the following in mind:

- Are objectives and course requirements commensurate with assigned unit value?
- Are sufficient sections available to students each semester/year?
- Could Biology, Physics and Chemistry for Liberal Studies majors be redesigned into an integrated science course and taught over two semesters as a survey of sciences series?
- Are student evaluations of faculty teaching courses “good” or “excellent”? (p. 49)

RECOMMENDATION TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE

The Senate and Administrators carefully examine individual department self-studies for faculty and student feedback about the adequacy of library, media and computer services to instructional programs and the effects of budget cutbacks on such services. (p. 64)

RECOMMENDATION TO THE ACADEMIC SENATE

The Bachelor of Arts in Liberal Studies and the Subject Matter Program for the Multiple Subject Credential be approved for two years with an interim report regarding implementation and progress of program review recommendations regarding the budget, curriculum, and administration of the Liberal Studies Program to be submitted to the Academic Senate via the Associate Vice President for Academic Affairs by April 1, 1996.

1995-96 CURRICULUM POLICIES COMMITTEE
of the CSUS Academic Senate

Minutes of the 18 May 1995 meeting held in Mendocino 4003, 1:10-2:25 p.m.

Committee Members Present: Al-Kazily, Edwards, Kelley, Sanchez, Valadez, Vande Berg (Chair)
Guests: Jerry Tobey, Graduate Advising Coordinator, R & GS;
Cirenio Rodriguez, AVP of AA, C & E;
Invited but unable to attend due to previous commitments were Sylvia Navari, Chair of the Academic Senate and Nancy Tooker, chair of the University Curriculum Committee, Charlotte Cook, chair of the Graduate Policies Committee)

The Committee approved the minutes of the 28 April 1995 organizational meeting and the minutes of the 4 May 1995 meeting with corrections.

The Committee discussed two options for dealing with program reviews and course and program change proposals for the 1995-96 academic year and unanimously adopted a proposal which creates two Ad Hoc Subcommittees for the 1995-96 academic year—one for Program & Course Change Proposals and one for Program Reviews (see Appendix A).

The Committee set meeting times for its Ad Hoc Subcommittees for the fall such that members of the parent CPC can sit on these subcommittees without time conflicts with the CPC meetings. For the 1995-96 Academic Year, the CPC will meet in the first and third Tuesdays of each month the University is in regular session from 1:10-2:25. The two ad hoc subcommittees will meet on the second and fourth Tuesdays of each month, as their work requires (i.e., they don't have to meet if they don't have work to do which may be the case early in the semester for the Ad Hoc Program Review Subcommittee), from 1:10-2:25.

The Committee discussed and voted unanimously to adopt an amended form of the Revised Program Review Process Proposal forward to the CPC by the GPPC (see Appendix B).

The Committee did not get to New Business item 5a.

Members of the Committee expressed their willingness to meet once during the summer to discuss and vote on the confirmation of the proposed members of the Program Review Teams which, according to the newly adopted policies, Chair Vande Berg is to work on in conjunction with the Vice President for Academic Affairs, and to discuss and confirm the membership of the two Ad Hoc Subcommittees (and in particular to confirm which CPC members will sit on which Ad Hoc Subcommittees). The Committee voted to have Chair Vande Berg develop a tentative recommended list of subcommittee members by working with the Academic Senate Chair, Sylvia Navari, and the Associate Vice President for Academic Affairs, Curriculum, and Evaluation, Cirenio Rodriguez, and the Academic Senate Office (which would need to contact faculty members who expressed interest in serving on committees to ascertain for their availability to meet at the times of the subcommittee meetings in the fall). The CPC will meet to discuss, review, and decide on these recommended committee memberships later in the summer.

The meeting adjourned at 2:35 p.m.

APPENDIX A

Curriculum Policies Structure and Proposed Guidelines for 1995-96 Approved 18 May 1995

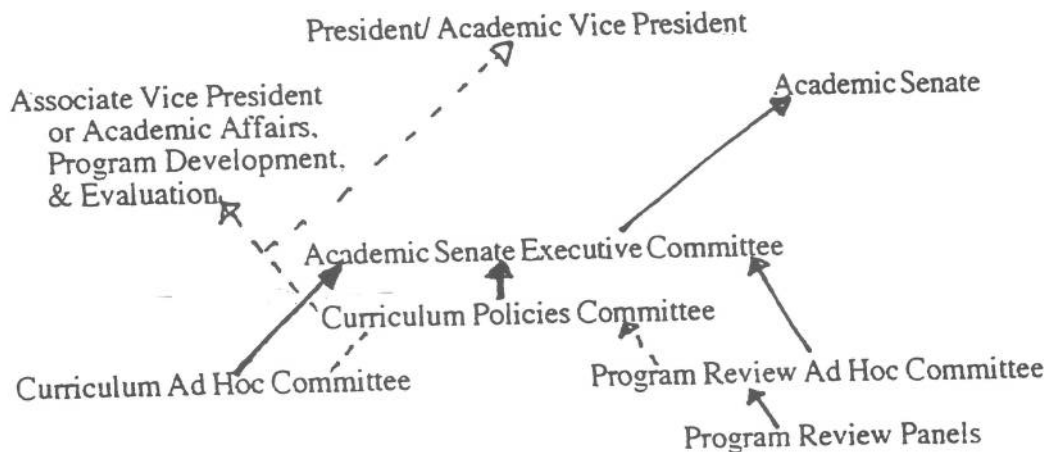
A model similar to that used by the Board of Directors at most corporations in which all members of the CPC would be responsible for setting policy, while ad hoc subcommittees would be responsible for carrying out policy implementation tasks is adopted. For the academic year 1995-96, there will be two ad hoc subcommittees: one dealing with matters relating to graduate and undergraduate curricula (including interdisciplinary and extended learning curricular matters pertaining to courses and programs) and one dealing with matters pertaining to program reviews.

1-3 members of the CPC would be assigned to sit on each of the ad hoc subcommittees for the academic year 1995-96; other members of the ad hoc committees would be selected from a list of interested faculty. Membership on these ad hoc subcommittees will be based on the faculty members' expressed interest in and willingness to do the tasks of the subcommittee pertaining to both graduate and undergraduate curricular matters and a willingness to take a holistic university perspective toward such matters; thus, delimiting particular representation to a particular number of members from each school will not be necessary. The members of the CPC sitting on ad hoc subcommittees are to serve as informational liaisons between the subcommittees and the parent CPC committee; part of their responsibility is to bring to the CPC's attention policy issues, problems, etc. that arise in the course of the subcommittee's carrying out of its designated activities.

The CPC shall meet the first and third Tuesdays of each month that classes are in session. The subcommittees shall meet the second and fourth Tuesdays of the month to enable the CPC members who are serving on the subcommittees to attend both parent committee meetings and ad hoc subcommittee meetings. At the first meeting of the CPC each month, the chair of the ad hoc subcommittees shall present orally and in writing a brief summary of the monthly report summarizing the ad hoc committee's actions and activities during the previous month as part of the CPC's informational items. This will provide an opportunity for the CPC to keep apprised of the activities of its working committees and for the subcommittee chairs and liaisons to bring policy matters requiring the CPC's attention which emerged in the ad hoc subcommittees activities to the parent committee.

The CPC shall function only as a policy-making body; it shall not serve as an appellate court; that is, it will not hear any appeals of course or program change proposals or program reviews.

For its initial 1995-96 year the CPC structure will look like this:



LEGEND: dotted lines indicate information reporting function only and no appeal function;
solid lines indicate recommendation and appeal functions

Ad Hoc Curriculum Subcommittee:

This task/action subcommittee of the CPC shall be made up of 15-18 members; 2-3 of its members shall be drawn from the CPC parent committee, the other members shall be selected from a list of interested faculty (as provided by the 4/05/95 Revised Senate Standing Policy Guidelines, item B. 8). Membership on this committee will be based on the faculty members' expressed interest in and willingness to do the tasks of the subcommittee pertaining to both graduate and undergraduate curricular matters and a willingness to take a holistic university perspective toward such matters; thus, delimiting particular representation to a particular number of members from each school will not be necessary.

The Ad Hoc Curriculum Subcommittee (AHCS) will meet twice a month on the second and fourth Tuesdays when the CPC is not meeting. Its primary duty is to review and make recommendations about instructional programs (including all undergraduate and graduate programs, interdisciplinary programs, extended learning programs, minors, options, concentrations, and "study centers") based on the policy directions provided by the CPC.

A monthly report on the activities of the Ad Hoc Curriculum Subcommittee shall be presented both orally and in writing to the CPC at the first meeting of every month as an information item.

In accordance with the current Blue Book Policy regarding course change proposals (Section II. C. pp. 3-5), the Ad Hoc Curriculum Subcommittee's decisions regarding course change proposals are final; jurisdictional and substantive appeals are mediated by the Associate Vice President for Academic Affairs, Program Development and Evaluation, in consultation with the Ad Hoc Curriculum Subcommittee.

In accordance with the current Blue Book policy concerning program change proposals (Section III B, C, D, E), the decisions of the Ad Hoc Curriculum Subcommittee on program changes are recommendations to the Academic Senate Executive Committee. Normally non substantive program changes are circulated and approved by the Associate Vice President in the same way that course change proposals are handled (Blue Book, Section III, B. 2). The Ad Hoc Curriculum Subcommittee's recommendations on substantive program change proposals are forwarded as recommendations to the Academic Senate Executive Committee. Non substantive program change proposals can be challenged by lodging a substantive or jurisdictional objection with the Associate Vice President for Academic Affairs, Program Development, and Evaluation. The full Senate hears such appeals. The Senate then makes a recommendation on the proposal to the President. The Senate's actions on substantive programs change proposals can be appealed to the President (Blue Book, Section III. C. 5.) for substantive or jurisdictional reasons. Non substantive program change proposals appear on the consent calendar of the Academic Senate.

Before approving any course or program change proposals, all such proposals must be reviewed by the Ad Hoc Curriculum Subcommittee for (1) fiscal/budgetary impact, (2) curricular impact (e.g., correct classification, unjustifiable duplication, jurisdiction, effect on the number of units in majors, degree programs, changes in character or purpose of programs, additional resources), as specified in the Blue Book, Section II, C. 2 and D 1-14 and Section III C, D, & E, and (3) the appropriateness of the proposed changes in light of the University Academic Plan. **Information on fiscal/budgetary impact shall be provided to the Ad Hoc Curriculum Subcommittee by the office of the Associate Vice President for Academic Affairs, Program Development and Evaluation prior to the subcommittee's deliberations.**

*Program Review Ad Hoc Subcommittee

This task/action subcommittee of the CPC shall be made up of 15-18 members. A minimum of 2-3 members shall be from the parent CPC and the other members shall be drawn from a list of interested faculty (as provided by the 4/05/95 Revised Senate Standing Policy Guidelines, item B. 8). Members of this committee will be selected on the basis faculty members' expressed interest in and willingness to do the tasks of the subcommittee pertaining to both graduate and undergraduate curricular and program matters and a willingness to take a holistic university perspective toward such matters; thus, delimiting particular representation to a particular number of members from each school will not be necessary. The Ad Hoc Program Review Subcommittee would meet twice a month on the second and fourth Tuesdays, as work requires, when the CPC is not meeting. A monthly report on the activities of the Ad Hoc Program Review Subcommittee shall be presented both orally and in writing to the CPC at the first meeting of every month as an information item to the parent CPC.

The following changes in the Blue Book policy Section VIII C 1 and C 2 are proposed for the Academic Year 1995-96:

The Ad Hoc Program Review Subcommittee receives the Program Review Draft Report and assigns it to a Program Review panel consisting of 5-6 members of the Ad Hoc Program Review Subcommittee. The panel will read the Program Team's Review, consider the response of the reviewed unit, and take any reasoned exception to the text of the Program Review which it considers necessary. The Program Review Team will then consider the response of the reviewed unit and the comments of the Panel and submit its Final Program Review Report to the Panel. The Panel reads the final Program Review Report, conducts other investigations if it deems them necessary (as per Blue Book policy, Section VIII. A., paragraphs 7-8, p. 23) and adopts or modifies the recommendations of the Review Team's Final Report.

If the vote of the panel is unanimous, the report and recommendations of the Panel will take the form of a consent calendar item on the agenda of the full Ad Hoc Program Review Subcommittee. Upon approval by the Ad Hoc Program Review Subcommittee, the report and the recommendation will be sent forward to the Executive Committee of the Academic Senate, and for information to the President and the appropriate Dean (as per the 4/05/95 Senate Standing Policies document). Notice of this action will be given to the CPC in the monthly report the Chair of the Ad Hoc Subcommittee makes at the first meeting of the CPC each month.

If the Panel divides, the full Ad Hoc Program Review Subcommittee evaluates the Program Review (i.e., considers the Program Team's Review, the response of the reviewed unit, and the comments, exceptions, and recommendations of the Panel), conducts any other investigations it deems necessary, and adopts a final Review. The reviewed unit may add a final response to the full subcommittee's Final Review. The final Review, including any final response added by the reviewed unit, is then forwarded to the Academic Senate Executive Committee, the appropriate Dean, and the President and Vice President for Academic Affairs. Concomitantly, the reviewed unit will be advised in writing by the Ad Hoc Program Review Subcommittee about its right to file a dissent and to whom appeals may be directed.

If panel is unanimous but there is, in the judgment of the panel, significant disagreement between the review team report and the reviewed unit or among the review team, the reviewed unit, and the panel, the full Ad Hoc Program Review Subcommittee will function as a initial appeals body and evaluate the review (i.e., the full Subcommittee will consider the Program Team's Review, the response of the reviewed unit, and the comments, exceptions, and recommendations of the Panel) and conduct any other investigations it deems necessary (as per Blue Book, Section VIII A, paragraph 7, p. 23). The full Subcommittee will adopt or modify the panel review recommendations, and forward a final Review, including any final response added by the reviewed unit, to the Academic Senate Executive Committee and to the appropriate Dean, and the President and Vice President for Academic Affairs for information. Concomitantly, the reviewed unit will be advised in writing by the Ad Hoc Program Review Subcommittee about its right to file a dissent and to whom appeals may be directed.

APPENDIX B

CPC Revised Program Review Process for the 1995-96 Academic Year Adopted 18 May 1995

COMPOSITION OF THE PROGRAM REVIEW TEAM

Program Review Teams shall have a minimum of three and a maximum of nine members. A majority of the members and the chair shall be faculty. One member shall be from the School of the reviewed unit.

SELECTION OF PROGRAM REVIEW TEAM MEMBERS

The review team chair, who must have served on at least one program review team, and other members of the Review Team shall be chosen by the Vice President for Academic Affairs in consultation with the chair of the Curriculum Policies Committee. The chair and the other members of the review team must be confirmed by the Curriculum Policies Committee.

The unit to be reviewed has a right to make a formal objection [presumably to the Vice President of Academic Affairs] to any member of the nominated review team.

The Vice President for Academic Affairs may nominate an off-campus community member after consultation with the unit to be reviewed. (If the Vice President does not nominate an off-campus community member, s/he shall consult with the reviewed unit about other means of including the community in the review process—e.g., surveys of graduates from the unit, surveys of employers of graduates, requests for formal comment from community groups directly affected by the reviewed unit's programs.

EXTERNAL CONSULTANT

The program review shall use two external consultants, one of whom must be from outside the California State University. (If for the first year this revised process is in effect money is available for only one consultant, that consultant must be from outside the CSU). The Vice President for Academic Affairs selects the external reviewers in consultation with the unit to be reviewed and the chair of the program review team. The external consultants shall submit written reports to the review team.

PREPARATION OF THE REPORT

The review team chair is responsible for writing the draft and final report. Minority reports are permitted. The chair is a non-voting member of the CPC Ad Hoc Program Review Subcommittee during consideration of recommendations.

DISTRIBUTION OF THE DRAFT REPORT

The draft report is submitted to the Vice President for Academic Affairs for distribution to the unit under review and to the Ad Hoc Program Review Subcommittee of the Curriculum Policies Committee. The unit under review has two weeks to respond in writing to the draft report.

REVIEW OF THE REPORT

The Ad Hoc Program Review Subcommittee receives the Program Review Draft and assigns it to a Program Review Panel of the Subcommittee.

The panel considers the review, the response of the reviewed unit, conducts any additional investigations it deems necessary and appropriate, and takes any reasoned exception to the Review Draft which it considers necessary.

The program review team considers the response of the reviewed unit and the comments of the panel and submits its final Program Review to the Panel.

The Panel adopts or modifies the review recommendations. If the vote of the panel is unanimous, the report and recommendations of the Panel will take the form of a consent calendar item on the agenda of the full Ad Hoc Program Review Subcommittee. Upon approval by the Ad Hoc Program Review Subcommittee, the report and the recommendation will be sent forward to the Executive Committee of the Academic Senate, and for information to the President and the appropriate Dean (as per the 4/05/95 Senate Standing Policies document). Notice of this action will be given to the CPC in the monthly report the Chair of the Ad Hoc Subcommittee makes at the first meeting of the CPC each month.

If the Panel divides, the full Ad Hoc Program Review Subcommittee evaluates the Program Review (i.e., considers the Program Team's Review, the response of the reviewed unit, and the comments, exceptions, and recommendations of the Panel), conducts any other investigations it deems necessary, and adopts a final Review. The reviewed unit may add a final response to the full subcommittee's Final Review. The final Review, including any final response added by the reviewed unit, is then forwarded to the Academic Senate Executive Committee, the appropriate Dean, and the President and Vice President for Academic Affairs. Concomitantly, the reviewed unit will be advised in writing by the Ad Hoc Program Review Subcommittee about its right to file a dissent and to whom appeals may be directed.

If panel is unanimous but there is, in the judgment of the panel, significant disagreement between the review team report and the reviewed unit or among the review team, the reviewed unit, and the panel, the full Ad Hoc Program Review Subcommittee will function as a initial appeals body and evaluate the review (i.e., the full Subcommittee will consider the Program Team's Review, the response of the reviewed unit, and the comments, exceptions, and recommendations of the Panel) and conduct any other investigations it deems necessary (as per Blue Book, Section VIII A, paragraph 7, p. 23). The full Subcommittee will adopt or modify the panel review recommendations, and forward a final Review, including any final response added by the reviewed unit, to the Academic Senate Executive Committee and to the appropriate Dean, and the President and Vice President for Academic Affairs for information. Concomitantly, the reviewed unit will be advised in writing by the Ad Hoc Program Review Subcommittee about its right to file a dissent and to whom appeals may be directed.

RE: AS 95-60

RESEARCH CENTERS AND INSTITUTES

Overview

~~California State University, Sacramento, currently supports two types of joint scholarly activity. The first is characterized by faculty who share a common research or scholarly interest and whose goal may be to develop an interdisciplinary academic and service program, or to work together in a research environment related to, but outside of the direct instructional mission of the university. Their activities are characterized by (a) low cost because they make few demands on university resources or because they use resources already available; and (b) a low potential for outside support either because the members of the group have no interest in proposal writing or the nature of their activity makes outside support unlikely.~~

~~The second type of joint activity is one in which the participants perceive and wish to express their scholarly interest and relationship in a more formal way. They may work together on research projects and public service programs to increase the knowledge base in their discipline and may perceive a reduced teaching load and other resources such as facilities or space as important for their productive interactions. This type of joint activity expects to generate resources through grant and contract awards in support of their activities and, in some instances, to receive ongoing public support in return for the provision of a needed service.~~

Purpose

~~California State University, Sacramento's research centers and institutes are intended to enhance and extend the university's academic programs by focusing attention and effort on a specific programmatic objective. Centers and institutes shall University-endorsed centers and institutes are approved by the President and formally reviewed by the University to ensure that they serve some or all of the following purposes:~~

- ~~1. enhance the conduct of faculty research and scholarship;~~
- ~~2. promote the instructional programs of the university;~~
- ~~3. enhance the university's ability to obtain external funding; and~~
- ~~4. provide for and coordinate public service programs.~~

~~Endorsed Centers and institutes do not have a primary purpose of offering instruction, although their activities of a center or institute may be related to a department's or school's instructional program.~~

~~They differ in purpose, organization, reporting lines and formal review requirements from centers which support academic programs, faculty research and development in general, provide student services, or offer academic programs.~~

Procedures for the Establishment of a Center or Institute

~~Any CSUS faculty member or group of faculty members may propose the establishment of a center or institute. (For this purpose faculty includes librarians and student affairs officers.) All proposals are reviewed by the relevant department and/or school committees (which may also seek outside peer review) prior to the following review process: 1) the Dean, 2) the Academic Vice President, following review by the Director of Research, and 3) the Academic Senate. If university resources or supporting funds are requested, the review of the University Resources and Planning Council may also be required prior to final action by the President. Each proposal is to be forwarded to the President with the comments, as deemed appropriate, by the reviewer, individuals or groups.~~

Organization

Each center/institute shall:

1. have a clearly stated set of objectives;
2. have a clear relationship to the mission of an existing university program or of the university as a whole;
- ~~3. be housed administratively within an existing program center~~
- ~~4. have a standing advisory committee chaired by a faculty member other than the unit's director; the advisory committee participates in setting the unit's goals and in evaluating its effectiveness; and~~
- ~~5. have a unit administrative officer who also holds a CSUS faculty and/or MPP appointment who is recommended for appointment by the Dean and appointed by the President.~~
3. have a clear administrative reporting line.

~~In most cases, centers and institutes are administratively responsible to deans and through them to the Vice President for Academic Affairs.~~

Support

The amount, duration, and source(s) of funding required to establish and maintain a center or institute shall be included in the proposal for approval at the time of establishment and reviewed ~~as part of the normal university budget process thereafter. Any university support beyond the resources provided by the administrative unit in which the center or institute is housed is regarded as seed money. It is anticipated that centers and institutes will normally become substantially self-supporting within three years of establishment~~ annually by the unit(s) which supplies support.

Types of Centers and Institutes

There are three types of university-endorsed centers and institutes: departmental, school and university. The three types differ in a) the criteria and procedures for their establishment and disestablishment; b) their reporting lines and the policies and procedures which govern their organization; c) requirements for fiscal support and the disposition of Research Incentive funds; d) the procedures for their formal, periodic review; and e) the scope of the academic discipline relevant to their activities.

Departmental Centers and Institutes

- a) Departmental centers and institutes may be proposed by one or more faculty or by a department. Faculty members' proposals require approval of the department faculty. Centers and institutes approved at the departmental level then require the school dean's approval after consultation with the Vice President for Academic Affairs, and the President's approval.
- b) Departmental centers and institutes report to the department which approved them. The director is appointed by the department for a term not to exceed three years and is subject to departmental, school and university centers and institutes policies and procedures. The department in turn reports at least annually on the center or institute to its Dean, who reports on the center or institute to the Associate Vice President for Research and Graduate Studies. Departmental centers and institutes are encouraged but not required to have a board or advisory committee.
- c) Departmental centers and institutes are self-supporting, but external funding is not required. Any Research Incentive funds go to the center or institute.
- d) Departmental centers and institutes undergo formal university review at the time of the program review of the department to which it reports.
- e) Departmental centers and institutes normally promote research or support academic programs in one academic discipline (or department) or use the expertise of one academic discipline (or department) for public service.

School Centers and Institutes

- a) School centers and institutes are proposed by faculty members or by a department directly to the dean of a school. The dean consults with affected departments and with the school faculty or appropriate school governance before approving (or disapproving) the proposal for the

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center or institute. The dean submits approved proposals to the Vice President for Academic Affairs who recommends approval or disapproval to the President.

- b) School centers and institutes report to the school dean, who appoints the director with the consultation of the school faculty (or appropriate school governance) to serve at the dean's pleasure. The director is subject to school and university center and institute policies and procedures. The school dean annually evaluates school centers and institutes for the Associate Vice President for Research and Graduate Studies. The school dean will report the results of the annual evaluation to the school faculty (or appropriate school governance). School centers and institutes may report to more than one school dean but one school dean must have final supervisory authority.

School centers and institutes must have a board or advisory committee comprising at least school and other on-campus members and also such off-campus members as the dean directs with consultation of the school faculty (or appropriate school governance).

- c) School centers and institutes normally receive a combination of school-generated and external funds. Research Incentive funds go to the center or institute.
- d) School centers and institutes undergo formal university review at least once every six years.
- e) School centers and institutes must support research and other academic activities in more than one academic area (or departments) and must be involved in service to a regional area.

University Centers and Institutes

- a) University centers and institutes are established by the President after consultation with appropriate deans, the Vice President for Academic Affairs and the Academic Senate.
- b) University centers and institutes report to the Vice President for Academic Affairs. Directors serve at the pleasure of the President and are subject to university center and institute policies and procedures. University centers and institutes must have a board or advisory committee appointed by the President with consultation with the Academic Senate and including off-campus members as the President may direct.
- c) University centers and institutes may be supported by the University for a period not to exceed one year and shall have a significant share of external funding.
- d) University centers and institutes undergo formal university review at the discretion of the President, but at least every six years.

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- e) University centers and institutes sponsor research and service activities which are important to more than one school, serve the mission of the University and involve activities at the multi-regional, statewide, national or international levels.

Reporting and Review of Centers and Institutes

~~At the end of each academic year, the director of each center and institute will report to the relevant Dean and the Vice President for Academic Affairs about the activities of the year. That report should include the number of students contributing to the center or institute's purposes; the number of faculty members involved; lists of publication and service records; sources and amounts of support; funds including income from service and product sales; expenditures; space and equipment utilization; and the like.~~

~~Each five years a review will be conducted of each center and institute. On this schedule, each center and institute shall submit a self-study and a proposal for the next five years of operation. This self-study and five-year plan is in addition to the brief year-end report required by PM 87-04.~~

~~For those centers and institutes that are associated with a single department, the review will be conducted by the academic program review team at the time of the departmental review.~~

~~For those centers and institutes that are not associated with a department, the Vice President for Academic Affairs will determine the schedule for review. The review ordinarily will be conducted by a team consisting of at least three instructional faculty members appointed by the Academic Senate. Each year the Executive Committee of the Academic Senate will prepare a list of the names of members of the university community who are willing to serve on review teams. In preparing this list, the Senate will solicit nominations from the Vice President for Academic Affairs and the Administrative Council. Using this list, the Academic Senate shall appoint the three faculty members to the team for each center or institute to be reviewed.~~

~~The review team chair will be selected using the normal selection procedures of academic program review team chairs.~~

All endorsed centers and institutes shall, in addition to reports required by deans, the Vice President for Academic Affairs and the President, annually submit a "short-form" report to the Associate Vice President for Research and Graduate Studies, who will alert the President, Vice President for Academic Affairs and, when appropriate, the deans and departments to any deficiencies indicated by the report filed.

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Periodic six year formal reviews of centers and institutes and any special reviews ordered by the President shall use the following procedures:

The Vice President for Academic Affairs will appoint up to two additional members for each review team from among administrators, staff, students, alumni, or community members as appropriate. The chair of the team shall be selected by and from the team.

The Vice President for Academic Affairs, in consultation with the director of the center or institute and the review team, will designate an individual from beyond the campus. This individual, normally from another university or comparable institute, would be one whose competence is in the field of the center or institute being reviewed, and who is associated with a unit having similar purposes. The individual can function as an adjunct member of the team or as a consultant.

The self-study prepared by the director of the center or institute will comprise a response to the following:

1. Describe the activities of the center or institute since the last review.
2. If the center or institute is associated with a department or departments, describe the distinction between departmental activities and the center or institute activities.
3. What have been the successes and failures of the center or institute in meeting the goals of the last six-year plan?
4. By what criteria should the center or institute be judged in its success over the next six years vis-a-vis the next six-year plan?

The community or off-campus advisory board or group to the center or institute will be asked to prepare a report to the review team, addressing the same questions (from the preceding paragraph) and others they may select. The director of the center or institute will have an opportunity to comment on this report.

Each review shall be made in consideration of the following:

1. the self-study,
2. the last six year plan,
3. the year-end reports submitted since the last six year review,
4. the report of the last six year review, and
5. the next six year plan.

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The review team shall conduct interviews with the director of the center or institute and others, as appropriate.

The result of the review will be a report. The report will be reviewed in its proposed final draft form (it may have been previously reviewed) with the director, and others as appropriate. In addition to a response to the issues of the self-study, the report should address the appropriateness of the budget and its use, and the appropriateness of the next six year plan. The report should include specific recommendations for action by appropriate campus entities, including a recommendation to the Academic Senate, the appropriate Academic Dean, and the Vice President for Academic Affairs for continuation or termination of the center or institute.

The report will be presented to ~~a joint session of~~ the Academic Senate's Curriculum Policies Committee ~~and Graduate Policies and Programs Committee~~, to be handled in the same manner as academic program reviews.

Disestablishment

Centers and institutes shall be disestablished by the review and approval procedures described above, except that the process need not include outside peer review. Continuation of a center or institute beyond the three year developmental period does not guarantee continuation of university funding.

CSUS Endorsed Research Centers and Institutes - Policy Summary

	Department C&Is	School(s) C&Is	University C&Is
Establish/Disestablish Criteria	Department Faculty Approval Dean's Approval VPAA Consultation President's Approval.	Department Consultation (affected departments). Consultation with the School Faculty (or appropriate school governance) Dean's Approval VPAA Approval President's Approval.	Established by the President Dean(s), VPAA, & Senate Consultation.
Reporting Relationship	C&I reports to Chair Consultation with Department Faculty Chair reports to Dean Dean reports to AVP/RGS.	C&I reports to Dean Consultation with the School Faculty (or appropriate school governance) Dean reports to AVP/RGS.	C&I reports to VPAA VPAA reports to President Consultation with the Senate.
Administrative Policy	C&I Director serves at the pleasure of the Department and is subject to established Department, School and University procedures.	C&I Director serves at the pleasure of the Dean(s) and is subject to established School(s) and University procedures.	C&I Director serves at the pleasure of the President and is subject to University procedures.
Board or Advisory Committee	Board or advisory committee desirable, but not required.	Board or advisory committee within the University (external members OK).	Board or advisory committee required and must have at least one external member.
Fiscal Support	Self Supporting (Funding from sources external to the campus encouraged but not required).	Normally a combination of school generated and non-campus sponsored funding (internal funds determined by School at a level reasonable to support activity).	Combination of support by university and external sponsorship (in excess of two-thirds portion of total).
Incentive Policies	Principal Investigator share goes to C&I.	P.I. & Department share of "research incentive funds" goes to C&I.	P.I. & Department share of "research incentive funds" goes to C&I. Dean's share to President.
Review Process	Part of Department or program review.	Reviewed as a separate entity (distinct program review) at least once every six years.	Reviewed at President's discretion (at least each six years).
Scope of Activity	Activities confined to single discipline or department.	Interdisciplinary or Interdepartmental resources and activities required. Involvement in regional service area required.	Interscholar resources and activity required. Activity identified as primary to the University mission. External involvement at multi-regional (statewide), national, or international level.

Note: CSUS University Manual listing of Research Centers and Institutes to be updated, if necessary since Deceml 7, 1990, revision.

MEMORANDUM

DATE: April 25, 1995

TO: The Academic Senate and Department Chairs

FROM: ad hoc Committee on Alternative Scheduling (R. Cleveland, C. Miller, J. Murphy)

SUBJECT: A PROPOSAL FOR FLEXIBLE SCHEDULING

The following proposal is being submitted for discussion by departments, schools, faculty and administrators as a radical change in the way we schedule our classrooms. It comes from the Academic Senate Executive Committee as a result of two years of study of the problem. It is the outcome of some surveys of student opinion, as well as the needs of the faculty and staff of the university.

Based upon student opinion, the idea emerged that the current system is too inflexible and that what was needed was a system of scheduling that could accommodate more different kinds of student demand. It is hoped that this proposal will provide the necessary flexibility.

The proposed changes will open a large number of choices where there has heretofore been only one. The increase in flexibility can be a blessing or a curse, depending on how it is used. It is the intent of those who propose these changes that the increase in flexibility be used to increase the choices and opportunities of students to obtain the courses they want and need. However, if full and unchecked use of the flexibility is allowed, then the opportunities for the students can actually decrease because of the many conflicts created by a chaotic schedule. Furthermore, it is possible that there may be no reasonable way to devise a final examination schedule.

For these reasons, it will be necessary for the university to agree upon a number of controls to prevent chaos. This package contains the proposed time frames for a schedule, a set of guidelines for the implementation of the scheduling process and a set of suggested controls to keep the system viable. It is possible that some of the controls are superfluous; it is possible that some additional controls may be necessary. We hope that the discussion of these proposals by the faculty will lead to a workable system that improves the ability of the university to serve its students.

A PLAN FOR FLEXIBLE SCHEDULING

April 25, 1995

Rather than thinking about how long a class meets in a given room, think about how long the room is booked. The present method either books a room for 60 minutes or for 85 minutes. The Tuesday-Thursday schedules are completely incompatible with the MWF schedules for that reason. Consider a plan wherein the classes that meet 75 minute will book the room for 90 minutes rather than 85 minutes. While this does involve some "dead time," it turns out that it is more efficient than the present system, and makes it possible to make the MWF and TR schedules mesh better. Here is how the classrooms would be allocated on a daily basis:

Early A. M.	7:30 - 9:00	OR	7:00 - 8:00 8:00 - 9:00
A. M.	9:00 - 10:30	OR	9:00 - 10:00 10:00 - 11:00
	10:30 - 12:00		11:00 - 12:00
	12:00 - 1:30	OR	12:00 - 1:00
P. M.			1:00 - 2:00
	1:30 - 3:00		2:00 - 3:00
Late P. M.	3:00 - 4:30	OR	3:00 - 4:00
	4:30 - 6:00		4:00 - 5:15

I have incorporated the idea of Karen Munnerlyn that classes should start at 7:30 in order to lessen the congestion the morning traffic.

The system would work in the four blocks of times. There are 16 different ways each classroom can be used. If a one-hour class is scheduled for 9:00, the same room should take one-hour classes at 10:00 and 11:00. The same room may have a different schedule on different days. This not only makes it possible to schedule 3-unit classes on MW or TR, but also on MT or TW or WR or RF or MWF or MWR and so on. It also creates an efficiency for the 4-unit classes given in mathematics, statistics, and the foreign languages. In the present system, when such a class is given, it takes a classroom either on Tuesday or Thursday (which has been booked for 85 minutes) and conducts a 50 minute class, leaving the room unused and unusable for 35 minutes.

R. Cleveland

Notes:

- 1) According to Karen Munnerlyn, none of the other campuses have tried any drastic revisions of the scheduling system.
- 2) If flexibility is desired, then this system offers 80 different ways to schedule each classroom in such a way that different schedules do not clash with one another.

GUIDELINES

1. The purpose of increased flexibility is to maximize the use of facilities while also increasing student retention and graduation rates. This will require optimal communication between departments, schools and other units of the university.
2. Academic programs will be given top priority in the use of instructional space; use of instructional facilities by guest speakers, visiting scholars and community groups will be given second priority.
3. Any scheduling system requires that departments, schools and the university solicit input from students on a regular basis regarding the types of courses and schedules that best meet their needs.
4. It may be necessary for each department to submit a skeleton schedule two years in advance in order to guarantee a harmonious schedule with a viable schedule of final exams.

CONTROLS

1. The approved scheduling time frames must be enforced. Departments offering the two day 3 unit courses should do so on a MW, WF, MF or TR basis. Exceptions may be made with University approval only if they can be made consistent with the final examination schedule.
2. Departments using the 75 minute periods on MW, MF and WF must schedule classes during the same time period in the same classroom during the missing day.
3. Laboratory and other three - hour classes must stay within the time blocks of the schedule (i. e., AM or PM). Two - hour and shorter duration labs may be given in early morning or late afternoon.
4. Departments must offer 30% (~~at least 15%?~~) of their major courses outside of "prime time" (i. e., outside of the 9:00 AM to 2:00 PM period).
5. Departments that require courses from other departments must coordinate their schedules with those service units in order to minimize the number of scheduling conflicts.
6. Departments that serve other majors must coordinate their schedules in order to minimize the number of scheduling conflicts.
7. Multiple sections of courses must be offered at different times of the day.

8. See #3 of Cleveland memo