Meeting of the Academic Senate  
Tuesday, April 29 2014  
UU 220, 3:10 to 5:00pm

I. Minutes: Approval of minutes for the meeting of April 15 2014 (pp. 3-4).

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

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

IV. Special Reports:
A. [TIME CERTAIN 3:40 p.m.] Presentation of Master Plan and request for feedback: Joel Neel, Director of Facilities Planning and Capital Projects and Julie Moloney, Campus Planner for Facilities Planning and Capital Projects.

B. [TIME CERTAIN 4:10 p.m.] Presentation of Draft General Education Program Learning Outcomes and request for feedback: Josh Machamer, chair of the GE Governance Board. (pp. 5-11).

V. Consent Agenda:

<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/Other</th>
<th>Academic Senate</th>
<th>Provost</th>
<th>Term Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>IME 435 Reliability for Design and Testing (3), 3 lectures (existing course proposed to be offered online)</td>
<td>Reviewed 3/13/14; additional information requested from department. Reviewed 4/3/14; recommended for approval.</td>
<td>Placed on consent agenda for 4/29/14 meeting.</td>
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VI. Business Item(s):
A. [TIME CERTAIN 4:30 p.m.] Resolution on Sustainability: Neal MacDougall, chair of Sustainability Committee and Josh Machamer, chair of GE Governance Board, first reading (pp. 12-13).

C. [TIME CERTAIN 4:50 p.m.] Resolution on New Masters of Science Degree in Fire Protection Engineering: Andrew Schaffner, chair of Curriculum Committee and Christopher Pascual, Mechanical Engineering Department, first reading (pp. 16-21).

D. Resolution Supporting the ASCSU Efforts to Reconsider the 120/180 Unit Limits for Many Discipline Degrees: Doris Derelian, Food Science and Nutrition Department, first reading (p. 22).

VII. Discussion Item(s):

VIII. Adjournment:
I. Minutes: The minutes from March 4 were approved as presented. The minutes from March 11 were approved as presented.

II. Communication(s) and Announcement(s): none.

III. Reports:
A. Academic Senate Chair: (Rein) There was a Statewide Senate Chairs meeting in San Francisco. I am pleased to say that Cal Poly works really well together with faculty, students, administration, and staff.

B. President’s Office: (Kinsley) There was a listening session on April 1. President Armstrong will be giving a speech on “Vision 2022: The Future of Cal Poly,” on May 2 from 2-4 pm in Harman Hall. There will be a faculty listening session that will address new issues on May 16 from 11-12 pm in the UU room 204.

C. Provost’s Office: (Enz Finken) Provost’s Office will be creating a dashboard for “Vision 2022: The Future of Cal Poly,” which will help visualize goals and help strategically plan goals such as graduation rate. Scott Dawson, new Dean for the Orfalea College of Business, will start on August 1. Provost’s Office is working on enrollment management to have a response to the Master Plan in May. IT experts are coming at the end of May to do a review to better improve efficiency at Cal Poly. There will be renovations made to building 52; faculty and staff will be moving out by the end of fall.

D. Vice President for Student Affairs: (Humphrey) Full report submitted by Keith Humphrey:
   • Happy Tax Day!
   • Student Affairs has been working with students and the Instruction Committee on the process of an official explanation of absence process/policy for students who are away from class on official university business. We anticipate sharing that with the Senate for feedback later this quarter.
   • Thank you to everyone who completed the Campus Climate Survey! We look forward to seeing the results later this summer.
   • The ASI Managed Facility Master Plan Survey is out and available to faculty and staff for the first time ever, as all in our community use university union and recreation center facilities. Thank you for giving it your attention so that we can plan new facilities with maximum community input.
   • Thank you to all faculty and staff who made Open House 2014 wonderful –Cal Poly really looked great!
• Beginning with this incoming class, Health and Counseling will be requiring additional online alcohol education for new students.

E. **Statewide Senate**: (Foroohar) There was a three-day Statewide Senate meeting in March in Long Beach. One of the resolutions is on shared governance. Another issue is the communication between ASCSU and individual campuses. This request will establish an independent and direct communication with all faculty. Also, another resolution is determining who is eligible for faculty scholarship and creative activities fund through a system-wide fund. The Statewide Academic Affairs Committee is discussing the issue about junior colleges offering bachelor’s degrees.

F. **CFA Campus President**: (Thomcroft) Al Liddicoat, Associate Vice Provost Academic Personnel, and Graham Archer, Architectural Engineering Department, will be discussing equity. There is discussion about bargaining processes. The bargaining team has talked about salary, GSI, and SSI.

G. **ASI**: (Colombini) The survey “Let it be Heard” was sent out fall quarter. The purpose of the survey was to hear about current issues and student opinions. There was research done in winter quarter, and in spring quarter we are going to be taking action. Some of the topic questions regarding the survey were skateboarding on campus, smoking areas, and biking around campus. There will be a T-Shirt exchange on May 15 at the UU.

IV. Special Reports: Gregg Fiegel, Interim Director of the University Honors Program, reported on the update on the Honors Program and work of the Honors Task Force. Presentation available:

V. Consent Agenda: The following courses/programs were approved by consensus: CM 460 Senior Project Methodology, and ECON 518 Quantitative Methods II.

VI. Business Items:

A. **Election of Chair and Vice Chair for 2014-2015**: Gary Laver, Psychology and Child Development Department, was approved by acclamation as the Senate Chair for 2014-2015. Dylan Retsek, Math Department, was approved by acclamation as the Vice Chair for 2014-2015.

B. **Resolution Supporting Academic Senate of the California State University (ASCU) Efforts to Re-Establish Appropriate Unit Limits for Engineering Degrees**: Jim LoCascio, Statewide Senator, and Manzar Foroohar, Statewide Senator, presented this resolution requesting that the Academic Senate communicate to the ASCSU its support of Resolution AS-3158-13/AA to recommend to amend Title 5 and re-establish appropriate unit limits for engineering degrees up to 132/198 units. M/S/P to a second reading. M/S/P to approve resolution.

VI. Discussion Item(s): none.

VII. Adjournment: 4:55 pm

Submitted by,
Melissa Rodriguez
Academic Senate Student Assistant
Critical and creative thinking
(ULO #1)

Construct and critique arguments from a logical perspective
(GE/LO #1)

General Education PROGRAM LEARNING OUTCOMES (PLOs)
draft April 14, 2014
General Education
PROGRAM LEARNING OUTCOMES (PLOs)

Effective communication (ULO #2)

Make a rhetorical connection with diverse audiences by developing appropriate (e.g. oral, written, visual) modes of communication (GEPLO #2)
General Education
PROGRAM LEARNING OUTCOMES (PLOs)

Disciplinary expertise (in context) (ULO #3)

Develop disciplinary knowledge, skills, and values to solve real-world problems (GEPLO #3)
General Education

PROGRAM LEARNING OUTCOMES (PLOs)

Self efficacy and collaboration (ULO #4)

Understand the value of a general education in relation to a major course of study (GEPLO #4)
Social responsibility (ULO #5) (GPLO #6)

Collaborate with people of different backgrounds, values, and experiences.
General Education

PROGRAM LEARNING OUTCOMES (PLOs)

Reasonable decision-making (in relation to shared values) (ULO #6)

Evaluate global and local issues and their impact on society (GE PLO #6)
General Education
PROGRAM LEARNING OUTCOMES (PLOs)

Lifelong learning (ULO #7)

Use intention and reflection to develop and improve one’s own learning (GE PLO #7)

draft April 14, 2014
WHEREAS, In May 2003, the Academic Senate endorsed the Talloires Declaration; and

WHEREAS, In August 2003, President Warren Baker signed the Talloires Declaration; and

WHEREAS, Provisions 3 and 4 of the Talloires Declaration focus on educating for environmentally responsible citizenship and on fostering environmental literacy; and

WHEREAS, The University has as one of its University Learning Objectives that graduates of Cal Poly should “Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability”; and

WHEREAS, The University has established Sustainability Learning Objectives which, among other things, state that students should be able to “Define and apply sustainability principles within their academic programs”; and

WHEREAS, Some Cal Poly students graduate without satisfying the sustainability element of the University Learning Objectives nor the Sustainability Learning Objectives; and

WHEREAS, Cal Poly has a responsibility to ensure that its graduates meet the sustainability element of the University Learning Objectives and the Sustainability Learning Objectives; and

WHEREAS, Some Cal Poly students will be employed in jobs requiring an understanding of sustainability; and

WHEREAS, There is a need to refine and develop more classes to help students meet the sustainability element of the University Learning Objectives and to meet the Sustainability Learning Objectives; and

WHEREAS, There is not currently an established system that designates and communicates whether a class meets the Sustainability Learning Objectives; and

WHEREAS, A list of University sustainability classes would be helpful to students and faculty; and
WHEREAS, A list of University sustainability classes would be helpful for programs wanting to incorporate sustainability into their curricula; and

WHEREAS, Other CSU campuses currently have lists of sustainability classes and catalog tags for these classes; and

WHEREAS, The Academic Senate Sustainability Committee has developed and tested a procedure to determine whether a class meets the Sustainability Learning Objectives; therefore be it

RESOLVED: That the Academic Senate Sustainability Committee be directed to develop a list of classes based on an assessment process that meet the Sustainability Learning Objectives and, by extension, the relevant portion of the University Learning Objectives; and be it further

RESOLVED: That faculty should be encouraged to develop new sustainability classes and to modify existing courses by including sustainability, especially interdisciplinary courses as well as courses satisfying General Education requirements; and be it further

RESOLVED: That the Academic Senate Sustainability Committee in conjunction with the Center for Teaching and Learning shall provide support for faculty seeking to teach classes involving sustainability; and be it further

RESOLVED: That the Academic Senate Sustainability Committee be directed to work with student and campus organizations, as well as Facilities, to identify opportunities to promote alternative approaches to sustainability education on campus that would further facilitate students explicitly meeting the learning objectives addressing sustainability.

Proposed by: Sustainability Committee and Josh Machamer, Chair of the GE Governance Board

Date: April 15, 2014
WHEREAS, Cal Poly is committed to the principles of fair trade; and

WHEREAS, Cal Poly has a history of commitment to the preservation of the environment; and

WHEREAS, Cal Poly has declared its commitment to human rights and social justice in its governance documents and policies and has taken affirmative steps throughout its history to promote these values; and

WHEREAS, The Cal Poly Academic Senate endorsed the Code of Product Labor Principles and Business Standards on May 23, 2000 with AS-542-00/HG; and

WHEREAS, The commitment to fundamental rights of all workers should apply to all goods and services purchased by the University; and

WHEREAS, The United States Senate and the House of Representatives have found that armed groups bear responsibility for massive atrocities in the eastern Congo; and

WHEREAS, Legislation signed into law (Section 1502 of the Dodd-Frank Wall Street Reform Act of 2010) requires that companies submit an annual report to the Securities and Exchange Commission disclosing whether their products contain gold, tin, tantalum, or tungsten from the Congo or nearby areas; and

WHEREAS, The International Rescue Committee has found that more than 5.4 million civilians have been killed and countless more remain at risk as a consequence of attacks conducted by armed groups in eastern Congo; and

WHEREAS, The U.N. has urged the international community to weaken the aforementioned armed groups, and to cooperate with a U.N. peacekeeping force authorized under U.N. Security Council Resolution 1291; and

WHEREAS, Cal Poly spends an estimated $2.39 million per year on computer hardware from Dell and Apple and has significant investments in companies which use conflict minerals from Democratic Republic of Congo in their supply chains; and

WHEREAS, Governor Jerry Brown signed SB 861 into law in October 2011, which prohibits state agencies from signing contracts with companies that fail to comply with federal regulations aimed at deterring business with armed groups in eastern Congo; therefore be it
RESOLVED: That the Academic Senate request that the Cal Poly Office of Contract and Procurement Services take into account whether electronic products contain conflict minerals in future purchasing decisions and, when available, will favor verifiably conflict-free products that contain minerals from eastern Congo; and be it further

RESOLVED: That the Academic Senate request that the Office of Contract and Procurement Services publishes a statement on its website stating its awareness of the conflict in Congo and its commitment to purchasing conflict-free products when available; and be it further

RESOLVED: That the Academic Senate request that the Office of Contract and Procurement Services of Cal Poly calls on electronic companies and other industries to implement the necessary steps to remove conflict minerals from their supply chain.

Proposed by: Katie Hoselton, 4th Year Political Science Student
Supporters: Dr. Ryan Alaniz, Professor of Sociology
Dr. Matthew Hopper, Professor of African History
Dr. Linda Vanasupa, Professor of Materials Engineering
Dr. Kathy Chen, Chair of Materials Engineering Department
Dr. Shelly Hurt, Professor of Political Science
Dr. Meg Streiff, Professor of Sociology
Dr. Harvey Greenwald, Professor of Mathematics
Dr. Benjamin Funston-Timms, Professor of Geography

Date: April 8 2014
WHEREAS, The College of Engineering is proposing the implementation of a Masters of Science in Fire Protection Engineering; and

WHEREAS, The Masters of Science in Fire Protection Engineering has been a successful pilot program for the past four years; and

WHEREAS, The College of Engineering now proposes to convert this program to permanent status; and

WHEREAS, There are no Fire Protection Engineering Masters programs in the Western United States; and

WHEREAS, There is significant industry demand and support for such a program at Cal Poly; and

WHEREAS, The Academic Senate Curriculum Committee has carefully considered this proposal and recommends its approval; and

WHEREAS, A summary of the proposal is attached to this resolution with the full proposal available in the Registrar’s office; therefore be it

RESOLVED, That the Academic Senate of Cal Poly approve the proposal for a Masters of Science in Fire Protection Engineering and that the proposal be sent to the Chancellor’s Office for final approval.

Proposed by: Academic Senate Curriculum Committee
Date: April 15 2015
Cal Poly, San Luis Obispo

Summary Statement of Proposed New Degree Program for Academic Senate

April 9, 2014

1. Title of proposed program: MS in Fire Protection Engineering

2. Reason for proposing the program

Fire Protection Engineering is an interdisciplinary profession that applies engineering sciences, technologies and management techniques to help make the world safer from fire. Fire Protection Engineering is recognized as a unique discipline by the National Council of Examiners for Engineering and Surveying (NCEES), the nationally recognized organization dedicated to advancing professional licensure for engineers and surveyors. Currently, 46 states, including California, and the District of Columbia recognize professional licensure in the Fire Protection Engineering discipline. Despite this almost universal recognition in the United States of Fire Protection Engineering as a distinctly licensed engineering discipline, and its important role in reducing the impact of fire on society and the environment, Cal Poly is currently only one of three academic institutions with Fire Protection Engineering programs. The MS degree program in Fire Protection Engineering at Cal Poly is designed to build on the skills, knowledge, and broad engineering principles students acquire in an undergraduate engineering program or related technical field. The required and elective courses composing the MS degree in Fire Protection Engineering address the specific body of knowledge required by the fire protection engineering profession. Students completing the program will possess the technical knowledge, skills and tools required to practice fire protection engineering in a variety of local, national and international settings. Graduates will also possess the necessary knowledge and skills to pursue professional certification and licensure in the fire protection engineering discipline.

The Fire Protection Engineering MS degree program at Cal Poly was developed and approved during the 2009-2010 academic year as a self-support pilot program offered by the College of Engineering through Special Session. With this approval, the FPE MS degree program was launched during the Fall 2010 term. The FPE program is the first self-support graduate program offered through Special Session by the College of Engineering at Cal Poly. This program is also the first to be offered in a hybrid on-campus/online format, with some students attending classes on-campus and others attending classes online. Due to its successful implementation as a pilot program for the past four years, the FPE program is widely considered to be the prototype for other self-support and distance programs offered through Special Session at Cal Poly.

3. Expected student learning outcomes and methods for assessing outcomes

The educational objective of the Fire Protection Engineering program is to provide students with the knowledge, skills and tools needed to solve fire protection engineering problems and develop fire safety design solutions in a variety of professional settings. Upon completing the requirements for a Master of Science degree in Fire Protection Engineering, students should be able to:
a) Identify relevant fire safety codes, standards and regulations, comprehend the fire safety performance objectives and criteria associated with these documents, and apply these fire safety objectives and criteria to a broad range of applications.

b) Analyze the flammability characteristics of different materials, interpret the results of standard and non-standard fire test methods and evaluate the fire hazards associated with different materials in a range of anticipated settings.

c) Analyze the dynamics of fires in and around buildings and other structures through the application of fundamental principles and the use of state-of-the-art computer-based fire simulation models.

d) Explain how people interact with fire conditions in buildings and calculate evacuation times through the application of fundamental principles of people movement and the use of state-of-the-art computer-based evacuation models.

e) Design and evaluate fire detection and alarm systems, fire suppression systems, smoke management systems, egress systems and structural fire protection to achieve specified performance objectives.

f) Perform comprehensive fire and life safety evaluations of buildings and other structures through application of the knowledge, skills and tools acquired in this program and effectively communicate the results and findings of such evaluations.

Evaluation of the capstone project (FPE 596) is used as the primary assessment tool for the student learning outcomes. Capstone projects include elements of all the student learning outcomes; a scoring rubric has been developed to assess the proficiency of students in applying the different learning outcomes to their capstone projects. This scoring rubric is used by external FPE professionals from academia and industry invited to evaluate the students’ final project. Program evaluation surveys are used as a tool for graduates to assess the achievement of the course learning objectives and the extent to which the course contributed to meeting the overall program goals and student learning outcomes. Program evaluation surveys are also used as a tool for employers to determine if curricular modifications are necessary to keep the program goals and courses aligned with the needs of the profession. Finally, the percentage of graduates who pursue and obtain professional engineering licensure in the fire protection engineering discipline or a related field will be used to assess achievement of the program goals.

4. Student Demand

The FPE program was launched in Fall 2010 with 27 students. In the current academic year, 2013-2014, there are 64 students matriculated in the MS program, 3 students in the graduate certificate program (FPE Applications), and 19 non-matriculated students. Most non-matriculated students end up applying and being admitted into the program.

The numbers provided below are based on data from the first four years of Fire Protection Engineering program operation as a pilot program along with the assumption that the program goal is to have 30 graduates from the MS degree program each year under steady state.
5. Indicate the kind of resource assessment used in developing the program proposal. If additional resources will be required, the summary should indicate the extent of department and/or college commitments(s) to allocate them.

Because this is a pilot program conversion, all faculty positions, staff support positions, and operating budget needed to implement the Fire Protection Engineering program are already in place. Because the Fire Protection Engineering program is self-supporting, all program expenses are supported by revenues generated by the program.

6. Societal and Public Need

The Society of Fire Protection Engineers (SFPE) projects growing demand for qualified fire protection engineers especially in the western United States. This is due to increased retirements in the field, population growth and related development in the western part of the country, and new fire protection standards in California.

The Department of Fire Protection Engineering at the University of Maryland maintains a listing of available jobs on its website (http://www.fpe.umd.edu/employment/jobs.html). A recent review (March 2014) of this website indicated the availability of more than 45 post-graduate jobs across a broad spectrum of private and public sector employers. Since many of the graduates of the existing fire protection programs are hired directly out of school by a few well-known employers, these job postings provide an indication of the types of job opportunities that commonly go unfilled due to a lack of more fire protection engineering graduates.

It is difficult to quantify the demand for fire protection engineering graduates because many prospective employers have stopped trying to hire new graduates after years of unsuccessful attempts. More fire protection engineering graduates entering the work force, particularly on the West Coast, will be likely to reinvigorate the demand for fire protection engineers among those employers with a need but with little likelihood of success in the past.

The public sector in particular has been hampered by the lack of available fire protection engineering graduates. With the increasing use of performance-based building fire safety design and regulation, increasing demands are being placed on the technical qualifications of building and fire officials. Many jurisdictions would like to hire fire protection engineers, but have not been able to compete effectively in the marketplace due to the limited supply of graduates. Similarly, the fire service is a virtually untapped employment opportunity for fire protection engineers in the United States. This program will help to alleviate this shortage of qualified fire protection engineers in the public sector, particularly in California and other western states.

7. Briefly describe how the new program fits with the mission and/or strategic plan for the department, college and/or university.
This program will not impede the successful operation and growth of existing programs on campus. As a special session program offered under Executive Order 1047, the program will be administratively and academically completely financially self-supporting. No general fund resources from either the College of Engineering or any other academic units will be used to support this program. The program's interdisciplinary structure, application of theory to practice, and outreach and engagement features support and advance the missions of Cal Poly, the College of Engineering, and Extended Education.

*Cal Poly’s Mission Statement*
Cal Poly fosters teaching, scholarship, and service in a Learn by Doing environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

*Mission Statement of the College of Engineering*
The College of Engineering provides an excellent Learn by Doing education and graduates in-demand, Day One-ready professionals.
8. Attach a display of curriculum requirements

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<tr>
<th>Required Courses</th>
<th>Units</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>FPE 501 Fundamental Thermal Sciences</td>
<td>4</td>
<td>Grad Standing or consent</td>
</tr>
<tr>
<td>FPE 502 Fire Dynamics</td>
<td>4</td>
<td>FPE 501 or consent</td>
</tr>
<tr>
<td>FPE 503 Flammability Assessment Methods</td>
<td>4</td>
<td>FPE 502</td>
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<td>FPE 504 Fire Modeling</td>
<td>4</td>
<td>FPE 502, FPE 503</td>
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<tr>
<td>FPE 521 Egress Analysis and Design</td>
<td>4</td>
<td>Grad Standing or consent</td>
</tr>
<tr>
<td>FPE 522 Fire Detection, Alarm and Communication Systems</td>
<td>4</td>
<td>Grad Standing or consent</td>
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<tr>
<td>FPE 523 Water-based Fire Suppression</td>
<td>4</td>
<td>Grad Standing or consent</td>
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<tr>
<td>FPE 524 Structural Fire Protection</td>
<td>4</td>
<td>Grad Standing or consent</td>
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<tr>
<td>FPE 596 Culminating Experience in Fire Protection Engineering</td>
<td>5</td>
<td>FPE 504, advanced graduate standing, completion of, or concurrent enrollment in, engineering courses in program, &amp; consent</td>
</tr>
<tr>
<td>FPE 599 Design Thesis (May be taken in lieu of FPE 596 and one elective course)</td>
<td>(9)</td>
<td>Advanced graduate standing, completion of, or concurrent enrollment in, engineering courses in program, &amp; consent</td>
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<tr>
<td>TOTAL</td>
<td>37</td>
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<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Units</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>FPE 551 Fire Safety Regulation and Management</td>
<td>4</td>
<td>Grad Standing or consent</td>
</tr>
<tr>
<td>FPE 552 Smoke Management and Special Hazards</td>
<td>4</td>
<td>FPE 502, FPE 504</td>
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<tr>
<td>FPE 554 Forensic Fire Analysis</td>
<td>4</td>
<td>Grad Standing or consent</td>
</tr>
<tr>
<td>FPE 555 Fire Protection Management in the Wildland-Urban Interface</td>
<td>4</td>
<td>Grad Standing or consent</td>
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<tr>
<td>Choose a total of 8 units from the elective courses</td>
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<tr>
<td>TOTAL NUMBER NEEDED FOR DEGREE</td>
<td>45</td>
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WHEREAS, The Academic Senate of Cal Poly is committed to the principles of shared governance and the primacy of the faculty in determining curriculum in the CSU; and

WHEREAS, The CSU Board of Trustee’s Collegiality Statement affirms, in part, “Collegial governance assigns primary responsibility to the faculty for the educational functions of the institution in accordance with basic policy as determined by the Board of Trustees. This includes admission and degree requirements, the curriculum and methods of teaching....” And

WHEREAS, Individual autonomy among CSU campuses for faculty decision-making within a department/discipline has been widely upheld, and,

WHEREAS, Many disciplines are governed by external accrediting agencies that mandate curricular components and limit freedom of faculty to deviate from proscribed outcomes such that an additional curtailment to 180 quarter units is unrealistic and not in the best interests of students; and

WHEREAS, There is little to no evidence that the selection of 180 quarter units’ proposed benefits i.e., shortened time to graduation, can or will be achieved; and

WHEREAS, Many disciplines have been and continue to be increasingly more intellectually dense, more profoundly inclusive to new content and more specialty focused; therefore be it

RESOLVED That the Cal Poly Academic Senate communicate to the ASCSU its support of efforts to re-establish appropriate unit designations for many disciplines up to 198 quarter units; and be it further

RESOLVED That a copy of this resolution be forwarded to the ASCSU Chair, President Jeffery Armstrong, and CSU Campus Senate Chairs.

Proposed by: Academic Senate Executive Committee
Date: April 16, 2014