



7. Senate Chair Navari announced that lists of issues presented by the Senate's policy committee chairs at the Senate Retreat were available for those who did not attend the Retreat.

## **ACTION ITEMS**

### AS 95-48/Flr. MINUTES

The Minutes of the meeting of May 18 (#19), 1995, and the organizational meetings of April 27 (#1) and May 11 (#2), 1995, are approved with the following corrections:

April 27 meeting, under Roll Call: Senon Valadez was present.

May 18 meeting, under Roll Call: Robyn Nelson was present.

Carried.

### 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)

Carried unanimously.

### AS 95-50/Ex. PARLIAMENTARIAN

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

Carried unanimously.

\*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]

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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; an 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.

Carried unanimously.

\*AS 95-52/FisA, GPPC, Ex. PROGRAM CHANGE PROPOSALS--GRADUATE

- a. 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.

Carried unanimously.

\*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 (September 14, 1995, Academic Senate Agenda 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.

Carried unanimously.



\* 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 (September 14, 1995, Academic Senate Agenda 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.

Carried unanimously.

\* 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 Department of Environmental Studies (September 14, 1995, Academic Senate Agenda 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.

Carried unanimously.

\* 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 (September 14, 1995, Academic Senate Agenda 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.

Carried unanimously.

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 (September 14, 1995, Academic Senate Agenda Attachment E, refer to Appendix A).

Carried unanimously.

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

The Academic Senate recommends approval of the revised program review process for 1995-96 (September 14, 1995, Academic Senate Agenda Attachment E, refer to Appendix B) as recommended by the Curriculum Policies Committee.

Carried unanimously.

\*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 (September 14, 1995, Academic Senate Agenda Attachment F) to the campus policy on research centers and institutes.

Carried unanimously.

\*AS 95-61/Ex., Flr. 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 (attached), if possible by Fall 1996.

In order to facilitate implementation, the Academic Senate recommends that the University acquire the necessary software and analytical tools.

Carried.

The hour of adjournment having been reached, the following items were postponed to the next Senate meeting:

AS 95-57/Ex. COUNCIL FOR UNIVERSITY PLANNING--1995-96 MEMBERSHIP

AS 95-62/Flr. SCHOOL OF ARTS AND SCIENCES--IMPACT OF RESTRUCTURING

Senate discussion of the impact of the proposal for division of the School of Arts and Sciences into three schools on the University as a whole and the consultative process for consideration of questions related to the administration of General Education in light of the proposal to divide the School of Arts and Sciences and to create a College of Arts and Sciences.

The meeting was adjourned at 4:34 p.m.

  
Janice McPherson, Secretary

\*Presidential approval requested



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
P. M.	12:00 - 1:30	OR	12:00 - 1:00 1:00 - 2:00
	1:30 - 3:00		2:00 - 3:00
Late P. M.	3:00 - 4:30	OR	3:00 - 4:00 4:00 - 5:15
	4:30 - 6:00		

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% of their major courses outside of "prime time" (i.e., outside of the 9:00 A.M. to 2:00 PM period).
5. Departments that require courses from other departments must coordinate their schedules with those serve 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. No changes from 3-day to 2-day schedules may be made by any department without consultation with other programs likely to be affected by the change. Such changes shall be monitored by the central administration. The burden of proof that the changes will not be disruptive should be on the department.

\*as amended at September 14, 1995, Academic Senate meeting.