I. Minutes:

Approval of the January 14, January 21, and January 23, 1992 Academic Senate Executive Committee minutes (pp. 3-14).

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

III. Reports:

A. Academic Senate Chair
B. President’s Office
C. Vice President for Academic Affairs’ Office
D. Statewide Senators

IV. Consent Agenda:

V. Business Item(s):

A. Academic Senate/committee vacancies:

Academic Senate committees:

SAED Constitution & Bylaws ('91-93 term)
Curriculum - MATT WALL (WTR QTR)
Elections ('91-93 term)
Library (replcmnt for P Pangotra) ('91-92 term)
GE&B Blue Ribbon Committee (replcmnt for Bilbija)

PCS Status/Women (replcmnt for V Bross) ('91-92 term)

Status of Women Committee:
Part-time faculty representative

GE&B Subcommittee Area E:
One vacancy + an alternate

University-wide committees:
University Union Advisory Board Two vacancies (one member and one proxy; this is a voting position)

continued on page two ---->
B. Appointment to the CSU Academic Council on International Programs (ACIP), '92/93-'95/96 term (submissions from BARBARA ANDRE and WALTER TRYON) (pp. 15-18).

C. Selection of members to the Academic Program Review and Improvement Committee - BRING NAMES OF NOMINEES.

D. Vice President for Business Affairs Selection Committee - BRING NAMES OF NOMINEES.

E. Resolution on Appointment of Temporary Academic Employee to the Academic Senate-DeMers, Chair of the Constitution and Bylaws Committee (p. 19).

F. Resolution on Representative of Temporary Academic Employees to the Academic Senate-DeMers, Chair of the Constitution and Bylaws Committee (p. 20).

G. Resolution on Academic Senate Meeting Schedule-DeMers, Chair of the Constitution and Bylaws Committee (p. 21).

H. Resolution on Voter Eligibility-DeMers, Chair of the Constitution and Bylaws Committee (p. 22).

VI. Discussion:
   ELM Recommendations (pp. 23-33).

VII. Adjournment:
To: Charlie Andrews  
Chair, Academic Senate  

Date: January 14, 1992  

From: Barbara R. Andre  
Academic Senator  

Subject: Appointment to the Academic Council on International Programs (ACIP)  

I would like to be considered for appointment to the Academic Council on International Programs (ACIP). My position as Coordinator of International Student Programs has provided the breadth and depth necessary to prepare me to serve as Cal Poly's representative to ACIP. Beyond administering International Student Programs, I have served on the Internationalization of the Cal Poly Curriculum Committee; chaired a subcommittee of the International Food and Agricultural Committee; served on the International Center Task Force; chaired the NASFA, Association of International Educators regional conference; and was the Coordinator of the Experience America component of the Partners of the Americas grant. My membership in Phi Beta Delta, International scholars honorary fraternity and CSU Association of International Educators, provides a comprehensive understanding of the international mission of American, as well as California State Universities.

Attached is my resume. I appreciate being considered for this appointment. I welcome the opportunity to discuss my qualifications in detail and learn more about the specific duties and responsibilities of the ACIP appointment.

Attachment
EDUCATION:

1986  Doctorate of Education--Organization and Leadership 
      University of San Francisco 
      San Francisco, CA 94117

1971  Master of Arts in Education--Counseling and Guidance 
      California Polytechnic State University 
      San Luis Obispo, CA 93407

1969  Bachelor of Arts--Psychology 
      Humboldt State University 
      Arcata, CA 95521

EXPERIENCE:

TEACHING

Psychology 251 - Staff development course for Resident Advisors. Focused on six roles: crisis intervention, referral, counseling, administration, setting limits, and group facilitation.

Psychology 251 - Cross-Cultural Leadership. Focused on multi-cultural and current theories of leadership.

Education 470 - Peer Helper Training course. Focused on human development theory and application, communication, role and responsibility of peer helper, helping skills, and human differences.

Education 356X - Peer Helper Field Experience. A supervised internship in Student Affairs.

Education 517 - Organizational Development in Education. Administrator's role in group process including fundamentals of human relations and working with formal and informal groups.

ADMINISTRATION

Served as administrative core member:
   Planned, implemented, and evaluated policies and programs,
   Developed manuals,
   Analyzed budgetary concerns and developed appropriate action.

Planned, developed, coordinated and conducted international student programs:
   Prepared a comprehensive program to meet the educational needs of international students.
   Represented the educational, social and personal needs of international students to faculty, staff, students, departments, schools, administration, the community, and state.
   Maintained liaison with appropriate university offices, foreign consulates, and United States Immigration & Naturalization Service on behalf of the international students.
   Served in advisory capacity to academic and other committees addressing internationalizing educational curriculum, cross-cultural programs, international food and agricultural issues, and implementation of an international center.
   Managed and approved budget transactions and accountability.

Developed, wrote grant and administered the Experience America component of the El Salvadoran Agriculture Program.
SUPERVISION

Supervised twenty line managers in a shelter workshop.

Had complete responsibility for main office staff, ten full-time professionals, and fifty paraprofessionals:
- Coordinated and conducted special investigation of staff effectiveness, residential behavioral standards, environmental concerns.
- Prepared and submitted personnel forms (appointments, promotions, terminations).
- Mediated and resolved staff conflicts.
- Chaired task forces in areas such as staff selection, orientation, crisis prevention, and program evaluation

Supervised programming for 3000 residents and ensured comprehensive and holistic programming.

Supervised twenty graduate and undergraduate interns:
- Prepared a comprehensive student development program for each intern,
- Evaluated performance and recommended a corresponding grade.

Supervised Multi-Cultural Center staff and directed a comprehensive cross-cultural program.

COUNSELING

Disabled Individuals
- Developed comprehensive training program which enhanced social skills and provided satisfying work experience.
- Evaluated and reported information concerning on-the-job training to the Department of Rehabilitation.

Ethnic American and International Students
- Advised students of national, state, campus, personal, and community resources available to meet their educational and personal needs.
- Counseled students concerning academic, financial, and personal concerns.
- Prepared and implemented orientation, reentry and professional integration programs.
- Served as advisor to Cultural Advisory Committee.

General Student Population
- Assisted students in overcoming obstacles to achieve academic and personal success.
- Served as Sexual Harassment Advisor.

EMPLOYMENT HISTORY:

1988-present Coordinator, International Student Programs
California Polytechnic State University
San Luis Obispo, CA 93407

1983-1988 Assistant Dean, Student Affairs
California Polytechnic State University
San Luis Obispo, CA 93407

1973-1983 Associate Director, Housing
California Polytechnic State University
San Luis Obispo, CA 93407

1971-1973 Rehabilitation Counselor
New Horizons
Northridge, CA 91328

REFERENCES:

W. Carl Wallace
Director, Campus Student Relations/Judicial Affairs
California Polytechnic State University
San Luis Obispo, CA 93407
(805) 756-1521

Kenneth B. Barclay
Director, Student Life & Activities
California Polytechnic State University
San Luis Obispo, CA 93407
(805) 756-2476

Lois Dirkes
Counselor, Counseling Center
California Polytechnic State University
San Luis Obispo, CA 93407
(805) 756-2511

A.C. Walter Bethel
Professor, Philosophy Department
California Polytechnic State University
San Luis Obispo, CA 93407
(805) 756-2015 or Dept. Secretary 756-2041
Walter M. Tryon is a Professor in the Landscape Architecture Department of the School of Architecture and Environmental Design (SAED), Cal Poly, San Luis Obispo, CA. He is responsible for teaching courses in design, theory, and analysis. Walt has organized and lead three eleven week Off Campus Study Programs - Italy and Greece, Spain and Portugal and Spain and Morocco. As a design critic, consultant and guest lecturer, Walt is concerned with a holistic approach to environmental issues. Current professional activity includes research into environmental awareness, study of native cultures and vernacular landscapes, and assistance/support to developing countries. He has experience in a broad range of environmental design and planning projects in this country and abroad. Walt is presently consulting on the master plan for Escuela Agricultura de Region de Tropical Humedo (EARTH), Costa Rica for USAID.

EDUCATION

1974: M.L.A.- School of Landscape Architecture, State University of New York, Syracuse, NY
1964: B.L.A.- School of Landscape Architecture, State University of New York, Syracuse, NY
1964: B.S.- Syracuse University, Syracuse, NY
1964 - Present: Continuing professional education - Cal Poly, San Luis Obispo, Syracuse University, Harvard University, Massachusetts Institute of Technology, University of North Carolina, University of Maryland

PROFESSIONAL LICENSURE

State of Maryland: Landscape Architect, License No. 236 (inactive)
Commonwealth of Massachusetts: Landscape Architect, License No. 198

PROFESSIONAL EXPERIENCE - TEACHING

1976 - Present: Landscape Architecture Department, SAED, Cal Poly, San Luis Obispo, CA
1970 - 1976: School of Landscape Architecture, State University of New York, Syracuse, NY

PROFESSIONAL EXPERIENCE - PRACTICE

1983 - Present: Principal, Tryon & Tryon, San Luis Obispo, CA
1981 - 1987: Environmental Designer, San Luis Obispo Solar Group, Santa Margarita, CA
1970 - 1976: Landscape Architect, Associate, Tha Reimann-Buechner Partnership, Syracuse, NY
1966 -1968: Landscape Architect, Maryland National-Capitol Park and Planning Commission, Riverdale, MD
1965: Planner, Candeub, Fleissig and Associates, Albany, NY
1964 -1965: Landscape Architect, Jean-Claude LaHaye and Associates, Montreal, P.Q., Canada

HONORS AND CITATIONS

1988: Member, Phi Beta Delta, Honor Society of International Scholars
1987,86,85,84: Honored Faculty Award, Student Council, SAED, Cal Poly, San Luis Obispo, CA
1980: Outstanding Educator Award, Council of Educators in Landscape Architecture (CELA)
1980: Member, Sigma Lambda Alpha, Theta Chapter, National Honor Society of Landscape Architects
1968: Resolution Award, Maryland National-Capitol Park and Planning Commission, Riverdale, MD
1964: Merit Award in Design, American Society of Landscape Architects
ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS........91/C&BC

APPOINTMENT OF TEMPORARY ACADEMIC EMPLOYEE TO THE ACADEMIC SENATE

WHEREAS, The Academic Senate Executive Committee currently appoints one representative of the temporary academic employees to serve on a quarterly basis, and

WHEREAS, A yearly appointment would simplify this process and reduce the administrative work necessary for reappointment on a quarterly basis; be it

RESOLVED: That Article VI.B.9. of the Academic Senate Bylaws be changed as follows:

9./Each/quarter/ The Executive Committee shall appoint one representative of the temporary part-time academic employees to serve during that quarter or academic year. Normally, this shall be done prior to the first Academic Senate meeting for that quarter/year.
WHEREAS, A quarterly appointment of temporary employees to the Academic Senate creates additional administrative duties, and

WHEREAS, A quarterly appointment leads to inconsistency in representation; be it

RESOLVED: That Article II.A.3. of the Academic Senate Bylaws be changed as follows:

3. Representative of Temporary PART-TIME Academic Employees
A nonvoting member representing temporary part-time academic employees shall be appointed quarterly or annually depending on the length of the representative's lectureship appointment, during the academic year.
WHEREAS, Article IV.A.1. of the Academic Senate Bylaws leaves no flexibility for scheduling additional meetings of the Academic Senate; and

WHEREAS, Occasionally two senate meetings are scheduled during some months; be it

RESOLVED: That Article IV.A.1. and IV.A.2. of the bylaws be changed as follows:

A. Regular Meetings

1. Regular meetings of the Academic Senate shall be at 3:00 pm on the second Tuesday of each month, as needed, except in the months of July, August, and September.

2. The Executive Committee of the Academic Senate may change the day, time, or place of a regular meeting, or shall not schedule Academic Senate meetings:
   a. on a academic holiday
   b. after the last regular day of classes during the quarter; or
   c. during final examinations.
ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

AS-91/C & BC
RESOLUTION ON VOTER ELIGIBILITY

WHEREAS, Information relating to voter eligibility within the Academic Senate Bylaws is not completely true and is misleading; and

WHEREAS, Only tenured and tenure track faculty can vote for University Professional Leave Committee (UPLC) members and only librarians can vote for a Librarian to UPLC; be it

RESOLVED: That Article I.B.8. of the Academic Senate Bylaws be changed as follows:

8. Voter Eligibility
   Voting members of the General Faculty as specified in Article I. of the Constitution are eligible to vote for:
   a. senators from schools or Professional Consultative Services;
   b. C.S.U. Academic Senate members;
   c. members of the Research Committee; and
   d. members of the University Professional Leave Committee (voting restricted to tenured and tenure-track faculty/librarians); and
   e. consultative committees as needed.
Memorandum

To: Charlie Andrews, Chair
   Academic Senate

From: Glenn Irvin
      Associate VPAA

Subject: ELM Recommendations

Charlie,

Attached is the latest draft of the procedures for the ELM. As you know, the Student Progress Committee, working with Art DeKleine and Paul Murphy, has been tightening up the current procedures to bring them in line with new Chancellor’s Office directives and to ensure we test, diagnose, and place students in mathematics classes quickly and accurately.

Although the recommendations need some further refinement with regard to score and placement levels and staffing for classes, I’m hoping to include these in the 1992-94 catalog, which is going to press very soon, and would appreciate your having the Senate review the recommendations so I can move ahead with them as quickly as possible.

Call if you have any questions.
Student Progress Committee

Recommendations Regarding the ELM

Intent: to identify each student's mathematical competency level and place the student in the appropriate class.

1. A demonstrated proficiency in prerequisite skills should be required for enrolling in any entry level mathematics or statistics course.

For entry into: Requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 100</td>
<td>Beginning Algebra</td>
<td>ELM score below 480.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAT/ACT score below</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Intermediate Algebra</td>
<td>ELM score 480 to ---.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAT/ACT score --- to ---.</td>
</tr>
<tr>
<td>MATH 116</td>
<td>Precalculus Algebra</td>
<td>ELM score ------.</td>
</tr>
<tr>
<td></td>
<td>117</td>
<td>SAT/ACT score ------.</td>
</tr>
<tr>
<td>MATH 118</td>
<td></td>
<td>ELM score ------.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAT/ACT score ------.</td>
</tr>
<tr>
<td>MATH 119</td>
<td></td>
<td>ELM score ------.</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>SAT/ACT score ------.</td>
</tr>
</tbody>
</table>

Exceptions: Transfer students with a grade of C or better in a college-level mathematics or statistics course which satisfies General Education requirements.

Individual exceptions to be determined by ELM program coordinator or chair of the Mathematics Department.

2. All students not exempted must take the ELM exam prior to enrolling in a Cal Poly mathematics or statistics class. Placement in these classes will be determined by diagnostic scores.

Students who are admitted without taking the ELM exam, if not exempt, must take the exam during the orientation week during Fall, Winter, and Summer quarters.

All students, if not exempt, who do not take the ELM exam within two quarters of initial enrollment at Cal Poly will be disqualified.

3. Information regarding mathematics diagnostic test scores and other preparation for study in mathematics and statistics is
to be placed on the data base in a timely manner so it can be used to advise and register students in appropriate classes.

ELM, SAT, ACT, and MAPE scores for entering freshmen are to be placed on the data base.

Transfer students are to be checked for math coursework and requirements.

4. The CAPTURE System should be coded to block registration in inappropriate mathematics or statistics classes based on diagnostic scores.

5. Enough sections of entry level mathematics courses should be offered to provide spaces for students required to take them. Sufficient sections should be offered during quarters when demand is highest.

6. Admission selection criteria should be adjusted to place more emphasis on mathematics competency.

   Entering freshmen should be prepared for the first mathematics and statistics courses required by their major, or for the courses to meet the General Education and Breadth requirement.

   Transfering students should have satisfied mathematics and statistics requirements for General Education and Breadth, and be prepared for mathematics or statistics courses required by their major.

7. Adequate time and resources should be provided for the program and coordinators to carry out their responsibilities.

8. Time to satisfy the ELM:

   Freshmen must satisfy the ELM exam or pass a mathematics or statistics class at the level of intermediate algebra within 1 year of initial enrollment at Cal Poly.

   Transfer students should have the GE&B mathematics and statistics requirement completed and ELM satisfied. If not, they should have ---- to satisfy both requirements.

   At Cal Poly, ELM scores are valid for two years.
Supporting Information:

3. (Schedules for each quarter--information vs. registration)

5. Current estimates indicate the following number of spaces are required to meet demand:

   MATH x100       420 seats per academic year
   MATH 104        630 seats per academic year

ILE $ for math? Where are you?
Memorandum

To: Glenn Irvin, Associate Vice President for Academic Affairs

Date: January 17, 1992

File: recommend.elm.jeb.sg

Copies: P. Lee
R. Koob
H. Scott
W. Mark
S. Breitenbach
P. Ringer
J. Murphy
G. Punches
C. Andrews
B. Hensel
J. Maraviglia

From: J. Kent Butler, Associate Dean
School of Engineering

Subject: UPDATED "DRAFT" FOR RECOMMENDATIONS REGARDING THE ELM

For the record, be advised that the input from the School of Engineering does not concur with recommendation 5.

"5. Enough sections of entry level mathematics courses should be offered to provide spaces for students required to take them. Sufficient sections should be offered during quarters when demand is highest.

Current estimates indicate the following number of spaces are required to meet demand:
MATH x100  420 seats per academic year
MATH 104  630 seats per academic year"

1. These courses are not entry level but remedial.

2. Staffing of same would limit offering of entry level and above courses by Math Dept.
Memorandum

To: Glenn Irvin
    Assoc Vice President for Academic Affairs

From: H. Arthur DeKleine, ELM Coordinator
    Mathematics Department

Subject: Two recommendations.

Date: January 21, 1992

Copies: T. Hale
         P. Bailey
         Test Office

1. I would like to recommend that we add to the Student Progress Committee Recommendations Regarding the ELM, under item 8. Time to satisfy the ELM, a third paragraph,

   At Cal Poly, ELM scores are valid for a period of two years. This period is longer than ideal, but easier to administer.

2. I think we need a meeting with Kerry Yamada, George Stanton, Stefanie Shuman, Dorothy Tomilson, and anyone else interested in the testing schedule, to set the ELM test schedule for next year. The Test Office may need as much lead time as possible to make plans.
Date: January 6, 1992

To: Presidents

From: Herbert L. Carter
Executive Vice Chancellor

Subject: Determination of Competence in Entry Level Mathematics, Executive Order No. 582

I am transmitting to you five copies of Executive Order 582 which establishes revised procedures for the development and implementation of entry level mathematics competency programs. The Executive Order, which is effective beginning May 9, 1992, provides significant changes in the procedures leading to certification of entry level competence in mathematics.

The Executive Order is effective on the same day as the first systemwide administration of the revised CSU Entry Level Mathematics (ELM) examination (May 9, 1992). Because the revised examination tests the full three years of required college preparatory mathematics, new scoring guidelines have been established.

The score denoting competence in entry level mathematics sufficient to undertake the first baccalaureate mathematics course has been identified by the ELM Development Committee as a raw score of 39. This score will be under continuous review by the committee to ensure that it remains an appropriate measure of competence. The official "scaled" competency score will be calculated after the first test administration.

Scores on other tests determined to be equivalent to ELM competence and providing ELM exemption are listed on Addendum A to the Executive Order.

The President has the responsibility for implementing this Executive Order and for maintaining the campus repository and index of all Executive Orders.

Please address any questions regarding this Executive Order to the Assistant Vice Chancellor, Academic Affairs, Educational Support.

HLC/pb
Attachment
Executive Order No. 582

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275

Executive Order No.: 582
Title: Determination of Competence in Entry Level Mathematics
Effective Date: May 9, 1992
Supersedes: Executive Order No. 498

This Executive Order is issued pursuant to Title 5, California Code of Regulations, Sections 40405.1-40405.4, specifically Sections 40405.1 and 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of The California State University.

This Executive Order supersedes Executive Order 498, pertaining to mathematics competence to be demonstrated by entering college students. This Executive Order is effective for undergraduate students entering under the 1983-84 or later campus catalog or bulletin.

I. Policy Development

The Advisory Committee on Entry Level Mathematics, appointed by the chancellor from among the CSU faculty and administration, shall have primary responsibility for policy development and recommendation regarding entry level mathematics skills testing and instruction.

II. Entry Level Competence

A. Each entering CSU undergraduate student shall be required to take the CSU Entry Level Mathematics (ELM) examination for placement in appropriate coursework, except those who qualify for the following exemptions:

—First-time freshmen can qualify for an exemption on the basis of satisfactory performance on examinations determined to be appropriate by the Entry Level Mathematics (ELM) Development Committee. These examinations and the required minimum scores are described in Addendum A.

—Transfer students can qualify for an exemption either on the basis of satisfactory performance on an examination listed in Addendum A or by completion and transfer to CSU of a college course that satisfies the General Education-Breadth quantitative reasoning requirement, provided such course was completed with a grade of "C" or better.

B. The CSU Entry Level Mathematics Development Committee shall review the ELM examination at least annually and revise it as necessary. The committee shall determine the "passing" score denoting entry level mathematics competency on the ELM examination which shall be applicable systemwide. The committee shall be appointed by the chancellor.
C. Satisfying the ELM requirement shall be defined as any one of the following:

1. Receiving exemption from the ELM examination,

2. Passing the ELM examination, or

3. Taking the ELM examination and, in the event of not passing it, demonstrating competence in intermediate algebra by passing campus-approved mathematics courses and/or by retaking and passing the ELM examination.

A non-exempt student shall be required to take the ELM examination before enrollment in any quantitative reasoning course, including remedial courses. Each student subject to the ELM requirement shall be encouraged to satisfy it as soon as possible after being admitted. Campuses shall require students who must take the ELM examination to do so before the end of the first semester or the first two quarters of enrollment. Campuses may grant one-term extensions of the deadline for taking the ELM examination, when students can demonstrate that circumstances beyond their control necessitate such extension.

Each campus may require at local option that a student pass the ELM examination through earning the competency score set by the ELM Development Committee prior to entry into a course which satisfies the General Education-Breadth requirement in quantitative reasoning. Campuses may also establish time limits for the applicability of ELM scores and mathematics course grades to eligibility for enrollment in specified coursework as determined locally.

D. Satisfaction of the ELM requirement shall be prerequisite to enrollment in a course which satisfies the General Education-Breadth requirement in quantitative reasoning. Campuses shall ensure that students who do not demonstrate the requisite competence take appropriate steps to correct deficiencies. Campuses may permit students to retake the ELM examination at local option, particularly after self-study and/or enrollment in self-contained classes, study, or tutoring.

E. Campuses are free to designate other courses for which satisfaction of the Entry Level Mathematics (ELM) requirement is prerequisite.

Date: January 6, 1992
THE CALIFORNIA STATE UNIVERSITY

EXEMPTION FROM THE ELM EXAMINATION BASED ON PERFORMANCE ON ALTERNATE EXAMINATIONS

Students will be exempted from the ELM examination for having performed at or above the level specified below on the following examinations:

<table>
<thead>
<tr>
<th>Score</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>College Board Advanced Placement Mathematics Examination (AB or BC)</td>
</tr>
<tr>
<td>560</td>
<td>Scholastic Aptitude Test (SAT)-Math</td>
</tr>
<tr>
<td>27</td>
<td>American College Testing (ACT) Mathematics Test</td>
</tr>
<tr>
<td></td>
<td>(Taken Prior to October 1989)</td>
</tr>
<tr>
<td>28</td>
<td>Enhanced ACT Mathematics Test</td>
</tr>
<tr>
<td></td>
<td>(Taken October 1989 and later)</td>
</tr>
<tr>
<td>560</td>
<td>College Board Mathematics Achievement Test, Level 1 or Level 2</td>
</tr>
</tbody>
</table>