I. Minutes:
Approval of minutes for Academic Senate meeting of October 2, 2001 (pp. 2-4).

II. Communications and Announcements:
Resolution of Commendation presented to Frank Lebens.

III. Reports:
A. Academic Senate Chair:
B. President's Office: President Baker will be reporting on the budget and other matters affecting Cal Poly and the CSU.
C. Provost's Office:
D. Statewide Senators:
E. CFA Campus President:
F. ASI Representatives:
G. Other:

IV. Consent Agenda:

V. Business Items:
A. Approval of new MS in Agribusiness: Ahern, CAGR caucus chair and Agribusiness representative, first reading (pp. 5-7).

B. Approval of new MS in Polymers and Coatings: Jones, Chemistry and Biochemistry representative, first reading (pp. 8-13).

C. Resolution on Name Change for Extended Studies: Parks, Dean of Extended Studies, first reading (pp. 14-17).

VI. Discussion Item(s):

VII. Adjournment:
Preparatory: the meeting was opened at 3:10 p.m. with a moment of silence for our country and victims of the September 11, 2001 terrorist attack.

I. Minutes: The minutes for the Academic Senate meetings of May 8, May 15, May 29, and June 5, 2001 were approved without change.

II. Communication(s) and Announcement(s): none.

III. Reports:
   A. Academic Senate Chair: Menon a list indicating the status of the 13 resolutions passed by the Academic Senate during the 2000-2001 academic year was distributed. During the Summer, the Academic Senate discussed the calendar issue and with the support of the Provost, the information on the attached resolution was obtained. The resolution on enrollment growth will be addressed again. President Baker provided a very detailed response; Myron Hood and Harvey Greensfeld have agreed to review and advise us on how to formulate a response. Resolution on Retention, Promotion, and Tenure will return to the Academic Senate with minor modification on feedback to be added by President Baker. In addition, during the summer, the Provost, President Baker, and Angie Hacker met to discuss ways to create more harmony between the University and the city. President Baker will be attending the Academic Senate on October 30, to discuss the budget and other topics. Provost Zingg and ITS Vice Provost Jerry Hanley are handling the faculty concern on computer privacy. The issue of decreasing the minimum number of units to 180 in order to graduate will come up sometime during the academic year. Trustee Goldwhite and Jackie Kegley, Chair of Statewide Academic Senate are expected to visit San Luis Obispo, and Jackie will address the topic of shared governance during her visit later this quarter.
   
   B. President's Office: Howard-Greene wanted to pass along a sincere thanks to all who participated in the Founder's Celebration. The university is doing a number of things to address concerns such as student housing and student conduct. Good neighbor relations are very important for the university. President Baker published a letter in the Mustang Daily recognizing the trauma as a campus as well as the need for tolerance due to the September 11 attack. A study is being conducted by the California Council on Science and Technology to identify the factors that impede student participation in science, math, and other technical disciplines.
   
   C. Provost Office: Zingg on behalf of President Baker thanked everyone who participated in the Centennial Celebration and the exemplary way that Cal Poly projected itself. Events like this gives us the opportunity to reflect on what we are all about — reason, respect, civility, and community. US News and World Report reported that Cal Poly ranked as one of the top 100 "most technologically wired" campuses. This Fall Cal Poly has about 17,700 students, which exceeds our target by 2%, but we will be funded to some extent for the excess. Cal Poly was under budgetary directives from the Chancellor's office not to come under enrollment target. The budget is an unresolved issue with $5 million spent on compensation, energy cost, and other mandated cost. Housing has been identified, both on and off campus, for approximately 5,300 students. The resolution on the calendar issue will become part of the overall University response to be sent to Chancellor Reed around October 15, 2001. The reports from students and a super-majority of academic units indicates that the quarter calendar system is still the preferred system on this campus.
D. Statewide Senators: (Gooden) a review of the Master Plan for Higher Education is ongoing, see CSU Statewide web page for details. www.bss.sfsu.edu/cherny/dr-com.htm. (Hood) The Statewide Academic Senate meeting scheduled for this week has been cancelled due to the September 11 attack. Presently contract and budget are the main subjects of discussion.

E. CFA Campus President: (Petzer) CFA has reached a settlement on Summer teaching, which has been pending for several years and by Summer 2003, all tenure faculty teaching will be on a 12 WTUs time base with some retroactive pay that may be available. Check out www.polyunion.org for more details. The Responsible Computer Use issue will need clear guidelines for all faculty. In regards to Healthcare, Cal Poly is in a position of no choices for next year. (Foroohar) Negotiations thru mediation are continuing. There are currently five issues that the Chancellor’s office is not even considering including workload, compensation, year-round operations, lecturer’s security, and the processing of grievances. The rural health care issue which would have helped us at SLO, is not a bargaining issue for CFA, therefore it is up to PERS to decide.

F. ASI Representative: (Love) Leigh announced that she has been promoted to Vice President of Internal Affairs for ASI and introduced Sandy Kipe the interim student representative to the Academic Senate, who mentioned that ASI will be conducting a referendum to increase the student fee. An open forum on calendar conversion will be held October 3.

G. Other:
   a) Mary Peracca, Alcohol and Drug Specialist at Cal Poly, since last March discussed some of her services that include Alcohol and Drug services to students either mandated or volunteer. Peracca performs an intervention and assessment and creates a plan. Peracca also provides faculty and staff in service training to teach them how to identify student with substance use or other abuse situation.
   b) George Lewis, the Senate representative to the Search Committee for Vice President of Student Affairs, mentioned that the search committee for the Vice President for Student Affairs identified three finalists but none of them accepted, therefore, a search firm would be retained to assist with this process.
   c) Anny Morrobel-Sosa, There is a need for faculty volunteers to help coordinate activities for students and the community and also to define individuals who are able to address questions that still lingers on students regarding the peace/war uncertainty. Any information on individuals with expertise on these areas should be forwards to amorrobe@calpoly.edu. Some students, particularly in resident halls and are willing to participate every Wednesday at noon. There is meeting in 33-185 to discuss upcoming activities.

IV. Consent Agenda: The following business items were moved to the consent agenda since they are not controversial.

B. Resolution on Department Name Change for Soil Science Department

C. Resolution on Department Name Change for Psychology and Human Development Department

D. Resolution on Commendation for Frank Lebens

M/S/P to move business items B, C, and D to consent agenda and they were approved.

V. Business Items:

Resolution in Response to the Terrorist Attacks of September 11, 2001: Harvey Greenwald and Myron Hood introduced as first reading. M/S/P to move resolution to second reading.

The following Resolved clauses were introduced by Harvey Greenwald and withdrawn due to the lack of support:
RESOLVED: That the Provost, Chair of the Academic Senate, Vice President for Student Affairs, and President of ASI meet with representatives of those groups who have been harassed, intimidated or otherwise harmed as a result of the events that occurred on September 11, and be it further.

RESOLVED: That the Provost, Chair of the Academic Senate, the Vice President for Student Affairs, President of ASI take appropriate action to ensure that no member of the Cal Poly community suffers harassment, intimidation, or other harm as a result of the events that occurred on September 11.

Gooden introduced a new Whereas which failed because there was no second.

WHEREAS: This abominable event/attack has served some as a motivation for further acts of retroviral terror, violence and insult on other innocent individuals and institutions.

The following friendly amendments were approved:

Title: Resolution in Response to the Terrorists' Attacks of September 11, 2001

Second Resolve: That the Academic Senate of Cal Poly encourage and commend members of the University community who have participated in the various charitable and memorial activities held in response to those events and encourage others to do likewise; and be it further.

Third Resolve: That the Academic Senate of Cal Poly condemn the harassment, intimidation, or negative stigmatization of any individual or group of individuals because of those events, and ask that the Administration take immediate timely action to prevent and/or respond should any such acts take place at Cal Poly.

M/S/P to approve resolution as amended.

A. Resolution on Calendar System: Menon, first reading. This resolution recommends that Cal Poly remain on a quarter system. M/S/P to move resolution to a second reading.

Friendly amendment to last Resolved: That the Academic Senate of Cal Poly request that the University President, Warren Baker, endorse the faculty decision and present the supporting evidence for remaining on the quarter system in his response to Chancellor Reed.

M/S/P to approve resolution with reports and additional summary. Approved unanimously.

VI. Discussion Item(s): George Lewis mentioned that he appreciates Frank Leben's confidence and is pleased that the Academic Senate is honoring him with a commendation.

VII. Adjournment: meeting was adjourned at 5 p.m.

Submitted by

Gladys Gregory
Academic Senate
Cal Poly, San Luis Obispo

Summary Statement of Proposed New Degree Program for Review by Academic Senate

1. Title of Proposed Program.

   Master of Science in Agribusiness

2. Reason for Proposing the Program.

   The Master of Science in Agribusiness Program is designed to emphasize graduate level study of economic and agribusiness management concepts and their application to food and agricultural business situations. Students enrolled in the M.S. in Agribusiness will study concepts and tools, such as quantitative methods, that can be used by practicing managers to make better decisions within the firm. Along with understanding the agricultural business environment in which the firm operates, students will learn management theories and tools to address marketing, production, leadership, and strategic issues facing agricultural businesses.

   Given the dynamic global, technological, and competitive environment in which agribusiness managers find themselves in the 21st century, fulfillment of the following five objectives will equip students of this graduate program with the necessary competencies to provide effective managerial and leadership acumen for agribusiness firms:

   1. Develop communication/leadership skills and competencies.
   2. Develop an understanding of the global marketplace.
   3. Develop quantitative methods/technological change competencies.
   4. Develop critical thinking/problems solving competencies.
   5. Develop independent thought and research methods.

3. Anticipated Student Demand.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>3 years after initiation</th>
<th>5 years after initiation</th>
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</thead>
<tbody>
<tr>
<td>Number of Majors</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>7</td>
<td>10</td>
</tr>
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4. Indicate the kind of resource assessment used in developing the program proposal. If additional resources will be required, the summary should indicate the extent of department and/or college commitment(s) to allocate them.

   A thorough analysis of faculty, classroom space, library, and computer resources has been completed. Since the curriculum was approved as a Specialization within the Masters in Agriculture in 2000-2001, the courses in the program are currently being offered with existing resources, and no additional resources are projected to be required. In fact, the M.S. in Agribusiness will encourage fuller utilization of existing resources.
5. If the program is occupational or professional, summarize evidence of need for graduates with this specific education background.

A mail survey of two hundred potential employers was undertaken. Of the sixty-eight responses, 91.2 percent said that they would consider hiring graduates of this program. The most frequently specified positions were marketing management, product management, import/export sales, and financial analyst. Additionally, the Cal Poly Agribusiness Department Advisory Council has stated that there will be substantial demand from employers for the graduates from this program.

6. If the new program is currently a concentration or specialization, include a brief rationale for conversion.

The program is currently a Specialization within the Master of Science in Agriculture. Conversion to a stand-alone Master of Science in Agribusiness is proposed for the sake of academic clarity and accuracy – students completing the program will have studied Agribusiness, and not the other subject areas in Agriculture. A precedent for such a stand-alone masters was established with the approval of the Cal Poly M.S. in Forestry Sciences in the 2001-2003 Catalog.

7. If the new program is not commonly offered as a bachelor's or master's degree, provide compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree major which has potential value for students. If the new program does not appear to conform to the CSU Board of Trustee policy calling for “broadly based programs,” provide rationale:

N/A. Agribusiness and agricultural economics are widely accepted graduate fields of study at universities throughout the United States and the world.

8. Briefly describe how the new program fits with the department/college/university strategic plans.

The Cal Poly Agribusiness Department's Strategic Plan speaks of “providing a diverse group of future leaders to the agribusiness industry who are global in their perspective, market driven, and balanced in theory and application.”

The strategic plan for the Cal Poly College of Agriculture states that one of the missions of the college is “to provide the highest quality graduate programs in selected disciplines to complement the undergraduate program.” A Masters of Science in Agribusiness would deliver high-quality post-baccalaureate education in an important discipline and would complement a very successful undergraduate program.

The most recent university strategic plan states: “Cal Poly shall affirm its polytechnic orientation emphasizing undergraduate, graduate, and post-baccalaureate professional and technical programs” and “Cal Poly shall support and develop high quality post-baccalaureate programs that complement the mission of the university.” The proposed Master of Science in Agribusiness fits in with this objective as a professional and technical program that will complement the university's mission.
Curriculum Display for the Proposed
Master of Science in Agribusiness

<table>
<thead>
<tr>
<th>Units</th>
<th>(Quarter System)</th>
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</thead>
</table>
| AGB 433/435/422 | Agricultural Price Analysis/Linear Programming in Agriculture/
|               | Logistics in Global Agribusiness | 4 |
| AGB 450      | Agricultural Strategy Formulation | 4 |
| AGB 460/SS 501 | Research Methodology in Agribusiness/Research Planning | 2/4 |
| AGB 510      | International Development and Agribusiness | 4 |
| AGB 514      | Agribusiness Managerial Leadership and Communication | 4 |
| FNR 532*     | Forestry Applications in Biometrics and Econometrics | 4 |
| AGB 543      | Agricultural Policy and Program Analysis | 4 |
| AGB 554      | Food Systems Marketing | 4 |
| AGB 555      | Technological and Economic Change in Agriculture | 4 |
| AGB 563      | International Agribusiness Trade: Cases and Theory | 4 |
| AGB 599      | Thesis or Scholarly Project in Agribusiness | 6 |
| ___ 400/500  | Committee Approved Elective at the 400/500 level | 3/4 |
|            | Total Units | 47-50** |

* This course was included because of its particular statistical applications for economics and business forecasting that are appropriate to this masters.

** Similar courses or course equivalents already completed at the undergraduate level will require that the student complete additional "committee approved" elective units, but not reduce the degree unit requirement. Those electives are to be selected from the College of Agriculture or the College of Business at the 400 or 500 level.
Summary Statement of Proposed New Degree Program for Review by Academic Senate

- Title of Proposed Program.

Master of Science, Polymers and Coatings Science

This program will be submitted as a pilot program. According to CSU guidelines:
- A pilot program is authorized to operate only for five years. If no further action is taken by the end of the five years, no new students could be admitted to the program.
- A pilot program could be converted to regular-program status and approved to continue to operate indefinitely if the following conditions are met:
  - The campus committed the resources necessary to maintain the program beyond five years;
  - A thorough program evaluation (including an on-site review by one of more experts in the field) showed the program to be of high quality; to be attractive to students, and to produce graduates attractive to prospective employers and/or graduate programs, as appropriate;
  - Approval by the board and the chancellor would be required after review and comment by the Chancellor's Office.

- Reason for Proposing the Program.

- No other CSU campuses currently offer or are proposing similar Masters degree programs. Several CSU campuses offer traditional Chemistry Masters degree programs but this proposed program is significantly different from all of these programs. No similar programs exist anywhere in California.
- This program provides students with thorough training in modern polymer chemistry and its applications to coatings, with an extensive emphasis on industrial applications.
- This program takes advantage of the highly successful undergraduate concentration in Polymers and Coatings.
- This program builds on the highly successful partnership between the polymers and coatings industry and the Chemistry and Biochemistry Department. This partnership has already resulted in substantial support for the program including:
  - Funding for Cal Poly's first endowed chair ($1,000,000)
  - Funding for graduate research fellowships ($350,000)
  - Funding for instrumentation ($150,000)
  - Funding for scholarships ($10,000/year)
- This program will help meet unmet demand by industry for chemists with advanced training in modern polymers and coatings chemistry.
3. Anticipated Student Demand.

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</tr>
<tr>
<td>Number of Graduates</td>
<td>0</td>
</tr>
</tbody>
</table>

4. Indicate the kind of resource assessment used in developing the program proposal. If additional resources will be required, the summary should indicate the extent of department and/or college commitment(s) to allocate them.

The following constituencies have already examined the resources required for this program and found them to be fully adequate: Scheduling and Curriculum Committee of the Chemistry and Biochemistry Department, faculty of Chemistry and Biochemistry Department, Curriculum Committee of the College of Science and Mathematics, Curriculum Committee of the Academic Senate.

The resources for this program are already in place. This includes faculty required to teach the courses and direct research, laboratories and instrumentation. In addition, industry has provided funding for research fellowships, scholarships and future instrumentation through endowments specifically established for this program. Industry is also committed to supporting industrial research projects for students in the program.

5. If the program is occupational or professional, summarize evidence of need for graduates with this specific education background.

Although this program is not considered occupational nor professional in the traditional sense, the demonstrated need for professionals with advanced training in polymers and coatings science is evident from the level of support provided for this program by industry and by the numbers of positions available in these fields.

6. If the new program is currently a concentration or specialization, include a brief rationale for conversion.

Although an undergraduate concentration in Polymers and Coatings currently is available for Chemistry and Biochemistry majors, this program is an outgrowth of that program, and not a conversion.

7. If the new program is not commonly offered as a bachelor's or master's degree, provide compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree major which has potential value for students. If the new program does not appear to conform to the CSU Board of Trustee policy calling for “broadly based programs,” provide rationale:
This program was specifically designed to not be like other MS programs in chemistry. The program is highly focused in an area with a demonstrated need in California. The program provides a coherent and integrated approach to polymers and coatings, providing theoretical, practical and industrial training. The program should prove attractive to a broad clientele, including recent graduates from chemistry, biochemistry, materials engineering, chemical engineering, and related majors, as well as current workers in the field interested in strengthening their background in the science of polymers and coatings.

8. Briefly describe how the new program fits with the department, college, and university strategic plans.

From COSAM Strategic Plan:

_A Statement of Basic Goals and Values, Curriculum, Planned Initiatives_

"Establish strongly focused and interdisciplinary MS programs that emphasize the strengths of Cal Poly.

_Advancement, Planned Initiatives_

Develop college image in all areas of advancement including public relations, external relations with alumni, friends, parents, corporations and foundations, and development activities.

Develop new and innovative opportunities for external constituencies to support the college and departments through financial support, volunteer involvement, students employment/internships, advice, and special projects."

_Ten Priority Initiatives_

"Undergraduate and Graduate Research: The College will take initiatives to increase the opportunities for substantial research experiences for students, especially undergraduate students, in partnership with professional research agendas of the faculty. We expect to see significant enhancements in faculty and student participation, commitment of college resources, procurement of external resources, and presentation of results both internally and externally."

This program fully meets the long-term goals of the College of Science and Mathematics

_University strategic plan:_

This program meets the long-term goals as stated in the University strategic plan, specifically, the program:

- is highly polytechnic in nature;
- is based on the educational needs of students and society and the efficient, effective and appropriate use of resources available;
- provides an alternative educational mode;
- includes a substantial off-campus component providing the opportunity to increase the quality and quantity of education and service provided;
- makes significant use of existing outside funding for its support; and
- involves industry partners to a high degree and will result in a strengthening of an already well-developed relationship with industry.
MASTER OF SCIENCE DEGREE IN POLYMERS AND COATINGS SCIENCE

General Characteristics

The MS in Polymers and Coatings Science offers a unique, focused program closely tied to industry. Students gain academic preparation in polymers and coatings science through lecture and laboratory courses, then undertake a rigorous industrial internship. While on the internship students specialize and develop advanced skills through directed study in areas related to their internship work. The program is designed to prepare students for challenging careers in the polymers and coatings industry. The program also provides excellent background for doctoral studies in areas related to polymer and coatings science. This program is unique in California and relies on the close relationship between the department and the polymers and coatings industry for its success.

Prerequisites

Students entering the program must have a bachelor's degree from an accredited institution with a minimum grade point average of 2.5 in the last 90 quarter units attempted. Applicants with majors in chemistry, biochemistry, materials engineering, chemical engineering or related fields will generally meet the prerequisites for courses in the program. Applicants with degrees in other areas may need to take supplemental courses in organic and physical chemistry and can be admitted conditionally. For information concerning additional departmental requirements, the student should contact the Graduate Advisor in the Chemistry and Biochemistry Department.

Advancement to candidacy requires completion of 12 units of an approved study plan with a minimum grade point average of 3.0.

Blended BS + MS Program in Chemistry or Biochemistry (BS) and Polymers and Coatings Science (MS)

The blended program provides motivated students with an accelerated route to the MS in Polymers and Coatings Science, with simultaneous conferring of both bachelor's and master's degrees. Students in the blended program are provided with a seamless process whereby they can progress from undergraduate to graduate status.

Eligibility

Students majoring in Chemistry or Biochemistry may be eligible to pursue the blended program toward the MS in Polymers and Coatings Science. Participation in the program is based on prior academic performance and other measures of professional promise, with a minimum GPA of 2.5 required (3.0 recommended). Students are generally selected for the blended program by a faculty committee during the junior year. Please see the catalog description on Blended Programs for eligibility criteria.

The blended program follows the same general study plan as the non-blended program but allows the student to earn graduate credit for several of their senior electives, effectively decreasing the
summed unit requirements for both degrees. Students may begin taking the required graduate
courses in either their junior or senior year depending on their preparation. Students may not pursue
both the Concentration in Polymers and Coatings and the MS in Polymers and Coatings Science.
Students pursing the concentration take the 400-level Polymers and Coatings Courses while those
pursuing the MS degree take the 500-level Polymers and Coatings Courses. Students cannot receive
credit for both 400 and 500-level courses in the same topic.

Students in the blended program are eligible to apply for the Graduate Internship upon completion
of the required graduate-level chemistry courses.
Required courses

Chem 544    Polymer Synthesis and Mechanisms (3 units)
Chem 545    Polymer Physical Chemistry and Analysis (3 units)
Chem 547    Polymer Synthesis Laboratory (2 units)
Chem 548    Polymer Characterization and Analysis Lab (2 units)
Chem 550    Coatings Formulation Principles (3 units)
Chem 551    Coatings Formulation Laboratory (2 units)
Chem 570    Directed Graduate Study (3 units per quarter for 3 quarters)
Chem 598    Graduate Internship (3 units per quarter for 3 quarters)
Stat 512    Statistical Methods (4 units) or Stat 513 Applied Experimental Design and Regression Models (4 units)

Electives

8 units approved electives (graduate – 500 level, and advanced undergraduate – 400 level) chosen from CHEM, MATE, Bioengineering. Examples of courses satisfying the elective requirement include: Chem 405 (3 units - Advanced Physical Chemistry), Chem 420 (3 units - Advanced Organic Chemistry), Chem 439 (5 units - Instrumental Analysis), Chem 446 (3 units - Surface Chemistry of Materials), Chem 470 (1-3 units - Selected Advanced Topics), MATE 530 (4 units - Biomaterials), MATE 560 (3 units - Thin Film Processing), ENGR 450 (4 units - Special Topics in Bioengineering), approved course in management (IME 556 – 4 units – Technological Project Management or other approved management course).

Satisfactorily complete the comprehensive examination on the principles of polymers and coatings science based on the required 500-level chemistry courses and topics specifically related to the industrial research work.

Total units

45
WHEREAS, Extended Studies has requested its name be changed to the College of Continuing Studies to better reflect the program currently being offered; and

WHEREAS, The request for this name change has been approved by the Provost and Academic Deans Council; therefore, be it

RESOLVED: That the name of Extended Studies be changed to the College of Continuing Studies.

Proposed by: Extended Studies
Date: October 8, 2001
State of California
Memorandum

To: Unny Menon, Chair
    Academic Senate

From: Paul J. Zingg
      Provost and Vice President for Academic Affairs

Copies: Dennis Parks

Subject: Name Change Request—Extended Studies

Enclosed is a request from Dr. Dennis Parks, Dean of Extended Studies, to change the name of Extended Studies to the College of Continuing Studies.

I would appreciate it if the Academic Senate would review this request as soon as possible as there are a number of pending matters in Extended Studies awaiting this review. This name change request was favorably reviewed by the Academic Deans’ Council at its September 24 meeting.

Thank you, and should you have any questions regarding this issue, please do not hesitate to contact Dr. Parks directly.

Enclosures
Extended Studies is:
- A continuing education, lifelong learning, outreach, and public service unit of Cal Poly
- Primarily an academic credit unit; an average of 70% of all revenue (excluding conferences) is generated by courses and programs awarding academic credit
- A composite of programming functions implementing a strategic plan to extend Cal Poly's academic resources to the region and the state
- A place for innovation, discovery, and exploration
- An access point to Cal Poly for those normally excluded

Mission Statement – The mission of Extended Studies is to provide the highest quality educational activities and opportunities for the citizens of California, the nation, and the world. Extended Studies accomplishes this mission by expanding the intellectual resources of Cal Poly, furthering the University's outreach and public service mission, and providing lifelong learning opportunities to a variety of identified constituencies.

Vision Statement – By 2005, Extended Studies will be a comprehensive, multidisciplinary academic unit capable of meeting the lifelong learning needs of a global community through credit and non-credit programs offered through traditional and eLearning methodologies.

Extended Studies function is to:
- Develop academic programs in support of Cal Poly's mission
- Develop academic programs and services for traditional and non-traditional age students
- Provide lifelong learning opportunities to businesses, corporations, K-12 education, community organizations, and other constituencies
- Design, plan, and implement conferences, seminars, workshops for internal and external organizations
- Support program development efforts arising from Cal Poly's academic units
- Serve as a multidisciplinary unit where departments and units from all colleges can collaborate, share ideas, and develop new programs for traditional and non-traditional students

Extended Studies serves:
- About 10,000 people each year: 4,000 in courses and 6,000 through conferences
- Faculty, staff, and regularly matriculated students at Cal Poly
- The business, corporate, agricultural, governmental, and industrial sector
- K-12 educators
- Cal Poly alumni and friends
- Citizens of the Central Coast

In the future, Extended Studies will become a stronger academic unit as:
- Academic programs like Jump-Start, and summer quarter enhancements are coordinated through Extended Studies
- More people enroll through Open University
New programs that serve a blended population (traditional age and non-traditional age students) are developed and support on-campus programs and activities.

The University takes advantage of the CSU special session option to offer degrees and other programs.

Academically sound non-credit programs for teachers, executives, and others seek approval to be offered as credit courses/programs (especially with the elimination of professional development credit).

Continuing Education Units at other CSU's:
- CSUSB - College of Extended Learning
- CSPU - College of the Extended University
- SDSU - College of Extended Studies
- CSUN - College of Extended Learning
- CSULB - University College and Extension Services
- SSU - School of Extended Education

Why Change the Name Now?
- Phase one of the reorganization is complete - Extended Education is now merged into Extended Studies.
- The time is right - Extended Studies is currently in a transitional stage as it seeks new ways to fulfill its mission and vision.
- The term "extended" is not widely recognized outside of higher education in general and in California specifically.
- The name Extended Studies is often confused with an Agricultural Extension Unit.
- Within Cal Poly, people still use various names to refer to the University's continuing education operation including Open University, EUPS, Extended Education.
- A strong and identifiable continuing education operation will help Cal Poly fulfill its state-wide mission and move to the next tier of national recognition.
- To enhance fundraising activities in support of college specific and university wide needs.

It was therefore recommended that Extended Studies change its name to:

The College of Continuing Studies