I. Minutes:

II. Regular Reports:
A. Academic Senate Chair:
B. President's Office:
C. Provost:
D. Vice President for Student Affairs:
E. Statewide Senate:
F. CFA Campus President:
G. ASI Representative:

III. Special Reports:
A. Tim Kearns, Vice Provost for IT/Chief Information Officer: Blackboard versus Moodle, new security standards
B. Andrew Schaffner, chair of the Curriculum Committee: online education

IV. Consent Agenda:
BS Construction Management: further curricular revisions for 2011-13 catalog
A3 D-stopper: A3 course prerequisite to be modified to read “Completion of Area A1 with a C- or better, or consent of instructor.” This affects A3 courses: COMS 126, COMS 145, ENGL 145, ENGL 148, ENGL 149, HNRS 145, HNRS 148, HNRS 149, PHIL 126

V. Business Item(s):
A. Election of Academic Senate officers for 2011-2012.
B. Resolution on Guidelines for Academic Graduate Certificate Programs: Schaffner, chair of Curriculum Committee/Whiteford, chair of Certificate Programs Policy Task Force, second reading (pp. 2-7).
C. [TIME CERTAIN 4:30] Resolution on Defining and Adopting the Teacher-Scholar Model: Steinmaus, chair of the Teacher-Scholar Model Task Force, second reading (pp. 8-11).

VI. Adjournment:
RESOLVED: That the Academic Senate acknowledge the attached FAQ on Academic Certificate Programs; and be it further

RESOLVED: That the Academic Senate endorse the attached proposal University Guidelines for Academic Graduate Certificate Programs.

Proposed by: Academic Senate Curriculum Committee
Date: January 25, 2011
University Guidelines for Academic Graduate Certificate Programs
(Guidelines Based on Executive Order 806)

Prepared by the Task Force for Certificate Programs and the ASCC, January 24, 2011

Scope

This policy does not apply to Continuing Education Units (CEUs) or other non-credit certificate programs offered by Continuing Education. This policy does not apply to existing academic certificate programs at Cal Poly, including Teaching English as a Second Language (TESL), Technical Communication, and Gerontology.

Definitions

An academic graduate certificate program:
1. declares that a student has satisfactorily completed a sequence of advanced academic courses that provide instruction in a stand-alone, coherent body of specialized knowledge; and
2. is designed to meet requirements for professional competence, expand access to specialized knowledge, or meet occupational needs for advanced interdisciplinary work.

An academic graduate certificate program:
1. is a stand-alone program that is distinct from a specialization taken in conjunction with or as part of a degree program;
2. provides a set of learning experiences with a specific set of educational objectives;
3. consists of 12-24 quarter units (3-6 courses);
4. may be provided via Special Sessions (self-support) through Continuing Education (see Executive Order 1047); and
5. has a formal application process and a distinct matriculation.

Specific Requirements

1. The educational background and prerequisites for admission into the graduate certificate program must be clearly stated.
2. The graduate certificate program advisor must verify that applicants have the appropriate and relevant background to meet the prerequisites of the program and to be successful in the program.
3. Admission to a graduate certificate program requires a bachelor's degree from an accredited institution with a major in a relevant field of study. The applicant must have attained a minimum GPA of 2.5 in the last 90 units attempted or have earned a GPA of at least 2.5 in the last degree completed. Work experience may substitute (at the discretion of the program) for the relevancy of the bachelor's degree and for the minimum GPA requirements.
4. Courses taken to satisfy the requirements of a graduate certificate program may be applied to the requirements of a graduate degree program; however, students must apply separately for admission into a graduate degree program.

5. Students who are enrolled only in a graduate certificate program are exempt from the continuous enrollment requirement for graduate students.

6. The graduate certificate program may allow a maximum of one 4-unit course in transfer credit, as determined by the graduate certificate program advisor.

Establishing Academic Graduate Certificate Programs

1. An academic graduate certificate program, and all its courses, must be approved by the Provost upon the recommendation of the Academic Senate through the regular curriculum approval process.

2. A graduate certificate program will generally consist of courses at the 500 level. No more than half of the courses may be at the 400 level. No course-work may be below the 400 level.

3. A proposal template, similar to that used for Specializations, will be used.

4. The Financial Aid Office should be contacted prior to the establishment of a new graduate certificate program to ensure that federal regulations regarding “Gainful Employment” are satisfied.

5. Academic graduate certificate programs do not require approval by the CSU Chancellor’s Office.

6. Typically graduate certificate programs do not undergo WASC review; however, the WASC Accreditation Liaison Officer should be contacted to determine if the new graduate certificate program is subject to a WASC Substantive Change Review.

7. Academic graduate certificate programs will be published in the catalog.

8. A graduate certificate program will be required to undergo program review at a frequency determined by Academic Programs.

Awarding an Academic Graduate Certificate

1. A minimum GPA of 3.0 is required for successful completion of a graduate certificate program. Students may not elect to take courses required for the certificate as credit/no credit.

2. A graduate certificate program must be completed within 3 years.

3. The title of the graduate certificate will appear on the student’s official transcript.

4. Completion of the graduate certificate program will be commemorated by a document bearing the University seal and signed by the program’s college dean(s).
Frequently Asked Questions regarding Academic Graduate Certificate Programs
January 24, 2011

Prepared by: the Task Force for Academic Graduate Certificate Programs and
the Academic Senate Curriculum Committee

This document is intended to elaborate on the requirements of the policy titled University
Guidelines for Academic Graduate Certificate Programs

1. Why are Academic Graduate Certificate Programs needed?
   Academic graduate certificate programs are designed to provide a specialized area of
   study that meets the requirements for professional competence and to expand access to
   specialized knowledge. The subject matter is advanced and narrow in focus.
   The programs are typically designed for working professionals who are seeking to
   advance their career opportunities by obtaining specialized knowledge in their field or in
   a new field.

2. Are we authorized to establish academic graduate certificate programs?
   Per Executive Order 806 and Title 5 of the California Code of Regulations, Cal Poly is
   authorized to establish academic certificate programs and to award academic certificates
   to students who have completed a prescribed course of study.

3. Why does the Academic Senate have to approve academic graduate certificate programs?
   According to Title 5 of the California Code of Regulations, “the Board of Trustees, upon
   recommendation of the faculty on campus, shall issue the appropriate diploma,
   certificate, or degree to a student who has completed the prescribed course of study.”
   Therefore, the recommendation of the faculty is provided through the curriculum
   approval process of the Academic Senate. Once the Academic Senate approves the
   prescribed course of study, the Registrar is authorized to issue academic certificates to
   students who complete this course of study.

4. What are examples of career development opportunities available through academic
   graduate certificate programs?
   Academic graduate certificate programs are designed to provide new career opportunities
   for students who complete the course of study. The programs may prepare students for
   career advancement by:
   • increasing their knowledge and abilities in a career area;
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- introducing them to new developments in a field;
- providing them with the initial knowledge/skills needed to enter a new field;
- providing them with the knowledge/skills needed to make a significant change in an existing career;
- providing them with the knowledge/skills for positions in new and emerging employment fields;
- providing them the opportunity to acquire skills needed for interdisciplinary work.

5. **Why do students have to be formally admitted to pursue an academic graduate certificate program?**
   Since an academic graduate certificate program is a stand-alone program, an admissions process is required to ensure that the applicants have the appropriate prerequisites to be successful in the program.

6. **Does this policy apply to non-academic certificates?**
   This policy does not apply to non-academic certificates, for example, Continuing Education Units (CEUs) or non-credit courses offered through Continuing Education.

7. **Why do graduate students have to apply separately for admission into a degree program after acceptance into an academic graduate certificate program?**
   Even though the course-work for an academic graduate certificate program and a graduate degree might overlap, the degree program might have different admission standards. Therefore, an academic graduate certificate program is not intended as a way to be admitted to a degree program. However, course-work completed in a certificate program may be transferable to a graduate degree program.

8. **Are international or exchange students eligible to pursue academic graduate certificate programs?**
   Yes, but only if international students are admitted into an academic graduate certificate program. International or exchange students may also pursue non-academic certificates offered through Continuing Education.

9. **Are students admitted to an academic graduate certificate program eligible for financial aid?**
   Yes. However, when proposing new academic certificate programs, there are federal regulations regarding “Gainful Employment” that must be adhered to. The information that must be reported to the Department of Education is generally related to demand and career opportunities. When proposing an academic graduate certificate program, clarification should be obtained from the Financial Aid Office on the information that
must be submitted and this information should be included on the certificate proposal form.

10. *Does this policy apply to academic undergraduate certificate programs?*
No. This policy only addresses academic graduate certificate programs. Policy may be developed for academic undergraduate certificate programs.
WHEREAS, Cal Poly is a predominantly undergraduate university committed to the highest possible quality of education; and

WHEREAS, In support of the mission of Cal Poly, the faculty engage in teaching, research, scholarship, and creative activities (RSCA) and service; and

WHEREAS, A balance of faculty talents and activities is essential to meet the objectives and goals of the institution resulting in a range of duties and responsibilities among faculty; and

WHEREAS, Continued intellectual and professional growth of faculty, such as through RSCA, is central to providing a vibrant learning environment for students; and

WHEREAS, The Teacher-Scholar Model, as proposed in Boyer (1990), characterizes the engagement of faculty in both teaching and scholarship; therefore, be it

RESOLVED: That Cal Poly faculty adopt the Teacher-Scholar Model defined as active participation in both teaching and scholarship; and be it further

RESOLVED: That the Teacher-Scholar Model include, when possible, meaningful student engagement in faculty scholarly activity and inclusion of scholarship in teaching to create vibrant learning experiences for students; and be it further

RESOLVED: That scholarship be defined in general terms as the scholarships of discovery, application, integration, and teaching/learning (Boyer, 1990), implemented in a discipline-specific manner while mindful of Cal Poly’s mission; and be it further

RESOLVED: That the Teacher-Scholar Model allow for be applied at all levels of the University by allowing for individual faculty strengths or job assignment to complement one another and individual variations in the balance between teaching and scholarly activities; and be it further

RESOLVED: That in support of the Teacher-Scholar Model, the administration work with the faculty to remove impediments and provide appropriate resources to implement the Teacher-Scholar Model.

Proposed by: WASC/Teacher-Scholar Model Task Force
Date: November 16 2010
Revised: January 25 2011
Revised: February 4 2011
Revised: March 1 2011
BACKGROUND:

This essay The Teacher-Scholar Model essay in the WASC Capacity and Preparatory Review Report (December 2009) begins by recognizing that though Cal Poly is a teaching-centered institution, scholarship has taken on a greater importance as the mission of the institution has evolved. The essay finds that Cal Poly faculty and staff appear to engage in a high level of scholarly activity that enhances student learning, according to the results of the 2009 Cal Poly Student and Faculty/Staff Surveys, the Department Heads/Chairs Survey, and the literature. Progress toward enacting the Teacher-Scholar Model at Cal Poly, however, has been hampered by the lack of: 1) a comprehensive understanding of scholarship, and 2) an accepted working definition of the model.

Cal Poly has traditionally been a teaching-centered institution; but, over the last thirty years, scholarship has gradually taken on a role of greater importance. The University’s mission is tied to that of the CSU, and the system’s mission has changed significantly since the days when faculty scholarship was proscribed in keeping with the strict vision of the 1960 California Master Plan for Higher Education. In 1989, with significant leadership provided by Cal Poly and the Cal Poly President’s Cabinet, the Joint Committee for Review of the Master Plan for Higher Education concluded that research, scholarship, and creative activity are central to the mission of the CSU, and the Educational Code was changed to reflect this conclusion. The Cornerstones Report of 1997 acknowledged this change when it stated that “faculty scholarship, research and creative activity are essential components” of the CSU’s teaching-centered mission (Principle 4). A decade later, the 2007 CSU Provosts’ Statement asserted the economic value of what has come to be known as the “teacher-scholar model,” whereby teaching and scholarship are understood to be mutually reinforcing. The statement identified the model as an important way to keep California’s citizens competitive in a global marketplace based on human capital economies—an important consideration for an institution that has always played a major role in preparing the state’s workforce. In turn, Cal Poly’s current mission statement emphasizes fostering teaching and scholarship.

The literature on student learning supports the value of an increasing emphasis on scholarship within the CSU and at Cal Poly. Student involvement in undergraduate research is a form of active learning, and it has been deemed a high impact practice that enhances student retention and engagement. Though undergraduate research is more common in the sciences, student involvement in faculty scholarship is possible in all disciplines and yields encouraging results. According to the provosts, it increases the frequency of meaningful interactions with faculty and peers; encourages students to spend more time and effort on research, writing, and analytic thinking; and involves them in more collaborative forms of learning.

Scholarship also benefits student learning by helping to maintain faculty and staff enthusiasm. As the CSU provosts have stated, “When faculty [members] are at the cutting edge of their disciplines, they remain connected with the source that feeds their intellectual curiosity and creative abilities and are able to establish and maintain partnerships with other scholars around the world.” This scholarly currency, in turn, enhances faculty teaching and interactions with students, from freshman through doctoral levels.
Frequently Asked Questions Regarding the Resolution on Defining and Adopting the Teacher-Scholar Model

1. Why do we need to define the Teacher-Scholar Model?
In the BACKGROUND statement we discuss how and why scholarship has become a more significant expectation of faculty. Reasons for this trend include maintaining currency within a faculty member's discipline, that faculty seek out scholarly activities to maintain their own enthusiasm. Further, and perhaps most important, these activities have been identified in the literature and through surveys as high impact activities that enhance student learning. Cal Poly has never formally defined the Teacher-Scholar Model. It is important to define so that faculty can begin to have a clearer picture of expectations during their career. A formal definition is also important for justifying the changes necessary to implement a Teacher-Scholar Model as departments, programs, colleges, and administration seek to acquire the needed resources (e.g. faculty time, infrastructure).

2. Will this resolution affect the expectations for lecturers?
Article 20 (re: Workload), Section 1, Paragraph d of the contract states that the instructional faculty as a whole (including lecturers, librarians, coaches) without delineating ranks or positions do research and other professional activities to remain current in the disciplines they teach (see excerpt and “faculty” definition below). The resolution should be thought of as a mere elaboration on this paragraph. It would allow for recognition of various forms of scholarship as viable means to maintaining currency in their disciplines for any faculty member. Lecturers may want to be recognized for a higher level of scholarship than their contract requires because they wish to obtain a tenure-track position here or elsewhere. Because of their background, lecturers with PhDs (or other graduate degrees) may desire to maintain a high level of scholarship and be credited with those activities as they progress through the promotion process. Unless a lecturer is being paid/supported to perform professional development, they cannot be punished for not having developed professionally as a result of this resolution.

20.1 d. The professional responsibilities of faculty members include research, scholarship and creative activity, which contribute to their currency, and the contributions made within the classroom and to their professions. The professional responsibilities of faculty members are fulfilled by participation in conferences and seminars, through academic leaves and sabbaticals that provide additional opportunities for scholarship and preparation, and through a variety of other professional development activities.

3. What constitutes “faculty” in the resolution?
Article 20.1.d referenced above is under the subheading of Instructional Faculty: Professional Responsibilities. The resolution refers to “faculty” in a broad sense as the contract defines it when defining Faculty Unit employee. It is defined as follows:

Faculty Unit Employee - The term "faculty unit employee" or "employee" as used in this Agreement refers to a bargaining unit member who is a full-time faculty unit employee, part-time faculty unit employee, probationary faculty unit employee, tenured faculty unit employee, temporary faculty unit employee, coaching faculty unit employee, counselor faculty unit employee, faculty employee, or library faculty unit employee.

4. How would this resolution affect existing retention, promotion, and tenure (RPT) policies?
The resolution would formally define a generalized Teacher-Scholar Model that would be more refined at the program or department level for RPT purposes. This is necessary because Research, Scholarship, and Creative Activities (RSCA) are discipline specific and there is no single definition of RSCA that apply to all disciplines. The intent of this resolution is to state that Cal Poly recognizes the importance of RSCA for student learning and faculty currency but also that the TSM embraces a flexible balance between teaching, scholarship, and service.

5. Why are “meaningful student engagement” and “inclusion of scholarship in teaching” conjoined in the second RESOLVED clause?
These two activities are both important to the single goal of creating vibrant learning experiences for students. Therefore, the work group thought the conjoined statement is more powerful than splitting them into two RESOLVED clauses. In essence, this RESOLVED clause is the single most essential statement of the importance of defining and adopting a Teacher-Scholar Model at Cal Poly.