I. Minutes: none.

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

III. Reports:
   A. Academic Senate Chair:
   B. President’s Office:
   C. Provost’s Office:
   D. Statewide senators:
   E. CFA campus president:
   F. Staff Council representative:
   G. ASI representatives:
   H. Other:

IV. Consent agenda:
   Resolution on Faculty Salaries: Kersten, statewide academic senator (p. 2).

V. Business item(s):
   A. Curriculum proposals: Keesey, chair of the Curriculum Committee, second reading: The following course additions, deletions, and changes have been approved by the Curriculum Committee for the 1998 catalog with the exception of the 11 numbered-and-circled courses indicated in the left-hand margins. These 11 courses also appear on pages 69-70 of your 1.20.98 agenda for convenience. (pp. 15-64 of your 1.20.98 agenda and other materials distributed at the 1.20.98 meeting).
   B. Courses proposed for U.S. Cultural Pluralism requirement: Keesey, chair of the Curriculum Committee, second reading (p. 65 of your 1.20.98 agenda).
   C. Courses proposed for General Education & Breadth: Keesey, chair of the Curriculum Committee, second reading (pp. 66-68 of your 1.20.98 agenda).
   D. Summary of Program Proposals 1998 Catalog: Keesey, chair of the Curriculum Committee: Program recommendations in this section are substantial and included here for general discussion, second reading (pp. 71-72 of your 1.20.98 agenda).
   E. Resolution on Final Exam: Freberg/Keesey, Chairs of the Instruction and Curriculum Committees, second reading (pp. 11-12 of your 1.20.98 agenda).
   F. Resolution on 1996/97 Program Review and Improvement Committee Report of Findings and Recommendations: Riener, Chair of the Program Review and Improvement Committee, first reading (pp. 15-50 of your 11.18.97 agenda).

VI. Discussion item(s):

VII. Adjournment:
RESOLVED: That the Academic Senate of Cal Poly endorse the attached CSU Academic Senate resolution on faculty salary gap.
RESOLVED: That the Academic Senate of the California State University urge the Chancellor to develop and the Board of Trustees to approve a proposal to augment the CSU 1998-99 Support Budget by an amount appropriate to reducing the CSU faculty salary gap by at least one-third in FY 1998-99; and be it further

RESOLVED: That the Academic Senate CA urge the Chancellor to develop and the Board of Trustees to approve and publish a plan for eliminating the entire CSU faculty salary gap by Fiscal Year 2000-2001.

RATIONALE: Over the past 10 months, Chancellor Barry Munitz and Board of Trustees Chair Martha Fallgatter have expressed the need for and intention to develop a plan for reducing the CSU faculty salary gap. At this time, no such plan exists and the gap has increased to 11.2 percent.

The original CSU 1998-99 Support Budget Proposal was submitted to the Department of Finance in October, 1997, in accordance with the terms of the existing budget compact and estimates of state revenues. Since that time, state revenues have risen dramatically. It is appropriate for the CSU to formulate a proposal to augment the original budget to address this and other needs that both the faculty and the administration have agreed are vital to the future of the CSU.

The CSU is entering a period in which large numbers of faculty hired during the vast expansion of the system during the 1960s will be retiring. Without a competitive salary structure CSU campuses will be severely disadvantaged in hiring replacements for retiring faculty to the detriment of educational quality. In addition, existing CSU faculty, most of whom have endured the lean years of the 1990s budget reductions, deserve compensation at least equivalent to the average of their national peers.

As well, the CSU has other pressing needs, such as physical plant maintenance, instructional equipment replacement, and library acquisitions and support, that should be addressed in a budget augmentation proposal. The faculty would support an augmentation proposal that includes a comprehensive package of items critical to the future of the CSU so long as closing the faculty salary gap is the top priority.
Item 1

TO: Margaret R. Camuso /cpslo,employee
    Douglas L. Keesey /cpslo,employee
    amorrobe@calpoly.edu

Item 2

There are seven votes from the ASEC (as of now) to agendize curriculum as the first item for the 03-Feb meeting. They will then be second reading items for the 10-Feb meeting and will therefore be discussed first.
 Yesterday (27-Jan-98), Cal Poly's Academic Senate Executive Committee unanimously approved a resolution endorsing the statewide Academic Senate action item 3, listed below. A copy of the resolution was provided to us by our senator Tim Kersten. The resolution of endorsement will also be on the Consent Agenda for the next full Academic Senate meeting on 10-Feb-98.

An update will follow later.

Thanks,

Anny

> 1/24/98 7:36AM  
> F.Y.I. Academic Senate Actions
> Colleagues, At the Senate meeting this week the Senate took several important actions including:
> 1. Recommending that admission procedures and continuance supplemental criteria for teacher credential candidates be determined by each campus.
> (Credential candidates must rank in the upper half of students pursuing comparable undergraduate curricula, but how the upper half is determined would now be decided at the campus.)
> 2. Endorsing the principles and overview of the Senate's merit pay Task Force Report that expresses serious concerns about the efficacy of "merit pay" while a faculty salary gap exists between CSU and its comparison institutions. The principles recommended to CFA and CSU would require a substantial redesign of the merit pay system.
> 3. Urging Chancellor Reed to develop and the Board of Trustees to approve (1) a 98-99 CSU state budget augmentation request sufficient to reduce the faculty salary gap -- now 11.2% compared to last year's 10.8% -- by at least one-third in FY98-99, and (2) a published plan for eliminating the faculty salary gap completely by FY 00-01. The senate suggested other pressing needs of the CSU including plant maintenance, instructional equipment replacement and library acquisitions and support also be addressed in the augmentation request.
> More news and details later.....Best, Jim

Anny Morrobel-Sosa
Professor of Materials Engineering
Chair of the Academic Senate
California Polytechnic State University
San Luis Obispo, CA 93407
805.756.1380 (office) ; 805.756.2299 (fax)
amorrobe@calpoly.edu (E-mail)
http://www.mate.calpoly.edu/faculty/sosa/sosa.html (URL)
Nominees (vote for no more than four individuals):

______ Colvin, Michael (Math Department, CSM)

______ Diaz, Joe (Psychological Services, PCS)

______ Farkye, Nana (Dairy Science, CAGR)

______ Lucas, Michael (Architecture, CAED)

______ Solomon, Kenneth (BioRes & Ag Engr, CAGR)

______ Spradlin, Wendy (CLA Advising, PCS)

______ Tong, Phillip (Dairy Science, CAGR)

______ Vilkitis, James (NRM, CAGR)
RESOLVED: That the Academic Senate of the California State University urge the Chancellor to develop and the Board of Trustees to approve a proposal to augment the CSU 1998-99 Support Budget by an amount appropriate to reducing the CSU faculty salary gap by at least one-third in FY 1998-99; and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor to develop and the Board of Trustees to approve and publish a plan for eliminating the entire CSU faculty salary gap by Fiscal Year 2000-2001.

RATIONALE: Over the past 10 months, Chancellor Barry Munitz and Board of Trustees Chair Martha Fallgatter have expressed the need for and intention to develop a plan for reducing the CSU faculty salary gap. At this time, no such plan exists and the gap has increased to 11.2 percent.

The original CSU 1998-99 Support Budget Proposal was submitted to the Department of Finance in October, 1997, in accordance with the terms of the existing budget compact and estimates of state revenues. Since that time, state revenues have risen dramatically. It is appropriate for the CSU to formulate a proposal to augment the original budget to address this and other needs that both the faculty and the administration have agreed are vital to the future of the CSU.

The CSU is entering a period in which large numbers of faculty hired during the vast expansion of the system during the 1960s will be retiring. Without a competitive salary structure CSU campuses will be severely disadvantaged in hiring replacements for retiring faculty to the detriment of educational quality. In addition, existing CSU faculty, most of whom have endured the lean years of the 1990s budget reductions, deserve compensation at least equivalent to the average of their national peers.

As well, the CSU has other pressing needs, such as physical plant maintenance, instructional equipment replacement, and library acquisitions and support, that should be addressed in a budget augmentation proposal. The faculty would support an augmentation proposal that includes a comprehensive package of items critical to the future of the CSU so long as closing the faculty salary gap is the top priority.
State of California  
Memorandum  

To:  
Academic Deans' Council Members  
Euel Kennedy, Associate Vice President, Enrollment Support Services  
James Maraviglia, Director, Admissions and Recruitment  
Roxy Peck, Chair, Deans’ Admissions Advisory Committee  

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

Subject: Multi-Criteria Admissions (MCA) Procedure—Fall 1998 Admissions  

Since the early 1980s Cal Poly has been served by a faculty-developed Multi-Criteria Admissions (MCA) selection tool as its formal strategy for determining undergraduate admission. In addition to the CSU systemwide admission requirements, the MCA has assisted Cal Poly in dealing with the realities of an applicant pool that greatly exceeds our accommodation abilities and that has allowed the campus to recognize non-academic factors contributing to values and initiatives that are important to our University mission and community.

Recent changes in State law and related court decisions have necessitated a review of the MCA in order to ensure its legality. This review has been guided by three principles: First, to obey the law as it is clarified for us by campus and Chancellor’s Office legal counsel. Second, to continue to fulfill our institutional mission and Statewide mandate to accommodate students who reflect the diversity of California, who are qualified for admission to Cal Poly, and who seek the promise of higher education. Third, to continue our commitment to the educational values that are represented in being a diverse teaching and learning community.

Guided by these principles, cognizant of the work of the Academic Senate in developing a statement on diversity for the campus, and based on input from the Deans’ Admissions Advisory Committee, I am directing the Admissions Office to undertake limited modifications to the MCA admissions process that will continue to assist the University in enrolling new undergraduate students for the 1998 academic year. These modifications aim to recognize the socio-economic diversity of our eligible applicant pool and to ensure appropriate representation of such among our accommodated students consistent with the stated admissions goals of the University as noted above.

The modified MCA for this year’s admission selection will include the following characteristics:
The California State University
Application for Undergraduate Admission • 1998-99

Attach $55 U.S. application fee payable to The California State University. The fee is nonrefundable and may not be transferred to another term. Please print responses in blue or black ink. Response to each item is mandatory unless otherwise indicated.

1. This is an application for admission to:
   [ ] Summer Quarter 1998
   [ ] Fall Quarter or Semester 1998
   [ ] Winter Quarter (or term) January 1999
   [ ] Spring Quarter or Semester 1999
   [ ] Summer Quarter 1999
   [ ] Fall Quarter or Semester 1999
   [ ] Winter Quarter (or term) January 1999
   [ ] Spring Quarter or Semester 1999

2. Social Security Number

3. If you have previously applied to or attended this campus, please list:
   Date of application
   Last term attended

4. Legal name
   [ ] Last name (comma)
   [ ] First name
   [ ] Middle

5. Other name(s) that may appear on your academic records
   [ ] Last name (comma)
   [ ] First name
   [ ] Middle

6a. Current mailing address
   [ ] Street number
   [ ] Street name
   [ ] City
   [ ] State
   [ ] Zip Code
   [ ] Country, if not USA
   [ ] International Postal Code

6b. Permanent address if different from current address
   [ ] Street number
   [ ] Street name
   [ ] City
   [ ] State
   [ ] Zip Code
   [ ] Country

7a. Home telephone
   [ ] Area Code
   [ ] Number

7c. FAX
   [ ] Area Code
   [ ] Number

7b. Daytime phone or message number
   [ ] Area Code
   [ ] Number

7d. Email

8. Birthdate
   [ ] Month
   [ ] Day
   [ ] Year

9. Sex (enter M or F)
   [ ]

10a. Name of intended major
   [ ] Emphasis/concentration (if any)

10b. Alternate major (optional)
   [ ] Major code
   [ ] See majors section, pages 11-19.

10c. Alternate major code

11. If your major and/or first choice campus is closed and you wish to have your application redirected to another CSU campus, list that campus (optional).

12a. Do you wish to apply or reapply through the Educational Opportunity Program? (Please read page 9 of the booklet before answering.)
   [ ] Yes
   [ ] No

12b. If yes, please list the following: 1997 estimated family income
   [ ] $________
   1997 family size

12c. Do you live with:
   [ ] one parent
   [ ] both parents
   [ ] legal guardian
   [ ] independently

12d. If you have previously enrolled in any EOP/EOP&S program, list campus: EOP CSU

EOP&S Community College

13. How many total college transferable semester units will you have completed at time of entry/reentry in CSU? Enter code in box:
   [ ] 0 – None
   [ ] 1 – Fewer than 30 semester units
   [ ] 2 – 30 or more semester units
   [ ] 3 – 50-89.5 semester units
   [ ] 4 – 90 or more semester units
   [ ] 5 – Have bachelor’s degree or equivalent.

   Semester units = quarter units x 2/3

14. What is your degree objective?
   [ ] Enter code in box:
   [ ] 0 – None
   [ ] 1 – Two-year technology
   [ ] 2 – BA
   [ ] 3 – BS

   4 – Other bachelor’s (BBA, BFA, BVEd, etc.)
   5 – Other (specify):

   __________________________________________________________________________

Continued on next page
Application for Undergraduate Admission

15. **Teacher or other service credential program.** Enter appropriate code in box:
   - N – Not interested in a credential program
   - X – Interested in a credential program
   
   **Credential Code (see page 20)**

16. **Permanent residence.**
   - If you live in California, list county of residence.
   - If you live outside of California, list other U.S. state or country.

17. **Country of citizenship (all must answer).**

18a. Enter your citizenship code in box.
   - Y – U.S. citizen
   - R – Refugee/Asylum
   - F – F visa (student)
   - J – J visa
   - I – Immigrant I-551 ("green card")
   - D – Other visa (specify)
   - N – None of the above
   
   **Date issued:**

18b. If you were born outside the U.S., what year did you move to the U.S.?

19. **Enter your ethnic identity code in box (optional).**
   - 1 – American Indian or Alaskan native tribe
   - 2 – Black, non-Hispanic, including African-American
   - 3 – Mexican-American, Mexican, Chicano
   - A – Central American
   - B – South American
   - Q – Cuban
   - P – Puerto Rican
   - F – Filipino
   - C – Chinese
   - J – Japanese
   - K – Korean
   - R – Russian
   - L – Latvian
   - M – Cambodian
   - V – Vietnamese
   - T – Thai
   - S – Other Southeast Asian
   - G – Guamanian
   - H – Hawaiian
   - N – Samoan
   - 6 – Other Pacific Islander
   - 7 – White
   - 8 – Other
   - 9 – No response
   - 0 – Other

20. If you have been on active duty in the U.S. military services, enter a Y in box.
   Attach a copy of DD214 or DD295 for evaluation of credit.

21. If you have a physical, perceptual, psychological or learning disability, enter a Y in the box (optional).

22. **High school attended**
   - City and State
   - Graduation (or GED) date

23. **High school grade point average for all work completed after the 9th grade, not counting military science and physical education:**
   - GPA

   \[ GPA = \frac{\text{Total grade points}}{\text{Total units}} \]
   (plus 1 for each junior and senior honors course with C or better)

24. Enter test scores and dates or date you will take the test.
   - ACT Scores
   - SAT I Scores
   - TOEFL Score(s)
   - TOEFL w/essay Score(s)

25. **All transferable undergraduate college work:**
   - GPA

26. Are you eligible to reenroll at all institutions previously attended? Yes \[ \] No \[ \]
   If not, attach an explanation and name any institution you are ineligible to reenter.

27. Print the names and locations of all colleges and universities attended, even if no coursework was completed. Begin with the last institution attended. Attach a separate sheet if you need more space. For units in progress and planned, see item 29.
28. **High School Preparation** (all first-time freshman applicants and applicants with fewer than 56 transferable semester units). Enter all college preparatory courses in the appropriate section. If course has been completed, enter the grade earned; if in progress, enter "IP" instead of grade; if you plan to complete other courses prior to enrollment, enter "X." List only courses that can be verified by your final transcript. List college preparatory elective courses in applicable subject area (e.g., fifth year of college preparatory English in English section). If you are listing courses taken at a high school other than the one you will graduate from, please write its name next to those courses.

<table>
<thead>
<tr>
<th>College Preparatory Subjects</th>
<th>Grade Level Taken</th>
<th>Title of Courses Completed, in Progress, or Planned</th>
<th>Semester/Summer Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English - 4 years</strong></td>
<td>9</td>
<td><strong>English 9A/9B</strong> (example)</td>
<td>Fall</td>
</tr>
<tr>
<td>Composition and literature and</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>other English courses designated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as college preparatory.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics - 3 years</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra, geometry, intermediate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>algebra, etc. Courses taken in 7th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and 8th grades may be considered.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not include pre-algebra.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>U.S. History/Government - 1 year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One year of U.S. history or 1/2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>year of U.S. history and 1/2 year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of civics or American government.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Laboratory Science - 1 year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with laboratory.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology, chemistry, physics, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language - 2 years</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the same language. Subject to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>waiver for applicants demonstrating equivalent competence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual and Performing Arts - 1 year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art, dance, drama, music.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College Preparatory Electives - up to 3 years</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses not listed above.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture, social science (e.g., world history, cultures, geography, economics and psychology).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>World History, Cultures and Geography:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other electives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued on next page
29. List below college courses in which you are currently enrolled and additional courses you plan to complete (including summer school) before entering CSU. Attach a separate sheet if more space is needed.

<table>
<thead>
<tr>
<th>Courses in Progress</th>
<th>Courses Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution</strong></td>
<td><strong>Term/Year</strong></td>
</tr>
<tr>
<td><strong>Dept. Course No. and Title</strong></td>
<td><strong>Unit Value</strong></td>
</tr>
<tr>
<td><strong>Institution</strong></td>
<td><strong>Term/Year</strong></td>
</tr>
<tr>
<td><strong>Dept. Course No. and Title</strong></td>
<td><strong>Unit Value</strong></td>
</tr>
</tbody>
</table>

**Total Units in Progress**

**Total Units Planned**

30. For upper division transfers with 56 or more transferable semester (84 quarter) units, please list courses completed or in progress that meet the CSU General Education requirements or IGETC requirements in Oral Communication, Written Communication, Critical Thinking and Mathematics/Quantitative Reasoning. (California Community Colleges usually designate CSU General Education requirements as A1 Oral Communication, A2 Written Communication, A3 Critical Thinking, and B4 Mathematics/Quantitative Reasoning or IGETC (1A, 1B, 1C, 2). This self-reported information will be verified. Failure to complete GE coursework with minimum C grades as planned or reported could jeopardize offers of admission.

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>Term/Year</th>
<th>Dept. Course No. and Title</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math/Quant. Reasoning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total number of GE/IGETC units completed**

**In progress or planned**

31. Your responses to items 31-42 are required to make a preliminary assessment of your residency status for admission and tuition purposes. The campus may request additional information prior to making a final residence determination.

List places you lived before your present stay in California began, and the parent/guardian with whom you resided.

<table>
<thead>
<tr>
<th>From Date</th>
<th>To Date</th>
<th>State or Country</th>
<th>Parent/Guardian</th>
</tr>
</thead>
</table>

If you will be younger than 19 years of age on the residence determination date, answer items 32-42 as they pertain to the parent or legal guardian with whom you most recently resided. If you will be 19 years of age or older on the residence determination date (see page 10), answer items 32-42 as they pertain to you.

32. What state do you regard as your permanent home?  
33. Do you claim California residency? Yes ☐ No ☐ If "no," proceed to item 43.

34. If you claim California residency, when did your present stay begin?  
34a. Birthplace ___________ ___________ ___________  

35. Have you lived in California continuously since birth? Yes ☐ No ☐ If your response to #35 was "yes," proceed to #43.

36. Are you claimed as a dependent on the military record of any member of the U.S. armed forces? Yes ☐ No ☐ If yes, answer #39 for the service person.

37. Possess driver's license? Yes ☐ No ☐ If "yes," give state, date of issuance and license number:  
State ___________ Date ___________ License No. ___________

38. Possess a DMV identification card? Yes ☐ No ☐ If "yes," give state, date of issuance and ID number:  
State ___________ Date ___________ ID No. ___________

39. Ever registered to vote? Yes ☐ No ☐ If "yes," give state in which you last registered to vote, date registered, and date last voted:  
State ___________ Date ___________ State ___________ Date ___________

40. Member or veteran of U.S. armed forces? Yes ☐ No ☐ Date joined ___________ From what state ___________

41. Date separated from active duty, if any: ___________

42. State and current registration of all motor vehicles owned:  
<table>
<thead>
<tr>
<th>State</th>
<th>Month/Year</th>
</tr>
</thead>
</table>

43. Last three state income tax returns filed on total income and year covered by each:  
<table>
<thead>
<tr>
<th>State</th>
<th>Year</th>
<th>State</th>
<th>Year</th>
<th>State</th>
<th>Year</th>
</tr>
</thead>
</table>

44. Employed in California in the past year? Yes ☐ No ☐ Employer ___________ From ___________ To ___________

For Office Use Only

Determination: Resident ☐ Nonresident ☐ Foreign ☐ Foreign/UA ☐ (If applicable, enter code/letter) ☐ By ___________

Exemption or Waiver Authorized—Reason ___________ Date ___________
Please repeat the Social Security Number and name used in items 2 and 4.

Social Security Number  

Legal Name  

- Last name (first name)  
- Middle

43. Do you have the interest and ability to participate in NCAA-sanctioned intercollegiate athletics competition (optional)?  
   [ ] Yes  [ ] Sport  [ ] No

If "yes," you may contact the campus Department of Athletics to register your interest in a sport or sports.

44. Is either parent a CSU graduate (optional)?  
   [ ] Yes  [ ] No  
   If "yes," which campus?

45. Gross annual income and family size (optional). Under federal regulations, you are considered a dependent student if you are under 24 years unless you are a graduate student, married or have dependents other than a spouse, an orphan or ward of the court, or a veteran of the U.S. armed services.

If dependent, estimate parents' 1997 gross annual income and enter code in box, and indicate family size including your parents, yourself, and other dependents.

If independent, estimate your income and spouse's income if married and enter code in box, and indicate your family size including yourself, spouse, and other dependents.

Dependent Students Only: Estimated Gross Annual Income (enter code in box):  
[ ] Family Size  

1 - Less than $24,000  
2 - $24,000 to $35,999  
3 - $36,000 to $47,999  
4 - $48,000 to $59,999  
5 - $60,000 to $71,999  
6 - $72,000 or more  
7 - I cannot estimate my parents' income

Independent Students Only: Estimated Gross Annual Income (enter code in box):  
[ ] Family Size  

1 - Less than $6,000  
2 - $6,000 to $11,999  
3 - $12,000 to $23,999  
4 - $24,000 to $35,999  
5 - $36,000 to $47,999  
6 - $48,000 to $59,999  
7 - $60,000 or more  
8 - I cannot estimate my income

46. What are your parents' highest levels of formal education? (optional) Enter code in box:  
Mother  and Father  

1 - No High School  
2 - Some High School  
3 - High School Graduate  
4 - Some College  
5 - 2-Year College Graduate  
6 - 4-Year College Graduate  
7 - Postgraduate

47. CERTIFICATION—to be read and signed by all applicants to certify the accuracy of the information provided.

I certify under penalty of perjury, or after first being duly sworn, that I have provided complete and accurate responses to the items on this application. I further certify (swear) all official documents submitted in support of this application are authentic and unaltered records that pertain to me. I authorize release of any information submitted by me in connection with my application to any person, firm, corporation, association or government agency, but only to verify or explain the information, obtain pertinent records, or in connection with perjury proceedings. My signature certifies the accuracy and completeness of the information provided. I understand that any misrepresentation may be cause for denial or cancellation of admission or enrollment.

I certify (swear) that so long as I am a student at this institution, I will advise the residence clerk if there is a change in any of the facts affecting my residence.

Signed at  

City and County  

Applicant's Signature  

Date

When claiming California residence and completing this form outside California, it must be subscribed and sworn to before a person authorized to administer oaths, such as a notary public.

Fee Refund Policy — Fees may be refunded only as authorized by Sections 41802, 41803, and 41913 of Title 5, California Code of Regulations. Details concerning the fees that may be refunded, the circumstances under which they may be refunded, and the appropriate procedure to be followed in seeking a refund may be obtained from the office of admission and records on each campus.

Use of Social Security Number — The CSU campuses use the social security number as the identifier for student records maintained in connection to the campus and, if needed, to help collect debts owed the university. You are required to include your social security number on admission application forms to all schools except Fullerton, which requests the social security number but does not require it. The CSU collects the social security number pursuant to authority contained in Title 5, California Code of Regulations, Section 41201.

If you do not have a social security number at the time you file the application, leave the item blank; the campus will assign a substitute number.
MS in Engineering with Specialization in 
Integrated Technology Management 
Program of Study

The MSE in Integrated Technology Management is a 1-year program that utilizes industrial participation to tightly integrate the university program with evolving market needs. The purpose of the program is to develop "industry ready" graduates who will be integrators of engineering disciplines, industry concerns, and technology management. The Integrated Technology Management program can be completed by following the curriculum shown below. Upon completion, graduates receive the MS in Engineering degree with Specialization in Integrated Technology Management. The program consists of engineering courses and possible business courses with many courses involving actual integrated problems or opportunities from industrial organizations in a collaborative learning environment.

Curriculum

Fall Quarter
IME 501 Graduate Survey (3) 
IME 556 Technological Project Management (4) 
Engineering Elective (3-4) 
Elective (4)

Winter Quarter
** IME 557 Technological Assessment & Planning (4)
IME 555 Computer-Integrated Manufacturing (4) 
Engineering Elective (3-4) 
Elective (4)

Spring Quarter
Engineering Elective (3-4) 
Engineering Elective (3-4) 
Engineering Elective (3-4) 
** IME 599 Design Project (Thesis) (4)

Summer Quarter
** IME 595 Cooperative Education Experience (6)

"**" denotes a significant involvement of industrial organizations.

NOTES:

1. Numbers in parentheses indicate the number of units for the course.
2. Approved Engineering Electives will be determined with the student's advisor in the College of Engineering, and shall be selected to provide an appropriate balance of integrated cross-disciplinary courses, as well as depth in an area of engineering consistent with the student's background and interests.
3. Electives may be 400 and 500-level Engineering or Business courses approved by the student's advisor in the College of Engineering.
4. The IME 599 / IME 595 course sequence provides an internship and team project experience. Optionally, a student may do a thesis project (e.g., IME 599 Design Project (Thesis) (9) or EE 599 Design Project (Thesis) (9)).
RE: Exceptions to 4-unit courses

This information was excerpted from the 1999 Catalog Curriculum instructions sent to all academic departments.

II. JUSTIFICATION

A. New Course

1. This new course is to:
   check as many as appropriate):

   _ Major ____________________________
   _ concentration ___________________________
   _ specialization ___________________________
   _ major electives ___________________________
   _ Minor ____________________________
   _ Support for other program(s) ___________________________
   _ Sequence course ___________________________
   _ United States Cultural Pluralism (USCP) ___________________________
   _ General Education (GE) ___________________________

2. Explain the need for this new course and describe how it fits into the program(s) checked above.

3. Which other departments will be impacted by the course? Be sure to have them sign off on notification memos.

4. If there appears to be duplication between this new course and others already in existence, explain why this duplication is necessary.

B. Substantive Course Changes

Substantive Course Changes are defined as unit changes, course level changes (lower division, upper division, graduate), and significant changes in course content or method of delivery (distributed or distance learning).

1. For all substantive changes to an existing course, please describe the change and explain the need for it. In addition, for unit changes, please provide the old course outline (if available) and the new course outline with the changes indicated by *** or bold face type.

C. Courses Proposed with fewer than 4 units

If the proposed course has fewer than four units, explain why and give a compelling reason if the course does not fit one or more of the following exceptions to the resolution on standardizing course units: activity or laboratory classes; classes taught in the supervision mode; orientation classes; library classes; coupled classes (e.g., lecture and labs taken concurrently but listed separately).
MS in Engineering with Specialization in Integrated Engineering Management
Program of Study

The MSE in Integrated Engineering Management is basically a 1-year version of the EMP without the required business courses. The program utilizes the EMP Industry/University Partnership to more tightly integrate the university program with evolving industry needs. The purpose of the program is to develop "industry ready" graduates who will be facilitators of change and integrators of engineering disciplines, industry concerns, and people issues. The Integrated Engineering Management program can be completed in 1-year (12 months) following the curriculum shown below. Upon completion, graduates receive the MS in Engineering degree with Specialization in Integrated Engineering Management. The program consists of engineering courses and possible business courses with many courses involving actual integrated problems or opportunities from the Industry Partner organizations in a collaborative learning environment.

Curriculum

Fall Quarter
IME 501 Graduate Survey (3)
IME 556 Technological Project Management (4)
Engineering Elective (3-4)
Elective (4)

Winter Quarter
** IME 557 Technological Assessment & Planning (4)
IME 555 Computer-Integrated Manufacturing (4)
Engineering Elective (3-4)
Elective (4)

Spring Quarter
Engineering Elective (3-4)
Engineering Elective (3-4)
Engineering Elective (3-4)
** IME 599 Design Project (Thesis) (4)

Summer Quarter
** IME 595 Cooperative Education Experience (6)

NOTES:
1. "**" denotes a significant involvement of EMP Industry Partner organizations.
2. Numbers in parentheses indicate the number of units for the course.
3. Approved Engineering Electives will be determined with the student’s advisor in the College of Engineering, and shall be selected to provide an appropriate balance of integrated cross-disciplinary courses, as well as depth in an area of engineering consistent with the student’s background and interests.
4. Electives may be 400 and 500-level Engineering or Business courses approved by the student’s advisor in the College of Engineering.
5. The IME 599 / IME 595 course sequence provides an internship and team project experience like that described in the “Guidelines and Procedures for EMP Internships and Team Projects”. Optionally, a student may do a thesis project (e.g., IME 599 Design Project (Thesis) (9) or EE 599 Design Project (Thesis) (9)).
Justification for Degree Name Change

In 1992-93, our department received approval to change its name to the Department of Physical Education and Kinesiology. At that time, it was felt that the title, Physical Education, typically thought of as having to do with K-12 education, was too narrow to truly reflect the wide range of career choices available to our graduates. We are currently requesting that we be allowed to change our degree designation from Physical Education to Kinesiology for both our Bachelor and Master degree programs. We are making this request for the reasons listed below.

For our purposes, Kinesiology is simply defined as the study of the art and science of human movement. Kinesiology is multidisciplinary and has its foundations in the basic biological, physical, chemical, behavioral, and social sciences. It also draws from the applied areas of health, statistics, and nutrition. Students who study kinesiology learn the behavioral, anatomical, mechanical, physiological, philosophical, and sociocultural principles which underlie movement behavior of humans.

The first and foremost reason for the change is that the name, physical education, no longer accurately describes our curriculum content or the career opportunities available to our graduates. The name, physical education, is narrow and is most often associated either with K-12 physical education or the preparation of teachers for K-12 teaching. While we do prepare K-12 teachers, that is only a part of what we do. Therefore, it would seem appropriate that the descriptor, physical education, should be applied only to the pedagogical dimension of our program.

Our curriculum began changing approximately 20 years ago when we started to add concentrations and also strengthened the science content of the curriculum. Our science content has increased in the basic sciences as well as in the applied areas of Biomechanics, Exercise Physiology, Motor Control, and computer and statistical applications. Not only has there been an increase in the number of units in the applied sciences but there has been a dramatic improvement in the instrumentation available for these courses, to the extent that our undergraduate students have access to equipment which is typically reserved only for graduate and faculty research at other universities.

During this period of time, we have also added coursework which deals with the social and psychological aspects of human movement and sport. As our curriculum evolved, our focus was on all dimensions of human movement; not just the dimension of motor skill acquisition typically associated with pedagogy. Therefore, our curriculum does not have to change if the degree title changes to Kinesiology because we have, in fact, been preparing kinesiologists for the past several years under the rubric of physical education.

Teaching continues to be a popular career choice for our graduates. However, enrollments in our non-teaching concentrations presently account for 70 percent of our students. These students are attracted by the myriad of other options available in addition to teaching. The most common options are in clinical settings (physical therapy and cardiac rehab), corporate and commercial wellness programs, health
promotion programs, and sports medicine. Graduates also pursue careers in such diverse areas as health care, sport management and marketing, and athletic coaching and administration.

A fairly large number of our students pursue admission into graduate or professional schools upon graduation. Although they are typically successful, we understand that they would be looked on more favorably if their degree were in kinesiology rather than physical education. The degree title, physical education, does not adequately describe the strength of the curriculum or the wide range of career choices available to our graduates.

A second reason for this change is that a large number of universities with similar curricula are renaming their degree, Kinesiology. In 1989, the American Academy of Kinesiology and Physical Education (AAKPE) passed a landmark resolution which "resolved that the American Academy of Physical Education recommends that the subject matter core content for undergraduate baccalaureate degrees related to the study of movement be called Kinesiology and that baccalaureate degrees in the academic discipline be titled, "Kinesiology". Since that time, all programs in the Big Ten, similar to ours, have renamed their degrees, Kinesiology.

Within the CSU, there is widespread support for this change. In the fall of 1994, both students and faculty of CSU Physical Education programs were surveyed to determine their preference for either Physical Education or Kinesiology as the degree title. Students overwhelmingly (81%) preferred Kinesiology over Physical Education as the degree designation. A majority of the faculty (64%) also favored Kinesiology. Although not all CSU Physical Education Departments intend to pursue a degree name change on their campus, all of the department chairs support the efforts of those campuses which do seek the change to Kinesiology (see attached). As Newell (1990) points out, the term kinesiology represents the best descriptor for programs which have broad-based disciplinary, professional, and performance dimensions. In addition, the term is consistent with existing academic vocabulary and it is unique and distinctive. It is also expressive of our academic focus.

In summary, we are requesting this degree name change because our current designation, physical education, is not representative of either the strength of our curriculum or the career opportunities available to our graduates. We are also making this request because there is a trend among similar programs to adopt Kinesiology as the degree title.

Should this request be approved, we also ask that our teaching concentration be renamed, the Physical Education Concentration.

California State University
Departments of Human Performance, Kinesiology, & Physical Education

October 2, 1995

By signing below, we affirm that, as a Department Chair responsible for the Physical Education degree, we support the recommendation to change the name of the degree from Physical Education to the name Kinesiology. A request for this name change will be presented to the faculty on each campus during the Fall semester/quarter, 1995.

Cal Poly, Pomona
Cal Poly, San Luis Obispo
CSU Bakersfield
CSU Chico
CSU Dominguez Hills
CSU Fresno
CSU Fullerton
CSU Hayward
CSU Long Beach
CSU Los Angeles
CSU Northridge
CSU Sacramento
CSU San Bernardino
CSU Stanislaus
Humboldt State Univ.
San Diego State Univ.
San Francisco State Univ.
San Jose State Univ.
Sonoma State Univ.
Subject: Architecture Department Response to the Academic Senate Committee's Recommendations to the Proposed 1998-1999 Catalog Changes

- All proposed off-campus 2-3 unit courses, including Arch 363, 464, 465, 466, 467, 468 and 469 will remain as is. We are also proposing the following changes:
  
  (i) Arch 462:
    a) Catalog Description: "Directed group study of selected subtitles addressing various aspects of Architectural Practice for advanced students in CAED."
    b) Prerequisite?: 4th year standing or consent of instructor;
    c) Subtopic Course?: yes
    d) Change to 2 units of activity: these subtopic course descriptions involve oral presentations, discussions and individual critiques. One of the instructors (Sandy Miller) supports the proposed activity format because actual enrollments over the past two years for ArchX462 have historically averaged 20 students and because the in-class team projects and discussions could easily fill up 4 contact hours per week.

  (ii) Arch 472:
    a) Catalog Description: "It does not require a design background"...begin with "This course will address design objectives, etc...."
    b) Prerequisite?: 3rd, 4th year or graduate standing or consent of instructor
    c) Change to 3 units of activity: the course description involves in-class discussion of weekly assigned readings and student or team housing-related case-study term projects. The projects will also be worked on and presented in class. The instructor (Brian Kesner) supports the proposed activity format because his enrollment caps have historically been set at 16 students and because the in-class team projects and discussions could easily fill up 6 contact hours per week.

  (iii) EDES 406:
    a) Prerequisite?: 3rd, 4th year or graduate standing or consent of instructor
    b) Change to 4 units of lecture: the course description involves lectures, slide & video presentations, exams and writing assignments. The instructor (Brian Kesner) supports the proposed 4-unit format because actual enrollments over the past 3 years for EdesX406 have averaged 31 students and because course outcomes, method of instruction and evaluation are mostly confined to exams and writing assignments.

- As the only change to Arch 357 is the number, we are requesting retention of the existing miscellaneous course fee.
Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS-97
RESOLUTION ON
FINAL EXAM SCHEDULING

WHEREAS, Campus policy currently provides for a maximum of one hour final exams for 1-2 unit courses, two hour final exams for 3 unit courses, and three hour final exams for 4 unit courses; and

WHEREAS, Increased numbers of 4 unit courses in the curriculum are creating final exam scheduling and room conflicts for students and faculty; and

WHEREAS, Faculty should have the opportunity to assess their courses in the manner they deem most appropriate; be it therefore

RESOLVED, That the attached final exam schedule, which provides for three hour final blocks in a six-five day schedule with common finals only on the Saturday preceding finals week, be adopted; and be it further

RESOLVED, That this schedule sets only maximum times available for final exams, and in no way otherwise dictates the actual length of final exams for faculty.

Proposed by the Academic Senate
Curriculum and Instruction Committees
October 29, 1997
Revised February 10, 1998
Name Change from: BS Agricultural Engineering
to: BS BIORESOURCE AND AGRICULTURAL ENGINEERING

Rationale:
Given the changing view of the field of agricultural engineering, the department requests the program name be changed from Agricultural Engineering. While the title "agricultural engineer" adequately labels those who serve the field to solve problems related to the production and use of agricultural products, it is also recognized that a different title is needed to adequately describe the changing role and public perception of agricultural engineers.

The bioresource engineer uses quantitative biology along with mathematics, physics, chemistry and other sciences in the analysis of problems and the design of solutions related to food, water, soil, environment and plant and animal production and use.

Also, the name change is consistent with recent name changes at other agricultural engineering programs throughout the U.S.; about 63% of the traditional AE programs have modified their department title and program name to incorporate some concept of bio, biological, or biosystems in addition to or in lieu of agricultural engineering.

MAJOR COURSES
BRAE 128 Careers in Bioresource and Agricultural Engineering....................................................... 2
BRAE 129 Laboratory Skills and Safety.......................................................... 1
BRAE 133 Engineering Design Graphics.............................................................. 3
BRAE 151 CAD for Agricultural Engineering............................................................. 1
BRAE 226 Introduction to Principles of Bioresource Engineering................................. 4
BRAE 232 Agricultural Structures Planning............................................................... 4
BRAE 234 Intro Mechanical Systems in Agric.............................................................. 4
BRAE 236 Principles of Irrigation.................................................................................... 4
BRAE 237 Engineering Surveying I................................................................................. 2
BRAE 312 Hydraulics........................................................................................................ 4
BRAE 328 Measurements & Computer Interfacing .......................................................... 4
BRAE 331 Irrigation Theory.............................................................................................. 3
BRAE 403 Agricultural Systems Engineering................................................................... 4
BRAE 414 Irrigation Engineering...................................................................................... 4
BRAE 415 Hydrology........................................................................................................ 3
BRAE 421 Equipment Engineering.................................................................................... 3
BRAE 422 Equipment Engineering.................................................................................... 4
BRAE 433 Agricultural Structures Design........................................................................ 4
BRAE 460 Senior Project Organization............................................................................. 1
BRAE 461 Senior Project.................................................................................................. 2
BRAE 462 Senior Project.................................................................................................. 2
Adviser approved electives.............................................................................................. 10

SUPPORT COURSES
BIO 220 Physiology and Biological Adaptation or
BACT 221 General Bacteriology (B1b, E2)................................................................. 4
CE 204 Strength of Materials......................................................................................... 3
CE 205, 206 Strength of Materials and Lab................................................................. 2,1
CHEM 124 General Chemistry for the Engineering Disciplines (B1a)*......................... 4
CHEM 125 General Chemistry for the Engineering Disciplines.................................... 4
CSC 118/CSC 204/CSC 251 (F1)*.................................................................................. 2
EE 201, 215 Electrical Circuit Theory and Lab............................................................. 3,1
IME 314 Engineering Economics.................................................................................... 3
MATH 141 Calculus I (B2)*........................................................................................... 4
MATH 142 Calculus II (B2)*........................................................................................ 4
MATH 143 Calculus III.................................................................................................. 4
MATH 241 Calculus IV.................................................................................................. 4
MATH 242 Differential Equations................................................................................... 4
ME 211 Engineering Statics............................................................................................ 3
ME 212 Engineering Dynamics...................................................................................... 3
ME 302 Thermodynamics.............................................................................................. 3
PHYS 131 General Physics (B1a)*.................................................................................. 4
PHYS 132 General Physics............................................................................................. 4
PHYS 133 General Physics............................................................................................. 4
SS 121 Introductory Soil Science..................................................................................... 4
STAT 312 Statistical Methods for Engineers.................................................................... 3

GENERAL EDUCATION AND BREADTH
Total................................................................................................................................. 75
A minimum of 76 units is required; 23 of the units are in Support

ELECTIVES..................................................................................................................... 5

Course prefix change from: AE, ASM to BRAE
Name Change from: BS Ornamental Horticulture 
to: BS ENVIRONMENTAL HORTICULTURAL SCIENCE

Rationale:
The curriculum and the individual courses in this program have evolved over the past twenty years to reflect an environmental emphasis. The program name change from ornamental horticulture will more accurately reflect the emphasis on science and the environment in the curriculum. As perception of the field and industry has evolved, many academic departments and industrial companies have changed their names to some variation of environmental horticulture to reflect this view.

MAJOR COURSES
OH 110 Orientation to Environmental Horticultural Science ................................................................. 1
OH 121 Fund. Environmental Horticulture I .................. 4
OH 122 Fund. Environmental Horticulture II............ 4
OH 123 Landscape Installation and Maintenance .......... 4
OH 124 Plant Propagation ....................................... 4
OH 126 Environmental Horticulture Construction ... 2
OH 200/210/401....................................................... 2
OH 221 Water Issues and Delivery Systems .......... 3
OH 222 Abiotic Plant Problems ................................ 3
OH 231, OH 232 Plant Materials ............................ 4,4
OH 427 Diseases & Pest Cont Sys Ornam. Plants... 4
OH 461 Senior Project .............................................. 2
OH 462 Senior Project............................................. 2
OH 463 Senior Seminar ............................................ 1
Adviser approved electives, 300-400 level.............. 30

SUPPORT COURSES  * = Courses satisfy GEB
ACTG 211 Financial Accounting for Nonbusiness Majors.......................................................... 4
BIO 302/BOT 223/PHYS 104/PSC 101 .................... 3/4
BOT 121 General Botany (B1b)* .................................. 4
BOT 322 Introductory Plant Physiology (B1b)* .. 4
BOT 324 Ornamental and Forest Pathology .............. 4
BUS 201/207 Business Law Survey .......................... 3/4
CHEM 111 General Chemistry (B1a)*....................... 5
CHEM 212 Survey of Organic Chemistry ................. 5
CSC 110 Computers & Comp Appl.: MS-DOS or AG 250 Computer Appl. to Agriculture (F1)* .... 3
CRSC 311 Insect Pest Management ............................ 4
MATH 118 Pre-Calculus Algebra (B2)* ................. 4
(or MATH 116 & MATH 117)
SPAN 111 Elementary Hispanic Language and Culture (USCP).............................................. 4
SS 121 Introductory Soil Science .............................. 4
SS 221 Fertilizers ................................................. 4
STAT 130 Intro. to Statistical Reasoning or STAT 218 Applied Stat for Life Sciences (B2).... 3/4

GENERAL EDUCATION AND BREADTH
Total............................................................................. 55
A minimum of 76 units is required, 21 of the units are in Support.
ELECTIVES.................................................................. 4/7

74
74
194
58/61

1/20/98 m:\..summary98progsum.doc
Name Change from: BS Applied Art and Design
to: BS ART AND DESIGN

Rationale:

While the program emphasis continues to be towards professionalism in the fields of photography and graphic design, the Art and Design Department has long felt the word "Applied" was too vocationally oriented, its use having very limited and dated implications. Additionally, since a new studio art concentration is being proposed, a more general degree name would be more inclusive.

MAJOR COURSES

* = Courses satisfy GEB requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101 Fundamentals of Drawing (C.2.)</td>
<td>4</td>
</tr>
<tr>
<td>ART 108 Fundamentals of Sculpture (C.2.)</td>
<td>4</td>
</tr>
<tr>
<td>ART 131 2-Dimensional Design Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ART 132 Beginning Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 134 3-Dimensional Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 181 Computer Imaging and Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 211/212 Art History</td>
<td>4,4</td>
</tr>
<tr>
<td>ART 221 Basic B/W Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 222 35mm Intermediate B/W Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 224 Intro. Artificial Lighting for</td>
<td>3</td>
</tr>
<tr>
<td>Photography</td>
<td></td>
</tr>
<tr>
<td>ART 312 Contemporary Art</td>
<td>4</td>
</tr>
<tr>
<td>Select two: ART 310/311/316/317/318 Art History</td>
<td>4,4</td>
</tr>
<tr>
<td>ART 460 Professional Practices</td>
<td>2</td>
</tr>
<tr>
<td>ART 461 Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>ART 462 Senior Portfolio Project</td>
<td>2</td>
</tr>
<tr>
<td>ART 463 Undergraduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td>3-D Studio approved electives</td>
<td></td>
</tr>
<tr>
<td>Concentration courses (see below)</td>
<td>55</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION AND BREADTH

A minimum of 79 units is required; 4 of the units are in Major Courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 201 Intermediate Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 204 Beginning Watercolor</td>
<td>3</td>
</tr>
<tr>
<td>*ART 240 Glassblowing</td>
<td>4</td>
</tr>
<tr>
<td>*ART 245 Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>*ART 255 Jewelry Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 301 Advanced Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 302 Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 305 Painting Techniques</td>
<td>3</td>
</tr>
<tr>
<td>*ART 308 Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 336 Exhibition Design</td>
<td>3</td>
</tr>
<tr>
<td>ART Upper level Art History (beyond core requirements)</td>
<td>4</td>
</tr>
<tr>
<td>Adviser approved electives</td>
<td></td>
</tr>
<tr>
<td>(these classes are repeatable up to 2 times)</td>
<td></td>
</tr>
</tbody>
</table>

ELECTIVES

5

Total

118

198

CONCENTRATIONS (select one)

Graphic Design Concentration
Photography and Digital Imagery Concentration
Studio Art Concentration

NEW CONCENTRATION: STUDIO ART

Rationale:

This concentration is highly encouraged by the program's accrediting agency, and long needed to round out the Art Program at Cal Poly. There is an important group of current and prospective students who are not presently being served by the two existing concentrations.

Anticipated initial enrollment: 10-12

The College of Liberal Arts intends to dedicate 10 more spaces in its student allocation to the Art Department.


55

* These classes cannot be double-counted for concentration and 3D approved electives.
Name Change from: BS Human Development  
to: BS CHILD DEVELOPMENT

Rationale:
The department proposes to change the degree name from “Human Development” back to “Child Development,” the name of the program prior to 1984. Since then it has evolved several times, changing to Child and Family Development in 1984, and Human Development in 1988. Then a second degree program, BS Psychology, was approved in 1994.

The current Human Development degree program at Cal Poly focuses on knowledge related to the education and development of children, while in other CSU programs and elsewhere the name “Human Development” reflects an emphasis on interdisciplinary studies and lifespan development.

MAJOR COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 102</td>
<td>Orientation to Child Development</td>
<td>4</td>
</tr>
<tr>
<td>CD 128</td>
<td>Nurturing Relationships</td>
<td>3</td>
</tr>
<tr>
<td>CD 130</td>
<td>Supervised Study of Children</td>
<td>4</td>
</tr>
<tr>
<td>CD 203</td>
<td>Family Development</td>
<td>4</td>
</tr>
<tr>
<td>CD 209</td>
<td>Early Development</td>
<td>4</td>
</tr>
<tr>
<td>CD 230</td>
<td>Supervised Study of Children: Early Childhood</td>
<td>4</td>
</tr>
<tr>
<td>PSY 303</td>
<td>Family Interaction or PSY 351 Group Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>CD 306</td>
<td>Adolescence</td>
<td>4</td>
</tr>
<tr>
<td>CD 309</td>
<td>Learning, Develop and Technology I</td>
<td>4</td>
</tr>
<tr>
<td>CD 310</td>
<td>Learning, Develop and Technology II</td>
<td>4</td>
</tr>
<tr>
<td>CD 311</td>
<td>Learning, Develop and Technology III</td>
<td>4</td>
</tr>
<tr>
<td>PSY 323</td>
<td>The Helping Relationship</td>
<td>4</td>
</tr>
<tr>
<td>CD 324</td>
<td>Guiding Children and Adolescents</td>
<td>4</td>
</tr>
<tr>
<td>CD 329</td>
<td>Research Methods in Human Development</td>
<td>3</td>
</tr>
<tr>
<td>CD 330</td>
<td>Supervised Internship</td>
<td>4</td>
</tr>
<tr>
<td>CD 401</td>
<td>Perspectives on Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>CD 430</td>
<td>Advanced Internship</td>
<td>4</td>
</tr>
<tr>
<td>CD 461</td>
<td>Senior Project Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CD 462</td>
<td>Senior Project</td>
<td>2</td>
</tr>
</tbody>
</table>

SUPPORT COURSES

* = Courses satisfy General Education and Breadth requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 302</td>
<td>Human Genetics (B.1.b.)*</td>
<td>3</td>
</tr>
<tr>
<td>FSN 210</td>
<td>Nutrition (E.2.)*</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201/PSY 202</td>
<td>General Psychology (E.1.)*</td>
<td>3</td>
</tr>
<tr>
<td>Adviser approved electives</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL:

- MAJOR COURSES: 70 units
- SUPPORT COURSES: 29 units
- GENERAL EDUCATION AND BREADTH: 71 units

Course prefix change from HD to CD
Name Change from: BS Physical Education to: BS KINESIOLOGY

Rationale:

The Physical Education and Kinesiology Department requests to change the program name from B.S. Physical Education to B.S. Kinesiology because the current designation, physical education, is not representative of the strength of the curriculum nor the career opportunities available to the graduates. Coursework has also been added which deals with the social and psychological aspects of human movement and sport.

The curriculum has evolved with a focus on all dimensions of human movement, not just the dimension of motor skill acquisition typically associated with pedagogy. And there is a trend among similar programs to adopt kinesiology as the degree title.

### MAJOR COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 206–KINE 229 Professional Activity</td>
<td>8</td>
</tr>
<tr>
<td>KINE 218 Aquatics</td>
<td>2</td>
</tr>
<tr>
<td>KINE 250 Health Education</td>
<td>2</td>
</tr>
<tr>
<td>KINE 252 Introduction to Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>KINE 280 Responding to Emergencies: First Aid/CPR</td>
<td>3</td>
</tr>
<tr>
<td>KINE 302 Mechanical Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>KINE 303 Physiology of Exercise</td>
<td>4</td>
</tr>
<tr>
<td>KINE 307 Adapted Physical Activity for Special Populations</td>
<td>4</td>
</tr>
<tr>
<td>KINE 317 Computer Applications in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 319 Measurement and Evaluation in Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>KINE 401 Managing Physical Education and Health Promotion Programs</td>
<td>3</td>
</tr>
<tr>
<td>KINE 402 Motor Learning and Control</td>
<td>4</td>
</tr>
<tr>
<td>KINE 404 Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>KINE 411 Psycho/Social Aspects of Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>KINE 461 Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>KINE 462 Senior Project</td>
<td>1</td>
</tr>
</tbody>
</table>

### SUPPORT COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 111 General Chemistry or CHEM 127 General Chemistry (B.1.a.)*</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 310/ENGL 315 (Students in Teaching Concentration must take ENGL 315)</td>
<td>4</td>
</tr>
<tr>
<td>FSN 210 Nutrition (E.2.)*</td>
<td>3</td>
</tr>
<tr>
<td>MATH 118 or MATH 116 and MATH 117 (B.2.)*</td>
<td>4</td>
</tr>
<tr>
<td>PSY 201/PSY 202 General Psychology (E.1.)*</td>
<td>3</td>
</tr>
<tr>
<td>STAT 217 Applied Statistics for Liberal Arts or STAT 218 Applied Stat Life Sciences (B.2.)*</td>
<td>4</td>
</tr>
<tr>
<td>ZOO 131 or BIO 101 or BIO 151 (B.1.b.)*</td>
<td>4</td>
</tr>
<tr>
<td>ZOO 240, ZOO 241 Human Anatomy and Physiology (B.1.b.)*</td>
<td>5,5</td>
</tr>
<tr>
<td>ZOO 340 Human Muscle Anatomy</td>
<td>1</td>
</tr>
</tbody>
</table>

### GENERAL EDUCATION AND BREADTH

Total: 56
A minimum of 79 units is required; 23 of the units are in Major and Support

### ELECTIVES

10

### CONCENTRATIONS (select one)

- Health Education Concentration
- Teaching Concentration
- Pre-Physical Therapy Concentration

### Concentration Name Change from:

Commercial and Corporate Fitness to:

COMMERCIAL/CORPORATE HEALTH PROMOTION

This change will update the name to better represent the direction of the concentration. The term "Health Promotion" is currently the identifiable term for this course of study. The concentration has no change in the curriculum.

Course prefix change from: PE to KINE
Name Change from: MS Physical Education to: MS KINESIOLOGY

Rationale:

The Physical Education and Kinesiology Department requests to change the program name from M.S. Physical Education to M.S. Kinesiology because the current designation, physical education, is not representative of either the strength of the curriculum or the career opportunities available to the graduates. Coursework has also been added which deals with the social and psychological aspects of human movement and sport. The curriculum has evolved with a focus on all dimensions of human movement, not just the dimension of motor skill acquisition typically associated with pedagogy. And there is a trend among similar programs to adopt kinesiology as the degree title.

Required courses .................................................. 19
KINE 515 Behavior and Communication in a Health and Physical Education Setting (3)
KINE 517 Research Methods in Kinesiology (3)
KINE 519 Evaluation of Current Studies (3)
KINE 522 Biomechanics (3)
KINE 525 Human Performance and Learning (3)
KINE 530 Advanced Physiology of Exercise (4)

Area of Emphasis .................................................. 12/16

Exercise and Health Promotion Emphasis (16)
KINE 503 Seminar in Adult Wellness (3)
KINE 504 Cardiopulmonary Physiology, Pathology and Exercise (3)
KINE 514 Health Education Planning (3)
KINE 516 Management of Health Promotion in the Workplace (3)
KINE 536 Advanced Electrocardiography (4)

Human Movement and Sport Emphasis (12)
KINE 502 Current Trends and Issues in Physical Education (3)
KINE 511 Administration of Physical Education and Athletics (3)
KINE 526 Sport in American Society (3)
KINE 539 Observation, Development and Analysis of Teaching (3)

Electives to be selected with adviser's approval .......................................................... 14/10
New Concentration: Mechatronics

BS MECHANICAL ENGINEERING

MAJOR COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 151 Engineering Design Communication I</td>
<td>2</td>
</tr>
<tr>
<td>ME 152 Engineering Design Communication II</td>
<td>2</td>
</tr>
<tr>
<td>ME 134 Mechanical Systems (Transfer students must take ME 234)</td>
<td>3</td>
</tr>
<tr>
<td>ME 211 Engineering Statics</td>
<td>3</td>
</tr>
<tr>
<td>ME 212 Engineering Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ME 236 Thermal Systems</td>
<td>3</td>
</tr>
<tr>
<td>ME 302 Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>ME 313 Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>ME 318 Mechanical Vibrations</td>
<td>4</td>
</tr>
<tr>
<td>ME 326 Intermediate Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>ME 328 Introduction to Design</td>
<td>4</td>
</tr>
<tr>
<td>ME 329 Intermediate Design</td>
<td>4</td>
</tr>
<tr>
<td>ME 341 Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>ME 342 Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>ME 344 Thermal Engineering</td>
<td>4</td>
</tr>
<tr>
<td>ME 345 Fluid Mechanics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ME 346 Thermal Science Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ME 422 Mechanical Control Systems</td>
<td>4</td>
</tr>
<tr>
<td>ME 440 Thermal System Design</td>
<td>4</td>
</tr>
<tr>
<td>ME 461 Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>ME 462 Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>ME 463 Undergraduate Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Adviser approved emphasis area or mechatronics concentration</td>
<td>20</td>
</tr>
</tbody>
</table>

SUPPORT COURSES

* = Courses satisfy General Education and Breadth requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 220 Physiology and Biological Adaptation (B.1.b, B.2.)*</td>
<td>4</td>
</tr>
<tr>
<td>CE 204 Strength of Materials</td>
<td>3</td>
</tr>
<tr>
<td>CE 205, 206 Strength of Materials and Lab</td>
<td>2,1</td>
</tr>
<tr>
<td>CHEM 124 General Chemistry for the Engineering Disciplines (B.1.a.)*</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 125 General Chemistry for the Engineering Disciplines (B.1.a.)*</td>
<td>4</td>
</tr>
<tr>
<td>CSC 251 Fortran for Engineering Students (F.1.)*</td>
<td>2</td>
</tr>
<tr>
<td>EE 201, 251 Electric Circuit Theory and Lab</td>
<td>3,1</td>
</tr>
<tr>
<td>EE 321, 361 Electronics and Lab</td>
<td>3,1</td>
</tr>
<tr>
<td>IME 142 Manufacturing Processes: Materials Joining</td>
<td>2</td>
</tr>
<tr>
<td>IME 143 Manufacturing Processes: Material Removal</td>
<td>2</td>
</tr>
<tr>
<td>MATE 210, 215 Materials Engineering and Lab</td>
<td>3,1</td>
</tr>
<tr>
<td>MATH 141 Calculus I (B.2.)*</td>
<td>4</td>
</tr>
<tr>
<td>MATH 142 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 143 Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 241 Calculus IV</td>
<td>4</td>
</tr>
<tr>
<td>MATH 242 Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 318 Advanced Engineering Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 131 General Physics (B.1.a.)*</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 132 General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 133 General Physics</td>
<td>4</td>
</tr>
<tr>
<td>Manufacturing Processes elective</td>
<td>1</td>
</tr>
<tr>
<td>(IME 141, IT 141 or IT 327)</td>
<td></td>
</tr>
</tbody>
</table>

GENERAL EDUCATION AND BREADTH

Total: 84 units

A minimum of 75 units is required; 22 units are in Support

ELECTIVES

0 units

Total: 210 units

Select Either Adviser Approved Emphasis or Mechatronics Concentration:

NEW: MECHATRONICS CONCENTRATION

Rationale:

More and more employers are specifically seeking out graduates with training in mechatronics. Companies who traditionally hire only electrical/electronic engineers and computer science graduates are now actively recruiting our students with mechatronics experience.

Anticipated enrollment in new concentration:

1997-98 50
1998-99 100
1999-2000 150
2000-2001 170
2001-2002 190

Enrollment in BS Mechanical Engineering: 835

IME 157 Electronic Manufacturing 3
ME 405 Mechatronics 4
ME 406 Mechatronics Design 4
ME 423 Robotics: Fundamentals and Applications 4
1 CPE 436/476 or IME 356 4
ME 400 Special Problems for Adv Undergrad 1

1 Elective based on interests of students
### BS SOCIAL SCIENCES

**Major Courses**
- **ANT 201 Cultural Anthropology (D.4.a.)*** .................................................. 3
- **ANT 202 World Prehistory** ................................................................. 3
- **ANT 203 Physical Anthropology** .......................................................... 3
- Anthropology electives (300-400 level) .................................................. 6
- **GEOG 150 Introduction to Cultural Geography** ............................................... 3
- **GEOG 250 Physical Geography** ............................................................. 4
- **GEOG 333 Human Impact on the Earth** .................................................. 4
- Geography electives (300-400 level) ......................................................... 6
- **SOC 105 Introduction to Sociology** ......................................................... 3
- **SOC 106 Social Problems** ................................................................. 4
- **SOC 323 Social Stratification** .............................................................. 4
- **SOC 333 Social Research Methods I** ...................................................... 3
- **SOC 334 Social Research Methods** ......................................................... 3
- **SOC 421 Social Theory** ........................................................................ 4
- **SOCS 461 Senior Project** ................................................................. 2
- **SOCS 462 Senior Project** ........................................................................ 2
- Sociology electives (300-400 level) ............................................................ 6

**Concentration or Individualized Course of Study** ............................................. 27

**Support Courses**
- History elective (300-400 level) ............................................................... 3
- Political science elective (300-400 level) .................................................. 3
- **STAT 211 Elem Probability and Statistics or STAT 217 Applied Stat-Liberal Arts (B2)*** .......................................................... 3/4

**General Education and Breadth**

<table>
<thead>
<tr>
<th>Total</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 of the units are in Major and Support</td>
<td></td>
</tr>
</tbody>
</table>

**Electives** ........................................................................................................ 19

**Total Units** ....................................................................................................... 186

### New: Environmental Geography Concentration

**Rationale:**
The discipline of geography is experiencing a resurgence across the country, and there is a growing interest in environmental problems. A concentration with the word "geography" in the title will assist students with a degree in Social Sciences to gain admittance to graduate school in geography.

**Anticipated enrollment:** 1st Year: 10, After 5 Years: 30

**Required Courses** ......................................................................................... 12
- **GEOG 315, GEOG 325, GEOG 333**

**Applications and Issues (select 16 units)** .................................................. 16
- **ANT 310, 420; BIO 301; BRAE 237, 345, 446; CRP 111, 112; FNR 202, 300, 318; GEOL 211; LA 212, 321; OH 121; SS 121, 202, 433**

**Total Units** ....................................................................................................... 28

### New: Pacific Rim Concentration

**Rationale:**
The Pacific Rim has become the most important trading partner for the United States, especially for California and at least 10% of the jobs in California are dependent upon this trade. Since 1985 the CSU has recognized this fact and urged CSU campuses to devote more of their academic resources to this subject. The focus of the concentration will be to prepare students to work with people from the various Pacific Rim countries, to prepare to live in Pacific Rim countries and to enable them to understand the way of life, values and goals of the various societies of this region.

**Anticipated enrollment in 5 years:** 15

**Required Courses** ......................................................................................... 9
- **ANT 360; GEOG 308; SOC 309**

**East Asia or Latin America Track**

**East Asia Track**
- FORL 101, 102, 103; HIST 415, 416, 417; HUM 310; RELS 307; SOC 350, 351

**Latin America Track**
- GEOG 401; HIST 340, 341; HUM 310; POLS 327; SPAN 201, 202, 301

**Total Units** ....................................................................................................... 28
BS AGRICULTURAL SCIENCE, Name Change of Concentrations:

Rationale:
The names of the concentrations have been changed to reflect current nomenclature.

CONCENTRATIONS (select one)

<table>
<thead>
<tr>
<th>Change from Agricultural Mechanics to:</th>
<th>Agricultural Engineering Concentration **</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BRAE 124 Small Engines .......................... 2</td>
</tr>
<tr>
<td></td>
<td>BRAE 237 Engineering Surveying I ............... 2</td>
</tr>
<tr>
<td></td>
<td>BRAE 321 Agricultural Safety .................... 3</td>
</tr>
<tr>
<td></td>
<td>BRAE 335 Internal Combustion Engines .......... 4</td>
</tr>
<tr>
<td></td>
<td>IME 155 Industrial Welding Technology ........ 1</td>
</tr>
<tr>
<td></td>
<td>BRAE electives (7 units at 300–400 level) .... 10</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change from Agricultural Products &amp; Processing to:</th>
<th>Food and Fiber Science Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DSCI 231 General Dairy Manufacturing ... 4</td>
</tr>
<tr>
<td></td>
<td>FSN 211 Meats ................................ 3</td>
</tr>
<tr>
<td></td>
<td>FRSC/VGSC 421 Postharvest Tech. Horticultural Crops .... 4</td>
</tr>
<tr>
<td></td>
<td>DSCI/FSN electives (6 units at 300-400 level) ........ 11</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agricultural Resources Management</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIO 227 Wildlife Conservation Biology .......... 4</td>
</tr>
<tr>
<td></td>
<td>BIO 228 Wildlife Conservation Laboratory ....... 1</td>
</tr>
<tr>
<td></td>
<td>FNR 202 Environmental Management ................ 3</td>
</tr>
<tr>
<td></td>
<td>FNR 208 Dendrology ................................ 4</td>
</tr>
<tr>
<td></td>
<td>FNR 306 Natural Resource Ecology and Habitat Management ........ 4</td>
</tr>
<tr>
<td></td>
<td>FNR electives (300–400 level) .................... 6</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change from Animal Production to:</th>
<th>Animal Science Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select two: ASCI 141/142/143 ........................................ 4,4</td>
</tr>
<tr>
<td></td>
<td>ASCI 220 Introduction to Animal Nutrition and Feeding .................. 4</td>
</tr>
<tr>
<td></td>
<td>DSCI 330 Artificial Insemination and Embryo Biotechnology ............. 4</td>
</tr>
<tr>
<td></td>
<td>ASCI/DSCI/PM electives (300–400 level) ................................ 6</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change from Ornamental Horticulture to:</th>
<th>Environmental Horticulture Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OH 122 Fundamentals of Environmental Horticulture ........................................ 4</td>
</tr>
<tr>
<td></td>
<td>OH 123 Landscape Installation and Maintenance ....... 4</td>
</tr>
<tr>
<td></td>
<td>OH 324 Foliage Plant Culture ............................ 4</td>
</tr>
<tr>
<td></td>
<td>OH electives (6 units at 300–400 level) .................. 10</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change from Plant Production to:</th>
<th>Plant Science Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CRSC/FRSC/VGSC 230 (Select course not taken in major column) ................. 4</td>
</tr>
<tr>
<td></td>
<td>CRSC 221 Weed Science ........ 4</td>
</tr>
<tr>
<td></td>
<td>CRSC 311 Insect Pest Management .... 4</td>
</tr>
<tr>
<td></td>
<td>SS 221 Fertilizers ............ 4</td>
</tr>
<tr>
<td></td>
<td>CRSC/FRSC/VGSC electives (300–400 level) .......... 6</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>
New Minor: GEOGRAPHIC INFORMATION

This minor is an interdisciplinary program sponsored by three departments: Bioresource and Agricultural Engineering, Natural Resources Management, and Crop Science. New technologies of geographic information systems (GIS), global positioning systems (GPS), and orthophotography (uniform scale aerial photographs) are revolutionizing the management of resources. There are great employment opportunities for those who understand the technologies and society will benefit from improved management decisions. Students interested in this minor may come from the following majors: forestry and natural resources; crop science; soil science; landscape architecture, agricultural systems management; or animal science.

Required courses

Graphical Communication (4)
- BRAE 133 Engineering Design Graphics (3) and
- BRAE 151 CAD for Agric Engineering (1)
or CE 114 Intro. to CAD in Civil and
- Environmental Engineering (4)
or LA 111 Three Dimensional Graphics for
- Landscape Architects (4) and LA 310
- Introduction to Computing in Landscape
- Architecture (2)

Surveying (4)
- BRAE 237 Engineering Surveying I or BRAE 247
- Forest Surveying (2) and BRAE 238 Engrg.
- Surveying II (2)
or BRAE 239 Engineering Surveying (4)

Photogrammetry
- BRAE 345 Aerial Photogrammetry/Remote Sensing
- (3)

Land Modeling Software

 Units Required courses ................................................. 18

SYSTEMS FOR AGRICULTURE MINOR

BRAE 446 CAD for Land Modeling
- (TERRAMODEL) (2)

Arc/INFO
- FNR/LA 318 Applications of GIS in Natural Resources (3)

Capstone Course
- FNR/BRAE/LA/CRSC 470 Selected Advanced Topics (3)

Emphasis areas .......................................................... 11
Select one of the following two emphasis areas

Environmental Information
- BRAE 452 Boundary Law/Data Accuracy for GIS
- (3)
- FNR 306 Natural Resource Ecology and Habitat Management (4) or BIO 325 General Ecology (4)
- FNR 416 Environmental Impact Analysis (4)

Precision Agriculture Emphasis
- CRSC 444 Precision Farming (4)

Choose 2 of the following 7 classes:
- CRSC 405 Advanced Weed Science (4)
- CRSC 410 Crop Physiology (4)
- CRSC 421 Oil and Fiber Crops (4)
- CRSC 431 Advanced Insect Pest Management (4)
- CRSC 445 Cropping Systems (4)
- SS 433 Land Use Planning (3)
- VGSC 423 Advanced Vegetable Science (4)

Total units for the minor: .............................................. 30

1/20/98 m:\summary\98progsum.doc
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>New/Change</th>
<th>GEB Area</th>
<th>GEB Committee</th>
<th>Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 317</td>
<td>Asian Art Survey (4)</td>
<td>4 lec</td>
<td>new</td>
<td>C3</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 318</td>
<td>Art History – Asian Art Topics: National, Religious &amp; Intellectual Movements (4)</td>
<td>4 lec</td>
<td>new</td>
<td>C3</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 207</td>
<td>Resource Survey (3)</td>
<td>2 lec 1 lab</td>
<td>new</td>
<td>B1b</td>
<td>Disapproved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 227</td>
<td>Wildlife Conservation Biology (4)</td>
<td>4 lec</td>
<td>new</td>
<td>B1b</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 228</td>
<td>Wildlife Biology Laboratory (1)</td>
<td>1 lab</td>
<td>new</td>
<td>B1b</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 301</td>
<td>Conservation and Environmental Science (4)</td>
<td>4 lec</td>
<td>change</td>
<td>B1b</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 110</td>
<td>World of Chemistry – Essentials (4)</td>
<td>3 lec 1 lab</td>
<td>new</td>
<td>B1a</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 111</td>
<td>Survey of Chemistry (5)</td>
<td>4 lec 1 lab</td>
<td>new</td>
<td>B1a</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 212</td>
<td>Survey of Organic Chemistry (5)</td>
<td>4 lec 1 lab</td>
<td>change</td>
<td>B1a</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 313</td>
<td>Survey of Biochemistry &amp; Biotechnology (5)</td>
<td>4 lec 1 lab</td>
<td>change</td>
<td>B1a</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 337</td>
<td>Clinical Chemistry I (2)</td>
<td>2 lec</td>
<td>new</td>
<td>B1a</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 338</td>
<td>Clinical Chemistry I Lab (1)</td>
<td>1 lab</td>
<td>new</td>
<td>B1a</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 351</td>
<td>Physical Chemistry I (3)</td>
<td>3 lec</td>
<td>change</td>
<td>B1a</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 352</td>
<td>Physical Chemistry II (3)</td>
<td>3 lec</td>
<td>change</td>
<td>B1a</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 353</td>
<td>Physical Chemistry III (3)</td>
<td>3 lec</td>
<td>new</td>
<td>B1a</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 371</td>
<td>Biochemical Principles (4)</td>
<td>3 lec 1 lab</td>
<td>change</td>
<td>B1a</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRP 215</td>
<td>Planning for Multiple Publics (4)</td>
<td>4 lec</td>
<td>new</td>
<td>D4a</td>
<td>Disapproved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRP 402</td>
<td>History of Urban Design in North America (4)</td>
<td>4 lec</td>
<td>change</td>
<td>C3</td>
<td>Disapproved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 114</td>
<td>Shakespeare (4)</td>
<td>4 lec</td>
<td>change</td>
<td>C3</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 339</td>
<td>Modern Drama in London to Drama in London</td>
<td>4 lec</td>
<td>change</td>
<td>C3</td>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: The document appears to be a table listing proposed courses for the General Education and Breadth requirements for the 1998 catalog. The table includes columns for the course code, title, credits, lecture/lab requirements, new or change status, GEB area, GEB committee, and academic senate status. Some courses are marked as new, approved, disapproved, or withdrawn.*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Change Type</th>
<th>GEB Area</th>
<th>GEB Committee</th>
<th>Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 230</td>
<td>Chicano/a Literature (3) to ES 300 (4) USCP</td>
<td>change</td>
<td>C3</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>ES 320</td>
<td>American Cultural Images: (3) USCP</td>
<td>change</td>
<td>D4a</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>African Americans;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian Americans;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mexican Americans, prerequisite: ES 110</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HONORS 101</td>
<td>Cultural Origins (6) 2 lec 1 act 3 sem</td>
<td></td>
<td>A1/C1</td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>HONORS 102</td>
<td>Classical Expressions (6) 2 lec 1 act 3 sem</td>
<td></td>
<td>A2/C1</td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>HONORS 103</td>
<td>Renaissance and Global Expansion (6) 2 lec 1</td>
<td></td>
<td>A3/C2</td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>act 3 sem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HONORS 201</td>
<td>Colonization, Enlightenment and Revolution (6)</td>
<td></td>
<td>A4/D2</td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>HONORS 202</td>
<td>Ideology, Industrialization and Modernity (6)</td>
<td></td>
<td>C1/D1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 lec 1 act 3 sem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HONORS 203</td>
<td>The Twentieth Century (6) 2 lec 1 act 3 sem</td>
<td></td>
<td>D3/D4/E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM 403</td>
<td>Ethical Issues in Cyberspace (3) 3 lec</td>
<td>new</td>
<td>C3</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prerequisite: ENGL 215 OR 218</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 255</td>
<td>Personal Health: A Multicultural Approach (4)</td>
<td>new</td>
<td>E2</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>LS 211</td>
<td>The American Enterprise: The Birth of a Nation to the</td>
<td>new</td>
<td>C1/D1</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1876 Centennial (5) 4lec 1 act</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS 212</td>
<td>The American Enterprise: The 1876 Centennial to the 21st Century (5) 4lec 1act</td>
<td>new</td>
<td>C1/D1</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>MU 101</td>
<td>Intro. to Music Theory (3) 3 lec to (4) 3 lec 1 act</td>
<td>change</td>
<td>C2</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>MU 221</td>
<td>Jazz Styles (3) 3 lec to (4) 3 lec 1 act</td>
<td>change</td>
<td>C2</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>MU 324</td>
<td>Music and Society (3) 3 lec to (4) 3 lec 1 act</td>
<td>change</td>
<td>C3</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>MU 328</td>
<td>Women in Music (3) 3 lec to (4) 4 lec</td>
<td>change</td>
<td>C3</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>MU 329</td>
<td>Music of the 60s: War and Peace (3) 3 lec to (4) 4 lec</td>
<td>change</td>
<td>C3</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(USCP) prerequisite: MU 120 OR 320</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS 210</td>
<td>American and California Government to</td>
<td>change</td>
<td>D1</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POLS 110 (number change only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS 370</td>
<td>Contemporary Global Political Issues to</td>
<td>change</td>
<td>D4b</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POLS 325 (number change only) prerequisite: POLS 110</td>
<td>change</td>
<td>D4b</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>POLS 371</td>
<td>World Food Politics (3) 3 lec to</td>
<td>change</td>
<td>D4b</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POLS 326 (number change only) prerequisite: POLS 225</td>
<td>change</td>
<td>D4b</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>New OR Changed</td>
<td>GEB Area</td>
<td>GEB Committee</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>---------</td>
<td>----------------</td>
<td>----------</td>
<td>---------------</td>
</tr>
<tr>
<td>STAT 221</td>
<td>Introduction to Probability and Statistics (5)</td>
<td>5 lec</td>
<td>new</td>
<td>B2</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>(replacing STAT 211 (3) and STAT 212 (3))</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 313</td>
<td>Applied Experimental Design and Regression Models (3) to (4)</td>
<td>4 lec</td>
<td>change</td>
<td>B2</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>(replacing STAT 211 (3) and STAT 212 (3))</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 321</td>
<td>Probability and Statistics for Engineers and Scientists (3) to (4)</td>
<td>4 lec</td>
<td>change</td>
<td>B2</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>(prerequisite: STAT 212, 217, 218, OR 221)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 323</td>
<td>Design and Analysis of Experiments I (3) to (4)</td>
<td>4 lec</td>
<td>change</td>
<td>B2</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>(prerequisite: STAT 322)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 324</td>
<td>Applied Regression Analysis (3) to (4)</td>
<td>4 lec</td>
<td>change</td>
<td>B2</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>(prerequisite: STAT 252, 313, OR 322)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZOO 240</td>
<td>Human Anatomy and Physiology (5)</td>
<td>3 lec 2 act</td>
<td>change</td>
<td>B1b</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>(replacing ZOO 237 Human Anatomy (3) 2 lec 1 lab, and ZOO 238 Human Physiology (3) 2 lec 1 lab)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZOO 241</td>
<td>Human Anatomy and Physiology (5)</td>
<td>3 lec 2 act</td>
<td>change</td>
<td>B1b</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>(replacing ZOO 237 Human Anatomy (3) 2 lec 1 lab, and ZOO 239 Human Physiology (3) 2 lec 1 lab)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZOO 320</td>
<td>Fishery Resource Management (4)</td>
<td>4 lec</td>
<td>change</td>
<td>B1b</td>
<td>Disapproved</td>
</tr>
<tr>
<td></td>
<td>(replacing CONS 320 (4) 3 lec 1 lab; CONS 320 not GEB) (prerequisite: 1 course in ECOLOGY)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Proposed U.S. Cultural Pluralism Courses -- 1998 Catalog

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Change</th>
<th>USCP</th>
<th>CC</th>
<th>AS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 316</td>
<td>Women as Subject and Object in Art History (4)</td>
<td>new</td>
<td>not approved</td>
<td>not approved</td>
<td></td>
</tr>
<tr>
<td>CRP 215</td>
<td>Planning for Multiple Publics (4)</td>
<td>new</td>
<td>not approved</td>
<td>not approved</td>
<td></td>
</tr>
<tr>
<td>CRP 402</td>
<td>History of Urban Design in North America (4)</td>
<td>change</td>
<td>not approved</td>
<td>not approved</td>
<td></td>
</tr>
<tr>
<td>DANC X311</td>
<td>American Musical Dance Theatre GEB C3</td>
<td></td>
<td>approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST X332</td>
<td>African American History to 1865</td>
<td></td>
<td>not approved</td>
<td>not approved</td>
<td></td>
</tr>
<tr>
<td>HIST X333</td>
<td>African American History: 1865-Present</td>
<td></td>
<td>approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HONORS 202</td>
<td>Ideology, Industrialization and Modernity (6)</td>
<td>withdr awn</td>
<td>----</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>HONORS 203</td>
<td>The Twentieth Century (6)</td>
<td>withdr awn</td>
<td>----</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>KINE 255</td>
<td>Personal Health: A Multicultural Approach (4) GEB E2</td>
<td>new</td>
<td>approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS 310</td>
<td>Politics of Ethnicity and Gender (4)</td>
<td>change</td>
<td>approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REC 127</td>
<td>Cross-Cultural Dimensions of Leisure (4)</td>
<td>new</td>
<td>not approved</td>
<td>not approved</td>
<td></td>
</tr>
</tbody>
</table>