I. Minutes: Approval of the March 5, 1991 Academic Senate minutes (pp. 2-5).

II. Communication(s) and Announcement(s):
   A. Nominations received for Academic Senate/committees (pp. 6-7). Elections will be held during the week of April 15.
   B. Nomination forms are available for the positions of Academic Senate Chair, Vice Chair, and Secretary for 1991-1992. Contact the Academic Senate office (1258) for forms.

III. Reports:
   A. Academic Senate Chair
   B. President's Office
   C. Vice President for Academic Affairs' Office
   D. Statewide Senators
   E. CFA Campus President
   F. CSEA Campus President
   G. ASI Representatives

IV. Consent Agenda:
   Resolution on Curriculum Committee Meetings—DeMers, Chair of the Constitution & Bylaws Committee (p. 8).

V. Business Item(s):
   A. Resolution on GE&B Curriculum Substitution—Burgunder, Chair of the GE&B Committee, second reading (pp. 9-11).
   B. Resolution on Professional Consultative Services Representation in the Academic Senate—DeMers, Chair of the Constitution & Bylaws Committee, second reading (pp. 12-14).
   C. Resolution to Support the Academic Senate CSU Resolution on "CSU Policy on Non-Discrimination and ROTC Programs," second reading (pp. 15-17).
   D. Curriculum Proposal for Master of Business Administration Program, Program Philosophy and Objectives—Bailey, Chair of the Curriculum Committee, second reading (pp. 18-24).
   E. Resolution on Academic Probation and Disqualification—Terry, Chair of the Instruction Committee, first reading (pp. 25-28).
   F. Resolution on Distinguished Teaching Awards Committee—DeMers, Chair of the Constitution and Bylaws Committee, first reading (p. 29).

VI. Discussion Item(s):

VII. Adjournment:
NOMINATIONS RECEIVED FOR THE ACADEMIC SENATE, RESEARCH COMMITTEE, UNIVERSITY PROFESSIONAL LEAVE COMMITTEE, and STATEWIDE ACADEMIC SENATE
1991 - 1993

SCHOOL OF AGRICULTURE (3 vacancies)
John Harris (NRM)
Wesley Mueller (Crop Sci)
Marlin Vix (Agribus)
Research Committee
Phillip Tong (Dairy Sci)
UPLC
George Hellyer (Agribus)

SCHOOL OF ARCHITECTURE AND ENVIRONMENTAL DESIGN (2 vacancies)
David Dubbink (C&R Plan'g)
Larry Loh (Arch)
Richard Young (Arch)
Research Committee
Larry Loh (Arch)

SCHOOL OF BUSINESS (3 vacancies)
Lee Burgunder (Bus Adm)
James Buxbaum (Bus Adm)
David Peach (Mgmt)

SCHOOL OF ENGINEERING (3 vacancies)
Daniel Biezad (Aero Engr)
Chien-Kuo Lo (C/E Engr)
Jack Wilson (Mech Engr)
Research Committee
Mahmood Nahvi (EL/EE Engr)
Jin Tso (Aero Engr)
UPLC
VACANCY

SCHOOL OF LIBERAL ARTS (4 vacancies)
Nancy Clark (History)
Barbara Mori (Soc Sci)
Alexis Olds (Speech Com)
Patricia Troxel (English)
NOMINATIONS RECEIVED FOR THE ACADEMIC SENATE,
RESEARCH COMMITTEE, UNIVERSITY PROFESSIONAL LEAVE COMMITTEE,
and STATEWIDE ACADEMIC SENATE
1991 - 1993

SCHOOL OF PROFESSIONAL STUDIES (2 vacancies)
Gerald Cunico (Ind Tech)
Jerry DeMers (PE/RA)

Research Committee
VACANCY
UPLC
VACANCY

SCHOOL OF SCIENCE AND MATHEMATICS (4 vacancies)
Christina Bailey (Chemistry)
John Marlier (Chemistry)
VACANCY
VACANCY

UPLC
Jean Marie McDill (Math)

PROFESSIONAL CONSULTATIVE SERVICES (3 vacancies)
Polly Harrigan (Housing)
Carolyn Proctor (Coop Ed)
Wendy Demko Reynoso (Fin Aid)
Julia Waller (Fin Aid)

STATEWIDE ACADEMIC SENATE (1 vacancy)
Reginald Gooden (Poli Sci)
Safwat Moustafa (Mech Engr)
Adopted:

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

AS-91/
RESOLUTION ON
CURRICULUM COMMITTEE MEETINGS

WHEREAS, Article VII.I.3.b. of the Academic Senate Bylaws currently states that the Curriculum Committee is to meet Tuesdays and Thursdays from 3-6pm to consider curriculum proposals; and

WHEREAS, This day/time requirement poses an undue hardship for the committee since it requires that 11 individuals must schedule their classes around this 3-6pm time frame; and

WHEREAS, More flexible wording would reduce this hardship; therefore, be it

RESOLVED: That Article III.I.3.b. of the Academic Senate Bylaws be changed as follows:

b. Responsibilities
The Curriculum Committee shall be responsible for recommendations regarding academic master planning and curriculum. Members will be expected to meet at least quarterly and as needed. Tuesdays and Thursdays from 1:30/6:00 p.m./during those months of winter and spring/quarters that the committee is considering/curriculum/proposals. The chair shall be responsible for the coordination of the curriculum review with the Vice President for Academic Affairs' office.

Proposed By: The Academic Senate Constitution and Bylaws Committee
February 19, 1991
WHEREAS, The General Education and Breadth (GE&B) curriculum at Cal Poly has been thoughtfully and comprehensively developed within the guidelines of EO 338 and EO 342; and

WHEREAS, Deviations from the GE&B program are sometimes necessitated on a case-by-case basis; and

WHEREAS, Substitutions for courses within the GE&B program should be allowed only if they are consistent with the spirit of the general education and breadth policy; and

WHEREAS, The faculty within the department offering a GE&B course has the greatest amount of expertise to evaluate the adequacy and consistency of a course requested to be substituted for that GE&B course; and

WHEREAS, A student's advisor best understands the student's particular circumstances leading to the GE&B curriculum substitution request; and

WHEREAS, The current form used for GE&B curriculum substitutions establishes a de facto policy which minimizes the input from the department offering the GE&B course requested for substitution; and

WHEREAS, The current form used for GE&B curriculum substitutions is overly confusing and burdensome for the student; therefore, be it

RESOLVED: That the attached form be used for all curriculum substitution petitions involving courses in the General Education and Breadth column.

Proposed by the Academic Senate General Education and Breadth Committee (8-0) January 31, 1991
PETITION: SUBSTITUTION FOR COURSES IN THE GENERAL EDUCATION BREADTH COLUMN
See Reverse for Instructions on Use and Completion of Form

Name: 
I.D. Number: 
Local Address: Circle Career: U G TC CE VO
Major:
Concentration:
Term Degree Expected:
Catalog Years:

I REQUEST APPROVAL TO SUBSTITUTE:
COURSE PREFIX AND NO: _______ COURSE TITLE: _______ UNITS: _______
TAKEN AT (OR TO BE TAKEN AT):
(Name of College or University)
FOR CAL POLY GENERAL EDUCATION BREADTH REQUIREMENT:
COURSE PREFIX AND NO: _______ COURSE TITLE: _______ UNITS: _______

REASON FOR SUBSTITUTION:


HAS REPLACEMENT COURSE ALREADY BEEN COMPLETED? YES___ NO___
(Please attach course description if replacement course not taken at Cal Poly)
I ACKNOWLEDGE THAT APPROVAL MAY NOT ALTER PREREQUISITES FOR FUTURE COURSES IN MY MAJOR NOR
CHANGE THE NUMBER OF UNITS REQUIRED FOR MY GRADUATION OR RESIDENCE.

Student's Signature_________________________________ Date: ____________

OBTAIN SIGNATURES 1, 2 and 3 IN THE ORDER LISTED, AND THEN RETURN FORM TO THE EVALUATIONS
OFFICE:
1. Evaluations Office, Administration Bldg. 218

If this request is approved, will the student meet the General Education Breadth
regulations as listed in:

<table>
<thead>
<tr>
<th>Cal Poly catalog</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
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<tbody>
<tr>
<td>Title 5</td>
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<td></td>
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</tbody>
</table>

______ Date: ____________

Comments: ____________________________________________________
______________________________________________________________

2. I DO___DO NOT___ RECOMMEND APPROVAL

Department Chair of Department Offering General Education Breadth Course

3. I DO___DO NOT___ RECOMMEND APPROVAL

Student's Advisor

I DO___DO NOT___ APPROVE

Vice President for Academic Affairs

Copies: Original-Records Office Copy-Student Copy-Major Department Copy- G.E. Department
SUBSTITUTION PETITION FOR COURSES IN THE
GENERAL EDUCATION BREADTH COLUMN

Explanation on Use of Form and Processing of Request

A. This form should be used to request substitution for only those Cal Poly courses listed in the General Education Breadth column of the curriculum sheet.

B. If the replacement course being used is not a Cal Poly course, attach a course description or outline to the request, if at all possible. The Cal Poly Library maintains a national catalog microfiche collection and has a microfiche reader-printer available.

C. After obtaining the form at the Records Office, Administration Bldg. room 222, please fill out the student portion (above the dotted line) and leave the form for action by the Evaluations Office in one of the following two ways:

1) Leave it at the Evaluations Office front desk, Administration Bldg. room 218, between 11 A.M. and 1 P.M.

2) Deposit it in the Records Office drop box from which it will be retrieved by Evaluations staff.

NOTE: In either of the above situations, the form may be picked up from the Evaluations Office starting the following workday between 11 A.M. and 1 P.M. Should this time frame be impossible for you, please contact the Evaluations Office by telephone, (805) 756-2396.

D. After the form is picked up from the Evaluations Office, obtain signatures 2 (Department Chair of Department Offering the GEB course) and 3 (student advisor). These signatures must be obtained in the order listed.

E. Return the form to the Evaluations Office between 11 A.M. and 1 P.M., or to the Records Office drop box any time.

F. Evaluations Office staff will forward the form to the Office of the Vice President for Academic Affairs for final review.

G. When recommendation on the request is finalized, student and departmental copies will be distributed by the Evaluations Office.
Adopted:

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

Background Statement: Section III.1.b. of the Academic Senate Constitution identifies what members of Professional Consultative Services (PCS) shall be represented by the Academic Senate. This description is outdated and makes the selection of who is represented somewhat arbitrary. It is also difficult to determine if librarians constitute a separate constituency, in which case, librarians would vote for librarians and the remainder of PCS would vote for those other than librarians.

AS- -91/
RESOLUTION ON
PROFESSIONAL CONSULTATIVE SERVICES
REPRESENTATION IN THE ACADEMIC SENATE

WHEREAS, The current description of Professional Consultative Services (PCS) is outdated; and
WHEREAS, The current description makes the selection of PCS representation in the Academic Senate an arbitrary one; and
WHEREAS, The Academic Senate Constitution is ambiguous relative to librarians being a separate constituency within PCS; therefore, be it

RESOLVED: That Article III.1.b. of the Academic Senate Constitution be changed as follows:

The following designated personnel in Professional Consultative Services (excepting directors) shall be represented in the Academic Senate by the formula of one senator per each fifteen members, or major fraction thereof. This formula is applied separately to each of the following two categories:

1. Librarians and/or Reference Librarians (class codes 2913, 2914, 2919, 2920, 2926, 2927); and
2. Counselors; Physicians; Student Affairs Officers; Student Services Professionals (SSP's) I, II, and III academically related; SSP's III and IV; Cooperative Education lecturers; health educators; and physicians (class codes 2341, 2342, 2358, 3070, 3071, 3072, 3073, 3074, 3075, 3084, 3085, 3086, 3087, 3088, 3089, 7737, 7738, 7739, 7741, 7742, and 8147).

Proposed by the Academic Senate Constitution and Bylaws Committee
February 19, 1991
Memorandum

To: Academic Senate

From: Gerald DeMers,
Chair, Constitution and Bylaws Committee

Subject: Professional Consultative Service Representation in the Academic Senate

Date: January 31, 1991

File No.: 
Copies:

The following information clarifies the reasoning for determining which class code designations were appropriate to Professional Consultative Services (PCS) for inclusion in Academic Senate representation:

Criteria
(1) advanced degree, (2) academic advising and/or counseling, (3) teaching assignments, and (4) maintenance of the traditional PCS categories—counselors, librarians, physicians, and SSP's

Included in PCS:
counselors, librarians, SSP's I-, II-, and III-academically related, SSP's III, SSP's IV, Cooperative Education lecturers, health educators, and physicians (class codes 2341, 2342, 2358, 2913, 2914, 2919, 2920, 2926, 2927, 3070, 3071, 3072, 3073, 3074, 3075, 3084, 3085, 3086, 3087, 3088, 3089, 7737, 7738, 7739, 7741, 7742, and 8147)

The following designations were not considered appropriate for PCS inclusion for the following reasons:

Exclude from PCS:
veterinarians (contracted position), health recreation technicians (contracted position), SSP's I and II (only requires bachelor's degree or its equivalency), Extended Education specialists (only requires bachelor's degree or its equivalency), and placement interviewers (no degree requirements).

The remaining classifications reviewed were in the area of health services. The only positions which appeared appropriate for inclusion in PCS were physicians and health educators because they met the criteria noted above. The remaining categories were excluded because: (1) no educational requirements were required although a license is required; (2) individuals in these positions are not
involved with students academically; (3) they do not hold teaching assignments, and (4) they are not in a traditional PCS classification. These include lab technicians, health therapists, pharmacists, radiology technicians, sanitarians, nutritionists, clinical aids, and nurses.

Based on these criteria, the following resolution is respectfully submitted to the Academic Senate:
RESOLVED: That the Academic Senate of Cal Poly, San Luis Obispo, support Academic Senate CSU resolution AS-1980-91/AA on "CSU Policy on Non-Discrimination and ROTC Programs" (attached).

Proposed By:
Academic Senate Executive Committee
January 29, 1991
ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1980-91/AA
January 10-11, 1991

CSU POLICY ON NON-DISCRIMINATION AND ROTC PROGRAMS

WHEREAS, Discrimination on the basis of sexual orientation is a violation of basic human rights; and

WHEREAS, California State University campuses maintain relations and contracts with the United States Department of Defense whereby Reserve Officer Training Corps (ROTC) programs are taught on various campuses; and

WHEREAS, The United States Department of Defense's policy and regulations exclude homosexuals from military ranks; and

WHEREAS, There is scholarly evidence that the policy of discrimination by the military on the basis of sexual orientation is a policy based on prejudice and is not beneficial to the national defense; and

WHEREAS, It is a violation of CSU policy for the CSU system, or any part of it, to discriminate in employment or access on the basis of sexual orientation; and

WHEREAS, The CSU makes vigorous efforts to create campus climates free of bigotry and prejudice; and

WHEREAS, The Department of Defense policy and practice of discrimination on the basis of sexual orientation is inimical to the values of the university; and

WHEREAS, Allowing academic credit for ROTC courses and awarding faculty status to instructors who teach in these programs facilitates such discrimination by lending institutional support and respectability to the Department of Defense's policy of discrimination; and

WHEREAS, In May, 1990 the Academic Senate CSU called upon the Department of Defense to end its discriminatory policy based on sexual orientation (AS-1939-90/AA); and

WHEREAS, In May, 1990 the Academic Senate CSU urged the campus senates to consider action if the military's policy discrimination against homosexuals was not rescinded by January 1, 1991; and

(OVER)
WHEREAS, In June, 1990 the Chair of the Academic Senate CSU received a reply from a Deputy Assistant Secretary of the Department of Defense, which stated: "Accordingly, we [the Department of Defense] do not plan to reassess the Department's policy on homosexuality."; therefore be it.

RESOLVED: That the Academic Senate of the California State University urge the campus senates and campus presidents to enact the following policies:

(a) ROTC programs shall not be allowed to enroll any additional students;

(b) students already enrolled in ROTC programs shall be allowed to complete the program;

(c) all contracts with the United States military regarding the offering of ROTC programs at the University shall be terminated, not be renewed, or be allowed to expire; and be it further.

RESOLVED: That the Academic Senate CSU urge the Chancellor and the Board of Trustees to enact statewide procedures to ensure that its non-discrimination policy for all students, in all campus programs throughout the system, be observed; and be it further.

RESOLVED: That the Academic Senate CSU urge the Chancellor, the Board of Trustees, and the campus presidents to use the moral force of their offices to cause the Congress to abandon the Department of Defense's discriminatory policy against homosexuals; and be it further.

RESOLVED: That should the Department of Defense end its discriminatory policy regarding homosexuals, the Academic Senate CSU urge that campus policies regarding ROTC be modified accordingly.

APPROVED UNANIMOUSLY - March 1, 1991
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
Master of Business Administration Program
Program Philosophy and Objectives

The MBA program that is offered at Cal Poly is designed to prepare students to enter successful business management positions of high responsibility in all phases of business. The program is based on the recognition that future business leaders must function in an environment: (a) that is placing more importance on technology, (b) that is facing more globalization in markets and organizations, and (c) that is placing increasing importance on societal factors such as pollution, equal-rights, ethical behavior, and corporate citizenship.

Every effort is made to ensure that the Cal Poly MBA student is prepared for a productive and competitive future in a rapidly changing global business environment. The MBA program provides students with concepts and principles of business management which make rapid adjustments to new conditions possible. Ethical and international business issues are specifically addressed in many of the MBA courses. The first year of the MBA program offers students an integrated understanding of the concepts and tools of the various business disciplines and their application. The courses offered contain material that is commonly referred to as the core of business knowledge. This first year provides a collaborative learning environment in which future business managers can acquire basic knowledge and skills in all business disciplines.

The second year of the MBA program is structured on the belief that people learn best when their past experiences and training can be made an integral part of the learning process. A major feature of the second year of the program is flexibility which makes it possible to tailor the learning process to fit individual goals and needs. For this reason, the second year of the program consists primarily of elective courses. Various sequences of elective courses are offered to allow students to specialize in particular fields. Students are also permitted to develop their own sequence of elective courses. Second-year elective courses and sequences provide MBA students with the training that they will need to be competitive in the job market and to be successful in their careers. In this sense, the second-year offerings are driven by market forces. Elective course offerings are evaluated frequently to ensure that they are up to date and that they continue to meet the needs and demands of the MBA students and their future employers.

Cal Poly strives to have a student body that has a variety of undergraduate backgrounds and that reflects the diverse California population. Diversity in students enhances the MBA program by providing the opportunity to share ideas and values with others who approach issues differently. MBA students are currently entering the program from a broad range of undergraduate disciplines, many of the entering students already have other graduate degrees, and most have several years of work experience.

Because Cal Poly has strong and highly respected programs in agriculture and engineering, the School of Business is in a unique position to offer special programs to certain qualified students. One of the programs is the Agribusiness Specialization. The School of Business and the School of Agriculture jointly offer an elective Agribusiness Specialty within the MBA program. The second special program that is offered is a Engineering Management Joint Degree Program. This program is offered jointly by the School of Business and the School of Engineering and focuses on management of technology issues.
The MBA program provides an applied context in which students can acquire the necessary analytical, interpersonal and technical skills that prepares them for decision-making in all areas of business. An action-oriented approach to functional business understanding which emphasizes analysis, implementation, communication, and interpersonal skills is an integral part of the Cal Poly tradition of "learning by doing." This approach is one of the distinctive features of the MBA program at Cal Poly. Teaching methods used in the MBA program include lectures and seminars, case studies, field studies, computer laboratories and simulations, internships, co-ops, and independent work.

The primary learning objectives of the MBA program are: (a) to provide students with a broad-based understanding of fundamental concepts, principles, and practices in multiple business disciplines, (b) to instill in students an integrated understanding of business dynamics for effective responses to the changing global business environment, (c) to help the students acquire skills in formulating, analyzing, and implementing significant business decisions, and (d) to develop in students the skills that are necessary to work with other people in effective organizations in a changing global business environment. These objectives are meant to provide every student who completes the MBA program at Cal Poly with the knowledge and skills that are essential for them to perform effectively as business managers.
The American Association of Collegiate Schools of Business has established a list of topics that must be offered in required courses of all accredited MBA and similar graduate programs. This list of topics is commonly referred to as the "common-body-of-knowledge." Cal Poly's MBA program currently includes all of the common-body-of-knowledge topics in courses that are required to be taken by MBA students.

The MBA program at Cal Poly also has required courses that go beyond the common-body-of-knowledge requirements. The MBA program at Cal Poly has more required courses than other highly regarded MBA programs. The reason for these additional required courses is that when the Cal Poly MBA program was new and small, it was necessary to make non-common-body-of-knowledge courses required so that adequate enrollment in courses would be ensured. The Cal Poly MBA program is now larger and the original reason for making non-common-body-of-knowledge courses required no longer exists.

The Business School Graduate Committee is proposing that program and course changes be made to bring Cal Poly's MBA program into line with other highly regarded programs. These proposed changes will offer Cal Poly MBA students more flexibility in designing their graduate programs to fit their individual needs. The Business School Graduate Committee is proposing that all non-common-body-of-knowledge courses be offered as electives. To accomplish this, the following courses are proposed to be changed from required courses to electives courses:

- GSB 513, Organizations and Management,
- GSB 514, Legal Aspects of Management and the Market System,
- GSB 542, Market Research and Planning,
- GSB 551, Management in an International Environment, and

The numbers of these courses are also proposed to be changed to reflect these changes.

One course that is currently required is proposed to be changed to a course that will be offered only for remedial purposes. Students who take this course will not be allowed to apply the credits earned in this course toward graduation. This course is:

- GSB 512, Foundations for Quantitative Analysis.

The number of this course is also proposed to be changed to GSB 502 reflecting this change.

The term during which several required courses are offered is proposed to be changed so that all required courses, except the "capstone" common-body-of-knowledge course, are offered during the first year of the MBA program. These required courses are:

- GSB 522, Managerial Statistics,
- GSB 532, Quantitative Business Analysis I,
- GSB 541, Organizational Behavior,
- GSB 543, Information Systems for Decision Support, and
- GSB 561, Business, Government and Society.

The numbers of these courses are also proposed to be changed to reflect these changes.
To satisfy the international common-body-of-knowledge requirement, The Business School Graduate Committee is proposing that all students be required to select one of the following courses:

- GSB 551, Management In An International Environment,
- GSB 588, International Financial Management,
- AGB 563, International Agricultural Trade & Market Development,
- ECON 401, International Trade,
- MKT 401, International Marketing, or
- BUS 490, International Law.

As a policy, M.B.A. students will not be permitted to take more than two classes at the 400 level.

Other minor changes are proposed to be made to accomplish the following:

- to reflect changes in prerequisites,
- to reflect changed sequencing of courses,
- to reflect certain content changes, and
- to shorten course titles where possible.
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
MBA Program Skeleton  
"Current" vs "Proposed"

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<th>First Year*</th>
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<th>Proposed (92-94 units)</th>
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*Students are encouraged to challenge first-year GSB courses based on their previous course work.

**Based on individual knowledge in quantitative analysis, the MBA Advisor might require that students take GSB 502, Foundations for Quantitative Analysis, as a prerequisite for GSB 512, Quantitative Analysis.

***During the second year, students must choose one of the following:
- GSB 578 Management in an International Environment (4)
- GSB 588 International Financial Management (4)
- MKTG 401 International Marketing (4)
- ECON 401 International Trade (4)
- BUS 490 Legal Environment of International Business (4)
- AGB 563 International Agriculture Trade and Market Development (4)

As a policy, MBA students will not be permitted to take more than two classes at the 400 level.
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

MBA Program with Agribusiness Specialization Skeleton
"Current" vs "Proposed"

### First Year*

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<td>Ag Policy &amp; Prgm Anyl</td>
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<td>GSB 534</td>
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<td>AGB 563</td>
<td>Ag Trade &amp; Mkt Dev</td>
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*Students are encouraged to challenge first-year GSB courses based on their previous course work.

**Based on individual knowledge in quantitative analysis, the MBA Advisor might require that students would take GSB 502, Foundations for Quantitative Analysis, as prerequisite for GSB 512, Quantitative Analysis.

As a policy, MBA students will not be permitted to take more than two classes at the 400 level.
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
Joint Degree Curriculum for MBA/MS in Engineering with Specialization in Engineering Management "Current" vs "Proposed"

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CURRICULUM COMMITTEE COMMENTS:
The current system of waivers for courses in the existing M.B.A. will be dropped. Students will be able to take a standardized challenge test for each course. These challenge tests will be scheduled at the end of the summer, prior to starting the program.
WHEREAS, the current policy and practice for Academic Probation and Disqualification has undergone review by the Student Progress Committee and has been forwarded to the Academic Senate for further review and consideration.

AS- -91/
RESOLUTION ON ACADEMIC PROBATION AND DISQUALIFICATION

WHEREAS, the California State University policy governing Scholastic Probation and Disqualification is set forth in Title 5, Subchapter 4, Article 1, and in Executive Order No. 186, and

WHEREAS, University policies and procedures are reviewed periodically to ensure their conformity with state and system policies, and

WHEREAS, Policies governing probation and disqualification affect student progress through the university, a process of concern to Cal Poly, and

WHEREAS, The Cal Poly catalog statements concerning academic probation and disqualification do not reflect current practice within the university; therefore, be it

RESOLVED: That the attached statement concerning Academic Probation and Disqualification be adopted as university policy and be published in the university catalog.

Proposed By:
Academic Senate
Instruction Committee
7-0-1
March 13, 1991
Academic Probation and Disqualification

The quality of academic performance is considered in the determination of a student's eligibility to remain enrolled. An undergraduate student becomes subject to academic probation or disqualification under the conditions shown below.

I. Academic Probation:
   A. When the current term GPA drops below 2.0 (C) in any term, an undergraduate student is automatically placed on academic probation.
   B. When the student's quality points used to calculate the Cal Poly cumulative GPA are 6 or fewer quality points below 2.0 (C), an undergraduate student is automatically placed on academic probation.

II. Academic Disqualification:
   A. When the student has been on academic probation for two consecutive terms, the student is subject to disqualification.
   B. When the student's quality points used to calculate the Cal Poly cumulative GPA are 7 or more quality points below 2.0 (C), the undergraduate student is subject to disqualification. Such a student on academic probation shall be subject to disqualification:
      1. A freshman or sophomore student (less than 90 quarter units of college credit completed) with 22.5 or more quality points below a 2.00 (C).
      2. A junior student (90 to 134 quarter units of college credit completed) with 13.5 or more quality points below a 2.00 (C).
      3. A senior (135 or more quarter units of college credit completed) student with 9 or more quality points below a 2.00 (C).

A student who is placed on probation or who is subject to disqualification at the end of an enrollment period will be notified by a message on the grade report which is issued following the end of the term in which the student's performance fails to meet the prescribed conditions. In
cases where a student ordinarily would be disqualified at the end of a term save for the impossibility of making timely notification, the student may be advised that the disqualification is to be effective at the end of the next term.
The lists of students eligible for probation and disqualification should be adjusted and consolidated. All determinations of students placed on the lists are made using the Cal Poly current term GPA or cumulative GPA.

List 1: Mandatory disqualification list:

Undergraduate students on Academic Probation are subject to disqualification when their quality points used to calculate the Cal Poly cumulative GPA fall below the levels specified:

- A freshman or sophomore student (less than 90 quarter units of college credit completed) with 22.5 or more quality points below a 2.00 (C).
- A junior student (90 to 134 quarter units of college credit completed) with 13.5 or more quality points below a 2.00 (C).
- A senior (135 or more quarter units of college credit completed) student with 9 or more quality points below a 2.00 (C).

A hold would be placed on their registration.

List 2: Discretionary Disqualification:

Either students with a Cal Poly cumulative GPA above 2.0 (C) but a current term Cal Poly GPA below 2.0 (C) for the second consecutive term; or students with quality points used to calculate the Cal Poly cumulative GPA more than 6 quality points below 2.0 (C) but less than those required for mandatory disqualification.

List 3: Academic Probation:

Students with quality points used to calculate the Cal Poly cumulative GPA 6 or fewer quality points below a 2.0 (C); and "other" students with a Cal Poly cumulative GPA above 2.0 (C) and a current term GPA less than 2.0 (C) but not on academic probation.
Background Statement: The Distinguished Teaching Awards Committee consists of five appointed faculty members who are former recipients of the award and two appointed students with at least a 2.0 grade point average. Upon review of former award recipients, it was discovered that the distribution of the award between Schools is not equitable. It is currently possible that the five members of the Distinguished Teaching Awards Committee could all be from the same School.

WHEREAS: The current Bylaw, VII.I.4.a. relating to the Distinguished Teaching Awards Committee does not regulate the number of members from any given School; and

WHEREAS: The current wording could result in five faculty members from the same School being on the Committee; and

WHEREAS: Selection of student members does not consider appointment of students with exemplary grade point averages; be it

RESOLVED: That Article VII.I.4.a. of the Academic Senate Bylaws be changed as follows:

4. Distinguished Teaching Awards Committee
   a. Membership
   The Distinguished Teaching Awards Committee shall be composed of five faculty members from different Schools, when possible and two students. The faculty members will be appointed by the Chair of the Academic Senate with the approval of the Executive Committee. These faculty members will be former recipients of the Distiguished Teaching Award and will serve two year staggered terms. No member of this committee shall serve more than two consecutive terms without an intervening period of at least one year. Schools which are not represented during a term of membership will be rotated onto the committee when a member needs to be replaced. The students will be appointed by the ASI, will have at least three consecutive quarters and 36 quarter units with at least a /2/0 3.0 grade point average.
CORRECTIONS TO THE
ACADEMIC PROGRAM REVIEW CRITERIA

1. III.A.4 was moved to become II.A.6. It really belongs in that grouping.
2. III is now called Course Demand—to distinguish it more from II Program Demand.
3. III.2 and III.3 were interchanged, and the name "support course" was replaced with the name "non-major course" to avoid confusion with usual meaning of "support course" on this campus.
4. In V.A, "List and" was changed to "List all."
5. In V.A, the phrase "and list by rank" was added to end of that section.
6. In X.B, "students and personnel" was changed to "students, faculty and support staff."
7. In X.B, "Policy" was changed to "Plan".
8. X.C was reworded to be a statement, not a question.
That the Academic Senate of Cal Poly, San Luis Obispo, support the following Resolved clauses of Academic Senate CSU resolution AS-1939-90/AA on "CSU Policy on Non-Discrimination and ROTC Programs" (attached):

RESOLVED: That the Academic Senate CSU urge the Chancellor, the Board of Trustees, and the campus presidents to use the moral force of their office to cause the Congress to abandon the Department of Defense's discriminatory policy against homosexuals; and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor and the Board of Trustees to enact statewide procedures to ensure that its nondiscrimination policy for all students, in all campus programs throughout the system, be observed.

Amended resolution submitted by James Vilkitis
April 2, 1991
I. Overview of the Program

A. Describe your program.

B. State the mission of your program and relate it to the Cal Poly Mission.

C. Give the goals and objectives of your program and relate them to the goals and objectives of Cal Poly.

D. Give a brief list of the strengths and weaknesses of your program.

II. Program Demand

A. For each of the last five years, give the following data:
   1. Number of applicants, accommodated students and enrolled students; list as new freshmen, transfers and total.
   2. Give the ratio of applicants to accommodated students.
   3. Give the ratio of accommodated students to enrolled students.
   4. Number of majors.
   5. Number of graduates.
   6. Number of students in concentrations, minors or certificate programs.

B. List the percent of your majors that are graduating each year.

C. Explain any trends or anomalies seen in the data given above.

III. Course Demand
A. For each of the last five years, give the following data, list courses by mode and level:
1. Number of courses and number of students enrolled per course.
2. Number of major courses (a major course is one in which the majority of the students in the course are majors of the program) and number of students in major courses.
3. Number of non-major courses (a non-major course is one which is not a major course) and number of students in non-major courses.

B. What percent of your courses are major courses? Comment.

C. Explain any trends or anomalies in the data given above.

IV. Curriculum Quality

A. Explain the structure of your curriculum including course sequencing. Give examples of schedules that an entering student would follow to graduate from your program. Consider both freshmen and transfer students.

B. List all courses that have been added or deleted from your program in the last five years.

C. Describe the following features of your program:
   1. Uniqueness, particularly within the CSU system. Compare your program demand with that of other similar CSU programs (Cf. II.A.2).
   2. Currency. (In what ways does your program reflect current curricular trends?)
   3. Quality. Define "quality" for your program and give evidence of how it is attained.
   4. Give a summary of student evaluations and other material that gives opinions of your curriculum.
V. Teaching Staff

A. List all teaching staff of your program and give the highest degree attained. Classify as full-time, part-time, graduate student or other, and list by rank.

B. Give the average teaching load of all members of your teaching staff for each of the last five years. Classify as in V.A.

C. List for the last five years all publications, grants, research efforts and other professional activities of your teaching staff.

D. Comment on any trends or anomalies in the above data.

VI. Other Staff

A. List all other staff and their position in your program.

B. List for the last five years all professional activities of these staff members.

VII. Student-Teacher Ratios

A. For each of the last five years, list your FTES/FTEF and the number of majors/FTEF.

B. For each of the last five years, give the number of faculty positions generated by your program.

C. Comment on any trends or anomalies in the above data.

VIII. Costs and Revenues of Your Program

A. List for each of the last five years the following budget and revenue information:
1. Personal services (faculty, staff, student assistants, etc.).
2. Operating expense (including faculty recruitment, telephone, etc.).
3. Equipment (regular and replacement).
4. Any other significant program expenses not accounted for within your program accounts (e.g. library, computer, audio visual, etc.).
5. List any nonstate revenue your program has received.

B. Compute the total cost to the state of your program for each of the last five years. Also compute the total cost to the state per FTES and the total cost to the state per major.

C. Explain any significant difference between the amount budgeted and the actual expenditures.

D. Comment on any trends or anomalies in the above data.

IX. Alumni Data

A. For each of the last five years, give any data that you have on the employment and/or graduate school enrollment of students graduating from your program.

B. For each of the last five years list your graduates by ethnicity and gender.

C. Give any data that you have that demonstrates a need for graduates of your program. Be as specific as possible.

X. Other Criteria

A. Accreditation
   1. List any outside accreditation that your program has.
   2. If your program has no such accreditation, please explain.
B. For each of the last five years list the ethnicity and gender of the students, faculty and support staff of your program. Explain how this data complies with the Educational Equity Plan of Cal Poly.

C. State how your program is contributing to the GE&B Program of Cal Poly? List faculty involvement (in terms of number and FTEF) and class enrollments.

D. Describe how your program interrelates with other programs at Cal Poly.

E. Describe the student advising and counseling services that your program offers.

F. List any honor societies and other student clubs in which your program is involved.
RESOLUTION ON ACADEMIC PROGRAM REVIEW CRITERIA

WHEREAS The Oversight Strategic Planning Committee and Academic Planning Committee for Cal Poly are developing the mission statement and goals and objectives for the campus; and

WHEREAS The Academic Senate Long-Range Planning Committee was charged with developing academic program review criteria in conjunction with the work of these committees;

THEREFORE BE IT

RESOLVED That the attached set of Academic Program Review Criteria be adopted.

proposed by the Academic Senate Long-Range Planning Committee
March 11, 1991
I. Overview of the Program

A. Describe your program.

B. State the mission of your program and relate it to the Cal Poly Mission.

C. Give the goals and objectives of your program and relate them to the goals and objectives of Cal Poly.

D. Give a brief list of the strengths and weaknesses of your program.

II. Program Demand

A. For each of the last five years, give the following data:
   1. Number of applicants, accommodated students and enrolled students; list as new freshmen, transfers and total.
   2. Give the ratio of applicants to accommodated students.
   3. Give the ratio of accommodated students to enrolled students.
   4. Number of majors.
   5. Number of graduates.

B. List the percent of your majors are graduating each year.

C. Explain any trends or anomalies seen in the data given above.

III. Program Demand by all Students

A. For each of the last five years, give the following data, list courses by mode and level:
1. Number of courses and number of students enrolled per course.
2. Number of support courses (a support course is one in which the majority of the students in the course are nonmajors of the program) and number of students in support courses.
3. Number of major courses (a major course is one which is not a support course) and number of students in major courses.
4. Number of students in concentration, minor or certificate programs.

B. What percent of your courses are major courses? Comment.

C. Explain any trends or anomalies in the data given above.

IV. Curriculum Quality

A. Explain the structure of your curriculum including course sequencing. Give examples of schedules that an entering student would follow to graduate from your program. Consider both freshmen and transfer students.

B. List all courses that have been added or deleted from your program in the last five years.

C. Describe the following features of your program:
   1. Uniqueness, particularly with the CSU system. Compare your program demand with that of other similar CSU programs (Cf. II.A.2).
   2. Currency. (In what ways does your program reflect current curricular trends?)
   3. Quality. Define "quality" for your program and give evidence of how it is attained.
   4. Give a summary of student evaluations and other material that gives opinions of your curriculum.

V. Teaching Staff
A. List and teaching staff of your program and give the highest degree attained. Classify as full-time, part-time, graduate student or other.

B. Give the average teaching load of all members of your teaching staff for each of the last five years. Classify as in A.

C. List for the last five years all publications, grants, research efforts and other professional activities of your teaching staff.

D. Comment on any trends or anomalies in the above data.

VI. Other Staff

A. List all other staff and their position in your program.

B. List for the last five years all professional activities of these staff members.

VII. Student-Teacher Ratios

A. For each of the last five years, list your FTES/FTEF and the number of majors/FTEF.

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5. List any nonstate revenue your program has received.

B. Compute the total cost to the state of your program for each of the last five years. Also compute the total cost to the state per FTES and the total cost to the state per major.

C. Explain any significant difference between the amount budgeted and the actual expenditures.

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IX. Alumni Data

A. For each of the last five years, give any data that you have on the employment and/or graduate school enrollment of students graduating from your program.

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X. Other Criteria

A. Accreditation
   1. List any outside accreditation that your program has.
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B. For each of the last five years list the ethnicity and gender of the students and personnel of your program. Explain how this data complies with the Educational Equity Policy of Cal Poly.

C. How is your program contributing to the GE&B Program of Cal Poly? List faculty involvement (in terms of number and FTEF) and class enrollments.

D. Describe how your program interrelates with other programs at Cal Poly.

E. Describe the student advising and counseling services that your program offers.

F. List any honor societies and other student clubs in which your program is involved.
President's Report to the Academic Senate - 4/16/91

To my mind, one of the best things that has happened on this campus during this Academic Year is that a coalition of all campus unions - the Labor Council - has, through the efforts of Jim Conway, become a truly viable entity; looking at the problems that cut across all lines, exploring solutions, and presenting a united front to management.

During this time of budgetary crisis, every adverse action affecting one group produces a domino affect on all others. For example, the Trustees decision of April 4th to increase the salaries of the Chancellor, Vice Chancellors and Campus Presidents by 17%, affects us all. That increase to the top administrators equates with a decrease of funding to support our academic programs, thus affecting both faculty and staff, and ultimately the students.

We don't want to see anyone out of a job, and the Labor Council, with input from all its constituents, will look for creative solutions to present to management to avoid this.
CORRECTIONS TO THE ACADEMIC PROGRAM REVIEW CRITERIA

1. III.A.4 was moved to become II.A.6. It really belongs in that grouping.
2. Ill is now called Course Demand—to distinguish it more from II Program Demand.
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IV. Curriculum Quality

A. Explain the structure of your curriculum including course sequencing. Give examples of schedules that an entering student would follow to graduate from your program. Consider both freshmen and transfer students.

B. List all courses that have been added or deleted from your program in the last five years.

C. Describe the following features of your program:
   1. Uniqueness, particularly with the CSU system. Compare your program demand with that of other similar CSU programs (Cf. II.A.2).
   2. Currency. (In what ways does your program reflect current curricular trends?)
   3. Quality. Define "quality" for your program and give evidence of how it is attained.
   4. Give a summary of student evaluations and other material that gives opinions of your curriculum.

V. Teaching Staff
A. List and teaching staff of your program and give the highest degree attained. Classify as full-time, part-time, graduate student or other.

B. Give the average teaching load of all members of your teaching staff for each of the last five years. Classify as in A.

C. List for the last five years all publications, grants, research efforts and other professional activities of your teaching staff.

D. Comment on any trends or anomalies in the above data.

VI. Other Staff

A. List all other staff and their position in your program.

B. List for the last five years all professional activities of these staff members.

VII. Student-Teacher Ratios

A. For each of the last five years, list your FTES/FTEF and the number of majors/FTEF.

B. For each of the last five years, give the number of faculty positions generated by your program.

C. Comment on any trends or anomalies in the above data.

VIII. Costs and Revenues of Your Program

A. List for each of the last five years the following budget and revenue information:
   1. Personal services (faculty, staff, student assistants, etc.).
2. Operating expense (including faculty recruitment, telephone, etc.).
3. Equipment (regular and replacement).
4. Any other significant program expenses not accounted for within your program accounts (e.g. library, computer, audio visual, etc.).
5. List any nonstate revenue your program has received.

B. Compute the total cost to the state of your program for each of the last five years. Also compute the total cost to the state per FTES and the total cost to the state per major.

C. Explain any significant difference between the amount budgeted and the actual expenditures.

D. Comment on any trends or anomalies in the above data.

IX. Alumni Data

A. For each of the last five years, give any data that you have on the employment and/or graduate school enrollment of students graduating from your program.

B. For each of the last five years list your graduates by ethnicity and gender.

C. Give any data that you have that demonstrates a need for graduates of your program. Be as specific as possible.

X. Other Criteria

A. Accreditation
   1. List any outside accreditation that your program has.
   2. If your program is not accredited by an outside organization, please explain.
B. For each of the last five years list the ethnicity and gender of the students and personnel of your program. Explain how this data complies with the Educational Equity Policy of Cal Poly.

C. How is your program contributing to the GE&B Program of Cal Poly? List faculty involvement (in terms of number and FTEF) and class enrollments.

D. Describe how your program interrelates with other programs at Cal Poly.

E. Describe the student advising and counseling services that your program offers.

F. List any honor societies and other student clubs in which your program is involved.