

#### CALIFORNIA POLYTECHNIC STATE UNIVERSITY

San Luis Obispo, California 93407 ACADEMIC SENATE 805.756.1258

#### MEETING OF THE ACADEMIC SENATE

Tuesday, May 23, 2006 UU220, 3:10 to 5:00pm

- I. Minutes: Approval of minutes for the May 2, 2006 Academic Senate meeting (pp. 2-4).
- II. Communication(s) and Announcement(s):
  - A. Introduction of new senators for the 2006-2007 AY: introductions will be made by current caucus chairs (pp. 5-6).
  - B. Numerical Summary of the Campus GE Survey: (pp. 7-9).
  - C. 2005-06 Year-End Report of the Academic Council on International Programs: (pp. 10-11).

#### III. Reports:

- A. Academic Senate Chair:
- B. President's Office:
- C. Provost's Office:
- D. Statewide Senators:
- E. CFA Campus President:
- F. ASI Representatives:
- G. Other: Alyson Cone, Athletics Director: annual report on Athletics

#### IV. Consent Agenda:

- A. Curriculum proposal: New specialization in Space Systems Engineering (MS Aerospace Engineering program): Elrod, chair of the Curriculum Committee (p. 12).
- B. Curriculum proposal: Economics 2007-09 catalog proposals: Elrod, chair of the Curriculum Committee (pp. 13-15).

#### V. Business Hem(s):

Resolution on Class Scheduling Times for 70-minute Classes: Schaffner, chair of Instruction Committee, second reading (p. 16).

#### VI. Discussion Hem(s):

Revised Cal Poly Mission Statement and Proposed University Learning Objectives: Elrod, chair of the Curriculum Committee (pp. 17-18).

#### VII. Adjournment:

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

MINUTES OF The Academic Senate Tuesday, May 2, 2006

UU 220,3:10 to 5:00 pm

- I. Minutes: The minutes for the Academic Senate meeting of April II, 2006 were approved.
- II. Communications and Announcements:

#### III. Reports:

- A. Academic Senate Chair: (Hannings) The Provost Search Committee continues to make progress and hopes to identify candidates for campus visitations later this week. The CSU Senate Constitution Amendment, to reduce the size of the Senate, passed with 20 of the 23 campuses voting in favor of the change, 2 campuses voting against the change, and I campus was evenly divided. Cal Poly's faculty vote consisted of 101 votes against approving the amendment and 92 votes in favor of reducing the size of the Statewide Academic Senate.
- B. President's Office: None.
- C. Provost Office: (Detweiler) On Sunday, May 7, 2006 at 4:30 pm the President's Office will be sponsoring a public a talk in the Spanos Theater by Dr. David Goodstein, Caltech's Vice Provost and professor of Physics and Applied Physics. The title of the talk is "Out of Gas: The End of the Age of Oil" and will discuss the trends in petroleum supply and demand. This year, Cal Poly had a goal of hiring at least 45 tenure track faculty, which will be achieved, but it's uneven across departments.
- D. Statewide Senators: None.
- E. CFA Campus President: None.
- F. ASI Representatives: (Middlestadt) ASI elections campaigns have concluded and students will be voting on May 3 and 4. Faculty is asked to encourage all students to vote in an effort to help ASI reach its goal of 25% of student tum out. ASI is working with University and community partners to address the problems created by the closure of the Saferide Program. ASI has completed a project on sustainable living with the publication of "A Student Guide to: Sustainable Living". Faculty is encouraged to make this publication available to all students.

#### G. Other:

James Reinhart, Managing Director of the Cal Poly Housing Corporation: Report on sales of Bella Montana housing units. The first lottery process, for which there are 50 applicants and only 18 homes, will take place this Thursday, May 4, 2006. Thursday, May II, 2006 is the deadline for new faculty to submit their applications for the next housing lottery which will consist of 21 homes. Out of the 65 applications currently received, 65% or 44 applications are from faculty members. The Bella Montana housing project is on schedule and on budget with the occupancy date set for December 2006. Priority is given to new faculty recruits for the upcoming academic year. The first lottery is for the retention group consisting of Cal Poly employees hired from July 1, 2001 to April 30, 2006 with first priority given to faculty, management, staff, lecturers, and coaches.

Michael Suess, Associate V. P. for Academic Personnel: Report on faculty applications for salary equity adjustments. The Collective Bargaining Agreement has a provision which allows faculty, who believe that there may be an inequity in their salary based on

market or equity issues with similar faculty in their department, to request a salary increase. This issue has been exacerbated due to the salary freeze were faculty did not receive increases for three-years and by salary compression, which affects junior faculty the most. Within the last month, 14 applications have been received, primarily from the College of Architecture and Environmental Design, College of Engineering, and the College of Science and Math. Requests range from \$4,500 to \$10,660 annual increase. The Provost has informed all academic deans and department chairs, via a memorandum, the process for considering equity salary adjustments.

- IV. Consent Agenda: None.
- V. Business Item(s):
  - A. **Resolution on Course Syllabi:** John Harris, Senator, second reading. This resolution discusses the availability and requirement of a written course syllabus including all information deemed necessary to assure the student's understanding of the nature and requirements of the course.

M/S/P to amend the first resolved clause as follows and to delete the second resolved:

RESOLVED: That every instructor shall make available to each student in her/his class, a written course syllabus providing:

- Instructor's contact information including office hours and office location
- A list of required text(s) and supplementary material for the course
- Expected learning outcomes for the course or a link to where they can be found
- Methods and expectations for assessing/grading student performance for the course
- Attendance requirements and make up policy (if applicable)
- Other information the instructor deems necessary to assure the student's understanding of the nature, requirements, and expectations of the course; and be it further

*M/S/P* to amend the first resolved clause as follows:

RESOLVED: That every instructor shall make available to each student in her/his class, during the first class meeting, a written course syllabus providing: ...

M/S/F to add the following bullet under the first resolved clause:

• A brief course description

M/S/P to approve the addition of the following wording as a third resolved clause:

RESOLVED: This resolution recognizes that faculty hold final responsibility for grading

criteria and grading judgment and does not restrict the right of faculty to alter student assessment or other parts of the syllabi during the term; and be it further

M/S/P to amend the second whereas clause as follows:

WHEREAS, Students have a need and a right to know the content, expectations, and assessment methods of the course they are taking; therefore be it

M/S/P to approve the resolution as amended.

- B. **Resolution on Grade Forgiveness:** Schaffner, chair of the Instruction Committee, second reading. This resolution addresses the conditions and eligibility for grade forgiveness and encourages advisors to proactively contact and advise students who receive a failing grade. Due to the lack of time, this resolution was not discussed, but will be discussed at the continuation meeting scheduled for May 16,2006.
- C. **Resolution on Textbook Pricing:** Foroohar, chair of the faculty Affairs Committee, second reading. This resolution encourages faculty to consider price and the need for new editions when selecting textbooks as well as submitting their textbook requests by the set deadline to ensure their availability. <u>Due to the lack of time</u>, this resolution was not discussed, but will be discussed at the continuation meeting scheduled for May 16, 2006.

- D. Resolution on Grading of Graduate Courses 598 and 599: Opava, Graduate Studies Committee, first reading. This resolution request that graduate courses 598 and 599 with RP grades remain valid throughout the existing Title V mandate of seven-year time limit for degree completion. <u>Due to the lack of time</u>, this resolution was not discussed, but will be discussed at the continuation meeting scheduled for May 16,2006.
- E. Resolution on Class Scheduling Times for 70-minute Classes: Schaffner, chair of Instruction Committee, first reading. The objective of this resolution is twofold: to optimize classroom usage and to reduce class scheduling conflicts for students. The only time slots available for MWF 70-minute classes are from 7:50-9:00am or after 6:00pm ending by 10:00pm. Due to the lack of time, this resolution was not discussed, but will be discussed at the continuation meeting scheduled for May 16,2006.
- VI. Discussion Item(s): None.
- VII. Meeting will continue on May 16,2006.

Submitted by,

Gladys Gregory, Academic Senate

# CALIFORNIA POLYTECHNIC STATE UNIVERSITY San Luis Obispo, California

## ACADENUCSENATESENATORS

2006-2007.

(by college/area)

COLLEGE OF AGRICULTURE (6 representatives)					
NAME	DEPT	OFFICE	@calpoly.edu	TERM END	
Ahem, Jim (CH)	Agribus	65030	jahern	2007	
Amspacher, Bill	Agribus	65018	wamspach	2008	
Delmore, Bob	AniSci	62254	rdelmore	2008	
Ruehr, Tom	Earth&SS	62552	truehr	2007	
Spiller, Bob	AniSci	65073	rspiller	2008	
Tilley, Marcia	Agribus	67512	mtilley	2007	
•	C		•		
COLLEGE OF ARCH	ITECTURE AND	<u>ENVIRONMENTAL</u> <u>D</u>	ESIGN (5 representatives	)	
<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	@ca1poly.edu	TERM END	
Clay, Gary (CH)	LandArch	61372	gclay	2008	
Giberti, Bruno	Arch	62036	bgiberti	2008	
Nuttall, Brent	ArchEngr	67631	bnuttall	2007	
Nuworsoo, Cornelius	C&RPlg	62573	cnuworso	2007	
Phillips, Stephen	Arch	65990	siphilli	2007	
COLLEGE OF BUSIN	ESS (5 represent				
<u>NAME</u>		<u>OFFICE</u>	@calpoly.edu	TERM END	
Burgunder, Lee		61210	lburgund	2007	
Floyd, Barry (CH)		66551	bfloyd	2008	
Geringer, Mike		61755	mgeringe	2008	
Olsen, Eric		61754	eolsen	2008	
Wild, Rosemary		62695	rwild	2007	
COLLEGE OF EDUC					
NAME	DEPT	<u>OFFICE</u>	@calpoly.edu	TERM END	
Chin, Elaine	TchrEduc	62032	echin	2007	
Gentilucci, Jim	GradStudies	65373	jgentilu	2008	
COLLEGE OF ENGIN	JEEDING -				
COLLEGE OF ENGIN			0 1 1 1	TEDM END	
NAME	<u>DEPT</u>	<u>OFFICE</u>	@calpoly.edu	TERM END	
Freed, Tali	IndEngr	62544	tfreed	2007	
Harris, Jim	ElecEngr	65708	jharris	2008	
Jansen, Dan	C/EEngr	62509	djansen	2008	
Klisch, Stephen	MechEngr	61308	sklisch	2007	
Liu, Mei-Ling (CH)	CompSci	66460	mliu	2008	
LoCascio, Jim	MechEngr	62375	jlocasci	2008	
Marshall, David	AeroEngr	66849	ddmarsha	2007	

COLLEGE OF LIBERAL ARTS (8 representatives)						
NAME	<u>DEPT</u>	<u>OFFICE</u>	@calpoly.edu	TERM END		
Cooper, Kevin	GraphComm	62146	ldcooper	2008		
Laver, Gary (on Iv 2006-07)	Psyc&CD	62865	glaver	2008		
Long, Todd	Philosophy	62015	tlong	2007		
Macro, Ken	GraphComm	62257	kmacro	2007		
Rinzler, Paul	Music	65792	prinzler	2008		
Russell, Craig	Music	61547	crossell	2008		
Soares, John (CH)	Journalism	66145	jsoares	2007		
Trice, Thomas	History	62724	ttrice	2007		

VACANCY (replacement for Laver 2006-07)

Foroohar, Manzar (stwd sen) History 61707 mforooha 2008

#### COLLEGE OF SCIENCE AND MATHEMATICS (8 representatives)

NAME	DEPT	OFFICE	@calpoly.edu	TERM END
Goers, John	Chem&BC	61671	jgoers	2007
Kitts, Chris	BioSci	62949	ckitts	2007
Rein, Steve (CH)	Statistics	62941	srein	2007
Schafiher, Andrew	Stats	61545	aschaffn	2008
Shapiro, Jonathan	Math	61675	jshapiro	2008
Stankus, Mark	Math	61716	mstankus	2008
Steinmaus, Scott	BioSci	65142	ssteinma	2007
Sutliff, Michael	Kinesio	62103	msutliff	2007
Hood, Myron (stwd sen)	Math	62352	mhood	2007

PROFESSIONAL CONSULTATIVE SERVICES (5 representatives)

			-,	
NAME	<u>DEPT</u>	OFFICE	@calpoly.edu	TERM END
Brenenbach, Stacey	CENGAdvCtr	61461	sbreiten	2007
Jelinek, Cindy	CSMAdvCtr	62615	cjelinek	2007
Montelongo, Jose	Library	67492	jmontelo	2008
Montgomery, Wayne (CH)	Library	62057	vvmontgom	2008
Vuotlo, Frank	Library	66247	fvuotto	2008

#### EX OFFICIO MEMBERS (nonvoting members except part time employees rep and past Senate Chair)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	
Baker, Warren	President	President'S Ofc	ExOff
Christy, Dave	DnsCncl	Dean, OCOB	ExOff
Detvveiler, Robert	Int Provost	Provost's Ofc	ExOff
Hannings, Dave	Horti&CropSci	Past Chair	ExOff
Morton, Cornel	VPSA	Student Affairs	ExOff
DADT TIME EMDLOVE	EC DEDDECENT.	A TIME	

PART TIME EMPLOYEES REPRESENTATIVE

STUDENT STUDENT

#### **Margaret** Camuso

From: campussen-owner@calstate.edu on behalf of John Tarjan

[John\_Tarjan@firstclass1.csubak.edu]

**Sent:** Monday, April 24, **2006** 11:01 AM

To: campussen@calstate.edu

SUbject: Numerical Summary of Campus GE Survey Results

Attachments: NumericalSurveySummary.doc; NumericalSurveySummary.doc

Greetings! First of all, thanks to all of you who facilitated developing a campus response, whether or not one was ultimately submitted. Believe me, I am well aware of how sensitive a subject GE is on every level. We had responses from 15 campuses. In several cases we had multiple responses from a campus. We averaged the various responses from the campus for purposes of this summary. The summary is attached. Enjoy!JT

John Tarjan 661-654-2321 work 661-831-8317 home 661-703-2679 cell





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## NUMERICAL SUMMARY OF THE CAMPUS GE SURVEY

STRONGLY DISAGREE 1234 5 STRONGLY AGREE

Question Number	Mean Score	Responses Above 3.0	Description of Questions from the Survey
18	4.627	15/15	Double Counting of American Institution and Area Breath Courses (Areas A through E) should continue.
19	4.620	15/15	Double Counting across GE and other graduation requirements should continue to be allowed at the discretion of the CSU campuses.
15	4.233	12/15	The Upper-Division GE Requirement should be retained.
27	4.107	12/15	Require that courses be used to fulfill area A3 (Critical Thinking) be more writing intensive (as in IGETC).
25	4.000	12/15	Require Information Competency as a part of GE pattern.
22	3.980	14/15	There should be greater nexibility in campus design of GE programs to meet the established goals of GE.
28	3.920	12/15	Increase the composition requirement incorporated into areas of GE outside of Area A.
20	3.847	12/15	Double Counting of GE, Major, Minor, American Institutions or other graduation requirement should be encouraged.
35	3.793	10/15	If a student has taken a course approved for an area of CSU GE at a sending CSU campus, that course should be required to be accepted for transfer as contributing units within that area by the receiving CSU campus.
26	3.727	10/15	Increase the written communication requirements within GE.
1	3.587	10/15	Retain the existing GE Program outlined in EO 595.
31	3.420	9/15	Clarify the "Western/Nonwestern" language and requirements in EO 595 (related to areas C & D).
13	3.314	7/15	American Institutions should be changed from a graduation requirement to a GE requirement (they are currently separate in Title 5).
32	3.313	7/15	The CSU pattern should require the study of "human diversity."
34	3.287	8/15	Allow course-by-course certification.
30	3.133	7/15	Broaden one or more Areas to be more inclusive (information competency, personal 'finance, ethics, globalization, diversity, or technology).
17	2.993	7/15	Require a language other than English.
16	2.887	5/15	Align CSU Area-Breadth and IGETC.
12	2.763	3/15	The American Institutions requirement should be changed.
2	2.673	5/15	Area descriptors should be refined.
11	2.664	4/14	Change Area E.
5	2.360	3/15	There should be a new structure for GE.
14	2.340	3/15	EO 595 has negatively constrained developing a

			coherent campus GE program.
21	2.313	3/15	GE requirements push total units above 120.
9	2.086	1/14	Change Area C.
8	2.057	2/14	Change Area B.
10	2.021	1/14	Change Area D.
23	2.007	2/15	
29	1.980	2/15	Move Area E to upper division.
7	1.907	1/15	Change Area A.
23	1.880	3/15	Remove critical thinking as a specific Area requirement
			and incorporate it into other areas.
4	1.867	1/15	One or more Areas should be removed.
33	1.793	1/15	The GE pattern should provide more guidance about how
			upper-division GE requirements are to be met.
3	1.760	1/15	One or more Areas should be added.

Date: April 26, 2006

To: Cal Poly Academic Senate

From: John Battenburg

Faculty Representative to the ACIP

Topic: 2005-06 Year-End Report of the Academic Council on International Programs

The CSU Faculty Representative to the Academic Council on International Programs (ACIP) is responsible for assisting the Office of International Programs in developing policies for international education, selecting and advising students applying to study abroad, and acting as a liaison between faculty, students, and administrators. As in previous years, I have been involved in the following activities: conducting interviews (with faculty, staff, and alumni committee members) and writing evaluations for students who have applied to International Programs, nominating students for various international scholarships, establishing policies for creating new programs or suspending existing programs, advising resident director applicants, and meeting with Cal Poly International Programs and Education staff about selection and orientation for students and faculty.

Various issues dealing with the ACIP are reported on below:

#### CSU IP Enrollment

- A total of 752 students completed applications to CSU International Programs (IP), and 653 were accepted. The approximate number of students admitted to CSU IP remains the same as in recent years.
- Out of 92 Cal Poly students applying to CSU IP, 81 were accepted. An estimated 10-12 students are expected to apply to CSU IP in Australia, New Zealand, and South Africa. Applications for these southern hemisphere programs are due on May 1, and students are accepted by mid-June.
- The CSU BCLAD Mexico Program has been modified to address course offerings and adjust the amount of time students spend in the U.S. in order for them to receive financial aid; however, at present it is uncertain whether there will be sufficient enrollment in order for CSU IP and CSU San Diego to offer the BCLAD Program in 2006-07.

#### **Funding**

- New programs and increases in student enrollment must be accompanied by additional funding from the CSU. Although student enrollment in IP has increased by 50% in the past ten years, the Office of International Programs has continued working with a staff of nine members.
- Program costs have increased, particularly in Western Europe, with the weak U.S. dollar. In the CSU Italy Program, for example, an additional \$200,000 has been needed due to the exchange rate.

• Cost effective programs in the future will require CSU IP to continue to seek out exchange partners, use local coordinators instead of resident directors whenever possible, and balance lower cost programs allowing a large number of students with higher cost programs accommodating a smaller number of students.

#### Resident Directorship and Wang Scholarship

- Three Cal Poly faculty applied for the Resident Director position for the CSU Italy Program. Alypios Chatziioanou, Cal Poly Chair and Professor of Civil and Environmental Engineering, was selected as the Resident Director for 2007-08.
- Willy Chow, a Cal Poly Business Administration student, has been awarded a Wang Family Scholarship and will be studying in Taiwan in 2006-07.

#### Status of CSU International Programs

- CSU IP students in Paris will be able to make up coursework and receive full financial aid in spite of missing classes due to the recent demonstrations.
- Recruitment began in 2005-06 for new CSU International Programs in Ghana and South Africa. The number of applicants accepted to these programs has not yet been determined.
- The CSU International Program in Israel remains suspended. Although considerable discussion focused on the conditions necessary for lifting the suspension, the ACIP affirmed that the U.S. State Department travel warning should be lifted and that other U.S. university study abroad programs should be continued before CSU IP resumes the program in Israel.
- CSU IP will be offering a new concentration in ClassicslHistory with the CSU Italy Program. This concentration will be advertised in the 2006-07 promotional literature. The expected enrollment is 20 students.
- ACIP is exploring developing a Learn Spanish Program in Spain that would provide language, literature, and culture classes for beginning-intermediate language learners.
- ACIP has requested that the Director of the Office of International Programs establish new program sites and exchange partners in Japan and the UK to accommodate qualified CSU students. For 2006-07, approximately 50% of the applicants for Japan and 30% of the applicants for the UK were denied admission primarily due to the need to balance outgoing and incoming exchange students.

Cal Poly continues to playa very active role in representation on the ACIP. Cal Poly ranks second in the CSU for sending students to study abroad through IP, and it is responsible for the majority of students in Architecture Programs in Denmark and Italy. As Chair of the Academic and Fiscal Affairs Committee, I have dedicated considerable time and energy to making necessary changes in existing programs and developing new programs. The four units of assigned time from the Academic Senate is needed and appreciated.

It continues to be an honor to assist students in studying abroad through CSU IP and representing Cal Poly on the ACIP.

# 2007-2009 CATALOG CHANGES

## College of Engineering, MS Aerospace Engineering

ASCC = Academic Senate Curriculum Committee May 5,2006

The Academic Senate Curriculum Committee has reviewed the following proposed curriculum changes during Spring Quarter 2006 and recommends approval.

DEPT   PROGRAM   CHANGE							
DEPT COURSE NUMBER, TITLE CHANGE I(TOTALUNITS)MODE OTHER							
Change Number, Title from / te: from: ☐ fo: J  AERO AERO 598 Graduate Project NEW 1(5) ind stdyl Withdrawn by de	ept.						
MS AEROSPACE ENGINEERING  Core Areas  Selectfrom the following courses or advisor approved  M.S. Aerospace Engineering, Specialization SPACE SYSTEMS ENGINEERING  Core Area requirements	n in 12						
<ul> <li>elective(s): Select 3 of the following core areas:</li> <li>Stability and Control Stability and Control (4)</li> <li>AERO 519, 550, 551, 552, 560 Structures (4)</li> <li>Structures Propulsion (4)</li> <li>AERO 534, 535, 532 Space Electronics and Electrical Systems (4)</li> </ul>							
<ul> <li>Propulsion         AERO 540, 541         <ul> <li>Aerodynamics/Fluid Dynamics</li> <li>AERO 520, 521, 522, 523, 525</li> </ul> </li> <li>Systems Engineering courses         AERO 450 Intro Aerospace Systems Engr (4)         AERO 510 Aerospace Systems Engr I (4)         AERO 511 Aerospace Systems Engr II (4)</li> </ul>	12						
<ul> <li>Engineering Fundamentals         AERO 515         <ul> <li>Space Systems courses</li> <li>AERO 446 Intro Space Systems (4)</li> </ul> </li> <li>Space Electronics and Electrical Systems         <ul> <li>EE 519, 526, 528, 533</li> <li>AERO 566 Adv Spacecraft Design (4) or</li> <li>AERO 567 Launch Vehicle &amp; Missile Des (4)</li> </ul> </li> </ul>							
MS Aerospace Engineering, Specialization in RESEARCH Core Area requirements	4						
Select 4 of the following core areas:  Stability and Control (4)  Structures (4)  Culminating experience AERO 599 Thesis (Design Project) (5)	5						
Propulsion (4) Aerodynamics/Fluid Dynamics (4) Engineering Fundamentals (4)	45						
Mathematics courses							
Advisor approved electives							
Culminating experience							

## 2007-2009 CATALOG CHANGES College of Business, Economics Area May 8,2006

The Academic Senate Curriculum Committee has reviewed the following proposed curriculum changes during Spring Quarter 2006 and recommends approval.

Area		PROGR	RAM		CHANGE
Economics Quantitative Economics Con-		centration, BS Economics			INew
Andrew Co. So. and Co. of the Co. of the Co.	Real Estate Economics Con	AND ADDRESS OF THE PERSON OF T	and a Marketin a Prince of the Land of Mills and All States and the Land of th	New	
PROGRA	AM :		С	HANGE	
Economi	cs, BS For Supp	ort Courses:		-	
			MATH 221 or M		
			I STAT 252 to S	STAT 251 and	STAT 252 <i>or</i> STAT 301 and
	STAT	302			
Contract of the Contract of th	The state of the s	<u> CHANGE</u>	· -	NITS) MODE	OTHER
and the same	nange Number, Title from/to:		from:□	to:	
ECONO	·				
!ECONE	CON 303 Econ of Poverty,	Change		rExi	sting GE [)5 and USCP
. 1	Discrimination and	(prereq)	Ī	0	course (xlisted as HNRS
	Immigration ECON 304 Comparative	IChanga		3	O 3 )  IExisting GED5 course
	Economic Systems	!Change (prereq)		1	TEXISTING GEDS Course
	ECON 310 Quantitative	Change			
	Methods in Economics to	(#, title,			
	ECON 408 Mathematical	prereq)			
	Economics	01			
	ECON 311 Intermediate Microeconomics I to	Change (title, prereq)			
}	Intermediate Microeconomics	(titlo, proroq)		1	
	(no "l")	_			
	ECON 312 Intermediate	IDelete	1(4) 4 lee	_	_
	Microeconomics II				
	ECON 313 Intermediate  Macroeconomics I to	Change			
	Intermediate Macroeconomics	(title, descr,			
	(no "11")	, p. 0. 04)			
	ECON 314 Intermediate	IDelete	1(4) 4 lee		IRePlaced by ECON 420
	Macroeconomics II				•
	ECON 322 Economic History of				IExisting D5 course
	the Advanced World	(prereq)			
	ECON 324 American Economic		1		1
	History ECON 325 Economics of	(prereq)	<u> </u>		<u> </u>
	Development and Growth	!Change (prereq)	1	1	ı
	ECON 337 Money, Banking	Change	!		<u> </u>
	and Credit	(prereq)		I	
ECC	N 339 Econometrics	Change			
		(prereq)		Ī	

ECON 340 Advanced Econometrics	Change ( <b>prereq</b> )		
ECON 401 International Trade to ECON 330	Change (#, descr, prereq)		Add "Not open to students with credit in ECON 404 or equivalent."
			ECON curricula revised; all 400-level courses require ECON 311 Inter Microecon as prereq. International Trade is more appropriate at 300-level since many BUS students take the course and do not take ECON '311.
ECON 403 Industrial	Change		
 Organization	(prereq)		I
ECON 404 International Trade	Change		
 Theory	(prereq)	<u>  </u>	!
ECON 405 International	Change (prered)	I	1
 Monetary Economics ECON 406 Applied Forecasting	(prereq) Change	}	
ECON 406 Applied Forecasting	(prereq)		1
 ECON 410 Public Finance and	Change		
Cost-Benefit Analysis	(prereq)	1	
 ECON 413 Labor Economics	Change (prereq)		;
ECON 417 Development of Economic Analysis	Change (prereq)		
ECON 420 Advanced Macroeconomics	New	(4) 4 lec	jRePlaceSEC()N 314
 ECON 424 Monetary Economics	New	(4) 4 lec	ı
 ECON 431 Environmental Economics	Change (prereq)		I
 ECON 432 Economics of Energy and Resources	Change (prereq)	ļ	1
 ECON 433 Transportation Economics	IChange (prereq)	<u>I</u>	I
IECON 434LJrban Economics	Change (prereq)	_1	I
 ECON 435 Economics of Land and Water	INew	[(4) 4 lee	[
 ECON 461, 462 Senior Project	!Change (prereq)		
ECON 464 Applied Senior Project	!New	<u>1(4)</u> 4 sem	

# Concentration in Business or Economics, or Advisor Approved Electives

BS Economics majors may develop their own program of study by selecting: 1) a business concentration; 2) a Real Estate Economics concentration; 3) Quantitative Economics concentration; or 4) advisor approved electives.

#### **BUSINESS CONCENTRATIONS**

Economics students may choose a business concentration, including accounting, entrepreneurship, [mance, international business, management and marketing.

#### QUANTITATIVE ECONOMICS CONCENTRATION

The quantitative economics concentration emphasizes the skills needed to analyze market data in fast-paced industries such as manufacturing, financial services, and advertising, and provides the technical training required to engage in consulting firms. There is also a continued need for quantitative economic analysis by lawyers, accountants, engineers, health service administrators, urban planners, and local, national, and international government agencies. The concentration in quantitative economics prepares students for jobs that entail forecasting, market assessment, economic feasibility studies, commodity pricing and data analysis, and provides a solid foundation for graduate study in economics.

EcaN 339 Econometrics	4
ECON 408 Mathematical Economics	4
Electives. Select from the following or advisor	
approved courses:	20
ECaN 340, 403, 404, 405, 406, 431, 432;	
BUS 431,439, 442, 444;	
MATH 143,206,241,242,244,248,304,306,	
344,406,408,409,412,417,418,431,432,	
437,451;	
STAT 323, 324, 325, 330, 416, 419, 425, 426,	
427,430	
	28

#### REAL ESTATE ECONOMICS CONCENTRATION

The real estate economics concentration provides a program of study that focuses on emerging trends and issues in real estate markets. Students in the real estate economics concentration learn to apply economic techniques to real estate markets, and to describe, explain, and predict patterns of real estate prices, building production, and real estate consumption. The program prepares real estate professionals for public sector and private industry jobs in real estate analysis, appraisal, corporate asset management, development, insurance, and investment.

EcaN 424 Monetary Economics	4
ECaN 434 Urban Economics	4
ECaN 435 Economics of Land and Water	4
Electives. Select from the following or advisor	
approved courses:	16
ECaN 410,431,432;	
BUS 320,409,434,435,439;	
CM475;	
CRP446	
	28

#### ADVISOR APPROVED ELECTIVES

The most fundamental and enduring strength of economics is that it provides a logical way of looking at a variety of problems. Economic tools can be applied to the analysis of costs and benefits, crime, the environment, health, labor, law, politics and other fields. The study of economics can be preparation for careers in engineering cost-benefit analysis, environmental protection, health administration, labor representation, law, and public administration. The Advisor Approved Electives offers the opportunity for students to design a program of study to emphasize individual talents and interests. Students are required to complete 7 upper-division (300-400 level) courses. At least 3 of these courses must be upper-division economics courses, and 4 of these courses may be any upper-division courses offered outside of the economics program. Students should obtain prior approval for their program of study from the area coordinator of economics.

Students select courses with advisor approvaL............. 28

### Adopted:

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

#### AS- -06

# RESOLUTION ON CLASS SCHEDULING TIMES FOR 70-MINUTE CLASSES

1 2	WHEREAS,	Until Fall 2006, class scheduling patterns are permitted for 4-unit classes to be taught in a MWF 70-minute pattern; and
3		
4	WHEREAS,	A MWF 70-minute time pattern effectively blocks two one-hour periods on
5		students' schedules making it more difficult for students to schedule classes; and
6	WHIEDEAG	
7	WHEREAS,	A MWF 70-minute time pattern may not be an efficient use of limited classroom
8		resources; and
9 10	WHEDEAC	Increasing annullment figures will place increased demand on electron
11	WHEREAS,	Increasing enrollment figures will place increased demand on classroom resources; and
12		resources, and
13	WHEREAS,	Some faculty find the MWF 70-minute schedule attractive for pedagogical
14	WILKEIS,	reasons; and
15		reasons, and
16	WHEREAS,	Offering MWF 70-minute courses from 7:50-9:00am or after 6:00pm will not
17	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	cause substantial student and classroom scheduling conflicts; therefore be it
18		the substitute of the substitu
19	RESOLVED:	That the only time slots that will be made available for faculty wishing to teach on
20		a MWF 70-minute pattern are from 7:50-9:00am or after 6:00pm ending by
21		10:00pm.
		-

Proposed by: Academic Senate Instruction Committee

Date: April 12, 2006 Revised: April 18, 2006

#### Cal Poly Mission Statement & Educational Objectives

April 20, 2006

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As a predominantly undergraduate comprehensive, polytechnic university, Cal Poly seeks to discover, integrate, articulate, and apply knowledge through a learn-by-doing approach. A hallmark of this approach is the engagement of students in experiences that integrate theory with the practicalities of the real world. As a result, undergraduate and graduate students gain the knowledge and skills required to contribute readily and directly to society.

At Cal Poly, the liberal arts and sciences provide an indispensable foundation for learning in all academic fields. To fulfill its vision, Cal Poly emphasizes teaching and learning, values close student-faculty interaction, engages in research, and actively participates in local, state, national, and international communities.

The Cal Poly community is dedicated to respecting and safeguarding human rights, fostering an environment that welcomes diverse ideas and cultures, and encouraging each of its members to develop to his or her full potential.

#### 

The educational objectives for all academic and co-curricular programs at Cal Poly are for students to:

- Develop effective communication skills
  - o Develop written, oral, visual, interpersonal, group skills
- Develop higher cognitive skills
  - o Develop creative, analytical, critical, integrative, problem solving skills
- Develop the ability to find, evaluate, use, and integrate information
- Develop collaborative and leadership skills
- Develop a balanced and integrated understanding of the arts, humanities, mathematics, sciences, and technology
- Develop expertise in one or more scholarly disciplines and their applications
- Prepare for lifelong learning
  - o Develop the ability to think and learn independently
  - Develop the ability to innovate, anticipate and adapt to change
- Cultivate personal, professional and civic virtues
  - Develop ethics, responsibility, engagement, honesty, compassion, respect for self and others
- Develop an understanding of and the ability to function effectively in a diverse and increasingly interdependent domestic and global society
  - Demonstrate an awareness of and willingness to consider ideas, attitudes, and behaviors different from one's own

- Understand the contributions made by a diverse range of individuals and historically marginalized groups
- O Understand the ways in which the absence of input or influence of diverse groups limits cultural, economic, social, political and scientific development
- Understand what it means, in terms of status and history, to be a member of the student's own gender, race, class, ethnicity, age, and religion in our culture as well as how these categories affect those who are different from one's self
- Cultivate respect for the natural world and a commitment to sustainable practices