

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

FILE COPY

Academic Senate Executive Committee Agenda
May 17, 1994
UU 220 3:00-5:00 p.m.

*4.26.94
minutes
were
removed*

- I. Minutes: Approval of the April 26, 1994 Executive Committee minutes (p. 2).
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
 - E. CFA Campus President
 - F. ASI representatives
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Election of members to the Program Review and Improvement Committee for the 1994-1996 term for CAGR, CBUS, and CLA. **[ATTN CAUCUS CHAIRS FOR CAGR, CBUS, AND CLA: PLEASE BRING THE NAMES OF THE NOMINEES FROM YOUR COLLEGE TO THIS MEETING.]**
 - B. Selection of Executive Committee members to the meeting of executive committees to discuss charter issues (to be held Monday, May 23 from 5 - 7pm in UU 220).
 - C. Select term-endings for the faculty appointed to the Educational Equity Commission (CAGR-Robert Flores, CAED-David Dubbink, CBUS-Daniel Villegas, CENG-Reza Pouraghabagher, CLA-Philip Fetzer, CSM-John Maxwell).
- VI. Discussion Item(s):
 - A. Faculty Control of Curriculum (pp. 3-4).
 - B. Formation of a Research Advisory Committee (pp. 5-7).
 - C. Student Throughput Committee Final Report (pp. 8-23).
 - D. Report and Recommendations of the GE&B Committee to the Academic Senate (pp. 24-27).
- VII. Adjournment:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
School of Architecture and Environmental Design

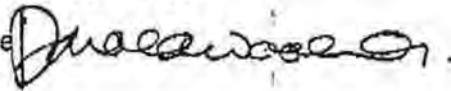
Architecture Department

MEMORANDUM

DATE: May 9, 1994

TO: Jack Wilson, Chair, Academic Senate
cc Anny Morrobel-Sosa, Chair, Senate Curriculum Committee

FROM: Don Woolard, Associate Director, Architecture



SUBJECT: Faculty Control of Curriculum

You may recall a discussion we had about four months ago regarding administrators wishing to give credit for a class taught at an off campus program (WACC). Administrators wanted to give credit for a course which faculty maintained was not equivalent. Shortly after our discussion I had a meeting with the Dean, Director, and faculty concerned with the issue. We were given an undertaking that curriculum issues would prevail. I then informed you and James Vilkits that we had resolved the matter to our satisfaction.

The attached memo was received on Friday, May 6, 1994 and is totally contrary to undertakings we had previously received from the Dean and Department Director, Allan Cooper.

I would appreciate your bringing this matter to the attention of the Executive Committee Meeting tomorrow.

The issue appears to be as follows:

The administrators believe that they must conform with information provided to students undertaking the off campus program, even though that information was not approved by the faculty involved in the curriculum area or the Department Director. There appears to be some doubt about whether the Director knew about that erroneous information. There is no doubt however, about the fact that this matter occurred the previous year and students were given the benefit of the doubt and were given credit for the course. This was against previous undertakings from the Director and against undertakings given to me and the faculty concerned. We accepted the blunder the first year as a one time only situation. Now we are once again confronted with being overridden on a curriculum issue.

Many months before the WACC program began I told the Director and the faculty member administering the off campus program that the faculty had determined that the Environmental Controls Systems course offered in WACC was not equivalent to our course. Under pressure from administration over the last 5 months we have proposed one compromise after another to meet the needs of the disadvantaged students and to maintain the integrity of the curriculum. These offers were conveyed to the students (reluctantly) and none of the offers was accepted. This was caused, in part, by one of our faculty (not involved in the curriculum area) who was resident in Washington and who told students that the technical faculty were involved in a battle of egos. (I have been assured by the Dean and Director that faculty member would be reprimanded for unprofessional behavior. I was also told by the Dean that he would assist with any other action I wished to pursue against that faculty member.)

We are not dealing with abstract curriculum issues - one of the inadequacies of the Washington course is the absence of any information on California Energy Codes for buildings. Any decent administrator would attempt to ensure that curriculum issues such as these were included in any class that was considered as equivalent.

I would appreciate any advice you can give and stand by to provide more complete documentation should you wish.

Thank you.

Academic Senate

Memorandum

To: Don Woolard, Assoc. Director
ECS & Computers

Date: 5/5/94

From: Allan Cooper *AC*
Director, Architecture Department

Copies: Dean Neel,
D. Lord, J.
Pohl, L.
Joiner

Subject: Washington/Alexandria Arch 407

President Warren Baker and Dean Paul Neel have just returned from visiting the Washington Alexandria Center Consortium on Wednesday, May 4th. This visit was precipitated by letters which were sent to both President Baker and Dean Neel.

As you know, I have stood by our decision of February 28th, 1994 to the extent that it has addressed two paramount concerns of ours: equity and educational quality. However, I have just been informed by the University administration that we have no legal grounds for pursuing this course of action and that any written or verbal agreement made by a representative of this college or university has to be honored. The university has made it clear that they will not back us in this decision (i.e., that the WAAC "Advanced Building Science" (ABS) course cannot articulate for Arch 407 credit).

More specifically, I have been advised by Dean Neel that neither President Baker nor Vice President Koob will allow us to put the University in this legally untenable position. Therefore, I regret to inform you that the Washington Alexandria students currently enrolled in Ron Faleides' WACC Environmental Control Systems course will be receiving Arch 407 credit. I am hereby advising David Lord by copy of this memo that there will be no need for a "one time" Arch 407 make-up class for Spring 1994.

It should, however, be clearly understood that no credit for Arch 407 will be awarded to WACC students in the future as to insure that this problem will never arise again.

I wish to personally thank Don, David and Jens for your untiring assistance in seeking some reasonable solution to this difficult problem.

RESEARCH ADVISORY COMMITTEE

PURPOSE

To serve in an advisory capacity to the Dean for Research and Graduate Programs, providing guidance and counsel on all matters related to research, including the functioning of centers and institutes.

COMPOSITION

The Committee will be composed of 12-14 members, appointed by the Dean for Research and Graduate Programs. They will be tenured faculty with significant research experience. The college deans will each be asked to recommend one person to serve on the committee and represent the interests of their colleges. The chair of the Academic Senate Research Committee and a member of the Graduate Studies Committee will also serve. The remaining members (4-6) will be selected by the Dean for Research and Graduate Programs, providing for colleges with more active research programs to have greater representation and for the interests of interdisciplinary programs and Centers and Institutes to be adequately represented. The selection will be made after consultation with the Directors of Centers and Institutes and the Academic Senate Research Committee. All members of the Committee will be (re)appointed each year.

RESPONSIBILITIES

The initial responsibilities of the Committee will be the following:

- Review and recommend revisions to existing research and research-related policies, including policy on establishment of centers and institutes, indirect cost policy and patent policy, among others.

- Carry out a review of existing centers and institutes.

The continuing responsibilities of the Committee will be:

- Review existing centers and institutes on a regular basis.

- Review proposals to establish new centers or institutes.

- Advise the Dean for Research and Graduate Programs on any and all matters related directly or indirectly to research. This may include advice on disbursement of research development funds; human subject, animal welfare and scientific fraud issues; and development of new research and research-related policy.

3/24/84

RESEARCH ADVISORY COMMITTEE MEMBERSHIP

(5/94)

Members nominated by Deans of Colleges:

College of Architecture	Walt Bremer
College of Agriculture	Steve McGary
College of Engineering	Unny Menon
College of Business	Walter Rice
College of Science and Math	Estelle Basor
College of Liberal Arts	Bianca Rosenthal

Ex-officio members:

Chair, Academic Senate Research Committee	Dan Krieger
Member, Graduate Studies Committee	To be named

Members named by Dean for Research and Graduate Programs:

To be named

REGARDING: Research Advisory Committee rep from CSM. Susan Opava, Dean, Research & Graduate Programs is forming a Research Advisory Committee. She is asking each college to appoint a rep. The purpose of the committee will be to serve in an advisory capacity to the Dean of Res & Grad Programs, provide guidance and counsel on all matters related to research. COMMITTEE: consists of 12-14 members, one each from the colleges, the chair of Academic Senate Research Comm, a member of the Grad Studies Comm and other members to be named by Opava. Members will be appointed each year. RESPONSIBILITIES: (briefly) PF1 Alternate PFs PF2 File NOTE PF3 Keep PF4 Erase PF5 Forward Note PF6 Reply PF7 Resend PF8 Print PF9 Help PF10 Next PF11 Previous PF12 Return
t cpslo A 13 08

~~VIEW THE NOTE~~

E01

Opava. Members will be appointed each year. RESPONSIBILITIES: (briefly) review/recommend revisions to existing research/research related policies; carry out review of existing centers and institutes.

If you or anyone in your dept is interested in being CSM rep please let Phil know AS SOON AS POSSIBLE. More detailed info available in this office.

E N D O F N O T E

Student Throughput Committee

An Ad Hoc Committee of the Academic Senate

Final Report

April 26, 1994

Committee Members:

Russell Cummings, Chairman (Aeronautical Engineering)
Mary Beth Armstrong (Accounting)
Tina Bailey (Chemistry)
Joel DeYoung (ASI)
Glenn Irvin (Academic Programs)
Dan Levi (Psychology and Human Development)
Ryan Sakai (ASI)
Ken Scott (Agribusiness)
George Stanton (Testing Office)
Ed Turnquist (Construction Management)

Preamble

Student throughput is an issue which affects many aspects of the university, including resources, class scheduling, student satisfaction, and our image to the citizens of California. We strongly believe that student throughput is very important, and we have found that throughput is affected by a variety of factors. In order for throughput to be effectively managed we must all take a positive approach to the various issues and problems which have caused increases in student throughput. In this light, we believe that there should be rewards to departments and colleges for making improvements in throughput quality.

We should all realize that we have a commitment to the students who have been admitted to our university--we should also have a commitment to enabling them to graduate from Cal Poly in a timely fashion. The following report outlines the committee's recommendations for achieving success in student throughput. We genuinely believe that student throughput can be positively influenced if we all take an honest look at these issues and work to improve the quality of education here at Cal Poly.

Background

The Student Throughput Committee was formed during Winter Quarter 1993 as an Ad Hoc Committee of the Academic Senate. The committee was given the tasks of investigating issues which affect the throughput of students at Cal Poly and formulating a blueprint for action for the university. The committee reviewed the results of the Student Progress Committee as a starting point, and then added new items of concern and categorized the results according to importance.

A wide variety of campus administrators were interviewed in order to gain their perspective on the throughput problem, including: Jim Maraviglia (Admissions), Euel Kennedy (ESS), Tom Zuur (Records), Paula Ringer (ESS), Stacie Breitenbach (CENG Advising Center), Bev Hensel (CBUS Advising Center), and Lucy Rodriguez (Admissions). A survey of nearly one thousand students was also conducted during Spring Quarter 1993 in order to determine what the throughput problems are from the student's perspective. A listing of the survey questions and the results are attached as an appendix.

Recommendations

The following recommendations are presented as a blueprint for achieving success in student throughput. The committee believes that presenting these recommendations in a concise format will be most efficient and valuable to the campus community. The recommendations are made within four general areas: 1) Advising and Student Support, 2) Curriculum Issues, 3) Class Availability, and 4) Senior Problems.

1) Advising and Student Support

- Community College Transfers
 - Evaluations should be available for all transfer students before they first register at Cal Poly.
 - Each department should be encouraged to re-examine their curriculum with regards to community college transfer issues (200 vs. 300 level course issues, etc.).
 - Articulation agreements between Cal Poly and the community colleges should be more flexible and "friendly" to the transfer.
 - Procedures for accepting transfer credit from community colleges should be more flexible and "friendly" to the transfer student.
- Advising
 - Every student should be given the name, office location, and phone number of their appropriate advisor (or advisors) when they enter the university.
 - Intrusive advising should occur before a student first registers at Cal Poly (START is a successful program which could be used as a model).
 - Advisors should be introduced to students during WOW Week.
 - Departments should take advantage of Admission Office mailings in order to inform new students about advising issues.

- Colleges should consider doing one of the following:
 - institute advising centers (CENG and CBUS Centers are successful models), or
 - give annual seminars to faculty who will be serving as advisors to inform them of new and changing information.
- Support Services
 - All student support services should be consolidated, both physically and logistically (that is, they should be located in one building on campus, and be part of one campus organization).
 - Services need to be made more available to the students--if budget cuts are affecting services, then student assistants should be used to fill in the work gaps where appropriate.
 - A directory should be provided to students, faculty, and staff explaining where they should go in order to get help with various academic problems.
 - Support services (tutoring, etc.) should be available for all students, while realizing that proactive support is necessary for targeted student groups.

2) Curriculum Issues

A lack of flexibility has been one of the key causes of student throughput problems, which in turn has been created by the over-structured curriculum. There has been a lack of flexibility in GE&B, advisor-approved electives, and other areas which are described below.

- Changing Majors
 - The administration should formulate a policy which prevents departments and/or colleges from taking unwarranted action against students who want to change majors.
 - Every department should reduce the barriers which students face in changing majors.

- College-Wide Undeclared Majors

- The administration and faculty should consider admitting college-wide undeclared majors.
- The undeclared majors should be required to declare a major by the end of their second year at Cal Poly.
- The undeclared majors should be asked to express a program interest and then receive advising from that program at the earliest possible time in their education.

- GE&B

It is vitally important that GE&B requirements be streamlined and be made more flexible.

- Decisions regarding GE&B cannot be made effectively if resources are directly tied to course allocations.
- Departments should provide more opportunity for students to be flexible in their GE&B choices.
- The GE&B system should have more flexibility for students—the categories should be more openly defined and double counting via multi-content courses should be made more flexible.
- The faculty should insure that GE&B addresses "what is important for our students to know."
- The GE&B system should provide departments the opportunity to be flexible in choosing paths for their students.

- Reducing Graduation Unit Requirements

- Departments should consider reducing the number of units required for graduation.
- Departments should consider reducing the number of small unit courses which are required for their students.
- Flexibility should be built into the curriculum as much as possible (electives, scheduling, etc.).

- Mis-numbered Courses

Good progress has been made with the Community College transfer issue of courses which have been mislabeled as 300 level, when in fact they contain 200 level information. A continued effort should be made to improve this type of flexibility.

3) Class Availability

- Scheduling/Classrooms

- Scheduling should serve the best interests of the students.
- Scheduling should continue to be de-centralized, with as much flexibility as possible given to the departments.
- Departments should take a careful look at their scheduling to insure that student scheduling is logical and flexible.
- Every effort should be made to insure that the published class schedule is followed whenever possible.
- There should be expanded availability of the theater and large classroom spaces for lecture course use.

- Scheduling Conflicts

- Departments should attempt to insure that they do not schedule conflicts for their own students.
- Departments should consider off-hour scheduling of labs and other multi-hour courses in order to avoid scheduling conflicts for students.

- Viable Summer Term

It is obvious from our survey that students want a viable summer term. This is a problem which needs to be planned for and resolved.

- The university ought to make a commitment to a summer term.
- The university should address and solve the resource issues for summer term before offering the term to the students.
- The university should establish a clear and equitable policy for faculty to teach during the summer term.

- Survey Students to Identify Current Bottlenecks

Departments should be encouraged to perform regular surveys of their students in order to determine what problems are occurring with class scheduling and availability.

4) Senior Problems

- Senior Projects

The university has already made progress in giving the departments a great deal of latitude in defining Senior Projects. However, inflexible regulations within the departments and/or colleges can cause the Senior Project to be an unnecessarily burdensome task for the student. Students need to be prepared for conducting independent work, and the Senior Project should be seen as a way to accomplish this goal.

- There needs to be university-wide policies for Senior Project grading and requirements--the Academic Senate Instruction Committee should be asked to make recommendations for these policies.
- Departments should insure that support and advising for Senior Projects is consistent for all students, and that the Senior Project is a meaningful and valuable experience for their students.

- The university should consider doing away with "SP" grading for Senior Projects in order to make the "in progress" grades more meaningful to the students.
 - The independent thought and study required in order to complete a Senior Project should be instilled in students earlier in the curriculum.
 - The university should consider a special summer-term Extended Ed. program for encouraging students to return to the university and finish their Senior Projects.
- Senior Evaluations and "The End Game"
 - Good progress has been made in insuring that students have their Senior Evaluations in a timely fashion--improvements should continue to be made so that all students received a meaningful and timely Senior Evaluation.
 - The university should consider offering the students a chance to submit an "End Game" form which would detail how the students would fulfill their remaining graduation requirements. This could eliminate the students from having to fill out individual petitions for each exception.

STUDENT PROGRESS SURVEY

These are the results of the Student progress Survey which was conducted during Spring Quarter 1993. The survey was administered to 967 students in randomly selected classes--there were a proportionate number of classes at the lower and upper division levels so as to accurately represent the student body. These results only represent the raw data which was collected--anyone interested in obtaining more detailed information from the survey should contact Russell Cummings at X2562.

Percentage of students surveyed according to college:

Agriculture	23%	Engineering	23%
Architecture	7%	Liberal Arts	17%
Business	9%	Science & Math	19%
UCTE	1%		

Percentage of students surveyed according to class level:

Freshman	10%	Senior	51%
Sophomore	10%	Graduate	3%
Junior	26%		

1. When did you first enroll at Cal Poly (quarter and year)?

0 - 4 years ago	73%
5 - 6 years ago	22%
more than 6 years ago	5%

2. Did you transfer into Cal Poly?

Yes	42%
No	57%

If yes, approximately what percentage of your transfer units were accepted by Cal Poly?

90% - 100% of units	35% of students
70% - 90% of units	34% of students
less than 70% of units	31% of students

3. How many quarters have you attended Cal Poly?

1 - 3 quarters	19%
4 - 6 quarters	22%
7 - 9 quarters	21%
10 - 12 quarters	19%
more than 12 quarters	18%

4. How many units are you presently taking?

1 - 11 units	9%
12 - 16 units	76%
more than 16 units	15%

5. How many in-class hours per week do you have this quarter?

1 - 11 hours	11%
12 - 16 hours	41%
17 - 21 hours	33%
more than 21 hours	15%

6. How many units did you take last quarter?

1 - 11 units	7%
12 - 16 units	76%
more than 16 units	17%

7. Have you ever worked while taking classes at Cal Poly?

Yes	66 %	No	34%
-----	------	----	-----

If yes, please indicate:

a) how many quarters you worked.

1 - 3 quarters	44%
4 - 6 quarters	25%
7 - 9 quarters	15%
more than 9 quarters	16%

b) how many hours you worked per week on the average.

less than 10 hours	14%
10 - 19 hours	43%
20 - 29 hours	33%
30 hours or more	10%

c) did working ever make you reduce the number of courses/units that you otherwise would have taken?

Yes	51%	No	49%
-----	-----	----	-----

8. Have you ever participated in or do you plan to participate in:

Co-op	30% said Yes
Internship	45% said Yes

9. Please indicate the number of quarters that you have been involved in clubs, organization and/or other extra-curricular activities while at Cal Poly.

Average = 6.2 quarters

10. How many curriculum substitutions (deviations) have you requested at Cal Poly?

Average = 2.2 substitutions.

11. How many courses have you repeated at Cal Poly?

0 courses	56%
1 or 2 courses	34%
3 or more courses	10%

12. Have you changed your major at Cal Poly?

Yes	30%	No	70%
-----	-----	----	-----

13. Are you on financial aid?

Yes	37%	No	63%
-----	-----	----	-----

14. How many courses have you taken here which were unnecessary for your degree or G.E. requirements in order to:

a) carry 12 units per quarter?

0 courses	68%
1 or 2 courses	17%
3 or more courses	15%

b) satisfy you personal needs or interests?

0 courses	46%
1 or 2 courses	27%
3 or more courses	27%

15. Have you ever dropped out of Cal Poly?

Yes	9%	No	91%
-----	----	----	-----

If yes, for how many quarters?

1 or 2 quarters	62%
3 or more quarters	38%

Using the scale provided (scale of 1 to 5, 1--not important, 3--moderately important, 5--very important), please indicate how important each of the following five factors is to you in considering which elective courses to enroll in.

16. Time when class meets.	Average = 3.7
17. Day when class meets.	Average = 3.2
18. Reputation of instructor.	Average = 3.9
19. Amount of studying required.	Average = 3.4
20. Difficulty level of course.	Average = 3.4

The following is a list of factors that may have affected your academic progress since you entered Cal Poly. For each factor that affected you at any time, please answer the corresponding questions. (Do not answer questions about factors that did not affect your progress.)

21. Obtaining courses required by your major.

a) why was this a problem (check all that apply)

space was unavailable	63%
schedule conflict with other courses	68%
prerequisite not met	26%
other	13%

b) how did you deal with this problem (check all that apply)

re-arranged my schedule	58%
reduced my unit load	22%
took unnecessary courses	11%
other	19%

22. Obtaining general education courses.

a) why was this a problem (check all that apply)

space was unavailable	71%
schedule conflict with other courses	52%
prerequisite not met	8%
other	5%

b) how did you deal with this problem (check all that apply)

re-arranged my schedule	68%
reduced my unit load	12%
took unnecessary courses	6%
other	13%

23. Obtaining sequential courses.

a) why was this a problem (check all that apply)

space was unavailable	42%
schedule conflict with other courses	38%
prerequisite not met	14%
other	8%

b) how did you deal with this problem (check all that apply)

re-arranged my schedule	38%
reduced my unit load	22%
took unnecessary courses	6%
other	11%

24. Obtaining support and core courses.

a) why was this a problem (check all that apply)

space was unavailable	51%
schedule conflict with other courses	44%
prerequisite not met	12%
other	5%

b) how did you deal with this problem (check all that apply)

re-arranged my schedule	45%
reduced my unit load	9%
took unnecessary courses	4%
other	10%

25. Obtaining courses offered once a year.

a) why was this a problem (check all that apply)

space was unavailable	39%
schedule conflict with other courses	35%
prerequisite not met	12%
other	6%

b) how did you deal with this problem (check all that apply)

re-arranged my schedule	31%
reduced my unit load	8%
took unnecessary courses	2%
other	15%

26. Time changes or cancellations of courses.

how did you deal with this problem (check all that apply)

re-arranged my schedule	33%
reduced my unit load	9%
took unnecessary courses	2%
other	5%

27. Have you ever reduced your academic load to keep you GPA from dropping?

Yes	31%	No	69%
-----	-----	----	-----

If yes, for how many quarters?

1 or 2 quarters	69%
3 or more quarters	31%

28. Have you ever reduced your academic load to meet non-academic concerns (e.g. work, family, personal issues, etc.)?

Yes	50%	No	50%
-----	-----	----	-----

If yes, for how many quarters?

1 or 2 quarters	59%
3 or more quarters	41%

29. Has inaccurate or inadequate advising delayed your progress?

Yes	30%	No	70%
-----	-----	----	-----

Explain--these explanations are on the original surveys.

30. Other (please describe and indicate for how many quarters the issue delayed your progress.

20% responded--these explanations are on the original surveys.

31. How often have you taken fewer units than you could have only because of your personal preference, and not because of any of the factors mentioned in items 20 through 29 above?

0 quarters	47%
1 or 2 quarters	31%
3 or more quarters	22%

32. Has finishing your Senior Project delayed your progress?

Yes	12%	No	88%
-----	-----	----	-----

33. How important is it for your academic progress to be able to take courses at Cal Poly during summer quarter? (1 to 5 scale, 1--not important, 3--moderately important, 5--very important)

1 - not important	15%
2, 3 & 4 - moderately important	51%
5 - very important	34%

Using the scale provided, please indicate the level of importance that you place on each of the following four goals (1 to 5 scale, 1--None, 2--Low, 3--Moderate, 4--High, 5--Very High):

34. Completing a degree as quickly as possible: Average = 3.8

35. Obtaining an internship or Co-op: Average = 3.3

36. Taking advantage of extra-curricular activities: Average = 3.2

37. Having fun while going to school: Average = 3.7

38. How satisfied are you with your rate of progress towards your degree at Cal Poly? (1 to 5 scale, 1--very dissatisfied to 5--very satisfied)

Dissatisfied	24%
Neutral	35%
Satisfied	41%

RECEIVED

5/3/94

MAY 3 1994

DRAFT

Academic Senate

Report and Recommendations of the General Education &
Breadth Committee to the Academic Senate

The Cal Poly GE&B program has not undergone serious revision since it was implemented on campus a dozen years ago. Over the past several years, this committee and a "Blue Ribbon" subcommittee have discussed various suggestions for reforming the program. Although the general education program meets the intent of the Executive Order, modest changes are needed. Two criticisms have been voiced over the years. First, the number of required units can impede a student's completion of the undergraduate degree in a timely fashion. This is a particular burden to students in high unit majors. Second, and related to the first criticism, is the feeling that some departments can best meet some of the g.e. requirements via their own courses for their majors. We urge the Executive Committee approve the concepts of these recommendations so that appropriate resolutions can be brought to the Academic Senate floor for approval during the 1994-95 academic year.

There will always be debate over the structure and content of a general education program. This is to be encouraged. Rather than considering our general education program a finished product, we offer the following short and long-term recommendations as but one in a series of ongoing reforms that will continually strengthen the educational value of general education. The short term recommendations should be approved for implementation as soon as possible. These changes are designed to give students and departments more flexibility in how the requirements can be fulfilled without jeopardizing the academic integrity of the program. We suggest these recommendations become the agenda for this committee next year.

Tentative List of Recommendations by the GE&B Committee:

I. Short-term Recommendations

1. allow each College to propose one or more courses* that students would take to fulfill the Critical Thinking (A.1) requirement; double-counting allowed; [Rationale: critical thinking is not discipline or course specific; the concepts for this requirement as set forth in E.O. 595 can be met in a number of courses across the curriculum];
2. allow each department to designate one or more writing courses* within the major that students could take to fulfill the A.4 writing requirement; [Rationale: students are exposed to the basics of writing in ENGL 114; students are required to do written assignments in many of their major classes. One way to encourage more writing in the major is to allow an appropriate course with a significant writing assignment to double-count for the A.4 requirement];
3. allow departments to decide how to best meet the "computer literacy" requirement (F.1); [Rationale: E.O. 595 does not specify a "computer literacy" requirement. Most students are exposed to computers in high school and most students take courses in their majors (or cognates) where computer skills appropriate to the major are taught. It should be left to departments to establish computer proficiency levels for their majors];
4. Subcommittee D should reconsider the separate categories to more adequately integrate the courses in D; [Rationale: there are too many categories in D and they do not provide students with sufficient flexibility to choose among the courses listed. It would make sense, for example, to divide courses in D into two categories: those involving the United States and those involving other countries and other cultures];
5. Advanced Placement credit should be allowed to satisfy appropriate GE&B courses; [Rationale: students should be encouraged to participate in AP and given credit for their attained level of proficiency];

6. Area E should be set at 4-units rather than 5, as specified in E.O. 595; [Rationale: E.O. 595 specifies 3 semester units; while Cal Poly has rounded this requirement up to 5 quarter units, it can be rounded down to 4];

7. students should be allowed to take no more than two general education courses credit/no credit; [Rationale: because g.e. is an integral part of a student's university education, students should be encouraged to regard g.e. courses more seriously. Major courses cannot be taken credit/no credit. Rather than prohibiting credit/no credit courses in g.e., this recommendation seeks to elevate the status of g.e. but still allow students to take two g.e. courses credit/no credit in order to fulfill all curriculum requirements in a timely fashion];

8. Areas C, D, and E should be revised to incorporate more courses that also fulfill the U. S. Cultural Pluralism Requirement; [Rationale: the U.S. Cultural Pluralism requirement is an exit requirement. Because there are a number of classes that can meet both this requirement and g.e., it is logical to allow double-counting. Additional courses, new and existing ones with some modification, should be encouraged for categories C.D and E to achieve this];

9. the language in B.2 should be changed to read "All students must complete a minimum of two courses in mathematics and/or statistics." [Rationale: since students currently can take two math courses to fulfill part of the B requirement, they should also be given the flexibility to take two statistics courses as well].

*appropriate courses for double-counting would have to be approved by the GE&B Committee and the Academic Senate.

II. Long Term Recommendations:

1. consideration should be given to integrating upper division general education courses around themes;
2. the development of innovative and interdisciplinary courses across several categories in GE should be encouraged;
3. enrollment levels need to be reduced in general education courses, where appropriate, to encourage writing across the curriculum;
4. students should be exposed to a variety of instructional techniques--e.g., seminars and working in small problem solving groups, not just standard lecture mode;
5. faculty who are particularly adept at managing large classes should be rewarded with the appropriate WTU credit;
6. incorporation of an honors program/track into g.e.;
7. the F.2 category should be revised to make this a meaningful requirement or eliminated.

Kind - Exec 5/17/94

Adopted:

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

**AS- -94/
RESOLUTION ON
PERSONAL COMPUTERS FOR STUDENTS**

- WHEREAS, There is substantial interest within the administration for more rapid development of the campus network for telecommunications; and
- WHEREAS, The funding required for more rapid development of the network apparently is not available in Information System's budget; and
- WHEREAS, The discontinuance of funding for microcomputer labs for students is seen as a possible source of funds for upgrading the network; and
- WHEREAS, Requiring students to purchase their own personal computers is an idea which has been discussed by some campus constituencies and has merit; and
- WHEREAS, The requirement for students to purchase personal computers is an issue separate from whether state funds should be used to support microcomputer labs for students; and
- WHEREAS, The financing of the purchase of personal computers is not an insignificant challenge for many students; and
- WHEREAS, The Instructional Advisory Committee on Computing is discussing these two issues; therefore, be it
- RESOLVED, That before any final decision is made as to whether students should be required to purchase a personal computer and whether state funds should be used to furnish microcomputer labs for students, that the Instructional Advisory Committee on Computing report their recommendations to the Academic Senate; and be it further
- RESOLVED, That these recommendations be subject to approval or disapproval by the Academic Senate before any action is implemented.

Proposed by the Academic Senate Executive
Committee
May 17, 1994