

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
Minutes of the Academic Senate
Tuesday, April 9, 1996
University Union 220 3:10 P.M.

RECEIVED

APR 26 1996

Academic Senate

- I. No minutes were read due to time constraints.
 - II. No communications were read.
 - III. Reports:
 - A. Academic Senate Chair: Only urgent reports should be given. All others are to be e-mailed or sent to the chair for distribution.
 - B. Statewide Senators - Gooden: Presented a pamphlet on "fair use" which should be very important to the faculty. The union is concerned that it be made available and read.
 - IV. **President Baker**: commented that 1) a large percentage of 4 unit classes exist. 2) students feel strongly pro 4 unit classes 3) this offers an opportunity to rethink issues of curriculum packaging of classes, for concentration, depth, team teaching and connection of elements of the curriculum. The resolution has great merit, has had much study, and will help us a great deal.
 - V. Business Items:
 - A. **Resolution on Standardizing Course Units**:
Williamson moved the resolution and began discussion on making the standard unit load 4 units. Debby Arsenau from Facilities passed out several handouts. One indicated the process that Industrial Technology completed to change all classes to 4 units with no loss of lab time. Also there were graphs showing class time distribution for all courses by day, one which indicated 3, 4 or other unit courses, and a graph of the percentage of 4 unit courses by college. The 4 unit model would decrease the number of classes.
- Concerns and Comments:
The graphs do not indicate a 3 unit lecture, 2 unit lab problem of scheduling. Will this change of pattern of classes?
Arsenau: Colleges vary. Some meet M-Th, others exempt Wed.
What is the breakdown of classroom size?
Arsenau: 5 greater than 100, 10 others over 56.
Arsenau: The schedule for finals for 4 unit classes is already built in. There was concern about room scheduling.
Service courses are a problem with a forced move to 4 unit courses.
Dana: proposed an amendment (#2 on handout) - moved: Proposed Amendment 2 and seconded by Wilson who stated "This problem is not rare exception."
Comments:
Professional licensing of engineers has indicated more passes when students take more service courses.
Faculty must redesign courses. There must have a solid vehicle for exceptions. Cal Poly's ME department offers classes many other programs don't, with great success in the pass rate, and industrial demand for CP students.
Agriculture has the same problem for service classes. The need to expose students to specific areas often requires low unit courses.

Service classes should be part of the major.

If you believe in the philosophy that 4 unit classes are the best, benefit to students and faculty, then decide most will be 4 units, with deviation allowed under a process. The college curriculum committee will have more power to revise and then submit to the Academic Senate, etc. OR: Vote the amendment down.

There will be less variety of courses taken out of the department, therefore, the amendment protects the integrity.

Staff likes the impending change. As a student, team teaching smaller courses would allow for increased units covering more material.

The word "extraordinary" is the problem..

Scriven: Call the Question

Vote: Amendment failed.

Continued comments:

Are students spending less time to complete a degree in Sci/Ma or Business?

It is easier to schedule.

Faculty likes the 4 unit system in Business. It gives opportunities for breadth and depth for service purposes. Gives more chance to get to know the student.

Students were present and were asked for an evaluation from their point of view. Sean McGowan: Students would support this as a way to facilitate progress to a degree.

Four - five unit courses work. Expanding from 3 units is good to develop themes.

The current resolution is too restrictive.

We need to allow others to judge if the 3 unit designation is good or not.

Sees a problem brewing in scheduling for labs, especially.

Arsenau: There are materials available to show this is not true.

The option to teach 3 unit classes must be decided by the faculty of a program.

The 4 unit class requires as much faculty prep time, and exam time for students. Don't force the issue.

Why is this mandatory? If it is good, most will do it.

Scheduling: where can 3 hour labs be fitted

Why is this not done already? Faculty is aware of the cost of change.

The amendment muddies the motion.

We must simulate a complex system first. This has not been done. The times available for 4 unit classes eliminate the opportunity for labs.

Scriven: Calls the question: fails

Discussion continues:

This is a question of Rights of the Department vs. Rights of the University. A fragmentation of 2,3, & 4, unit courses is not as good as only 4 unit ones.

Take a global perspective. Go to 4 units and depend on scheduling to assist in the program, do not allow scheduling to drive the decision.

Bowker: Amendment: "Strike 'extraordinary' from the resolution." Passes

Discussion continues:

ASI is interested in any improvement in faster graduation rate.

President Baker: Simulation is valuable, but we may make other choices in the timing of classes, with a much better result. Change the clock not the calendar, at least for now.

It's not obvious that 4 units are better.

Re: Labspace; IT has been able to make transition to 4 units well

We need to all do it the same way.

Hannings: Suggests removing the senate from having jurisdiction and referring the appeal to the "applicants college curriculum committee"
Geringer: When courses are interdisciplinary that idea won't work well.
Motion to vote for original Resolution as amended with word "extraordinary removed. ayes - 26, noes - 16.

VI: Resolution on Department Name Change for the Agricultural Engineering Department: Bermann: Agricultural Engineering should be changed to "BioResource and Agricultural Engineering". Documentation from committees who supported the change to this is available.

Comments (anti) and questions: The proposed name is misleading. There are other departments in the university which are biologically oriented. There are no changes in curriculum to justify this. What is quantitative biology? A department can't move into an area until it has a clientel. Wait until a degree program is in place. There is no net increase in Biology in the curriculum.

Comments: (in reply)

The name change would indicate this department is biology for engineers. Bio-resources are soil, water, air, Water Science affects biology.

VII: Resolution on Curricular Structure: Williamson

Take the curriculum structure as it now exists, reduce the columns to 3, eliminating the "support" column (which is only of historical importance). This will effect the way the calculation of the GPA will be figured. The previous "support" courses will now be part of the major and are included in the 2.0 graduation requirement.

Comments/Questions: Can courses not in the department be used? (Yes)
Departments will retain autonomy in the arrangement of courses.
Rewording of amendment should wait for a later reading.

Adjournment: 4:59 P.M.

Submitted by

M. Forgeng

Maureen Forgeng