Senate Resolution Number F-13-03

Faculty Senate Resolution

To: SCSU President Mary Papazian

From: William Farclas, President of the SCSU Faculty Senate

The attached Resolution of the Faculty Senate regards: Resolution From UCF on Class Caps

The Resolution is presented to you for your [ X ] APPROVAL
[ ] INFORMATION

After considering this resolution, please indicate your action on this form and return it to the President of the Faculty Senate.

In accordance with the CSU-AAUP Contract (Article 5.10), the President of the University will return the Resolution to the President of the Senate within 15 school days of the receipt of the Resolution.

cc: Dr. Marianne Kennedy, Interim Vice President of Academic Affairs and Interim Provost

William Farclas, President, Faculty Senate

11-20-13

Date

ENDORSEMENT of Faculty Senate Resolution, F-13-03

To: William Farclas, President SCSU Faculty Senate
From: Mary Papazian, President of the University

1. Motion APPROVED
2. Motion DISAPPROVED ✓ (attach statement)
3. Motion NOTED
4. Comments
   See attached.

12-5-13

Date

Signature
UNDERGRADUATE CURRICULUM FORUM RESOLUTION ON CLASS CAPS
UCF: APPROVED NOVEMBER 7, 2013
Senate: Approved November 20, 2013

Whereas the primary goal of SCSU is academic excellence;

And whereas, class caps are maximum student enrollment limits specified for each class;

And whereas, the administration is raising class caps primarily to mitigate funding shortfalls;

And whereas, scholarly studies report that non-pedagogically based class caps may have a serious impact on effective instructional delivery and student success, and raising class caps in many cases impacts effective instruction (for instance see Cuseo, 20071; Horning, 20072; Kokkelenberg, Dillon, & Christy, 20053);

And whereas, a number of professional organizations, including National Education Association (NEA), National Council of Teachers of English (NCTE), Associated Writing Programs (AWP), National Communication Association (NCA), American Council on the Teaching of Foreign Languages (ACTFL), Association of Departments of Foreign Languages (ADFL) and Accreditation Board for Engineering and Technology (ABET) have guidelines for establishing class caps and/or faculty/student ratio based on pedagogical concerns;

And whereas, large class sizes are likely to be detrimental to the recruiting and retention of students;

And whereas, the Liberal Education Program document approved via faculty referendum and signed by the SCSU President affirms both the importance of small class size and a dedication to provide resources to ensure successful implementation of the LEP4;

And whereas the LEP requires development and reinforcement of competencies throughout the program, and the teaching of competencies is a labor-intensive endeavor;

Therefore, to fulfill the University mission of academic excellence, be it resolved that class caps in LEP courses should be determined on the basis of sound educational principles such as, but not limited to, the instruction methods, course modality, course objectives and outcomes, and assessment methodology.

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4 "In the first tier, small classes help students develop foundational Competencies essential to academic discourse;" (page 8) (italics added)
   "The second tier brings the Areas of Knowledge and Experience more to the forefront, while students continue both engaging in Discussions of Values and further developing the Competencies necessary for comprehending, analyzing, and communicating." (page 8)
   "In the third tier, students’ general education culminates with a limited-enrollment capstone seminar focusing on…" (page 8) (italics added)
   "In order to focus effectively on providing students with fundamental academic Competencies, Tier 1 courses are generally capped at 20 students." (page 9) (italics added)
   "In every [Tier 2] course, students continue developing critical thinking and writing skills, as well as at least one other Competency." (page 10) (italics added)
   "The administration has committed to providing the resources necessary for the implementation and support of the Liberal Education Program at Southern." (page 15)
Senate Resolution F-13-03 (Resolution from UFC on Class Caps)

The resolution as presented cannot be approved for the following reasons:

(1) The resolution is unnecessary and creates confusion as the full language of the parties’ agreement regarding class caps is contained in the collective bargaining agreement. The language of the collective bargaining agreement governs the parties’ understanding and conduct regarding class size.

(2) Several of the “whereas” clauses contain statements that are not entirely correct and/or are not universally accepted.