Califomia Polytechnic State University
San Luis Obispo, California 93407
Academic Senate

Academic Senate Agenda
May 14, 1991
UU 220 3:00-5:00 P.M.

I. Minutes: [Minutes of the May 7/May 14 meetings will be distributed on May 28, 1991.]

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
E. CFA Campus President
F. CSEA Campus President
G. ASI Representatives

IV. Consent Agenda:

V. Business Item(s):

[A. Resolution on Academic Probation and Disqualification-Terry, Chair of the Instruction Committee, second reading (pp. 9-12).]

[B. Resolution on Job Announcement Recommendation-Torres, Professor, second reading (pp. 13-14).]

[C. Resolution on U.S. Ethnic Pluralism Program-Torres, Chair of the U.S. Ethnic Pluralism Development Committee, second reading (pp. 15-16).]

[D. Resolution on Proposal to Establish the Agricultural Safety Institute at Cal Poly-Dilger, Professor, second reading (pp. 17-32).]

[E. Curriculum Proposals for SSM, UCTE, SAGR, and Joint M.S. Engineering/M.C.R.P.-Bailey, Chair of the Curriculum Committee, second reading (pp. 84-94).]

[F. General Education and Breadth Proposals-Burgunder, Chair of the GE&B Committee, first reading (pp. 33-83). (A complete set of course materials can be obtained from your caucus chair.)]

[G. Resolution on Proposal to Establish the Coastal Resources Institute at Cal Poly-Vilkitis, Coordinator for CRI, first reading (pp. 95-116).]

[H. Resolution on Academic Senate Representation for the University Center for Teacher Education-DeMers, Chair of the Constitution and Bylaws Committee, first reading (p. 2).]

[I. Resolution on Voting Membership of the General Faculty-DeMers, Chair of the Constitution and Bylaws Committee, first reading (p. 3).]

[J. Resolution on Statement on Racism and Discrimination-Berrio, Chair of the Personnel Policies Committee, first reading (p. 4).]

[K. Resolution on Statement on Academic Freedom-Berrio, Chair of the Personnel Policies Committee, first reading (p. 5).]

[L. Resolution on Redesignating the Seven Instructional Schools as Colleges, and the University Center for Teacher Education as a School-Irvin, Associate Vice President for Academic Affairs, first reading (pp. 6-7).]

[M. Curriculum Proposals for the School of Architecture and Environmental Design-Bailey, Chair of the Curriculum Committee, first reading (pp. 8-15).]

VI. Discussion Item(s):

VII. Adjournment
Adopted:

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

Background Statement: The implementation of the University Center for Teacher Education has created a unique situation for representation of its members within the Academic Senate and university committees. There is no provision within the Constitution of the Faculty and Bylaws of the Academic Senate which addresses representation from academic units which are not housed within a school.

AS- -91/
RESOLUTION ON
ACADEMIC SENATE REPRESENTATION
UNIVERSITY CENTER FOR TEACHER EDUCATION

WHEREAS, 
The University Center for Teacher Education has no representation within the Academic Senate; and

WHEREAS, 
No provision exists which addresses representation of faculty within the Academic Senate or university committees from academic units not affiliated with a school or Professional Consultative Services; therefore, be it

RESOLVED:
That Article III.1.a. of the Constitution of the faculty be changed as follows:

Article III. The Academic Senate
Section 1. Membership

a. Each school shall elect three senators, plus one senator for each thirty faculty members or major fraction thereof. Any academic unit not housed within a school, which is otherwise not represented within the Academic Senate, shall have an opportunity to obtain representation in the Senate and/or university committees through a petition to the Academic Senate Executive Committee. The unit, upon petition, may be allocated one senator for each thirty full-time faculty members or major fraction thereof who are solely affiliated with that unit.

Proposed By: Academic Senate Constitution and Bylaws Committee
May 9, 1991
Adopted:

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

Background Statement: Article I., Membership of the General Faculty, is somewhat vague which results in arbitrary identification of voting members of the General Faculty. Changes in Article I of the Constitution would assist in identifying voting members of the General Faculty.

AS- -91/
RESOLUTION ON
VOTING MEMBERSHIP OF THE GENERAL FACULTY

WHEREAS, The current description of the General Faculty within the Constitution of the Faculty is vague; and

WHEREAS, The current description results in an arbitrary identification of voting members of the General Faculty; therefore, be it

RESOLVED: That Article I of the Constitution of the Faculty be changed as follows:

Voting members of the General Faculty shall consist solely of those persons who are full-time academic employees holding faculty rank and occupying a position in an academic department within the university. Department chairpersons, officers of the Faculty and representatives to The California State University Academic Senate will not cease to be members of the Faculty because of any reassigned time allotted to them by virtue of their offices. Personnel in Professional Consultative Services, as defined in III.1.b. of the Constitution, and full-time lecturers holding one-year appointments in academic departments are members of the General Faculty. Faculty whose appointments are full-time for an academic quarter are considered members of the General Faculty during each quarter of their full-time appointment. Voting membership of the General Faculty shall not lapse because of leave of absence. Nonvoting membership in the General Faculty shall include all temporary, part-time academic personnel not included in the voting membership.

Proposed by: Academic Senate Constitution and Bylaws Committee
May 9, 1991
WHEREAS,
The campus needs to express in a widely disseminated, concise, written format its commitment to the values expressed in this resolution; therefore, be it

RESOLVED:
That the following statement be printed in the Cal Poly catalog and the Faculty, Staff, and Student Handbooks:

Statement on Racism and Discrimination
Cal Poly will not tolerate acts of racism or discrimination of any type. The University is committed to being a community enriched by individual differences, in which diversity is valued and respected and in which all members live and work free from harassment, abuse, mockery, and discrimination.

Proposed by: Academic Senate Personnel Policies Committee
May 9, 1991
WHEREAS,
The University Self-Study for Accreditation stated:

A clear statement of commitment to academic freedom should appear in the University Catalog where it is equally visible to students, faculty, and interested external constituencies;

therefore, be it

RESOLVED:
That the following statement be printed in the University Catalog:

Statement on Academic Freedom

Cal Poly recognizes and supports the principle of academic freedom, by which each faculty member has the right to teach, to conduct research, and to publish material relevant to that faculty member's discipline, even when such material is controversial. The university also guarantees to its faculty the same rights shared by all citizens which include: the right to free expression, the right to assemble, and the right to criticize and seek revision of the institution's regulations.

At the same time, the faculty should recognize an equally binding obligation to perform their academic duties responsibly and to comply with the internal regulations of the university. Each faculty member is expected to recognize the right of free expression of other members of the university community; intolerance and personal abuse are unacceptable. When acting as private citizens, faculty members are expected to make it clear that they are not acting as representatives of the university.

Proposed by: Academic Senate Personnel Policies Committee
May 9, 1991
School of Architecture and Environmental Design

1992-94 CATALOG PROPOSALS

VP (Vice President Academic Affairs), AS (Academic Senate),
CC (Curriculum Committee)
A = Approved, A* = Approved pending technical modification,
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<tr>
<th>V</th>
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I. NEW COURSES

1. None

II. DELETED COURSES

1. EDES 110 Descriptive Drawing (1) 1 act C13
2. EDES 303 replaced by ARCH 303

III. CHANGES TO EXISTING COURSES

Number, Title, Unit Value, C/S Number, Description and Prerequisite Changes

1. None

IV. GENERAL EDUCATION AND BREADTH COURSES

1. None

V. CURRICULUM CHANGES

1. None

VI. COMMITTEE COMMENTS
1992-94 CATALOG PROPOSALS

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I. NEW COURSES
1. none

II. DELETED COURSES
1. none

III. CHANGES TO EXISTING COURSES

Number, Title, Unit Value, C/S Number, Description and Prerequisite Changes

1. ARCE 302 3 lec C4 to 3 act C13
2. ARCE 321 2lec, 1 lab to 3 lec
3. ARCE 322 2lec, 1 lab to 3 lec
3a. ARCE 323 2 lec, 1 lab to 3 lec
4. ARCE 372 Steel Design Lab to Steel Structures Design Lab
5. ARCE 403 Steel Design II 3 lec C4 to Advanced Steel Structures Laboratory 3 lab C16
6. ARCE 422 change coreq ARCE 444 to Prereq or coreq ARCE 444
7. ARCE 444 Reinforced Concrete Design I (4) 4 act C13 to Reinforced Concrete Lab (3) 3 labs C16
8. ARCE 445 Prestressed Concrete Design (4) 4 act C13 to Prestressed Concrete Design Lab (3) 3 lab C16
9. ARCE 446 Concepts of Advanced Structural Systems 3 act C13 to Advanced Structural Systems Lab 3 labs C16
10. ARCE 447 Reinforced Concrete II 3 act C13 to Advanced Reinforced Concrete Lab 3 lab C16
11. ARCE 451 Timber and Masonry Design Lab to Timber and Masonry Structures Design Lab
12. ARCE 452 Reinforced Concrete Design Lab to Concrete Structures Design Lab
13. ARCE 453 Senior Integrated Design Project to Senior Project Lab. Prereq add ARCE 372
14. ARCE 481 Structural Models Lab to Structural Experimental Lab
15. ARCE 483 Seismic Design to Seismic Analysis and Design

IV. GENERAL EDUCATION AND BREADTH COURSES
1. no changes

V. CURRICULUM CHANGES
1. Delete CM 342 Concrete, Formwork and Structural Steel Practices (3)
2. Change approved technical electives from (10) to (14)

VI. COMMITTEE COMMENTS
III. 1. T = significant concerns regarding shift in mode from lec to act
III. 2, 3, 3a. AR = why drop lab? Service course, consult with ARCH, CM
III. 5, 7, 8, 9, 10 AR = change from act to lab means more hours & possible scheduling difficulties.
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MCF = Miscellaneous Course Fee

## I. NEW COURSES

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Units</th>
<th>C/S</th>
<th>Description and Prerequisite Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ARCH 101 Survey of Architectural Education and Practice (2)</td>
<td>2</td>
<td>lec C1</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>ARCH 303 Human Factors for Environmental Designers (3)</td>
<td></td>
<td></td>
<td>replaces EDES 303</td>
</tr>
<tr>
<td>3.</td>
<td>ARCH 357 Computer Graphics in Architecture (4)</td>
<td>2 lec, 2 lab</td>
<td>C4/16 MCF</td>
<td>replaces ARCH 457</td>
</tr>
<tr>
<td>4.</td>
<td>ARCH 460 Advanced Computer Graphics in Architecture (3)</td>
<td>2 lec, 1 act</td>
<td>C4/13 MCF</td>
<td>replaced ARCH 459</td>
</tr>
<tr>
<td>5.</td>
<td>ARCH 461 Advanced Computer-Aided Design in Architecture (3)</td>
<td>2 lec, 1 act</td>
<td>C4/13 MCF</td>
<td>replaces ARCH 458</td>
</tr>
</tbody>
</table>

## II. DELETED COURSES

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Units</th>
<th>C/S</th>
<th>Description and Prerequisite Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ARCH 219 History of Architecture (3)</td>
<td>3 lec</td>
<td>C2</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>ARCH 457 Computer Graphics in Architecture I (2)</td>
<td>1 lec, 1 lab</td>
<td>C4/16</td>
<td>replaced by ARCG 357</td>
</tr>
<tr>
<td>3.</td>
<td>ARCH 458 Computer Graphics Applications in Architecture II (2)</td>
<td>1 lec, 1 act</td>
<td>C4/13</td>
<td>replaced by ARCH 461</td>
</tr>
<tr>
<td>4.</td>
<td>ARCH 459 Computer Graphics Applications in Architecture III (2)</td>
<td>1 lec, 1 act</td>
<td>C4/13</td>
<td>replaced by ARCH 460</td>
</tr>
</tbody>
</table>

## III. CHANGES TO EXISTING COURSES

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Description and Prerequisite Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ARCH 317 descr change C.3.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>ARCH 318 descr change C.3.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>ARCH 319 descr change C.3.</td>
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</table>

## IV. GENERAL EDUCATION AND BREADTH COURSES

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Description and Prerequisite Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ARCH 317 descr change C.3.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>ARCH 318 descr change C.3.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>ARCH 319 descr change C.3.</td>
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</tr>
</tbody>
</table>

## V. CURRICULUM CHANGES

<table>
<thead>
<tr>
<th>Number</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Add ARCH 101 Survey of Architectural Education and Practice (2)</td>
</tr>
<tr>
<td>2.</td>
<td>Delete ARCH 219 History of Architecture (3)</td>
</tr>
<tr>
<td>3.</td>
<td>Delete PHYS 137 General Physics: Applied Physics for Architects (4)</td>
</tr>
<tr>
<td>4.</td>
<td>Delete STAT 211 Elementary Probability and Statistics (3)</td>
</tr>
<tr>
<td>5.</td>
<td>Add architectural history elective (3)</td>
</tr>
<tr>
<td>6.</td>
<td>Change electives from (6) to (9)</td>
</tr>
<tr>
<td>7.</td>
<td>Change total units from (250) to (248)</td>
</tr>
<tr>
<td>8.</td>
<td>M.S. Architecture - no changes</td>
</tr>
</tbody>
</table>

## VI. COMMITTEE COMMENTS

<table>
<thead>
<tr>
<th>Number</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A* = no textbook</td>
</tr>
<tr>
<td>4, 5.</td>
<td>A* = increase class size to break-even, why 400-level?</td>
</tr>
<tr>
<td>V. 3, 4.</td>
<td>A* = did other depts. respond?</td>
</tr>
<tr>
<td>V. 5.</td>
<td>AR = suggest creating an umbrella topic arch history course</td>
</tr>
</tbody>
</table>
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I. NEW COURSES

1. CRP 427 Local Economic Development Planning (3) 3 sem C5
2. CRP 514 Computer Applications for MCRP (2) 2 lab C16 MCF
3. CRP 530 Planning Agency Management (3) 3 sem C5
   replaces CRP 502
4. CRP 597 Policy, Planning and Management (4) 4 sem C5

II. DELETED COURSES

1. CRP 502 Planning Principles and Practice (4) 4 sem C5
   replaced by CRP 530
2. CRP 598 Research Design and Methods (2) 2 sem C5

III. CHANGES TO EXISTING COURSES

Number. Title. Unit Value. C/S Number. Description and Prerequisite Changes

1. CRP 213 Information for Urban and Regional Planning to Population and Housing Studies. Descr change.
2. CRP 214 Urban and Regional Processes to Land Use and Transportation Studies. Descr change.
3. CRP 215 Regional Planning and Economic Development replaced by CRP 315 Economic and Fiscal Analysis for Planning. Descr change.
4. CRP 351, 352, 353 Planning Laboratory to Community Planning Laboratory.
5. CRP 407 replaced by CRP 404. (Also listed as FNR 404)
6. CRP 408 change also listed as NRM 408 to FNR 408)
7. CRP 435 (4) 3 lec, 1 lab to (3) 3 sem C5
8. CRP 444 4 lec C4 to 4 sem C5
9. CRP 451 Planning Laboratory to Regional and Environmental Planning Laboratory
10. CRP 457 3 lec C2 to 2 sem, 1 lab C5/16
11. CRP 463 prereq from CRP 452 to CRP 409, 452
12. CRP 501 descr change
13. CRP 510 descr change. Prereq from CRP 502 to grad standing
14. CRP 513 descr change.
15. CRP 520 descr change. Prereq from CRP 502 to CRP 501
16. CRP 525 (4) 4 sem to (3) 3 sem. Descr change.
17. CRP 552 Urban Planning Laboratory to Community Planning Laboratory
18. CRP 553 prereq from CRP 515 to CRP 515, CRP 548

IV. GENERAL EDUCATION AND BREADTH COURSES

1. no changes
V. CURRICULUM CHANGES

B.S. City and Regional Planning
1. Delete CRP 215 Regional Planning and Economic Development (3)
2. Add CRP 315 Economic and Fiscal Analysis for Planning (3)
3. Change MGT 317/POLS 441 (4) to MGT 317/POLS 441/PSY 302 (4/3)
4. Change adviser approved electives from (13) to (13/14)

M.C.R.P
1. Add CRP 514 Computer Applications for MCRP (2)
2. Add CRP 525 Plan Implementation (2)
3. Add POLS 401/POLS 403 (4)
4. Delete CRP 502 Planning Principles and Practice (4)
5. Delete CRP 598 Research Design and Methods (2)
6. Delete CRP 599 Thesis/Project (6)
7. Change adviser approved electives from (10) to (8)
8. Change total units from (70) to (72)

VI. COMMITTEE COMMENTS

I. 2. AR = why 500-level course, more prereqs?
III. 1, 2. A* = need Expanded Course Outline, major revision
III. 3. AR = why 300-level, intro course?
CONSTRUCTION MANAGEMENT DEPARTMENT  
School of Architecture and Environmental Design  
1992-94 CATALOG PROPOSALS

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I. NEW COURSES
1. CM 444 Concrete Formwork and Temporary Structures (3) 3 act C13  
2. CM 445 Heavy Construction Methods and Techniques (2) 2 act C13  
3. CM 454 Building Estimating (4) 4lab C16  
4. CM 535 Construction Management Decision Theory (3) 2sem, 1ac C5/8  
5. CM 544 Integrated Cost and Scheduling (3) 3 sem C5  
6. CM 546 Advanced Construction Technology (3) 3sem C5  
7. CM 548 Integrated Intelligent Construction Systems and Techniques (3) 3 sem C5  
8. CM 561 Construction Business Planning (3) 3 sem C5  
9. CM 562 Construction Business Marketing (3) 3 sem C5

II. DELETED COURSES
1. CM 441 Building Estimating I (3) 3 act  
2. CM 442 Building Estimating II (2) 2 act  
3. CM 451 Principles of Heavy Construction (4) 4 lab

III. CHANGES TO EXISTING COURSES
1. CM 341 Wood and Masonry Construction Practices to Residential and Light Commercial Construction Practices  
2. CM 342 Concrete, Formwork and Structural Steel Construction Practices to Commercial, Institutional and Industrial Construction Practices

IV. GENERAL EDUCATION AND BREADTH COURSES
none

V. CURRICULUM CHANGES
1. Delete CM 441, 442 Building Estimating I, II (3) (2)  
2. Add CM 444 Concrete Formwork and Temporary Structures (3)  
3. Add CM 445 Principles of Heavy Construction (2)  
4. Delete CM 451 Principles of Heavy Construction (4)  
5. Add CM 454 Building Estimating (4)  
6. Delete ARCE 309 Survey of Soil Mechanics and Foundation Engineering (3)  
7. Add ARCE 421 Soil Mechanics (3)  
8. Delete FIN 412 Law of Real Property (4)  
9. Add 300-400 level MGT or FIN elective (4)  
10. Delete PHYS 133 or PHYS 137 (4)  
11. Add CHEM 121 General Chemistry (4)

VI. COMMITTEE COMMENTS
1. 1, 2, 3. A* = library resources  
2. 4, 5, 6, 7, 8, 9. T = table pending review of proposed MS Environmental Design  
3. 6, 7, 10. A* = notify depts.  
4. V. 11. A* = notify dept, why not add CHEM 124 instead of 121
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I. NEW COURSES

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1. LA 150 Graphics and Design Fundamentals (16) 16 act C7
2. LA 212 Site Analysis (3) 2 lec, 1 lab C2/16
3. LA 464 Senior Seminar (1) 1 sem C5

II. DELETED COURSES

<table>
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1. LA 343 Landscape Architecture Construction IV (3) 3 labs

III. CHANGES TO EXISTING COURSES

Number. Title. Unit Value. C/S Number. Description and Prerequisite Changes

1. LA 203 add MCF
2. LA 213 change from (3--4) 2 lec, 1--2 labs to (4) 2 lec, 2 labs. Descri change. Add "enrollment limited to CRP and LA majors."
3. LA 231 prereq from none to LA 111, LA 214, LA 310, AE 237, MATH 120
4. LA 247 prereq from LA 214, BOT 238 to LA 155, LA 214, BOT 238, SS 121
5. LA 310 Intro to Computing in Planning and Design to Intro to Computing in Landscape Architecture. Descri change.
6. LA 318 GIS Application of Natural Resource Information to Application of GIS in Natural Resources. Prereq from CSC 110 or consent to AG 250 or CSC 110 or consent. Junior standing required.
7. LA 348 add concurrent with LA 353.
8. LA 351, 352 (4) (4) 4 lab to (5) (5) 5 lab. Descri change. Prereq for LA 351 from LA 203 to LA 203, LA 214, LA 341
9. LA 353 (4) 4 lab to (5) 5 lab. Descri change. Prereq from LA 348, LA 352 to LA 342, LA 352. Concurrent from LA 343 to LA 348.
10. LA 410 descri change. Prereq from CSC 110 and 3rd year or consent to LA 451, LA/FNR 318 or consent.
11. LA 411 descri change. Add field trip.
12. LA 451 (5) 5 lab to (6) 6 lab. Descri change. Prereq from LA 410, LA 353 to LA 353 or consent.
13. LA 461 prereq from LA 441 to LA 442
14. LA 481 add MCF
15. LA 482 add MCF
16. LA 483 change from sem C5 to act C7. Add MCF
17. LA 551 add MCF
18. LA 552 add MCF

IV. GENERAL EDUCATION AND BREADTH COURSES

1. none
V. CURRICULUM CHANGES

1. Delete LA 343 Landscape Architecture Construction IV (3)
2. Delete LA 410 Info Systems in Landscape Arch (2)
3. Change adviser approved SAED professional elective from (3) to (4)
4. Delete OH 237 Landscape Plants II
5. Add OH 308 Landscape Plants II

VI. COMMITTEE COMMENTS

I. 1. D = disapproved of 16-unit course
I. 2. A* = suggest increasing lec enrollment to break-even
I. 3. T = pending approval of BLA by Chancellor's Office
II. 1. T = pending approval of BLA by Chancellor's Office
III. 3. D = 300-level prereq for 200-level course
III. 4. A* = should prereq of LA 155 be 153?
III. 10. A* = suggest not stating specific software in course descr
V. 1. T = pending approval of BLA by Chancellor's Office (II. 1.)
Corrections to Proposal to Establish the Agricultural Safety Institute at California Polytechnic State University San Luis Obispo

I. Resolution

WHEREAS, Agriculture is the most hazardous industry in California; and

WHEREAS, injuries and fatalities result in untold pain and suffering for workers, their families, and employers; and

WHEREAS, injuries and fatalities cost agricultural employers and employees the agricultural industry millions of dollars annually; and

WHEREAS, these losses result in the increased cost of agricultural products to consumers; and

WHEREAS, effective hands-on training in agricultural safety can reduce or eliminate injuries and fatalities; and

WHEREAS, the need for training and up-to-date training materials exists; therefore, be it

RESOLVED: That a privately funded Agricultural Safety Institute be established at California Polytechnic State University.

[Note: Added text is underlined and deleted text is lined-out.]

II. Agricultural Safety Institute (ASI)

All references to "ASI" have been deleted from the proposal.
To: Academic Senators

From: Craig Russell, SLA Caucus Chair

Subject: An Amended version of the U.S. Ethnic Pluralism Program Resolution

When the Executive Committee met on April 23 Luis Torres submitted a resolution that had been drafted after months of work by the U.S. Ethnic Pluralism Development Committee. After some discussion, I proposed an amendment to their initial plan: the amendment passed and then the motion passed as amended. It is that amended version that you see in your packet affixed to today's agenda.

In the meantime, however, I have consulted with the U.S. Ethnic Pluralism Development Committee and have arrived at yet another revised version of the resolution that is—in my mind—an improved version of the resolution. It is much clearer than the older one, and presents a more articulate and noble vision of what we wish to accomplish.

I feel it is absolutely imperative that we as a body pass this resolution as soon as possible. We should act expeditiously and positively. Three strong reasons for doing so are:

1. Morally, it is the right action to take at this time. The cultures of North and South America, Asia, Africa, Mexico, etc. are NOT "peripheral" and second-rate. It is time for us to include and to accept the contributions of American and world cultures into our own curriculum and our own campus.

2. The resolution deals with Americans and American cultures. If American universities do not esteem their own cultures, then who will? It is ironic and embarrassing that many of my German colleagues know more about Lakota or Hopi music than my fellow musicologists that came out of the American university system. My friends in Spain know more about Langston Hughes and Frederick Douglass than most of us—and I am embarrassed. It is time for Cal Poly to include as part of the mandatory curriculum courses that deal with such brilliant writers, leaders, and artists as Frederick Douglas, Al Momaday, LeRoi Jones, Duke Ellington, Fannie Lou Hamer, Louis Ballard, Sor Juana Inés de la Cruz, Antonio de Salazar, etc. They are giants in American culture. It is time to dig in and enjoy them and learn from them.

3. The resolution has practical applications in the "real world." If a student in crop science knows what a corrido is or can talk to his Chicano friends about the latest album by Los Tigres del Norte, he is going to win a warm respect and friendship that will have practical benefits when he is out in the field harvesting crops. If a computer science graduate is employed by INTEL and is speaking to a colleague from Japan, he will have a better chance of getting that contract and landing the account if he can converse about the shamisen and the shakuhachi. Let's not kid ourselves. People that learn about each other, soon grow to like each other—and happy people that are cooperating produce more. I am one of those old-fashioned people who believes that morality is practical. The morally correct stance—in the long run—is also the best position in the business world.

PLEASE—PASS THIS RESOLUTION!
Background Statement:

The challenge facing our educational system is to provide an environment which encourages students of all backgrounds to fully develop their intellectual ability and prepare them to live productively in a multicultural society. Such an environment requires academic programs and services that give consideration to the multicultural heritage of the faculty, student population, and society as a whole.

The success of our multicultural society hinges on the productive interaction between people of different cultures, life styles, and views. Our educational system should be a catalyst for this interaction. Our state universities should create an environment in which every student—regardless of race or ethnic origin—is educated with respect to the cultural pluralism of our society. Cal Poly's academic programs should increasingly reflect this goal. The development of a U.S. Ethnic Pluralism Program will promote this University objective.

AS- ____________________________

RESOLUTION ON
U.S. Ethnic Pluralism Program

WHEREAS, The U.S. Ethnic Pluralism Program would introduce a significant and relatively new discipline to our curriculum; and

WHEREAS, Such a program would promote an enhanced understanding of ethnic cultures and traditions especially in relation to their interaction with those of the dominant culture; and

WHEREAS, Such a program would develop an appreciation for the contributions of ethnic communities; and

WHEREAS, This program would foster an analysis of the significant issues and problems facing ethnic communities; and

WHEREAS, It is imperative that all Cal Poly students develop the understanding required to live and work productively and responsibly in California's and the nation's increasingly multicultural society; therefore be it

RESOLVED: That the Senate endorses the development of a U.S. Ethnic Pluralism Program which would advance instruction about and enhance knowledge of the American cultures of Native Americans, African Americans, Chicanos/Latinos, and Asian Americans; and be it further
RESOLVED: That the Senate endorse in principle the need for a "Cultural Pluralism" or "Cultural Diversity" baccalaureate requirement at Cal Poly and hereby announce our willingness to work toward that goal—and the advancement of the proposal(s) judged best by University constituencies. The objectives of the said proposal(s), in general, are as follows:

*a. To bring greater multicultural perspective to all Cal Poly students.

*b. To foster greater understanding of cultural and ethnic differences in the United States and in relation to a wider world.

c. To help students appreciate differing cultural values and assumptions and the "relativity of otherness."

d. To nourish tolerance for and enjoyment of cultural diversity.

e. To encourage American commonalities and continuities amidst diversity.

The Faculty are for taking no action affecting minorities. This is the chance to make the most substantial advancement of the ideals of Cal Poly and change the image of the university. 66% of the people in Calif. are their culture history and situation. It is a new discipline in my view and major new discipline some Psychology.

Academic home—It will provide an academic and intellectual home for ethnic minorities; we are the Nova. Cal Poly. Until one has real roots in a community does one really affect the community.

It will assist all white students to prepare themselves for the world of work in such a major Calif. area as LA and the Bay area.
Adopted:

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

AS- -91/
RESOLUTION ON
REVISION OF "FAIRNESS BOARD DESCRIPTION AND PROCEDURES"
TO INCLUDE AN ANNUAL REPORTING CLAUSE

WHEREAS, Executive Order 320, dated January 18, 1980 established minimum standards for campuses governing the assignment of grades by faculty and for provisions for appeal to ensure that the rights and responsibilities of faculty and students are properly recognized and protected; and

WHEREAS, In order to fully conform to the spirit of Executive Order 320, the Trustees' Audit Staff (Report Number 90-04, dated December 11, 1990) recommended that the "Fairness Board Description and Procedures" be amended to include a provision for annual reporting to the President and Academic Senate of the number and disposition of grade appeal cases considered by the Fairness Board each year; therefore, be it

RESOLVED: That the following clause be included in "Fairness Board Description and Procedures" (CAM APPENDIX XI, revised 8/87):

At the end of every academic year, the Fairness Board chair shall report, in writing, to the Academic Senate and the President, the number of cases heard during that academic year, and the disposition of each such case.

Proposed By: Academic Senate Fairness Board
May 9, 1991
To: The Academic Senate

From: Prof. Luis Torres, English Dept., and Dr. Willi Coleman, Director, Center for Women and Ethnic Issues

Date: May 14, 1991

Re: Resolution on Job Announcement Recommendation in Today's Senate Meeting

Following the discussion at the last Senate meeting concerning the Job Announcement Resolution, those of us proposing the Resolution have determined that we would like to substitute the following wording for the "RESOLVED" clauses. The statement is a revision of one which our English department is considering including in its next job announcement.

RESOLVED, That the Academic Senate recommend to the President of the University and other appropriate University personnel the inclusion of the following statement as part of the qualifications for all applicable future job announcements at Cal Poly including those for support staff, faculty, and administrative positions:

"Highly desirable: Experience in or commitment to educational diversity programs for women and ethnic minorities."

and be it further

RESOLVED: That the Academic Senate recommend independently to all departments the inclusion of this statement, or a similar one, as a desirable qualification in their future job announcements for faculty positions.