CAL POLY
A c a d e m i c   S e n a t e

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

MEETING OF THE ACADEMIC SENATE
Tuesday, March 4 and March 11, 2003
UU220, 3:10 to 5:00pm

I. Minutes: none.

II. Communication(s) and Announcement(s):

III. Reports:
  A. Academic Senate Chair:
  B. President's Office: [March 4] President Baker will be in attendance.
  C. Provost's Office:
  D. Statewide Senators:
  E. CFA Campus President:
  F. ASI Representatives:
  G. Other: [March 4] Grimes: (1) Project PolyComm: new email and calendaring system, (2) Center for Teaching and Learning: current activities (pp. 2-3).

IV. Consent Agenda:

V. Business Item(s):
  A. Curriculum Proposal for Master of Public Policy (MPP): Hannings, chair of the Curriculum Committee, second reading, (pp. 4-6).
  B. Resolution on Class Attendance (CAM 485.2): Breitenbach, chair of the Instruction Committee, second reading, (pp. 7-10).
  C. Resolution on Senior Project: Breitenbach, chair of the Instruction Committee, first reading (pp. 11-13).
  D. Curriculum proposal for change of degree title from BS to BFA in Art and Design: Hannings, chair of Curriculum Committee (pp. 14-16).
  E. Curriculum proposal for BS in Wine and Viticulture: Hannings, chair of Curriculum Committee (pp. 17-22).

VI. Discussion Item(s):

VII. Adjournment:

CAL POLY

Visit http://polycomm.calpoly.edu for "Frequently Asked Questions" and Detailed Information

By Joe Grimes, Chair of IACC, jgrimes@calpoly.edu, 756·2088

For details on scope, timelines, and deliverables please reference the above Web Site

How will faculty requirements be effectively gathered?

- Project PolyComm will engage the campus community as outlined on the above Web Site.

- Faculty advice will be sought through measures described above and particularly through:
    A faculty group (subgroup of IACC) dedicated to determining the messaging requirements of teaching and learning now and in the future. IACC will receive feedback and recommend.
    Specific consultation deemed appropriate by this faculty group will be undertaken.
    Every college will be consulted, individually.
    If you have questions or recommendations, please contact your IACC representative, Task Force Chairs, etc.

What are some questions specific to teaching and learning that should be considered?

- What are the effects of the technology on communication in teaching and learning?
    Is there something that you tried to do in your teaching, using the current Cal Poly email and calendaring system, that didn't work for some reason? If so, what did you try to do and what went wrong?
    If you were buying a new email system or calendar system to use as part of your classes, what are a few of the important things that system should do for you and your students?
    What is one or two of the most awkward or confusing aspects of using Cal Poly's current email and calendar system?
    In an ideal world, what would you like email and a calendar system to do for you as a teacher, for example, what is some way it could help you with a class project or with some type of instruction? And in that ideal world, how would a good email and calendar system support your work as a professional?
    Should email be a mandated communication tool (AACC has recommended this and IACC will follow.)?
- What are specific requirements? (The following are some possible requirements.)
    What would we want to have as a capability in the future?
    Alias (mailing list): Availability of current aliases, capability to use the directory to create, etc.
    Transition from current mail and calendar systems to the new systems
    o   Continued availability of existing aliases (mailing lists)
    o   Simplicity of use of new systems (Learning curve). Ease of use of Web Client
    o   Full resource availability while on travel or at different computer (i.e. availability of local mail stores)
    Support of automated submittal and plagiarism checking (etc.) of assignments
    Virus checking and avoidance and filtering
    Support for peer-to-peer computing (The evolution of the Napster concept to teaching.)
    Calendar Specific Issues
    o   Interface to email
    o   Interface to calendars outside the CSU
    o   Automatic feed of student and faculty course schedules into calendar
    o   Visibility of calendar to others outside Cal Poly
    o   Meeting reminders
    o   Meeting scheduling for student teams
    - Will Cal Poly be able to add features to the new email and calendar system?

CALPOLY

Visit: http://www.academics.calpoly.edu/ctllindex.html

By Joe Grimes, Director of CTL, jgrimes@calpoly.edu, 756-2088

For details on the CTL mission, advisory council, and activities, please reference the above Web Site

CTL Activities:

- Workshops and Courses (Almost all are filled with waiting list)

    1. Fall 2002 Teaching Effective Workshop (Will likely be repeated spring quarter).

    2. New Teacher Training Workshops

    3. Teaching Well Workshops

        a. Three fall quarter

        b. Four winter quarter

        c. Four being planned for spring quarter

    4. Curriculum Development Workshop

    5. WINGED Workshops

    6. Community Learning Workshops

- Seminars

    1. Brown Bag Seminars on Technology

    2. Books at High Noon

- Engaged in the discussions regarding academic technology initiatives

- Special Events (Considering one centered on Student Success)

- CSU

    1. Teacher-Scholar Summer Institute (June 16,17,18,2003) http://www.calstate.edu/itl/

    2. exchanges: The on-line journal of teaching and learning in the CSU
       http://www.exchangesjournal.org/

- Grants

    1. Faculty Development Grants (12 grants given with 43 applicants)

    2. Summer Grant Program (Proposals due in CTL April 4, 2003)

    3. CSU Forgivable Loan Program (Applications due in CTL office February 28, 2003)

- Library Fifth Floor Project (One Stop Support Center for FaCUlty and Instructional Staff)

- Individual consultation with faculty

- Faculty groups are discussing methodologies for enhancing teaching and learning

Master of Public Policy (MPP)

Summary Statement of Proposed New Degree Program

1. Title of Proposed Program.

    Master of Public Policy
    Department Proposing to Offer the Program:
      Political Science
    Intended Date of Implementation: Fall2003

2, Objectives of the Proposed Program.

    The Master of Public Policy degree program (MPP) is professionally oriented, open to students who wish to pursue analytic careers in government and non-profit organizations or in organizations related to public policy regUlations. The MPP is structured to prepare graduates with competence to function in a general context of policy, as well as in analysis. The core courses cover statistics, public policy, public policy analysis, quantitative methods, public finance, policy internship, and graduate seminar.

    The MPP program is designed to meet the needs of those who have earned baccalaureate degrees in a variety of disciplines including, but not limited to, economics, history, political science, social sciences, psychology, city and regional planning, business administration, education, environmental studies, and natural resource management.

    The program is two years in duration for students taking 8 or more units per term. The program consists of 55 approved units (not including courses necessary to compensate for deficiencies). Because of the sequencing of courses, students admitted to the program are expected to begin study in the fall quarter. The degree culminates in the second year with a two-term seminar (POLS 590) where analytical projects will be undertaken. Both group reports and individual papers will be developed, presented, and discussed.   The MPP program offers students opportunities to develop close working relationships with faculty. Self-directed study, tailored to student interest and needs, is encouraged.

3. Anticipated Student Demand.

    Minimally, we would start the program with 15 students, but could accommodate up to 25 students in the first year, especially if they come with some advanced graduate credit. We anticipate the maximum enrollment to be 50 students after 5 years. Realistically, we plan for 30 or two classes of 15 students each within the first two-year start-up. The program takes a student two years or six quarters to complete.

| | | Number of Students | |
	at initiation	3 years after initiation	5 years after initiation
Number of Majors	15-25	30-50	40-60
Number of Graduates	O	20-40	40-60

4. Indicate the kind of resource assessment used by the campus in determining to place the program on the academic plan. If additional resources will be required, the summary should indicate the extent of university commitment to allocate them and evidence that campus

decision-making committees were aware of the sources of resource support when they endorsed the proposal.

A thorough assessment of resources was conducted by the Chair and Faculty of the Political Science Department and the Dean of the College of Liberal Arts. Resources will come from replacing the existing undergraduate concentration in public administration within the political science major with the master's program. The department experienced a number of retirements and hired four new faculty to teach policy courses at the graduate level in addition to undergraduate program support. Two tenured faculty will also work with the program and two lecturers presently provide courses. No additional staffing resources will be required, however one course of release time for coordination each quarter will need to be assigned to the program.

The Senate Curriculum Committee reviewed and recommended approval of the MPP proposal during Fall 2002 quarter.

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

A market survey for professionals in governmental and non-profit institutions was conducted Spring 1999 and a follow-up set of interviews with 21 agency heads was conducted Spring 2002. The program is attractive to mid-career individuals in government and nonprofits in the community. All noted the need for a program, since professionals must travel two hours or more to the San Francisco or Los Angeles areas for graduate and professional coursework related to their jobs. City and county agencies provide employees with opportunities for further study and provide additional compensation for those with advanced analytical competencies.

In annual exit surveys with undergraduates over the last twenty years, over half (50-53%) express an interest in pursuing a graduate degree program, and 25-30% have moderate to high interest in a policy related program. At present we have a mailing list of 40 persons awaiting the initiation of this program. Since the program is open to students of any major from this institution or others, we are confident that there will be a continued strong demand for the program. In the College of Liberal Arts alone there are over 400 graduates each year. MPP graduates traditionally have nearly 100% employment in the U.S.

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

The former undergraduate concentration in public administration and policy has been replaced by graduate level offerings for this new program and in support of other programs at Cal Poly, notably the Master of City and Regional Planning. The Department of Political Science provides support courses for both the undergraduate and graduate programs in City and Regional Planning. As the program matures, we would develop program links with other graduate programs at Cal Poly and would coordinate offerings. The course conversions reflect the kinds of offerings found in similar MPP programs and interdisciplinary programs at the graduate level that are directed at urban studies, public administration, and policy.

At the undergraduate level, introductory policy courses, and special seminars related to policy issues have replaced the former offerings. The internship program at the undergraduate level continues. The new graduate internships will be crafted in coordination with local agencies and organizations to focus on analytical skills.

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 Trustee policy calling for "broadly based programs," provide rationale:

The Master of Public Policy is a commonly offered graduate program. Cal Poly has no current graduate program as are found in the other CSU campuses. Cal Poly, San Luis Obispo is affiliated with the Association for Public Policy Analysis and Management, an academic support organization for public policy study and research.

The MPP provides coursework relevant to analysis of public policies and planning.

8.   Briefly describe how the new program fits with the campus and college strategic plans.

The College of Liberal Arts Strategic Plan (May 1998) supports the MPP Proposal. Likewise, it is supported by the university strategic plan that calls for an expansion of graduate programs with the policy program designated as a priority.

9.   Provision for meeting accreditation requirements, where applicable.

The Department of Political Science is an affiliate institution of the Association for Public Policy Analysis and Management, a support organization for public policy study and research. Some MPP programs are affiliated with the NASPAA, an accrediting agency for public administration and related management programs. However, many policy graduate programs are not.and NASPAA tends to think they are not ready to take on policy programs like ours at this time.

10.   For graduate programs, how will the culminating experience be accomplished (thesis, project or comprehensive exam)?

A comprehensive oral exam will culminate the program. A faculty team of three will administer the exam where the student is expected to display work performed as part of a course of study and to present research projects undertaken.

Master of Public Policy

Graduate students must file a formal study plan with their major professor, graduate committee, department, college and university graduate studies office no later than the end of the quarter in which the 12th unit of approved courses is completed. The formal program of study must include a minimum of 55 units (at least 43 of which must be at the 500 level).

CORE COURSES (37 units)
STAT 512 Statistical Methods	4
POLS 515 Public Policy..	4
POLS 516 Public Finance	4
POLS 518 Public Policy Analysis..................................	4
POLS 560 Quantitative Methods...	5
POLS 586 Policy Internship....	8
POLS 590 Graduate Seminar...	8

ELECTIVES: To be selected with an academic advisor   18

55

Adopted:

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-   -03/

RESOLUTION ON
CLASS ATTENDANCE (CAM 485.2)

1   WHEREAS,   The Class Attendance section (485.2) in the Campus Administrative Manual
2   (CAM) has not been revised since June 1979; and
3
4   WHEREAS,   This section outlines the excusable reasons for allowing students to make up
5   missed work; and
6
7   WHEREAS,   It does not mention NCAA athletic competitions or Instructionally Related
8   Activities (IRA)/competitions as excusable reasons to make up missed class work.
9   As presently published, CAM Section 485.2 reads as follows:
10
11   485   Class Attendance
12
13   485.2   To maintain uniformity, it is suggested that instructors consider the following
14   "excusable" reasons for allowing students to make up missed work:
15   A.   lllness with a doctor's statement
16   B.   Serious illness or death of close relatives
17   C.   Active participation in university events (an instructor may require a
18   statement from the adviser involved certifying that the student was
19   actively participating in a recognized university event)
20   D.   Field trips
21   E.   Religious holidays
22   F.   Selective service and military reasons;
23
24   therefore, be it
25
26   RESOLVED: That the following NCAA athletic competitions and Instructionally Related
27   Activities (IRA)/competitions be added as items G and H to Campus
28   Administrative Manual section 485.2 as excusable reasons for missing class work:
29
30   G.   NCAA athletic competitions
31   H.   Instructionally Related Activities (IRA)/competitions

                              Proposed by: Academic Senate Instruction Committee
                              Date: November 18, 2002
                              Revised: January 7, 2003

california polytechnic state university, san luis obispo, california 93407

IRA's: *Student-Funded Instructionally Related Activities*

- Contacts
  - o Anny Morrobel-Sosa, Associate Vice Provost for Academic Programs
  - o Valene Mathews, Administrative Assistant, Office of Academic Programs
- The Polley
  - o Executive Order 429 - *Instructionally Related Activities Fee*
  - o Executive Order 740 - *Campus Fee Policy*
  - o IRA Student Fee Referendum
- The Criteria
  - o Criteria for Recognizing and Funding IRA's
- The Programs
  - o Recognized IRA programs/activities
- The Process
  - o Funding Allocation 02-03
    - Allocation Budget 02-03
    - Proposed Recognition of New Instructionally Related Activities 02-03
    - Sources & Uses 02-03
  - o Funding Allocation 01-02

- The Forms
  - o Call for Applications
  - o Proposal Form
  - o Budget Request Form

An instructionally Related Activity (IRA) is an "out-of-c1ass experience" that provides enrichment to the student and others. Funding for all IRA-recognized programs/activities are provided through student fees. All IRA programs/activities are partially sponsored by an academic Dean or department and are "integrally related" to a formal instructional offering; however, enrollment in an academic course is not a necessary condition for participating in an IRA.

The IRA Advisory Committee reviews recognition of new programs and all requests for funding. These are initiated through proposal submissions by faCUlty advisors and students, followed by review and recommendations from the College Deans, with advice from the appropriate College Student Council. Final recognition and funding recommendations are submitted by the IRA Advisory Committee to the President for approval.

For questions and concerns about this site contact jmdemers@calpolv.edu
Last modified January 6, 2003

Return to Cal Poly home page

Cal Poly Instructionally Related Activities 2002-2003

Program Description	IRA Program Coordinators/Contacts	Department Web Address
College of Agriculture		
Ag Judging - Dairy Cattle	Stan Henderson	Dairy Science
Ag Judging - Dairy Products	Will Gillis	Dairy Science
Ag JUdging - Flower	Virginia Walter	Environmental Horticultural
Ag JUdging - Horse	Mike Lund	Animal Science
Ag Judging - Livestock	Mike Hall	Animal Science
Ag Judging - Soils	Lynn E. Moody	Earth and Soil Sciences
American Institute of Floral Designers Convention & Design	Melinda Lynch	Environmental Horticultural
American Society for Horticultural Science Collegiate JUdging	J. Wyatt Brown	Crop Science
Associated Landscape Contractors	Steve Angley	Environmental Horticultural
Food Science Scholastic Comp Team-1FT College Bowl	Brian Hampson	Food, Science and Nutrition
Horse Show Team	Mike Lund	Animal Science
Logging Team	Douglas Piirto	Natural Resources Management
National Ag Marketing Team (NAMA)	Phil Doub	Environmental Horticultural
Rodeo	Bret Black	College of Agriculture
Tractor Pull Team	Mark A. Zohns	BioResource & Ag Engineering
1/4 Scale Tractor	Kenneth Solomon	BioResource & Ag Engineering
College of Architecture and Environmental Engineering .		
Construction Management - Student Competition	Jim Borland	Construction Management
NAHB Residential Construction Competition	Barbara J. Jackson	Construction Management
College of Business		
Business Plan Competition	Doug Cerf	College of Business
International Career Conference	Chris Carr	Accounting
MBA Association International Collegiate Business Policy Competition Team	David Peach	Management
MBA Industry Projects Program	Barry Floyd	Graduate Management

Programs

College of Engineering

American Society of Civil Engineers/Concrete & Steel Bridge Team	Eric Kasper	Civil & Environmental Engineering
Bike Team	Andrew Davol	Mechanical Engineering
FUTURETRUCK	Christopher Pascual	Mechanical Engineering
Programming Team	Phillip Nico	Computer Science
Society of Automotive Engineers	Michael Iannce	Mechanical Engineering
Solar Car Club	Bill Clark	Mechanical Engineering

College of Liberal Arts

Art Exhibits	Michael Barton Miller	Art and Design
Barbershop Quartet	Joe Stablein	Music
Byzantium: A Literary Annual	Kevin Clark	English
CPTV	John Campbell	Journalism
Dance/Orchesis	Maria Junco	Theatre and Dance
Debate	T.C. Winebrenner	Speech Communication
Drama	Pamela Malkin	Theatre and Dance
KCPR	John Campbell	Journalism
Liberal Studies & Arts and Teaching Project	Susan Duffy	Liberal Studies
Model United Nations	Craig Arceneaux	Political Science
Music - Chamber Orchestra	Clifton Swanson	Music
Music - Combined Choral	Thomas Davies	Music
Music - Jazz Band	Paul Rinzler	Music
Music - Wind Orchestra	William V. Johnson	Music
Shakespeare Press Museum	Tom Goglio	Graphic Communication

Student Affairs

Community Relations - Service Learning	Stephan Lamb	Student Life & Leadership
Rose Float	Diana Cozzi	Associated Students, Inc.
Student Life and Learning - Cross Cultural Retreat	Mark Fabionar	Student Life & Leadership

University Center for Teacher Education

Teaching & the Performing Arts (formerly YOPAC)	Susan McBride	University Center for Teacher Education

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-   -03/1C

RESOLUTION ON COMPLETION OF SENIOR PROJECT

1	WHEREAS,	Many students leave Cal Poly without completing their degrees due to non-
2		completion of the senior project; therefore, be it
3		
4	RESOLVED:	That all departments will address their process of handling senior projects in their
5		academic program reviews; and be it further
6		
7	RESOLVED:	That the Provost shall instruct the dean of each college, with appropriate faculty
8		consultation, to see that each of their departments has a senior project process
9		based on the following principles:
10		

11   1. Department Chairs (or designee) will hold orientation meetings on a regular
12   basis (e.g. quarterly, each spring quarter, twice a year, etc.) and all senior
13   project students are expected to attend such a meeting prior to enrolling in
14   senior project. (The target population for the meetings is students planning to
15   graduate in the following three to four quarters.)
16   2. Department Chairs (or designee) must provide senior project guidelines to
17   students in electronic or printed form.
18   3. Department Chairs will consult with faculty advisors regarding the senior
19   project requirements for their department. Faculty advisors will provide
20   additional structure when advising senior project students. Each student shall
21   write and turn in a senior project proposal.
22   4. Faculty advisors must offer regularly scheduled meetings for their senior
23   project students where specific timelines/outcomes can be defined. Faculty
24   advisors should discourage students from taking on senior projects that are
25   too large in scope.
26   5. Department Chairs must require faculty advisors to use completion contracts
27   (e.g. a timeline of what must be done and when) for senior projects.
28   6. Faculty advisors should turn in the senior project earned grade at the end of
29   each quarter. Report in Progress grades (RP) should not be used nor
30   assigned. If an "I" grade must be assigned (as defined in the catalog), an "I"
31   contract must be completed between the senior project advisor and the
32   student; and be it further

33		
34	RESOLVED:	That all colleges and departments will have their senior project process in place
35		no later than the end of Fall 2003 and these processes must be publicly available,
36		electronically or otherwise.

Proposed by: Academic Senate Instruction Committee
Date: January 30, 2003
Revised: February 25,2003

Adopted: May 15, 2001

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-569-0l/IC
RESOLUTION ON
INCOMPLETE "I" AGREEMENTS

1   WHEREAS,   The Cal Poly catalog indicates that an incomplete "I" grade signifies that a portion
2   of the required coursework has not been completed and evaluated in the
3   prescribed time period due to fully justified reasons and there is still a possibility
4   of earning credit; and
5
6   WHEREAS,   Some students and instructors find the process of converting an "I" grade to a
7   letter grade confusing; and
8
9   WHEREAS,   An "I" agreement would outline what work the student needs to complete and the
10date   by which it is to be completed in order to have a grade assigned; therefore, be
11   it
12
13   RESOLVED: That the Academic Senate strongly encourage the use of the attached "I"
14   Agreement fonn.

Proposed by: Academic Senate Instruction
Committee
Date: January 24, 2001
Revised: January 30, 2001
Revised: April 24, 2001
Revised: May 15, 2001

California Polytechnic State University, San Luis Obispo

"I" GRADE AGREEMENT

Instructions: This form should be completed by tbe instructor and submitted to his/her Dep.artment Office with the department1s copy of the grade roster,

PART I: BASIC INFORMATION	
STUDENT NAME:	STUDENT I.D:
STUDENT'S ADDRESS:	COURSE/SECTION;
INSTRUCTOR:	QUARTER/YEAR:

PART II. DESCRIBE WHAT THE STUDENT MUST DO TO HAVE THE "I" GRADE CHANGED TO A LETTER GRADE:

	Comments:
O Final O Paper/Project O Mid-term O Lab ☐ Quiz O Homework O Other (explain in comments area)	

PART III: BY WHAT DATE MUST THE WORK DESCRIBED IN PART II BE COMPLETED? (MAXIMUM TIME ALLOWED: ONE YEAR FROM LAST DAY OF QUARTER IN WHICH "I" WAS GIVEN)

STUDENTS SIGNATURE:		Date

Part V: ONCE THE STUDENT HAS MET THE ABOVE TERMS, I AGREE TO REPLACE THE "I" GRADE WITH A LETTER GRADE.

INSTRUCTOR'S SIGNATURE:		Date

CC: Student, Instructor

10/25/01

California Polytechnic State University, San Luis Obispo
Department of Art and Design
February 10, 2003

Summary of Proposed Change of Degree Title from *Bachelor of Science* to *Bachelor of Fine Arts*

Submitted by: Charles W. Jennings, Department Chair
                Department of Art and Design

This proposal is for a **change of degree designation only.** No curricular or programmatic changes will be needed or proposed to accompany this proposal.

We request approval to change the current degree designation *of Bachelor of Science in Art and Design* to *Bachelor of Fine Arts in Art and Design.* To this end we pose rationale under the following relevant categories:

Academic History and Broadening of Post Baccalaureate Goals

The Bachelor of Science degree in Applied Art and Design was first offered at Cal Poly in 1977. From 1977 until the 1998-99 catalog, the program was limited to concentrations in "applied art" disciplines in Graphic Design and Commercial Photography. **In** the 1994-97 catalog, the term "Commercial" was dropped from the concentration in Photography, broadening the career emphasis to include fine art photography. With the addition of the concentration in Studio Art in the 1998-99 catalog, the curricular and career emphasis was further broadened, and the term "Applied" was deleted from the title of the degree program. Prior to the 1998-99 catalog, few of our graduates attempted to continue their education in post baccalaureate degree programs, opting instead to begin their professional careers.

The Master of Fine Arts (MFA) degree is recognized as the terminal graduate degree for teaching positions in Studio Art, Graphic Design and Photography. The MFA is also considered the professional terminal degree for artists and designers. With the implementation of the Studio Art concentration, more of our graduates are applying to graduate level degree programs in Art, especially to MFA programs in preparation for college/university level teaching positions. Additionally, increasing numbers of our graduates with concentrations in Graphic Design and Photography and Digital Imagery are pursuing teaching careers at the college/university level. Consequently, we anticipate a continued increase in interest in the pursuit of MFA degrees. More than the Bachelor of Science degree, the Bachelor of Fine Arts degree is traditionally recognized as the highest standard for the undergraduate degree in the professional visual arts.

A survey of the two-hundred thirty-six (236) visual art programs accredited by the National Association of Schools of Art and Design (NASAD) revealed that half (118) of the accredited programs offered the BFA as the professional visual arts degree. Fifty-six (56) of those programs offered the BFA and the MFA degrees. Only seventeen (17) programs offered the BS degree exclusive of the BA or BFA and MFA degrees. Those programs that offered the BS degree were predominately in the applied disciplines of industrial design, interior design, and art education.

A change in our degree designation from the Bachelor of Science degree to the Bachelor of Fine Arts degree will make our graduates more competitive for admission to MFA programs.

Title 5, Section 40506 Required Curriculum

The 2001-03 catalog requirements for the Bachelor of Science degree in Art and Design meets or exceeds all eligibility requirements for the Bachelor of Fine Arts Degree, as stated in Title 5, section 40506

Accreditation Standards and Commission Recommendations

The Bachelor of Science degree in Art and Design with its concentrations in Graphic Design, Photography and Digital Imagery, and Studio Art currently meets all the General Standards and Guidelines for Undergraduate Professional Degree Programs in the Visual Arts and Design, and is accredited as such by the National Association of Schools of Art and Design (NASAD), Reston Virgina.

The 2001-2002 NASAD Handbook on accreditation states the following:

The Bachelor of Fine Arts and titles such as Bachelor of Science in Design (when used to designate professional rather than liberal arts curricula), Bachelor of Graphic Design, and Bachelor of Industrial Design indicate the initial professional degree in art or design. Irrespective of title, the primary emphasis is on the development of skills, concepts and sensitivities essential to the professional artist or designer. ... While admission to a program leading to the professional degree may be subject to general institutional admission policies, the emphasis should be on evidence that the candidate possesses requisite visual talent, art/design sensibilities, academic capacity, and, particularly, a strong sense of commitment.

In order to meet NASAD standards for professional degree programs, 65% of our curriculum requirements must be in the "creation and study of art and design. With 68 units in General Education and 9 units of electives, we require 198 quarter units to complete the Bachelor of Science degree in Art and Design. Comparatively, the Bachelor of Fine Arts programs in Art at San Jose State University and California State University, Fullerton require 132 semester units, equal to 198 quarter units. The Bachelor of Fine Arts programs in Art at SJSU and CSUF are fully accredited by NASAD.

First accredited in 1995, Cal Poly's program in Art and Design recently completed its second five-year self-study and review for renewal of accreditation by NASAD. In October, 2001, the NASAD Commission of Accreditation granted Membership for a five year period. In its report, the Commission made the following recommendation:

The Commission notes that the degree, Bachelor of Science in Art and Design, with concentrations in Graphic Design, Photography and Digital Imagery, and Studio Arts, is in accordance with the standards for a professional degree program. Further, the Commission concurs with the goals and objectives of this professional program as stated in the Self-Study and the NASAD Visitors' Report, and encourages the institution to continue to move forward with the University for a change in the designation of the degree to Bachelor of Fine Arts. (see Self-Study, pages 3-4, 99; NASAD Visitors' Report, page 16; NASAD Handbook 2001-2002, pages 74-75, item V.)

Students' Competencies

The Art and Design program at Cal Poly has highly impacted demand for admissions. Each year, approximately five hundred fifty (550) individuals apply for an annual admissions target of approximately fifty (50) new students. Consequently, we have one of the most rigorous admissions standards and procedures for visual arts programs in the CSU system. First-time freshmen applicants must achieve a minimum score of 3500 on the Multi-criteria Assessment. Of the first-time freshmen admitted in the last five years, GPAs averaged 3.61 with a minimum of 3.0; and SAT scores averaged 1200. Of the transfer students who were admitted, GPAs averaged 3.31 with a minimum of 2.60. Additionally, all first-time freshmen and transfer students are required to submit a portfolio of visual art works for review and evaluation by faculty. Our portfolio standards are rigorous and commensurate with portfolio standards for admission to comparable BFA programs within the CSU system. Consequently, students admitted to our program must meet rigorous standards that demonstrate requisite visual talent, art/design sensibilities, academic capacity, and a strong sense of commitment consistent with the standards for Bachelor of Fine Arts programs such as found at San Jose State University and California State University, Fullerton.

As part of our degree requirements, all Art and Design students must complete Art 462 Senior Portfolio Project. Credit for Art 462 is contingent on students' participation in at least two exit portfolio reviews in which professional artists, designers, and photographers review their work. This review is thus a requirement for granting a degree from Art and Design. This requirement is consistent with standards of excellence for programs that grant the BFA degree.

NEW DEGREE PROGRAM

Bachelor of Science in Wine and Viticulture

TABLE OF CONTENTS

1.   DEFINITION OF THE PROPOSED DEGREE PROGRAM

  a. *Campus, degree, and year of intended implementation:*

    Campus: Cal Poly, San Luis Obispo
    Degree title: Bachelor of Science in Wine and Viticulture
    Year of intended implementation: 2004-05

  b. *College offering the degree:* College of Agriculture

    This is a multidisciplinary program administered by department concentration
    coordinators from the Agribusiness Department, the Horticulture & Crop Science
    Department, and the Food Science & Nutrition Department. The primary
    administrative coordination responsibility will be held by a College of Agriculture
    Dean's designee.

  c. *Rationale and Objectives:*

    The primary objective is to form an academic alliance among production
    agriculture, food science and agricultural product marketing that offers an
    undergraduate degree linking grape cultivation, enology, and marketing in a
    unique major based on fundamental and applied sciences, agribusiness principles,
    and appropriate social sciences. This "vine to glass" approach is the first such
    comprehensive major to be offered in California.

    Thus, the second objective is to offer three multidisciplinary concentrations:
    Agribusiness, Food Science (Enology) and Fruit Science (Viticulture). Students
    enrolled in this major can take advantage of the diverse course offerings in these
    concentrations and participate in other extracurricular activities associated with
    these academic programs, such as student clubs, student enterprise projects,
    industry interactions, funded applied research projects, internships, and
    professional society meetings.

  d. *Total number of units required: 180*

    The proposed major lists existing courses from nine departments, with the
    remainder of courses coming from general education and elective offerings.

    Dr. Richard Smart, Visiting Professor in the Horticulture and Crop Science
    Department, is also offering FRSC x415, Vine Physiology, as an experimental
    course.

    Number of new courses needed to initiate the program: 2
      WV 102: Grapes and Wines of the World (4)
      WV 463: Issues and Trends in Wine (2)

e.   Special characteristics requiring explanation:

A CAGR Dean's designee will serve as the major program coordinator and will work with departmental coordinators responsible for each of the three concentrations.

It is hoped that an enology program can be created in cooperation with CSD Fresno and/or DC, Davis so that our Food Science (Enology) concentration students can study at one of these institutions. As enrollment in the Food Science (Enology) concentration grows, a pilot winery and analytical teaching laboratory will be built with private funds.

Evidence of student interest:

A student survey was administered during 2001-02 with three participating groups of students: an introductory viticulture class (FRSC 231), a branded wine marketing class (AGB 443), and the Vines to Wines Club. Students who were in more than one group were asked to only take the survey once. A total of 113 students completed the survey. The total responses may not equal 113 in accordance with the questions' instructions. The table below summarizes the survey results.

Questions and Responses on the Student Survey

1.) Would you have picked the Wine and Viticulture major as a freshman, if available?
YES   63   NO   40

2.) Would you transfer now to the Wine and Viticulture major if it was available?
YES   42   NO   56

3.) Which concentration would you choose if you could enroll in the Wine and Viticulture major?
Agribusiness   39
Food Science (Enology)   15
Fruit Science (Viticulture)   30

Demographics of Student Responders

EXISTING MAJORS	NUMBER	GRADUATION	NUMBER	ENROLLED MINORS	NUMBER
AGB	66	2001	3	Wine & Vito	61
FRSC	12	2002	35	AGB	8
AGSC	5	2003	43	FRSC	1
ASM	6	2004	5	BUS	1
FSN	2	beyond 2004	3	SPAN	1
BUS	6			PSYCH	1
NUTR	3				
GRAD	5				
EHS	3				
CRSC	2				
REC	1				
JOUR	1				
PPSC	1				

The actual and expected number of majors in this proposed major and in related Cal Poly majors.

	1999	2000	2001	2002	2003	2004	2005	2006	2007
Wine and Viticulture Major						70	100	125	150
W&V mmor	50	73	146	175	200	200	200	200	200
Food Science	120	120	110	115	120	125	130	130	130
Fruit Science	82	91	78	80	80	80	80	80	80
AGB	870	975	977	1050	950	900	900	850	850
TOTAL	1072	1185	1165	1245	1150	1105	1110	1070	1070

BS WINE AND VITICULTURE

060 units upper division   0 *GWR*
02.0 GPA   0 *USCP*
* = Satisfies General Education requirement

MAJOR COURSES

WV 102 Grapes and Wines of the World	4
FRSC 231 Viticulture	4
FRSC 331 Advanced Viticulture	4
AGBIFRSCIFSN 339 Internship	4
FSN 341 Wine and Fennented Foods	3
AGB 401 Managing Cultural Diversity in Agricultural Labor Relations	4
FSN 411 Sensory Evaluation of Food	3
AGB 443 Branded Wine Marketing	4
AGB *460/4611CRSCIFSN 4611462* Senior Project	2,2
WV 463 Issues and Trends in Wine	2
CHEM III Survey of Chemistry (B3)*	5
SS 121 Introductory Soil Science	4
BUS 212 Financial Accounting for Nonbusiness Majors	4

Concentration units	45
Advisor-approved electives	20
	114

GENERAL EDUCATION (GE)

72 units required: 20 units are in Major
→ See page 79 for complete GE course listing
→ Minimum of 12 units required at the 300-400 level

Area A Communication (12 units)
Take one course/rom AI, A2, A3:

AI Expository Writing	4
A2 Oral Communication	4
A3 Reasoning, Argumentation, and Writing	4

Area B Science and Mathematics (no additional units are required)

BI Mathematics/Statistics *8 units in Major	0
B2 Life Science *4 units in Concentrations	0
B3 Physical Science *4 units in Major	0
B4 One lab taken with either a B2 or B3 course	0

Area C Arts and Humanities (20 units)

C1 Literature	4
C2 Philosophy	4
C3 Fine/Perfonning Arts	4
C4 Upper-division elective	4
Area C elective (Choose one course from C I-C4	4

Area DIE Society and the Individual (20 units)

DI The American Experience (40404)	4
D2 Political Economy	4
D3 Comparative Social Institutions	4
D4 Self Development (CSU Area E)	4
D5 Upper-division elective	4

Area F Technology Elective (upper division)	4
GENERAL EDUCATION TOTAL	56

CONCENTRATIONS (select one):

Agribusiness Concentration

AGB 202 Sales, Communication and Leadership in Agribusiness	4
AGB 212 Agricultural Economics	4
AGB 301 Food and Fiber Marketing	4
AGB 310 Agribusiness Credit and Finance	4
AGB 323 Agribusiness Managerial Accounting	4
AGB 422 Logistics in Global Agribusiness	4
AGB 444 Wine Compliance and Market Analysis	4
AGB 450 Agribusiness Strategy Fonnulation	4
BIO III General Biology (B2)*	4
MATH 118 Pre-Calculus Algebra *or* MATH 221 Calculus for Business (B 1)*	4
STAT 221 Introduction to Probability and Statistics (B 1)*	5
Concentration Units	45

Food Science (Enology) Concentration

FSN 264 Survey of Food Chemistry	4
FSN 278 Food and Wine Plant Sanitation	4
FSN 334 Food Packaging	4
FSN 374 Food Laws and Regulations	4
FSN 464 Wine Chemistry and Analysis	4
FSN 470 Advanced Topics	4
MATH 118 Pre-Calculus Algebra *or* MATH 141 Calculus I (Bl)*	4
CHEM 312 Survey of Organic Chemistry	5
ECON 20I Survey of Economics	4
MCRO 221 Microbiology (B2)*	4
STAT 218 Applied Statistics for the Life Sciences (B 1)*	4
Concentration Units	45

Fruit Science (Viticulture) Concentration

FRSC 210 Viticultural Practices	2
FRSC 414 Grape Pest Management	4
FRSC 415 Vine Physiology	4
PPSC 321 Weed Ecology	4
PPSC 3II Insect Pest Management	4
MATH 118 Pre-Calculus Algebra *or* MATH 141 Calculus I (BI)*	4
BIO 303 Survey of Genetics	3
BOT 121 General Botany (B2)*	4
BRAE 439 Vineyard Irrigation	4
ECON 201 Survey of Economics	4
SS 221 Fertilizers and Plant Nutrition	4
STAT 218 Applied Statistics for the Life Sciences (B 1)*	4
Concentration Units	45

Free electives	10

Total (118 + 52 + 1*0) Units*   180

−22−

Schematic Structure of Wine and Viticulture Major (General Topic Areas)

Wine and Viticulture Major

- Labor relations
- Wine marketing
- Viticulture
- Winemaking
- Sensory evaluation
- Irrigation

Concentrations

Students will choose one

Agribusiness

- Sales and leadership
- Financial management
- Global logistics
- Wine compliance
- Strategic management

Food Science (Enology)

- Plant sanitation
- Packaging
- Laws
- Wine chemistry
- Advanced enology

Fruit Science (Viticulture)

- Pest management
- Vine physiology
- Weed science
- Botany
- Vineyard irrigation
- Fertilizers

Minors

Agribusiness	Soil Science	Spanish
Geographic Information		Packaging
Ag Communications	Water Science	
Crop Science		
Plant Protection		

Advisor Approved Electives

Emphasis Areas

*Bioresource/*Ag Engineering		Soil Science
Business	Speech Communication	
English	Rec, Parks and Tourism	
Food Science	Natural Resources Mngt.	
Journalism		