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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE

Tuesday, January 30,2007
01-409,3:10 to 5:00pm

I. Minutes: none.

II. Communications and Announcements:
Nominations received to date for the Academic Senate 2007-2009 term (to be distributed).

III. Reports: *[Please limit reports to three minutes or less]*
- A. Academic Senate Chair:
- B. President's Office:
- C. Provost:
- D. Statewide Senate:
- E. CFA Campus President:
- F. ASI Representative:
- G. Caucus Chairs: brief reports on Access to Excellence discussions in each college.
- H. Other: Hannings, chair of the Curriculum Committee: remaining curriculum proposals.

IV. Consent Agenda:

V. Business Item(s):
- A. Academic Senate committee vacancies/university committee vacancies: (p. 2).
- B. Curriculum proposal for Masters in Agricultural Education (MAE): Hannings, chair of the Curriculum Committee (pp. 3-4).
- C. Resolution on *Focus the Nation:* Greenwald, chair of the Sustainability Committee (pp. 5-6).

VI. Discussion Item(s):

VII. Adjournment:

Academic Senate Committee Vacancies for 2006-2008

COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCES

Grants Review Committee	**Phil Tong, Diary Products**
US Cultural Pluralism Subcommittee (2006-2007)	**Leanne Berning, Dairy Science**

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

Budget and Long-Range Planning Committee

COLLEGE OF EDUCATION

Distinguished Scholarship Awards Committee
Faculty Dispute Review Committee (2006-2007 term)
Fairness Board
Instruction Committee (2006-2007 term)
Student Grievance Board (2006-2007 term)
Sustainability Committee (2006-2007 term)

COLLEGE OF LIBERAL ARTS

Curriculum Committee

COLLEGE OF SCIENCE AND MATHEMATICS

Grants Review Committee	**John Goers, Chemistry**
Library Committee	

PROFESSIONAL CONSULTATIVE SERVICES

Curriculum Committee (2006-2007 term)
Faculty Dispute Review Committee
Instruction Committee
Research and Professional Development Committee
US Cultural Pluralism Subcommittee
Intellectual Property Review Committee (2006-2007)

ACADEMIC SENATE COMMITTEES CHAIR
Vacancies for 2006

US Cultural Pluralism Subcommittee

UNIVERSITY-WIDE COMMITTEES
Vacancies for 2006

CAP Ad Hoc Editorial Coordination and Review Committee

(2 Representatives/1 Vacancy)	**Bruno Giberti, Academic Senate Chair**

Cal Poly, San Luis Obispo

Summary Statement of Proposed New Degree Program for
Academic Master Plan Projection
(one or two pages)

1. Title of Proposed Program.
   Master in Agricultural Education

2. Reason for Proposing the Program.
   The current degree program is a Master of Science in Agriculture with a specialization in Agricultural Education. The program has been in existence for more than 40 years. It is a professional, non-thesis degree for educators. The 2005 report of the program review committee recommended a change in title to distinguish this program from the Master of Science thesis-based offerings in the college. This is an existing program with a proposal to change only the name of the degree.

3. Anticipated Student Demand.

	Number of Students		
	at initiation	3 years after initiation	5 years after initiation
Number of Majors	□□	□□	□□
Number of Graduates	□□	□□	2□

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.
   This is an existing program within the college. Resources that currently exist will be used to offer the program under a new title. Program growth is expected to occur at a rate proportional to the annual number of newly credentialed teachers in agricultural education. The state staff in agricultural education for the California Department of Education anticipates numbers of credentialed teachers to increase by about 20 percent over the next five years. The resource commitment to support the program is not expected to change as a result because the number of total students remains relatively steady.

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

   Ninety-five percent (95%) of the candidates are meeting their "Professional Development" requirements for teaching in California's public schools. The

remaining 5 percent are working toward advancement in other areas of education within the agricultural industry.

The California Commission on Teacher Credentialing (CCTC) requires beginning teachers to develop and follow a Professional Development Plan that includes 150 hours of workshops, conferences, courses, or other approved activities to receive a "clear" credential in their discipline(s) and achieve tenure in the district. Course work in the program and the degree itself are evidence that teachers are meeting this portion of the credentialing process.

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

   The conversion is the outcome of discussions prompted by a recommendation of the external committee reviewing the MS program in the college as part of the program review process. Discussions ensued among members of the college's graduate studies & research committee. The committee unanimously supports the conversion to a new degree title.

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 new program has seNed many educators for more than four decades. The new name more clearly separates the existing program from the thesis-based offerings within the college. Several universities in other states (Tarleton State University, Texas Tech University, Texas A&M University, Oklahoma State University, Iowa State University, and others) offer non-thesis advanced degrees for agricultural educators. There appear to be no other programs that combine face-to-face classes with graduate rigor and sequenced instruction designed for practitioners working in California's educational system.

8. Briefly describe how the new program fits with the campus strategic plan.

   Graduate studies in the College of Agriculture, Food & Environmental Sciences allow the student to pursue either a professional program designed to enhance the competencies of agricultural educators, or an academic program of graduate-level scholarly activities and research in one of several specializations. Graduates are prepared for professional level occupations in education. Specific occupations would be: high school instructor, community college instructor, and extension agent.

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Focus the Nation

Focus the Nation

Rationale:

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