CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
ACADEMIC SENATE - AGENDA
April 12, 1983
UU 220 3:00 PM

Chair, Jim Simmons
Vice Chair, Ron Brown
Secretary, Barbara Weber

I. Minutes

II. Announcements

III. Reports

Administrative Council (Weber)
CSU Academic Senate (Hale, Riedlsperger, Weatherby)
Foundation Board (Simmons)
President's Council (Simmons)

IV. Committee Reports

Budget (Conway) General Education and Breadth (Wenzl)
Constitution and Bylaws (Johnson) Instruction (Stowe)
Curriculum (Butler) Long Range Planning (Gamble)
Distinguished Teacher Award (Ruehr) Personnel Policies (Murray)
Election (Mosher) Personnel Review (Rockman)
Faculty Library (Barnes) Research (Knable)
Fairness Board (Rosenman) Student Affairs (Scriven)

V. Business Items

A. Mission Statement (Gamble) (Second Reading) (Attachment)

B. Music Major (Butler) (Second Reading) (Previously distributed: 3-8-83 meeting)

C. Resolution on the Administrative Structure for GE&B (Wenzl) (Second Reading)
   (To be distributed)

D. Resolution on Student-Initiated Adds and Drops (Stowe) (First Reading)
   (Attachment)
California Polytechnic State University, San Luis Obispo, is committed to the following fundamental objectives:

1. **Promotion of excellence of academic and professional endeavor**

2. **Continuation of a polytechnic program emphasis within the university**

   It is recognized that all degree programs have a common base in the arts, humanities, and sciences. The polytechnic program emphasis at Cal Poly means a continued commitment to programs which:

   (a) are derived from the basic sciences
   (b) make extensive use of the scientific method
   (c) involve the application of knowledge of the basic sciences to the solution of technical problems.

   Examples of such programs are within the fields of agriculture, applied science and mathematics, architecture, engineering, and business. As science and technology evolve, new academic programs and new emphases within existing programs will come into being. Others, becoming less significant or even obsolete, will be altered or eliminated.

   Another equally important manifestation of the polytechnic emphasis at Cal Poly is that many of the university's academic and professional programs are imbued with a sense of the applied and the practical. In essence, Cal Poly's programs emphasize the applied without neglecting the importance of principle and theory.

   A polytechnic university recognizes the important roles played by the arts, humanities and sciences and has a special responsibility to ensure that its students are intellectually broadened and challenged by exposure to them. While emphasizing polytechnic programs, the university affirms the importance of offering and sustaining selected programs of high quality in the arts, humanities and sciences.

3. **Continuation of an emphasis on undergraduate education**

   Believing that it is appropriate for some institutions to emphasize undergraduate education and that Cal Poly, by virtue of historic development and present resources, is especially capable of doing so, this
university chooses to give primary attention to its undergraduate programs. Selected graduate programs are offered to enrich and supplement the undergraduate experience and to further the mission of the university.

4. Promotion of a lifetime commitment to intellectual, professional, and personal growth within our faculty and students

The university is committed to establishing and maintaining an educational environment wherein its faculty and students are encouraged to pursue continual intellectual, professional and personal growth.

Faculty are stimulated to challenge their professional standards of excellence via basic and applied research, professional consultation, participation in professional organizations and other forms of development. The university will seek to create conditions where these activities are the natural outgrowth of the faculty’s value of excellence.

Commitment to inquiry and the search for truth is a foundation for intellectual and personal growth. The university is committed to the principle that continuing personal and professional development is crucial to the success of its graduates. Graduates and faculty, needing to adapt to an ever-changing societal and professional environment, should have a growing ability to appreciate and deal with the complexity and uncertainty surrounding the human condition. They also should be able to make well-reasoned judgments about the appropriate use of the knowledge and skills acquired at the university and throughout later life.

Professional growth goes hand in hand with intellectual and personal growth. A commitment to all three is a sign that the individual is concerned with the improvement of the human condition.
California Polytechnic State University, San Luis Obispo, is committed to the following fundamental objectives:

1. **Promotion of excellence in academic and professional endeavors**

2. **Continuation of a polytechnic emphasis within the university**

   It is recognized that all degree programs have a common base in the arts, humanities, and sciences. The polytechnic emphasis at Cal Poly means a continued commitment to programs which are based on the sciences and involve the application of knowledge from the sciences and other areas to the solution of contemporary problems. Programs within the applied fields of agriculture, science and mathematics, architecture, engineering, business, and home economics are appropriate. As science and technology evolve, new academic programs and new emphases within existing programs will come into being.

   Both existing and new programs at Cal Poly will continue to emphasize the applied aspects without neglecting the importance of principle and theory.

   A polytechnic university recognizes the important roles played by the arts, humanities and sciences and has a special responsibility to ensure that its students are intellectually broadened and challenged by exposure to them. While emphasizing polytechnic programs, the university affirms the importance of offering and sustaining programs of high quality in the arts, humanities and sciences.

3. **Continuation of excellence in undergraduate education**

4. **Establishment and maintenance of an educational environment wherein its faculty and students are encouraged to pursue professional growth and personal goals.**
RESOLUTION ON STUDENT-INITIATED ADDS AND DROPS

WHEREAS, The current post-registration process, in which the instructor initiates add and drop procedures according to the wishes of the students, may cause misunderstandings or uncertainties regarding the intent of some students; and

WHEREAS, It is ultimately the student's responsibility to choose which classes he/she wishes to take; be it therefore

RESOLVED: That students not attending the first meeting of a class, forfeit their enrollment in that class; and be it further

RESOLVED: That otherwise all adds and drops from classes be initiated by the student request and executed by the Records Office; and be it further

RESOLVED: That instructors' (or designees') signatures be required to acknowledge drops and approve adds; and be it further

RESOLVED: That convenient depositories for the add/drop forms be placed throughout the campus; and be it further

RESOLVED: That in addition to the registration-generated class list, received by the beginning of the first week of classes, the instructor be given the finalized class list as soon as possible after the first week.
RESOLUTION ON STUDENT-INITIATED ADDS AND DROPS

WHEREAS, The current post-registration process, in which the instructor initiates add and drop procedures according to the wishes of the students, may cause misunderstandings or uncertainties regarding the intent of some students; and

WHEREAS, It is ultimately the student's responsibility to choose which classes he/she wishes to take; be it therefore

RESOLVED: That students not attending the first meeting of a class, forfeit their enrollment in that class; and be it further

RESOLVED: That otherwise all adds and drops occurring during the non-penalty add/drop period be initiated by the following process: The student fills out an appropriate form, obtains the instructor's (or designee's) signature indicating acknowledgement of a drop or approval of an add, and then delivers said form either to the Records Office or to appropriate depositories; and be it further

RESOLVED: That convenient depositories for the add/drop forms be placed throughout the campus; and be it further

RESOLVED: That in addition to the registration-generated class list, received by the beginning of the first week of classes, the instructor be given the finalized class list as soon as possible after the first week.