

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

FILE COPY

Academic Senate Executive Committee
Tuesday, January 7, 1997
UU 220, 3:00-5:00pm

12.3.96 minutes were removed

- I. Minutes: Approval of the December 3, 1996 Executive Committee minutes (pp. 2-4).
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office:
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. Staff Council representative:
 - G. ASI representatives:
 - H. IACC representative:
 - I. Athletics Governing Board representative:
 - J. Other:
- IV. Consent Agenda:

Executive Committee approval of the Program Review and Improvement Committee's Recommended Changes to Resolutions AS-460-96 and AS-461-96: Morrobel-Sosa, member of the PRAIC (pp. 5-11).
- V. Business Item(s):
 - A. **Academic Senate/university-wide vacancies:** (p. 12).
 - B. **Resolution on Department Name Change for Agricultural Education Department:** Glen Casey, Dept Head (pp. 13-21).
 - C. **Resolution on Department Name Change for Foreign Languages and Literatures Department:** Bill Little, Dept Head (pp. 22-26).
 - D. **Resolution on General Education and Breadth Program: Proposed Administrative Structure:** John Hampsey, Chair of the GE&B Ad Hoc Committee (pp. 27-30).
- VI. Discussion Item(s):
- VII. Adjournment:

PROGRAM REVIEW AND IMPROVEMENT COMMITTEE

-5-

Date: December 4, 1996
To: Harvey Greenwald, Chair, Academic Senate
Warren J. Baker, President
CC: Paul Zingg, Provost & VPAA
Roxey Peck, Associate Dean, CLA
From: PRAIC: Ken Riener, COB, Chair *Ken Riener*
Walt Bremer, Landscape Architecture
Glenn Irvin, Academic Programs
Anny Morrobel-Sosa, Materials Engineering
John Maxwell, Chemistry
Bianca Rosenthal, Foreign Languages
Tom Ruehr, Soil Science
George Stanton, Assessment & Testing

Subject: Response to Academic Senate Resolutions AS460-96/PRAIC and AS461-96/PRAIC

The Program Review and Improvement Committee has reviewed the recommended changes to the AS460-96/PRAIC and AS461-96/PRAIC. In the attached documents, President Baker's recommended additions have been underlined, and deletions struck through, to facilitate comparison of the two drafts. The PRAIC also added several minor revisions; these are double-underlined.

In our opinion these recommended changes are largely procedural, with the effect of improving and strengthening the program review process. We do not feel that the revised resolutions would require another Senate vote, although the Senate Executive Committee may wish to review the changes in order to make a final decision on whether to seek a Senate vote.

We hope that this responds to your request.

Adopted: May 21, 1996

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

RESOLUTION TO APPROVE PROCEDURES
FOR EXTERNAL PROGRAM REVIEW

AS-461-96/PRAIC

RESOLVED, That the attached procedures for external program review be approved, and be it further

RESOLVED, the attached procedures for external program review be forwarded to the President for approval and implementation.

Proposed by the Academic Senate Program Review
and Improvement Committee

PROCEDURES FOR EXTERNAL PROGRAM REVIEW

The purpose of external program review is to provide the opportunity for outside ~~input-on~~ evaluation of academic programs and departments, resulting in suggestions for program improvement. It is recommended that ~~external~~ internal review by the Academic Senate Program Review and Improvement Committee occur every five years, preferably taking place the year ~~before~~ after the program is scheduled for specialized accreditation review, so that the effort is not duplicated. ~~-review by the Academic Senate Program Review and Improvement Committee-~~

The Review Panel

The review panel will be composed of three persons not affiliated with Cal Poly. The panel will include at least one academic representative of the discipline from another institution, and may include a representative from industry or a public agency where appropriate. The panel may also include a an academic member from a closely related discipline or an academic administrator.

The selection of reviewers should involve consultative offices beyond those of the department chair(s) and dean(s), and should include national professional associations, accrediting bodies, other institutions, and appropriate organizations to identify qualified reviewers. The list of reviewers should be determined through mutual agreement of the department, college and Chief Academic Officer.

~~The Vice-President of Academic Affairs Chief Academic Officer will prepare a list of at least six potential reviewers. The list of potential reviewers will be developed in consultation with the department/program and its respective dean. The department/program will then select review team members from this list. If it is impossible to constitute a review panel from the original list, another list will be prepared.~~

One of the academic members of the review team(preferably an academic member) will be selected to chair the committee. The chair will be responsible for submitting a final report.

Preparation for Review

A valuable component of the program review process will be a self-study conducted by the faculty and staff of the program. Such a self-study, which is required as part of the process for specialized accreditation, goes beyond the mere collection of data and entails a thorough examination of the various aspects of the program. A self-study should be conducted as part of an external program review.

In preparation for external review, the following items are to be submitted to the reviewers at least one month prior to their campus visit:

1. Faculty vitae
2. Statement of department/program mission, goals, and objectives. This should be accompanied by an assessment of how well the program has met its mission and accomplished its goals and objectives. This assessment might take a variety of forms and address several measures, such as those suggested in the WASC material on assessment, in "Commitment to Visionary Pragmatism," the discussions of the Cal Poly Plan, and other campus documents. This information should be consistent with information requested in program and course proposals.
3. Curricular requirements, including a comparison to similar programs in California and the nation.
4. An expanded course outline, statement of learning objectives, and syllabus for each course offered by the department/program. Samples of course materials, student work, exams and other assessments, grading policy, and grade distributions need not be sent prior to the visit unless requested by the review team, but should be available for review during the campus visit.
5. Description of relevant facilities, including library and computer facilities.
6. Program data, including:
 1. Faculty demographics and faculty recruiting plan
 2. Student demographics and student recruitment efforts
 3. Demand for the program, including number of applications received and percent admitted.
 4. Average GPA and SAT scores for entering students and MCA criteria
 5. Retention and graduation rates
 6. Assessment of job market for graduating students
 7. Awards and honors received by students (please specify)
 8. Involvement with the professional community and industry

Campus Visit

The department/program will develop a schedule for the campus visit. The campus visit should include meetings with department/program faculty individually or in small groups, meetings with appropriate administrators including the

Department/program Chair/Head, Dean, and ~~Vice--President--for Academic--Affairs~~ Chief Academic Officer, and a meeting with representative students. The campus visit should conclude with an exit interview with the Department/Program Chair/Head, the Dean, and the ~~Vice-President-for Academic-Affairs~~ Chief Academic Officer.

Reviewer Guidelines

Reviewers should consider the following issues in conducting their review, and should address these issues in their report:

1. Department/Program Objectives

- a. What are the program goals of the department/program for the next five years?
- b. Are department/program goals and objectives judged to be appropriate given general trends in the discipline?
- c. How does the department/program plan to meet its five-year goals?
- d. How will the department/program assess how well it has met the goals and objectives listed above?

2. Academic Program

a. Program

- i. How does the academic program compare to that of comparable institutions?
- ii. What are the distinguishing features of the academic program?
- iii. What significant changes have been made in the academic program in the last five years?
- iv. Is the department/program offering the number and variety of courses appropriate to the size of the faculty and program needs--that is, neither too many nor too few courses.
- v. What is this program's relationship to the co-curriculum, and Student Affairs?

b. Curricular Content

- i. Are there emerging trends or areas within the discipline which should be included or expanded in the curriculum?
- ii. Are there out-of-date elements which should be phased out or deleted?

c. Instructional Methods

- i. Are instructional methods employed and use of technology appropriate given the learning objectives of the program?

d. Learning Objectives

- i. Are course learning objectives appropriate and linked to observable behaviors that demonstrate or imply competence?
- ii. What evidence is there about the degree to which students attain these objectives?

e. Strengths and Weaknesses

- i. In what ways could the program be strengthened and improved?

3. Faculty

- a. What are the department/program's statement/s and definition/s of activities acceptable as professional development, scholarship, research, and creative activity?
- ab. Are the faculty active in curricular development, instructional design, and university service?
- bc. Is there an appropriate level of professional development across the department/program faculty?
- ed. What research and creative projects are each of the department/program faculty pursuing?
- de. What consulting and special projects are each of the faculty pursuing, and how are they linked to the academic program?
- ef. Is there an appropriate faculty recruitment plan that addresses gender and ethnic diversity goals, consistent with the principles in the Mission Statement of the University?

4. Summary

- a. Is the department/program meeting its program, instructional, and learning objectives?
- b. What are the strengths and achievements of the program?
- c. What suggestions for improvement can be made?
- d. What are the most important challenges facing the department/program?

Written Report

The chair of the review team is responsible for the written report organized around the above guidelines. A draft report should be submitted to the Department/Program for an accuracy check of factual information at least 10 days prior to submission of the final report. The final written report should be submitted no later than 45 days after the review. The report will be submitted to the ~~Vice-President-for-Academic-Affairs~~ Chief Academic Officer, with copies to the Dean and Department/Program Chair.

The process for responding should complement the regular review schedule of the Program Review and Improvement Committee.
Expenses

The ~~Vice-President-for-Academic-Affairs~~ Chief Academic Officer will cover the expenses of external review.

Post Review Recommendations

The President or his/her designee will respond to the department/program, the college dean, and the Academic Senate Program Review and Improvement Committee within six months regarding the recommendations of the external review team. The department/program, in consultation with the Dean, will respond to any concerns, problems, or issues identified in the external review and in the President's response by developing an action plan that addresses these issues. The department's/program's response and action plan shall be presented to the Program Review and Improvement Committee, which will work in consultation and collaboration with the department/program to implement the plan and monitor its progress.

12.30.96

VACANCIES to Academic Senate and its committees

Library Ad Hoc Committee

(replcmt for Genereux for
Winter Quarter '97)

College of Architecture and Env Design
Academic Senate

(replcmt for Berrio '96-98 term)

College of Business
Grant Review

VACANCY

College of Engineering
Grant Review

VACANCY (TAO YANG)

College of Liberal Arts
Faculty Affairs

VACANCY

College of Science and Math
Grant Review

VACANCY (MIKE COLVIN)

Professional Consultative Services
Grant Review

VACANCY

VACANCIES to university-wide committees

Registration and Scheduling

TWO VACANCIES (teaching
faculty)

Adopted:

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

**AS- -97/CAGR
RESOLUTION ON
DEPARTMENT NAME CHANGE FOR THE
AGRICULTURAL EDUCATION DEPARTMENT**

WHEREAS, The Agricultural Education Department has requested the name of its department be changed to the AGRICULTURAL EDUCATION AND COMMUNICATION DEPARTMENT to better reflect the program the department is currently offering; and

WHEREAS, The request for this name change has been approved by the College of Agriculture Council, the College of Agriculture Academic Senate Caucus, and the Dean for the College of Agriculture; therefore, be it

RESOLVED: That the name of the Agricultural Education Department be changed to the AGRICULTURAL EDUCATION AND COMMUNICATION DEPARTMENT.

Proposed by the Agricultural Education
Department
January 7, 1997

Memorandum

DEC 10 1996

To: Harvey Greenwald, Chair
Academic Senate Date: December 4, 1996

Members, Academic Deans' Council

From: Paul J. Zingg 
Provost and Vice President for Academic Affairs

Copies: Warren Baker
Joseph Jen
Glen Casey

Subject: NAME CHANGE REQUEST--AGRICULTURAL
EDUCATION DEPARTMENT

Enclosed is a request by Dean Joseph Jen, College of Agriculture, and Dr. Glen Casey, Head of the Agricultural Education Department, requesting that the name of the Agricultural Education Department be changed to "Agricultural Education and Communication."

I would appreciate the Academic Senate and the Academic Deans' Council reviewing this request as soon as feasible. Should the Senate or Deans' Council have questions regarding this request, I am sure that Dean Jen and Dr. Casey would be happy to address the issues. Can we expect a response from the Academic Senate by the end of Winter Quarter 1997? This item will be placed on the agenda of one of the first meetings of the Academic Deans' Council in Winter Quarter. College deans should review this request with their respective college councils as soon as possible, prior to review by the Council.

Enclosures

STATE OF CALIFORNIA
MEMORANDUM


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California Polytechnic State University
San Luis Obispo, CA

Date: June 20, 1996

TO: Paul Zingg

FROM:


Joseph J. Jen, Dean
College of Agriculture

cc: Dr. Glen Casey

RECEIVED

JUN 24 1996

SUBJECT: DEPARTMENT NAME CHANGE REQUEST

**VICE PRESIDENT
ACADEMIC AFFAIRS**

The Department of Agricultural Education has forwarded a request to change to the Department of Agricultural Education and Communication.

After much discussion and consultations, the College of Agriculture's Council took a vote on June 11, 1996. The vote was 7 yes votes, 4 no votes, and 1 abstention vote. Based on a simple majority means the request passed the College Council, I am submitting the attached package to you for consideration to be placed on the agenda of the Dean's Council for discussion.

Attachments

DEPARTMENTAL NAME CHANGE

FROM AGRICULTURAL EDUCATION

TO AGRICULTURE EDUCATION AND COMMUNICATION

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- Advisory Council Resolution
- Jim Aschwanden - CATA Letter of Support
- Leland H. Ruth - Ag. Council Letter of Support
- Paul R. Vaughn - Texas Tech Letter of Support
- Stuart Nunnery - Article
- Robert J. Birkenholz and Jay Carven - Article

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

M E M O R A N D U M

TO: Joseph Jen

DATE: May 21, 1996

COPIES:

FROM: Glen Casey, Head
Agricultural Education Department

SUBJECT: Department Name Change

The Agricultural Education Department requests a departmental name change to "Agricultural Education and Communication," effective with the 1997-98 catalog.

As Cal Poly and the College of Agriculture look to the next millennium, it is clear that we must consider new directions in the broad context of education in and about agriculture to meet the challenges presented by the times, the system, our students, and the industry for which they are preparing; even as we maintain the foundations of agriculture that have brought the College of Agriculture to its preeminent position in California, the nation and in the global marketplace of today's agriculture.

The Agricultural Education faculty, working with the Agricultural Education Advisory Council appointed by President Baker, and faculty from English, Speech Communication, Political Science and the College of Agriculture, propose the departmental and major name changes for the following reasons:

1. The unique combination of breadth and depth in agriculture provided by the Agriculture Science (and Communication) major establishes a solid foundation for teaching, communications and related career options.
2. Since its introduction in 1988 as a Career Area Program in the Agricultural Science major and its inclusion as an option for several other majors in the 1994-97 catalog, Agricultural Communication has steadily increased in student numbers to the point that it will be identified as a Minor in the 1997-98 catalog.
3. As Agricultural Education's Strategic Plan points out, "Communications professionals are teachers who will utilize the principles of teaching and learning, but typically through print media or in more formal

situations such as broadcasting, advertising and public relations."

4. The major's title, Agricultural Science, has been confusing to some students. The proposed name change to Agricultural Education and Communication would clarify the department's and major's mission.
5. The concept that education and communication are mutually beneficial and uniquely complementary is a national phenomenon. Nebraska, Texas Tech, Texas A&M, Oklahoma State, The Ohio State, Colorado State, Kansas State, University of Illinois, and the University of Florida, to name but a few, have embraced the premise that teacher preparation and agricultural communication only serve to strengthen each other and have included "communication" in their department and degree titles.
6. Cal Poly's Agricultural Communicators of Tomorrow student co-curricular organization is the largest in the country! They have demonstrated the need for a home base that is consistent with their objectives.
7. The Agricultural Education Department has maintained a symbiotic relationship with the Brock Center and Agricultural Education has become the "home" for both journalism and agriculture students and faculty.
8. The Agricultural Education Department has responded to the increase in Agricultural Communication student numbers with two courses which specifically target those in Agricultural Communication Career Path. Ag.Ed. 426 - Presentation Methods, is designed to substituted for Ag.Ed. 438 - Instructional Processes in Agricultural Education, for the Agricultural Communication candidate and is growing in numbers each quarter it is offered. Ag.Ed. 407 - Agricultural Publication, was specifically developed for those in the Agricultural Communications option. In addition, Ag.Ed. 461 & 462, Senior Project, are individualized to student interest in the Agricultural Communication field. Philosophically, the Agricultural Education Department has maintained that an interdisciplinary approach is best for the student, therefore, there has been little effort to internalize courses that are currently being offered by other disciplines (ie: Journalism, Speech Communication, English and Agribusiness). Also, the Journalism Department has been approached to consider cross listing Jour 205, Ag. Communications, with Agricultural Education.

Agricultural Communications has come of age! The Agricultural Education Faculty and Advisory Council are simply requesting validation in the form of departmental and major identification for a process that has been occurring and will continue to flourish as a multidisciplinary program with support from the Colleges of Agriculture and Liberal Arts and an industry desperately in need of telling its story in a society sadly ignorant of agriculture's role in its very survival.

Dr. Raymond Zeuschner, Chair, Speech Communication Department and Dr. Harvey Levenson, Head, Graphic Communication, have each expressed their support of the proposed changes.

The Agricultural Education Department further requests that the topic be placed before the College of Agriculture Department Head Council at your earliest convenience.

Thank you for your consideration of this matter.

AGRICULTURE COMMUNICATION RESOLUTION

Whereas agriculture in the United States generates twenty percent of the gross national product with revenues of more than 162 billion dollars; and,

Whereas the United States has one million farmers who produce the food and fiber to sustain a high quality lifestyle; and,

Whereas California is the leading agricultural state in the nation, generating more than 20 billion dollars of revenue; and,

Whereas there are 83,000 farms in California; and,

Whereas there is a need to prepare people for careers that communicate to the public, issues affecting agriculture and the consumer; and,

Whereas the USDA anticipated a 10% shortfall in the number qualified graduates in the field of agriculture; and,

Whereas Cal Poly, San Luis Obispo has the third largest undergraduate enrollment in agriculture in the United States;

Whereas Cal Poly has the only active agriculture communication program in the western United States; and,

Whereas between 1993 and 1995 Cal Poly had the fastest growing Agriculture Communicators of Tomorrow (ACT) chapter in the country; and,

Whereas the Cal Poly ACT chapter garnered more than 30% of the total awards presented at the 1995 National ACT Writing and Critique Contest; and,

Whereas more than 70 Cal Poly students have demonstrated a committed interest in agricultural communication; and,

Whereas the national model at land grant universities is to offer an agricultural communication program in cooperation with agricultural education department; and,

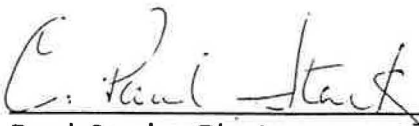
Whereas the Agricultural Education Department at Cal Poly has demonstrated its commitment to agricultural communications; and,

Whereas an Agricultural Education faculty member has been active in developing a formal agriculture communication minor; and,

Whereas much of the interest in agriculture communication at Cal Poly can be attributed to the support of the Agricultural Education Department.

Therefore be it resolved that the Agricultural Education Advisory Council recommends:

1. The implementation of a minor in agriculture communication; and,
2. The addition of a tenure track position in the College of Agriculture that facilitates the advancement of the agriculture communication minor; and
3. The College of Agriculture and the Agricultural Education Department takes steps to identify agriculture communication on the baccalaureate degree within the agricultural sciences major.



Paul Stark, Chairman
Agricultural Education Advisory Council

February 16, 1996

Adopted:

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

**AS- -97/CLA
RESOLUTION ON
DEPARTMENT NAME CHANGE FOR THE
FOREIGN LANGUAGES AND LITERATURES DEPARTMENT**

WHEREAS, The Foreign Languages and Literatures Department has requested the name of its department be changed to the MODERN LANGUAGES AND LITERATURES DEPARTMENT to better reflect the program the department is currently offering; and

WHEREAS, The request for this name change has been approved by the College of Liberal Arts Council, the College of Liberal Arts Academic Senate Caucus, and the Dean for the College of Liberal Arts; therefore, be it

RESOLVED: That the name of the Foreign Languages and Literatures Department be changed to the MODERN LANGUAGES AND LITERATURES DEPARTMENT.

Proposed by the Foreign Languages and
Literatures Department
January 7, 1997

-23- **RECEIVED**

CAL POLY
SAN LUIS OBISPO

Memorandum

DEC 10 1996

To: Harvey Greenwald, Chair
Academic Senate

Academic Senate **Date:** December 4, 1996

Members, Academic Deans' Council

From: Paul J. Zingg 
Provost and Vice President for Academic Affairs

Copies: Warren Baker
Harry Sharp
William Little

**Subject: NAME CHANGE REQUEST--FOREIGN
LANGUAGES AND LITERATURES DEPARTMENT**

Enclosed is a request by Dean Harry Sharp, College of Liberal Arts, and Dr. William Little, Head of the Foreign Languages and Literatures Department, requesting that the name of that Department be changed to "Modern Languages and Literatures Department."

I would appreciate the Academic Senate and the Academic Deans' Council reviewing this request as soon as feasible. Should the Senate or Deans' Council have questions regarding this request, I am sure that Dean Sharp and Dr. Little would be happy to address the issues. Can we expect a response from the Academic Senate by the end of Winter Quarter 1997? This item will be placed on the agenda of one of the first meetings of the Academic Deans' Council in Winter Quarter. College deans should review this request with their respective college councils as soon as possible, prior to review by the Council.

Enclosures



State of California

FOREIGN LANGUAGES AND LITERATURES

SAN LUIS OBISPO
CA 93407

Memorandum

To: Paul Zingg, Provost
Cal Poly

Date: October 4, 1996

Via: Harry Sharp, Interim Dean
College of Liberal Arts

Copies: Foreign Languages
& Literatures Dept.

From: William Little, Chair
Foreign Languages & Literatures

RECEIVED

OCT 10 1996

Subject: Departmental Name Change

VICE PRESIDENT
ACADEMIC AFFAIRS

I hereby request your approval, via Harry Sharp's consent per the instructions on the attached page, to change the name of this Department from Foreign Languages and Literatures Department to:

Modern Languages and Literatures Department

Please note that the only word that is being changed is 'foreign' to 'modern'.

The reasons for the change are:

- The denotation and connotation of the term 'foreign' is no longer an accurate description of the expertise and cultural orientation of the faculty, curricula, and students in the Department.*
- Rather, for the past decade and more, the Department has been an integral force on campus of modernization, interdisciplinarity, multiculturalism, ethnic and gender diversity, affirmative action, multilingualism, and internationalization.
- Evidence of our modernization is our service to the Ethnic Studies Program, the Humanities Program, Spanish for agricultural students, Italian for architectural students, Japanese for Pacific Rim, mentoring and tutoring of Chicano students and their clubs, and the

* A not insignificant part of the reason for the perception of either ghettoization or elitism of so-called foreign language departments across America historically is precisely the sense of their foreignness.

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administering of and support for international programs that feature bilateral exchanges (e.g., Thailand, Japan, Venezuela, México under the ægis of the colleges of Engineering and Agriculture).

- There is a general trend across America from foreign to modern language department (although the term 'modern' is not yet the majority term).
- Our Department offers special study opportunities for BCLAD students who do bilingual internships in local area schools.
- Our Department has given the Bilingual Proficiency Examination for UCTE, a function that is primarily domestic, not foreign.
- The two thousand-member California Foreign Language Teachers Association (CFLTA) eliminated 'foreign' from its name (it is now CLTA) when urged to do so by teachers in San Luis Obispo.
- The local chapter of CLTA voted unanimously not to put 'foreign' in its own name when the chapter was created in 1991 (the name is Central Coast Association of Language Professional—CCALP) because it includes members who teach bilingual education, court interpreters, and others. Members of our Department are strong supporters of CCALP.
- The English Department, the department most affected by this request, supports the name change. There is no overlap or conflict with any other department.

POLICY AND PROCEDURE ON CHANGES OF DEPARTMENT NAMES

1. A department requesting a change of its name will send the request in writing to the Dean of the School, with an explanation of the reasons for the change.
2. The Dean will receive a recommendation on the request from the School Council, add his or her own recommendation, and send the request with the recommendations to the Vice President for Academic Affairs.
3. The Vice President will ask for a recommendation on the proposed name change from the Academic Senate and from the Academic Deans' Council.
4. The Vice President for Academic Affairs will approve or disapprove the proposed name change after considering the recommendations of the School Council and the Dean of the affected School, the Academic Senate, and the Deans' Council.

Adopted:

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

**AS- -97/gebadhoc
RESOLUTION ON
GENERAL EDUCATION AND BREADTH PROGRAM:
PROPOSED ADMINISTRATIVE STRUCTURE**

RESOLVED: That the Academic Senate of Cal Poly approve the attached "*General Education and Breadth Program: Proposed Administrative Structure*"; and, be it further

RESOLVED: That the attached "*General Education and Breadth Program: Proposed Administrative Structure*" be forwarded to President Baker and Provost Zingg for approval and implementation.

Proposed by the General Education
and Breadth Ad Hoc Committee
December 13, 1996

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo

GENERAL EDUCATION AND BREADTH PROGRAM
PROPOSED ADMINISTRATIVE STRUCTURE
(12/13/96 Proposal)

Conceptual Goals of the General Education and Breadth Program

The California State University requires General Education and Breadth programs designed to assure graduates have made noteworthy progress toward becoming truly educated persons and provide means whereby graduates will have:

- A. the ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;
- B. appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share the world, and about the cultural endeavors and legacies of their civilizations;
- C. an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

It is the ultimate aim of the program that the habits of thought and discussion, of engaging one's curiosity, creativity, and penchant for discovery, and of inquiry and learning, nurtured in Cal Poly's GEB program, will persist throughout the lives of all students.

Responsibility for the General Education and Breadth Program

General Education and Breadth is a university level program and requires the strong leadership of the university provost and president.

Cal Poly's General Education and Breadth program is the administrative responsibility of the GEB Committee. This administrative function is meant to be consistent with normal university procedures involving curriculum and to parallel the process used by departments in making programmatic proposals. Just as a department makes curricular and programmatic recommendations via a dean to the Academic Senate, the GEB Committee, after appropriate consultation

with affected units, makes curricular and programmatic recommendations to the Academic Senate via the provost. The provost submits the GEB proposals to the Academic Senate for review and recommendations. The ultimate decisions and responsibilities for the General Education and Breadth program, as with any program, lie with the president.

The GEB Committee

The GEB Committee is charged with assuming a vigorous leadership and administrative role in the development and maintenance of a strong and coherent General Education and Breadth program that meets the noble purposes of its conceptual goals and fosters a stimulating academic and intellectual environment on the Cal Poly campus. By its own initiatives, and those of the university community, and by consultation with appropriate campus groups, the board will make recommendations, through its director, to the provost on all matters and aspects pertaining to the General Education and Breadth program including philosophy, content, format, delivery, and adherence to standards of quality.

Among the specific duties assigned to the GEB Committee are the following:

- *program development, monitoring, and assessment
- *designating GEB courses
- *encouraging innovation
- *issues related to community college GEB programs
- *interaction with academic and administrative units
- *acting on petitions regarding GEB requirements
- *promoting and coordinating GEB related activities such as conferences, seminars, and speakers

Membership: A director and six committee members will compose the GEB Committee. At least three of the committee members must be from the Colleges of Liberal Arts and Science and Mathematics. Committee members will serve three-year renewable terms that are staggered to promote continuity.

Qualifications of GEB Committee Members: Committee members will be faculty members with a demonstrated interest in GEB and who have a thorough understanding of, and deep conviction and commitment to, the philosophy and conceptual goals of the General Education and Breadth program.

Appointment of GEB Committee Members: The provost appoints GEB Committee members after consultation with the Academic Senate.

Director of the GEB Committee

Responsibilities: The director has administrative responsibility for the university's General Education and Breadth program and will lead the GEB Committee in fulfilling its charges, responsibilities, and duties.

Qualifications: The director will have a thorough understanding of, and deep conviction and commitment to, the philosophy and goals of the General Education and Breadth Program, extensive experience in teaching, developing, and supervising GEB courses, and demonstrated leadership experience in curricular matters. Normally, the director will be a faculty member in either the College of Liberal Arts or the College of Science and Mathematics.

Selection: The director will be appointed by the provost after solicitation of nominations and applications and consultation with the GEB Committee and the Academic Senate.

Term: 3 year renewable terms at the pleasure of the provost.

GEB Subject Area Committees

Subject Area Committees will be established and modified by the GEB Committee for the purpose of advising the committee on courses and programs within each area, and to review courses and programs already in place. Initially there will be three area committees - (1) Arts and Humanities, (2) Science, Mathematics and Technology, and (3) Social and Behavioral Sciences - that will be composed of seven members each, including one student. At least four of the members and the student must be from department/colleges in the subject area. Area committee members will be appointed by the GEB Committee after consultation with the Academic Senate. Terms: three-year renewable.

State of California

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Date: January 7, 1997
Copies:
To: Academic Senate Executive Committee
From: Harvey Greenwald, Chair *HG*
Academic Senate
Subject: Resolution on General Education and Breadth Program: Proposed Administrative Structure

It is the desire of the GE&B Ad Hoc Committee that the above-named resolution be deliberated in as productive a manner as possible. The following process is being suggested in an effort to achieve this:

1. The resolution itself will not be altered on the floor of the Senate; instead
2. senators will be instructed at the first meeting (January 21), to submit any changes to the resolution in the form of a minor report. **These minor reports should be received by the Academic Senate office the Tuesday (February 4) before second-reading** (February 11) in order to be copied and distributed with the Feb 11 agenda.
3. All minor reports will be voted on separately and the results of the vote will be noted on each minor report.
4. A copy of the resolution and the above instructions will be mailed to all departments, deans, and appropriate administrators prior to first-reading.