Chair, Jim Simmons  
Vice Chair, Barbara Weber  
Secretary, Charlie Crabb

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Memorandum

To: Dean Jon M. Ericson
   Department Heads, School of Communicative Arts & Humanities

From: William T. Little, Head
       Foreign Languages Department

Subject: Foreign Language Requirement

Date: January 17, 1984

Below are statistics derived by Dave Wickersham about the number of semesters of high school foreign language for the students who entered Cal Poly in the Fall of 1983:

1. Count of students with high school foreign language by number of semesters:

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>61</td>
</tr>
<tr>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>1028</td>
</tr>
<tr>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>6</td>
<td>676</td>
</tr>
<tr>
<td>7</td>
<td>48</td>
</tr>
<tr>
<td>8</td>
<td>324</td>
</tr>
<tr>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>157</td>
</tr>
<tr>
<td>No answers</td>
<td>432</td>
</tr>
<tr>
<td>Total</td>
<td>2973</td>
</tr>
</tbody>
</table>

2. These data equate to the following equivalent years of college foreign language study:

   1) no answer 432 (14.5%)
   2) no study 61 (2.0%)
   3) less than one year 156 (5.2%)
   4) one year or more 2324 (78.2%)

3. If we assume that an exit requirement of the equivalent of one year of foreign language study at the college level were imposed at Cal Poly, we would have to handle some proportion of the students in categories 1-3 above (649 students—21.8% of the entering students) in one or all of the first-year courses (101, 102, 103). For the sake of argument, let us assume category 1 breaks into the same proportion as the rest of the table shows. This would give us an adjusted table as follows:

   1) no study 2.4% = 71 students
   2) less than one year 6.1% = 181
   3) one year or more 91.5% = 2721
4. According to a worst-case scenario for Cal Poly resources, all of these 649 students would fulfill the requirement by taking courses here. In the Fall Quarter 1983, the Foreign Languages Department had the following number of unfilled seats:

<table>
<thead>
<tr>
<th>Language</th>
<th>101</th>
<th>102</th>
<th>103</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>6</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>German</td>
<td>41</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>0</td>
<td>19</td>
<td>11</td>
</tr>
</tbody>
</table>

5. If we assume entering students who need a language choose one in proportion to their current preferences (FR 28%; GER 21%; SPAN 51%), the first two adjusted categories would divide in the following way:

<table>
<thead>
<tr>
<th>Category</th>
<th>FR</th>
<th>GER</th>
<th>SPAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>51</td>
<td>38</td>
<td>92</td>
</tr>
</tbody>
</table>

6. Category 1 students would all take 101. If we assume that category 2 students divide with half going to 102 and half going to 103, and if we assume the same proportion of empty seats in the Spring Quarter 1984 as there were in the two previous quarters, then Cal Poly's Foreign Languages Department could absorb the following number of students with present resources in three quarters:

<table>
<thead>
<tr>
<th>Language</th>
<th>101</th>
<th>102</th>
<th>103</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>9</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>German</td>
<td>61</td>
<td>22</td>
<td>no data</td>
</tr>
<tr>
<td>Spanish</td>
<td>0</td>
<td>102</td>
<td>103</td>
</tr>
</tbody>
</table>

7. Comparing the number of students needing language 101, 102, 103 with seats available, Cal Poly could not handle the following number of students:

<table>
<thead>
<tr>
<th>Language</th>
<th>101</th>
<th>102</th>
<th>103</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>11</td>
<td>0</td>
<td>no data</td>
</tr>
<tr>
<td>German</td>
<td>0</td>
<td>102</td>
<td>103</td>
</tr>
<tr>
<td>Spanish</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
</tbody>
</table>

8. This equates to a need for the following additional sections, roughly in three quarters:

<table>
<thead>
<tr>
<th>Language</th>
<th>101</th>
<th>102</th>
<th>103</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
RESOLUTION ON FOREIGN LANGUAGE REQUIREMENT

Background

The CSU Task Force Report on Foreign Language Requirement recommended that the system establish a graduation requirement equivalent to two semesters of lower division foreign language instruction, to be applied to students in all disciplines.

WHEREAS, estimates of additional staff needed by the Foreign Language Department are probably underestimated because of the exclusion of the "no-answer" group from statistics on entering students in Fall, 1983, and

WHEREAS, a more reliable estimate of 649 entering students in need of foreign language study would raise the needed FTEF to between 7 and 9, resulting in significant increases in both resources and staff, and

WHEREAS, the limited use many students would derive from one year of foreign language study risks an inordinate amount of funds expended for little gain in professional or career opportunities, and

WHEREAS, the Task Force Report incorrectly assumed that all students, regardless of discipline, would benefit equally from foreign language study, and

WHEREAS, the benefits gained from foreign language study are in direct proportion to the context or discipline within which it is taken by the student; for example, a history major will be strengthened and enriched by foreign language study, while an animal science or engineering major will only gain minimal strength; therefore, be it

RESOLVED: that the Academic Senate of California Polytechnic State University oppose the CSU Task Force Report recommending a foreign language requirement for all students; and be it further

RESOLVED: that a distinction be made with regard to a foreign language requirement between students seeking a Bachelor of Arts degree and students seeking a Bachelor of Science degree; and be it further

RESOLVED: that the Bachelor of Arts degree requires competency, equivalent to that which is normally attained through three consecutive semesters of college study, in one foreign or American Indian language as part of the preparation for the major; and be it further
RESOLVED: that the Bachelor of Science degree does not require competency in one foreign or American Indian language as part of the preparation for the major; and be it further

RESOLVED: that such competency may be demonstrated by 1) successfully completing three college semesters of one foreign language; 2) successfully completing the fourth level of high school courses in one foreign language; 3) successfully completing a proficiency examination in one foreign language; or 4) any combination of the preceding is also acceptable; and be it further

RESOLVED: that conversation courses are not counted toward satisfying this requirement; and be it further

RESOLVED: that the first two years of high school level language count as the equivalent of the first semester of a college language course; and, that three years of high school level courses count for two college semesters; and, four high school level years count for three college semesters; and be it further

RESOLVED: that the last year courses taken by a student in the high school language sequence may be repeated in college for graduation credit, not to exceed one semester of repeated foreign language work; and, students who completed three years of a high school language five or more years before entering Cal Poly may repeat the first semester of that language with no loss of credit; and be it further

RESOLVED: that native speakers from foreign countries who have finished high school or the equivalent in that country will not be given credit for taking lower division courses in their native language except with advance approval from the department; and be it further

RESOLVED: that, for students seeking a Bachelor of Arts degree with no high school language courses, three semesters (15 units) of elementary language courses be placed within the General Education and Breadth (GE&B) agreement, and that these 15 units exist as a unique and separate category; and be it further

RESOLVED: that students seeking a Bachelor of Arts degree who have attained competency in one foreign language and students seeking a Bachelor of Science degree be exempted from the language category within GE&B, but that they be required to fulfill the GE&B requirements as they exist now; and be it further

RESOLVED: that implementation of this requirement be initiated with the Freshman Class of 1988; and be it further

RESOLVED: that the Foreign Languages Department be urged to implement the requirement so as best to serve the needs of the various departments at Cal Poly; and be it further
RESOLVED: that the Academic Senate of California Polytechnic State University urge our statewide representatives to inform the State Academic Senate of this resolution.
Memorandum

To: Executive Committee of the Academic Senate

From: George M. Lewis, Chair
General Education and Breadth Committee

Subject: Administration of General Education and Breadth Requirements

Date: January 25, 1984

Phase IV of the General Education and Breadth Development Procedures calls for the determination of a plan for the administration of general education and breadth requirements at Cal Poly.

Last spring the General Education and Breadth Committee recommended such a plan to the Academic Senate. The plan proposed at that time proved to be unacceptable to the Senate and the matter was referred jointly to the General Education and Breadth Committee and the Constitution and Bylaws Committee.

Since September the General Education and Breadth Committee has worked on a plan for the administration of general education and breadth requirements. After consultation with the Constitution and Bylaws Committee we recommend the attached proposal to the Senate.
I. The General Education and Breadth Committee

Pursuant to the objectives of Executive Order 338 (General Education-Breadth Requirements, 11/1/80), the General Education and Breadth Committee of the Academic Senate shall provide oversight, direction and evaluation of the general education component of the university curriculum on a continuing basis, and shall recommend appropriate changes. The committee will review all courses proposed for general education and breadth certification in various distribution areas, will periodically review the appropriateness of certified courses, and will review the mix of courses in the distribution areas.

The committee shall conduct a comprehensive evaluation of general education and breadth requirements, policies, and procedures at least biennially.

The General Education and Breadth Committee will submit its reports and recommendations along with all supporting materials to the Academic Senate and to the Academic Deans Council for their consideration.

Implementation of the committee's curricular recommendations shall conform with the curriculum review process.

The General Education and Breadth Committee will be constituted according to the Constitution and Bylaws of the Academic Senate. The representatives from the Provost's office and the Curriculum Committee shall be non-voting members.

II. Distribution Area Subcommittees

There will be standing subcommittees corresponding to each distribution area. The Distribution Area Subcommittees will consider all matters and proposals referred to them by the General Education and Breadth Committee and shall report their recommendations to that committee in a timely manner.

The Distribution Area Subcommittees shall consist of five members. Each subcommittee shall elect a chair annually from its membership. Terms shall be for two years, staggered to ensure continuity.

School caucuses will solicit and receive application for membership on the Distribution Area Subcommittees. The slates of applicants will be forwarded to the General Education and Breadth Committee who will appoint members. In making these appointments the General Education and Breadth Committee shall seek to constitute reasonably balanced subcommittees including but not limited to applicants whose teaching service areas, academic preparation, and/or professional activities are in the distribution areas.

III. The Provost's Office

The Provost's Office will be responsible for the routine administration of general education and breadth requirements, e.g. individual requests for course substitution, and implementation of requirements for transfer students. The Provost's Office shall inform the General Education and Breadth Committee of all actions taken with respect to general education and breadth requirements.
IV. The Chair of the General Education and Breadth Committee

The Chair of the General Education and Breadth Committee shall be elected annually. The Chair is responsible for setting the agenda for committee meetings, establishing liaison with the Distribution Area Subcommittees, maintaining relations with the Provost's Office pursuant to the implementation of general education and breadth requirements, policies, and procedures, and providing appropriate supporting materials to the General Education and Breadth Committee. The Chair shall receive appropriate assigned time.

V. Proposals for General Education and Breadth

In addition to proposals emanating from the General Education and Breadth Committee, proposals for general education and breadth requirements, policies, and procedures may originate from any segment of the university. Such proposals shall be submitted to the General Education and Breadth Committee via the Academic Senate office. The General Education and Breadth Committee shall refer proposals to the appropriate Distribution Area Subcommittee(s) for their deliberation and recommendation.

Proposed Amendment from the Constitution and Bylaws Committee

Resolved, that the phrase, "... and to the Academic Deans Council," in Paragraph 3, Part I, be omitted.