

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

FILE COPY

Academic Senate
Executive Committee Agenda
January 29, 1991
UU 220 3:00-5:00 p.m.

<u>Member</u>	<u>Dept</u>	<u>Member</u>	<u>Dept</u>
Acord, Pat	PE/RA	Pokorny, Cornel	CompSci
Ahern, James	Agribus	Reynoso, Wendy	FinAid
Andrews, Charles	Acctg	Russell, Craig	Music
Botwin, Michael	ArchEngr	Terry, Raymond	Math
Gamble, Lynne (Secty)	Library	Vilkitis, James	NRM
Gooden, Reginald	PoliSci		
Kersten, Timothy	Econ		
Koob, Robert	VPAA		
Moustafa, Safwat (VC)	MechEngr		
Murphy, James (C)	IndTech		

Copies: Warren Baker
Glenn Irvin
Howard West

11.27.90 and
1.8.91
minutes
removed

- I. Minutes: Approval of the November 27, 1990 and January 8, 1991 Academic Senate Executive Committee minutes (pp. 2-5).
- 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
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Curriculum proposal for the Certificate for Teaching English as a Second Language-Bailey, Chair of the Curriculum Committee (p. 6).
 - B. Selection of part-time representative to the Academic Senate (p. 7).
 - C. Academic Senate vacancies:
Academic Senate committees:
SPS/UCTE - Instruction Committee (replacement for Acord), '90-91
SSM - Const & Bylaws Committee (replacement for Wight), '90-91 term
PCS - Student Affairs Committee (replacement for Waller), '90-92 term

GE&B Area "E" Subcommittee
One vacancy plus an alternate

university-wide committees:
Disabled Student Advisory Committee - one vacancy
Student Outreach and Retention Continuum Committee - one vacancy
- VI. Discussion:
 - A. Employee Relations (pp. 8-9).
 - B. CSU Policy on Non-Discrimination and ROTC Programs (pp. 10-12).
 - C. The Educational Implications of the Use of Temporary Faculty in Faculty Positions in the CSU in 1990 and Beyond (pp. 13-14).
 - D. Modification of General Education Certification Policy: Full- and Subject-area Certification (15-16).
 - E. CSU Policy on Collegiality and Consultative Procedures (pp. 17-18).
- VII. Adjournment:

CERTIFICATE FOR TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

**ENGLISH, SPEECH COMMUNICATION, AND SOCIAL SCIENCES DEPARTMENTS
School of Liberal Arts**

Date: Jan. 14, 1991

1992-94 CATALOG PROPOSALS

VP (Vice President Academic Affairs), AS (Academic Senate),
CC (Curriculum Committee)

A = Approved, A* = Approved pending technical modification,

AR = Approved with Reservation (see Committee Comments),

T = Tabled (see Committee Comments), D = Disapproved

V	A	C
P	S	C

A

I. CURRICULUM

Required Courses

27

ENGL 290 Introduction to Linguistics (4)

ENGL 390 Modern English Grammar (4)

*ENGL 392 Topics in Applied Linguistics (4)

**ENGL 496 Introduction to Teaching English as a Second
Language/Dialect (4)

***ENGL 497 Methods in Teaching English as a Second
Language/Dialect (with Practicum) (4)

SPC 316 Cross-Cultural Communication (4)

ANTH 333 Language and Culture (3)

* Course title change from Contemporary Grammar and
Composition.

** Course title will be changed to Theories of Second
Language Acquisition if ENGL 497 is approved.

*** New course to be developed for certificate program.

II. COMMITTEE COMMENTS

The Curriculum Committee recommends this certificate
program because we feel it meets a current and
future educational need. Particular attention should
be paid to future hiring in the area of linguistics.

NOMINATIONS RECEIVED FOR THE POSITION
OF PART-TIME REPRESENTATIVE TO THE ACADEMIC SENATE

School of Agriculture

Matt Andros

AgEngr

School of Architecture and Environmental Design

Ralph Lee

Architecture

William Walter

C&R Plg

School of Business

Beverly Larson

Acctg

Jere Ramsey

BusAdm

School of Engineering

Chatziioanov Alypios

C/EEngr

John High

EE/EL

Danny Polidi

EE/EL

Robert Sater

IndEngr

Art Webb

MatEngr

School of Liberal Arts

Jennifer Schofield

English

School of Science and Mathematics

Cinda Heeren Carr

Statistics

Gail Jacobson

Chemistry

Douglas Warschauer

Physics

Andrea Waterbury

Biology

Gail Wilson

Chemistry

RECEIVED

JAN 11 1991

Employee Relations

Academic Senate

In recent years, there has been a growing need to deal with unresolved employee-related issues through the media. Both for the protection of the employees and for the image of the university, we would like to see a different path set for handling such issues. We feel that it would be wise to concentrate on preventative measures to ensure fair treatment of Cal Poly employees, and suggest that we turn our attention to setting up standardized procedures for all employees to prevent both misunderstandings and abuses. We feel that by standardizing procedures that are now handled on an individual basis, both employee and supervisor benefit. The employee benefits by knowing that he or she is being treated the same as other employees. The supervisor benefits by knowing what to do and by understanding that he or she is following the rules and not creating a grievable situation.

The unions benefit when standardized procedures are followed, because fewer grievances are spawned; the university and the university personnel office benefit by preventing possible grievances which tie up personnel time and which result in costs to the university.

Everyone who works or attends school at Cal Poly benefits from employees who are pleased with their working conditions and who understand that they will be treated fairly and justly should problems occur.

The key issues which we feel should be addressed in setting up standardized procedures are these:

1. Equitable treatment in the handling of sick leave, vacation, etc. (For example, some employees simply fill out an absence request form indicating when they took sick leave, some employees are required to get a doctor's note to verify doctor's visits.)
2. Equitable treatment in attempted correction of employee problems. (For example, two documented oral warnings and two written warnings before disciplinary action is taken).
3. Equitable treatment in work assignments, assigned time (for faculty), and student assistant help.
4. Equitable treatment of all employees in the use of travel money. (For example, if one employee is allowed to visit relatives on a business trip without taking vacation time, then others should not be reprimanded for doing the same thing).
5. Equitable treatment for faculty and staff to participate in the fee-waiver program, i.e., for career advancement as well as for job-related courses.
6. Equitable treatment in employee evaluations, e.g., poor evaluations cannot be given without there having been prior discussions of problem areas and ways to improve them.
7. The redefinition of "loyalty." In a state organization, a state employee's first loyalty has to be to the state of California. Then their major loyalty is to Cal Poly and its well being, then to their department and their supervisor. When supervisors and/or employees feel that their first loyalty is to the supervisor above and beyond the institution and the state, all kinds of problems can occur.

8. Responsibility must be taken for fairness and justice to all Cal Poly employees (whether they are in management, faculty, or support staff units). While ultimate responsibility should lie with the university personnel office, and if their commitment to fairness and justice in employee actions is known to employees, then that fact may prevent supervisors from making questionable deviations. However, as noted below, complaints made to the review board will be investigated and their outcomes monitored.

Off-the-wall actions, such as transferring employees while they are on vacation, sending the campus police to someone's house to deliver a message while the person is on approved sick leave, cleaning out someone's office while they are gone, locking someone out of their office without preliminaries, are all actions that can, and should, be prevented, by setting up standard actions for dealing with employees and problems.

Training for managers and supervisors in MOU agreements and in personnel policies for the campus should be ongoing and constitute a major phase of preventative personnel action.

We feel that a Review Board, composed of faculty and staff, should be elected to receive, investigate, and monitor complaints of irregular personnel actions. It is recommended that irregular management practices will normally be stopped with a "cease and desist" action. In other words, that if he or she is committing said action, that he or she must not do it anymore. Complaints and/or testimony to the Review Board will be held confidential. In addition, complaints can be made to the Review Board anonymously. At the end of each year, the Review Board would report back to the Academic Senate on activities and actions taken both by the personnel office and by the Board.

-10-
ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1980-91/AA
January 10-11, 1991, *first reading*

10

CSU POLICY ON NON-DISCRIMINATION
AND ROTC PROGRAMS

- WHEREAS, Discrimination on the basis of sexual orientation is a violation of basic human rights; and
- WHEREAS, California State University campuses maintain relations and contracts with the United States Department of Defense whereby Reserve Officer Training Corps (ROTC) programs are taught on various campuses; and
- WHEREAS, The United States Department of Defense's policy and regulations exclude homosexuals from military ranks; and
- WHEREAS, There is scholarly evidence that the policy of discrimination by the military on the basis of sexual orientation is a policy based on prejudice and is not beneficial to the national defense; and
- WHEREAS, It is a violation of CSU policy for the CSU system, or any part of it, to discriminate in employment or access on the basis of sexual orientation; and
- WHEREAS, The CSU makes vigorous efforts to create campus climates free of bigotry and prejudice; and
- WHEREAS, The Department of Defense policy and practice of discrimination on the basis of sexual orientation is inimical to the values of the university; and
- WHEREAS, Allowing academic credit for ROTC courses and awarding faculty status to instructors who teach in these programs facilitates such discrimination by lending institutional support and respectability to the Department of Defense's policy of discrimination; and

(OVER)

WHEREAS, In May, 1990 the Academic Senate CSU called upon the Department of Defense to end its discriminatory policy based on sexual orientation (AS-1939-90/AA); and

WHEREAS, In May, 1990 the Academic Senate CSU urged the campus senates to consider action if the military's policy discrimination against homosexuals was not rescinded by January 1, 1991; and

WHEREAS, In June, 1990 the Chair of the Academic Senate CSU received a reply from a Deputy Assistant Secretary of the Department of Defense, which stated: "Accordingly, we [the Department of Defense] do not plan to reassess the Department's policy on homosexuality."; therefore be it

RESOLVED: That the Academic Senate of the California State University urge the campus senates and campus presidents to enact the following policies:

- (a) ROTC programs shall not be allowed to enroll any additional students;
- (b) students already enrolled in ROTC programs be allowed to complete the program;
- (c) all contracts with the United States military regarding the offering of ROTC programs at the University be terminated, not be renewed, or be allowed to expire;

and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor and the Board of Trustees to enact statewide procedures to ensure that its non-discrimination policy for all students, in all campus programs throughout the system, be observed; and be it further

RESOLVED: That should the Department of Defense alter its discriminatory policy regarding homosexuals, the Academic Senate CSU urge that campus policies regarding ROTC be modified accordingly.

California State Student Association

926 J Street, Suite 701 • Sacramento, California 95814 • (916) 441-4514

400 Golden Shore • Long Beach, California 90802-4275 • (213) 590-5560 • ATSS 635-5560

Resolution Against ROTC Ban on Homosexuals

- WHEREAS, The California State University has made an ongoing attempt to rid its campuses of racism and discrimination; and
- WHEREAS, The CSU is supporting ACR 126 which states that "discriminatory policies, behavior, and practices will not be tolerated" (on the CSU campuses; and
- WHEREAS, It is to the benefit of all students that all forms of discrimination are removed from campuses; and
- WHEREAS, The campus ROTC's continues to follow a discriminatory U.S. Government policy that bans homosexuals from completing its programs; and
- WHEREAS, No other academic program in the CSU system has a requirement of sexual orientation for admission or retention; and
- WHEREAS, This discriminatory practice directly violates California Civil Code § 51 (Unruh Civil Rights Act); now, therefore, be it
- RESOLVED, That the California State Student Association condemns this discriminatory practice; and be it further
- RESOLVED, That the California State Student Association Board of Directors request that the CSU remove the ROTC practice of discriminating in academic programs; and be it further
- RESOLVED, That the CSSA Board of Directors request that if the ROTC's discriminatory practices are not halted the CSU will remove the ROTC's from campus until their discriminatory practices are stopped; and be it further
- RESOLVED, That copies of this resolution will be sent to the CSU Board of Trustees, Chancellor W. Ann Reynolds, CSU Presidents, CSU AS Presidents and California Associated Students with ROTC programs.

Submitted by Associated Students, CSU, Sacramento.

Adopted by the California State Student Association
March 11, 1990.

representing over 360,000 students statewide

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1977-90/FA (Rev.)
November 15-16, 1990

7 Rev.

THE EDUCATIONAL IMPLICATIONS OF THE USE OF TEMPORARY FACULTY IN FACULTY
POSITIONS IN THE CALIFORNIA STATE UNIVERSITY IN 1990 AND BEYOND

WHEREAS, The Academic Senate of The California State University resolved in March, 1987, that local campus senates adopt key policy recommendations arising from the report of the Academic Senate CSU Committee to Study the Educational Implications of the Use of Lecturers in the California State University (AS-1703-86/FA, Approved Unanimously, March 5-6); and

WHEREAS, Local senates were encouraged by the Statewide Academic Senate

1. to study their current use of temporary faculty to determine whether such use is educationally sound, and consider adopting goals for the proportion of temporary faculty in the mix of faculty,
2. to encourage departments to identify positions filled by temporary faculty which do not conform to educationally sound uses of temporary faculty,
3. to ensure that departments not be required to utilize temporary faculty as a continuing means of coping with externally imposed budgetary constraints, and
4. to ensure that campuses and departments not require temporary faculty to perform instructionally related duties without compensation comparable to that provided to tenure track faculty for such duties; and

WHEREAS, Current and projected budgetary shortfalls for the California State University may make the use of temporary faculty financially attractive in the narrow frame, but not necessarily academically and educationally sound; and

(OVER)

WHEREAS, The release of the CSU Faculty Workload Study (dated May 30, 1990) offers new information and the possibility of new perspective on the array of issues pertaining to temporary faculty in the CSU; therefore be it

RESOLVED: That the Academic Senate of the California State University reaffirm its March 1987 position that the campus senates review as necessary, and adopt as necessary, the following policy recommendations, to wit:

1. That local campuses and individual departments study their current use of temporary faculty to determine whether such use is educationally sound, and consider adopting goals for the proportion of temporary faculty in the mix of faculty; and
2. That departments identify positions currently filled by temporary faculty which do not conform to educationally sound uses of temporary faculty, and which should be converted to tenure-track positions consistent with sound academic planning; and
3. That departments not be required to utilize temporary faculty as a continuing means of coping with externally imposed budgetary constraints; and
4. That campuses and departments not require temporary faculty to perform instructionally related duties without compensation comparable to that provided to tenure-track faculty for such duties.

*Programs Needs Look at
Essential to the program.*

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

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AS-1979-91/AA
January 10-11, 1991

MODIFICATION OF GENERAL EDUCATION CERTIFICATION POLICY:
FULL- AND SUBJECT-AREA CERTIFICATION

WHEREAS, The Academic Senate of the California State University has established its commitment to improving transfer rates for the benefit of California students; and

WHEREAS, As part of that effort, steps need to be taken to revise the way in which students transfer GE credit under the provisions of Executive Order 338; and

WHEREAS, This calls for a revision of certain provisions of Executive Order 342 which currently governs general education transfer procedures; and

WHEREAS, Among these procedures are the concepts of "Full" and "Partial" certification of general education requirements not explicitly defined in Executive Order 342; and

WHEREAS, There have been inconsistent interpretations by certifying institutions of these concepts, and consequent reluctance of receiving CSU campuses to honor "partial" certification; and

(OVER)

WHEREAS, The Chancellor's General Education-Breadth Advisory Committee has approved the concepts and provisions embodied in the document, "Full and Subject-Area Certification of Courses to Meet CSU General Education-Breadth Requirements"; therefore be it

RESOLVED: That the Academic Senate of the California State University endorse the definitions of Full and Subject-Area Certification that appear in the attached document, "Full and Subject-Area Certification of Courses to Meet General Education-Breadth Requirements"; and be it further

RESOLVED: That the Academic Senate CSU support the development of an Executive Order to incorporate the definitions in the attached document, "Full and Subject-Area Certification of Courses to Meet CSU General Education-Breadth Requirements," and supersede Executive Order 342.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

11

AS-1981-91/AA
January 10-11, 1991

CSU POLICY ON COLLEGIALLY AND
CONSULTATIVE PROCEDURES

- WHEREAS, The role of collegiality and consultative procedures in the process of governance in the California State University is a matter of great concern to the faculty throughout the system; and
- WHEREAS, The CSU comprises a community of scholars with recognized expertise; and
- WHEREAS, The CSU Board of Trustees have affirmed that a spirit of collegiality that recognizes this expertise is essential for the effective operation of the CSU; and
- WHEREAS, The CSU Board of Trustees have asserted that collegiality consists of a shared decision-making process by the various constituencies of the University; and
- WHEREAS, Collegiality and shared decision-making is recognized by both the faculty and the CSU Board of Trustees as the means for the University to best accomplish its educational goals; and
- WHEREAS, It is clearly accepted that the University's curriculum is the principal concern and responsibility of the faculty; and

(OVER)

WHEREAS, The CSU Board of Trustees in September, 1985 adopted and reaffirmed the principal of collegiality and has pledged "... to promote collegiality and to support the continuing efforts of the Academic Senate to preserve collegiality in the CSU."; therefore be it

RESOLVED: That the Academic Senate of the California State University reaffirm its unanimous resolution of September, 1984 and the agreement with the CSU Board of Trustees on the importance of faculty participation and collegiality in the making and implementation of academic policy decisions; and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor to implement the CSU Board of Trustees policy of September, 1985, specifically, that:

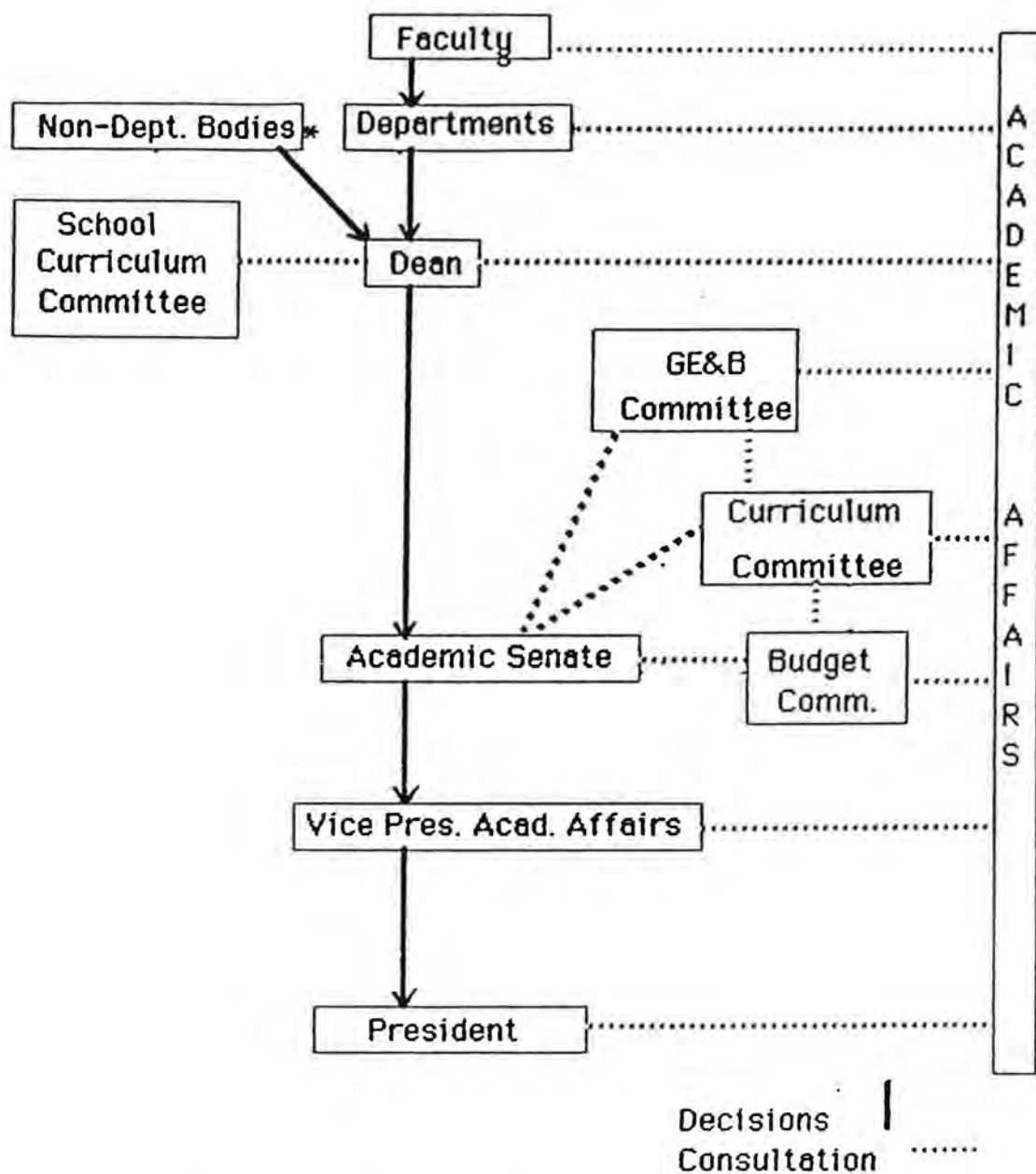
1. Collegial governance assigns primary responsibility to the faculty for the educational functions of the institution in accordance with basic policy as determined by the Board of Trustees."; and
2. "The Governing Board, through its administrative officers, makes sure that there is continual consultation with appropriate faculty representatives on these matters."

and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor to consult with it before academic policy decisions are made.

The Curriculum Review Process

Final Exam 1-29-91



*Examples-Library, Student Academic Services, COOP

NEW DEGREE MAJOR PROGRAM PROPOSALS

New degree major proposals require extensive preparation and review. Once approved by the Academic Senate and the President, the proposed degree major is submitted to the Chancellor's Office for review and, to the Board of Trustees and the California Postsecondary Education Commission (CPEC). The review process for a proposed new degree major is quite lengthy and may take several years. **Before preparing new degree program proposals, please contact Mary Whiteford in the Academic Programs Office (X2246) for assistance with the preparation of the proposal.**

Please also keep in mind the concerns of the Chancellor's Office regarding the trend in new bachelor's degree programs toward highly specialized titles and content. They have a policy against the proliferation of degree names. There is a current Trustee policy calling for degree programs that are broadly based. In implementing that policy, the Chancellor's Office has repeatedly raised questions about programs that appear to them to be so specialized as to jeopardize their durability for students.

"The guidelines assume that broadly based degrees of high academic quality remain the norm in The CSU, and that specialized degree programs are added only when there is compelling academic rationale to add them."

Attachment A, *Procedure for Submitting Proposals for New Degree Major Programs*, (Revised March 1985) is an itemized listing from the Chancellor's Office of the procedures which need to be followed for proposing a new degree program. Attachment B is included for information regarding general degree requirements. If the proposed new degree major will contain concentrations or specializations, please refer to Attachment C for general guidelines.

In particular, the following items of Attachment A must be carefully addressed for all new program proposals:

- 1.d Objectives: Please define the knowledge and the skills students will acquire from completing the proposed degree program and provide supporting data regarding the relationship between the proposed curriculum and these skills in the form of a course matrix.
- 1.j Articulation: At the recent request of CPEC, the Chancellor's Office is now asking for more information regarding articulation with community colleges. Proposals should state what articulation agreements have been made with what colleges, and what additional agreements are contemplated. In addition to formal agreements, please state what kind of communication takes place between the feeder institutions, campus admissions office, and the faculty regarding sharing of information that would be helpful to prospective transfer students.
- 1.k Accreditation requirements: Wherever appropriate, accreditation, licensure, or certificate requirements for the proposed new degree program must be documented.
- 2.a Similar programs: List other programs that are similar to the proposed degree program which exist in The CSU and other universities, including enrollment history. Data must be specific and quantifiable wherever possible. For assistance in this area please contact the Institutional Research office.

- 2.d Student interest and demand: Information and surveys must be provided to document student interest in the proposed degree program. Data must be specific and quantifiable wherever possible.
- 2.f Employment data: Samples and number of national job ads, documentation of inquiries from industry, and indicators of the present and the potential job market for the proposed degree program must be included. Data provided must be specific and quantifiable wherever possible.
- 4. Additional Resources: If required faculty resources and student enrollment are expected to be drawn from existing school allocations, please indicate support from school dean and school curriculum committee.
- 4.a Table 1: To be completed by Wally Mark, Institutional Studies (x2204) in consultation with proposing department/school.

EXAMPLE OF COURSE MATRIX

California Polytechnic State University Music Major Skills Matrix

		Core Courses																				Performance & Other				Academic Related Activities																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
		Theory	102	Acoustic Communication	Theory I	103	Musicianship I	104	Theory II	105	Musicianship II	106	Theory III	201	Musicianship III	202	Alternative Systems of Theory	203	Contemporary Theory	300	History & Literature	120	Intro. to Music Literature	220	Research & Writing	222	History of Jazz	321	History I	322	History II	323	History III	325	American Music	420	Topics in Music History	204	Intro. to Music Synthesis	***	Applied Music	Performing Ensembles	461	Senior Project	Advisor Approved Electives *	Proficiency Test	Advising	Music Club																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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* Advisor Approved Electives - Courses selected with permission of advisor and Department Head from outside the Music Department.

*** Applied Study - MU 150, 250, 350, 450.

Procedure for Submitting Proposals for New Degree Major Programs*

A campus, in accordance with its approved academic master plan, submits detailed proposals for new degree major programs to the Division of Educational Programs and Resources for review and approval in the academic year preceding projected implementation. Approval of any degree major program is subject to campus assurances that financial support, qualified faculty, physical facilities and library holdings sufficient to establish and maintain the program will be available within current budgetary support levels. The proposal must follow the format below, and six copies should be sent to the Division of Educational Programs and Resources, Office of the Chancellor.

1. Definition of the Proposed Degree Major Program

- a. Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.
- b. Name of the department, departments, division or other unit of the campus which would offer the proposed degree major program. Identify the unit which will have primary responsibility.
- c. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.
- d. Objectives of the proposed degree major program.
- e. Total number of units required for the major. List of all courses, by catalog number, title, and units of credit, to be specifically required for a major under the proposed degree program. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed catalog description of all new courses.
- f. List of elective courses, by catalog number, title, and units of credit, which can be used to satisfy requirements for the major. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed catalog description of all new courses.

(Note: With regard to e. and f., a proposed program should take advantage of courses already offered in other departments when subject matter would otherwise overlap or duplicate existing course content.)
- g. If any formal options, concentration, or special emphases are planned under the proposed major, explain fully.
- h. Course prerequisites and other criteria for admission of students to the proposed degree major program, and for their continuation in it.
- i. Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc.
- j. For undergraduate programs, provisions for articulation of the proposed major with community college programs.

- k. Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.

(Note: Where applicable, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree major program.)

2. Need for the Proposed Degree Major Program

- a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.
- b. Differences between the proposed program and programs listed in a. above.
- c. List of other curricula currently offered by the campus which are closely related to the proposed program. Enrollment figures during the past three years in specified courses or programs closely related to the proposed degree major program. If a formal minor, option or concentration is offered in the proposed subject area, indicate the number of students enrolled.
- d. Results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree *and* evidence of serious student interest in majoring in the proposed program. Justify any discrepancies between national/statewide/professional manpower surveys and local findings.
- e. For graduate programs, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program.
- f. Professional uses of the proposed degree major program.
- g. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.

(Note: This degree major program will be subject to program review evaluation within five years after implementation.)

3. Existing Support Resources for the Proposed Degree Major Program

(Note: Sections 3 and 4 and Table I should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning.)

- a. Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program.

(Note: For proposed graduate degree programs, a minimum of five full-time faculty members with the terminal professional degree should be on the program staff.)

- b. Space and facilities that would be used in support of the proposed program. Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.
- c. Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.

- d. Equipment and other specialized materials currently available.

4. Additional Support Resources Required

(Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.)

- a. Complete Table I, enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown in the appropriate discipline category.
- b. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.
- c. The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campuswide priority of the facility, capital outlay program priority, and projected date of occupancy.
- d. Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through inter-library loan these additional resources.
- e. Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation. Indicate source of funds and priority to secure these resource needs.

5. Abstract of the Proposal and Proposed Catalog Description

Attach an abstract of the foregoing proposal, not to exceed two pages, and a complete proposed catalog description, including admission and degree requirements.

PHILOSOPHY DEPARTMENT
School of Liberal Arts

1992-94 CATALOG PROPOSALS

T = Tabled (see Committee Comments), D = Disapproved

V	A	C
P	S	C

41

*PHIL 461 Senior Project (2)

*PHIL 339 Bioethics (3)

186

II. COMMITTEE COMMENTS-

**Cal Poly
San Luis Obispo**

Summary Statement: Proposed Projections

1. Title of Proposed Program:

B.A. Philosophy

2. Reason for proposing the program:

Although every Cal Poly graduate is required to study philosophy and a minor program is available, a major in philosophy has not been offered up to this time. However, student interest, the desire to fill out the basic complement of arts and sciences disciplines, particularly in the School of Liberal Arts, and the presence of a strong and active philosophy faculty have made this an optimum time to propose this program.

In addition to the traditional topic areas in philosophy (logic, ethics, epistemology and metaphysics) the proposed Philosophy degree program will offer students a foundation in the history of philosophy, coursework in the philosophy of science and technology, and an optional concentration in Ethics and Society. Plans for future coursework include development of topics closely related to other resources of the university, e.g., in mathematics and computer science.

3. Anticipated student demand:

		3 years after initiation	5 years after initiation
	at initiation		
number of majors	30	50	75
number of graduates	0	5	19

4. Resources assessment used in determining to place the program on the academic plan:

The growth of Cal Poly from 14,300 FTE to 15,000 FTE provides ample opportunity to accommodate this new major. The Philosophy Department faculty is more than adequate to support the program, and as the program is projected to remain small, the impact on institutional resources should not be significant.

5. If the program is occupational or professional, evidence of need for graduates with this specific educational background:

The program is not occupational or professional in nature.

6. If the new program is currently an option, rationale for conversion:

Cal Poly does not currently offer an option in Philosophy; we do offer a minor in Philosophy with enrollment of approximately 60-80 students.

7. If the new program is not commonly offered as a bachelor's or master's degree, provide compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree major which has potential value for students:

The B.A. in Philosophy is commonly offered at most universities.

8. If the new program does not appear to conform to the Trustee policy calling for "broadly based programs," provide rationale:

The B.A. Philosophy is a broadly based program.

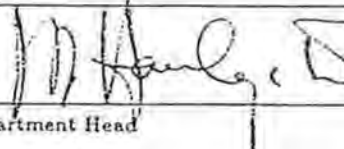
NEW COURSE PROPOSAL

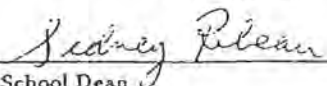
California Polytechnic State University, San Luis Obispo

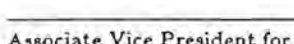
22.

Department PHILOSOPHY Date 10-11-90 Prepared by Charles T. Hagen

1. PREFIX / NUMBER / TITLE PHIL 170 Problems of Philosophy		2. UNITS 3	3. GEB Area (*see below) n/a	4. GRADING METHOD Regular <input checked="" type="checkbox"/> CR/NC <input type="checkbox"/>
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) The main problems and basic concepts of philosophy. Methods of philosophical analysis and argumentation. Oral and written expression of philosophical ideas using a case mode presentation. 3 lectures.				
6. PREREQUISITE: PHIL 125 or ENGL 125 or SPC 125		7. CROSSLISTED COURSE ? (yes/no) <u>No</u> Prefix & number:		8. COURSE REPEATABLE ? (yes/no) <u>No</u> in the same term: _____ maximum # of units: _____
9. C/S NUMBER(S) C4	10. UNITS PER MODE OF INSTRUCTION Lec <u>3</u> Act ___ Lab ___ Sem ___ Supv ___	11. AVERAGE CLASS SIZE 32		12. MISCELLANEOUS COURSE FEE yes/no <u>No</u> (MCF form is needed)
13. NUMBER OF SECTIONS ANTICIPATED Fall ___ Winter ___ Spring <u>1</u> Summer ___		14. COURSE WILL BE OFFERED: Yearly <u>XX</u> Alternate Years ___		15. ANNUAL W.T.U. 3
16. REQUIRED COURSE IN: (Major/Concentration/Minor) Philosophy Major			17. ELECTIVE COURSE IN: (Major/Concentration/Minor) Philosophy Minor	
18. SIMILARITY WITH COURSES NOW BEING OFFERED OR PROPOSED (including courses from other departments/schools) In contrast to the historically oriented approach of PHIL 230 and PHIL 231, this course will adopt a problem-oriented approach to philosophical issues.				
19. STAFFING (Indicate either the need to hire new faculty or how present faculty utilization will be shifted to accommodate this course) No new faculty needed. Existing faculty will be able to teach this course with little or no impact on G.E.B. offerings.				
20. JUSTIFICATION (Explain the need for this course) This course is a 100-level course primarily intended for Philosophy majors rather than those satisfying GEB requirements. It will introduce students in the Philosophy major to the field in their first year of study at Cal Poly, with special emphasis on oral and written expression of philosophical ideas.				
21. FACILITIES, MATERIALS, EQUIPMENT AND LIBRARY ACQUISITIONS NEEDED TO ACCOMMODATE COURSE Normal classroom facilities and materials.				


 Department Head


 School Dean

APPROVALS

 Associate Vice President for
 Academic Affairs

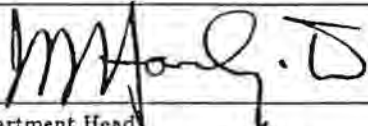
NEW COURSE PROPOSAL

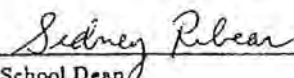
California Polytechnic State University, San Luis Obispo

Department Philosophy Date 11/9/90 10-12-90 Prepared by A.C.W. Bethel

1. PREFIX / NUMBER / TITLE PHIL 322 - Philosophy of Cognitive Science		2. UNITS 3	3. GEB Area (*see below) C.3	4. GRADING METHOD Regular <u>X</u> CR/NC
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) A systematic study of the problems and issues of the self and consciousness, of mental states and events and of human action; and of the relation of the philosophy of mind to such areas as psychology, linguistics and computer science. 3 lectures.				
6. PREREQUISITE: PHIL 230 or 231		7. CROSSLISTED COURSE ? (yes/no) <u>NO</u> Prefix & number:	8. COURSE REPEATABLE ? (yes/no) <u>NO</u> in the same term: _____ maximum # of units: _____	
9. C/S NUMBER(S) C.4	10. UNITS PER MODE OF INSTRUCTION Lec <u>3</u> Act _____ Lab _____ Sem _____ Supv _____	11. AVERAGE CLASS SIZE 32	12. MISCELLANEOUS COURSE FEE yes/no <u>NO</u> (MCF form is needed)	
13. NUMBER OF SECTIONS ANTICIPATED Fall <u>1</u> Winter _____ Spring _____ Summer _____		14. COURSE WILL BE OFFERED: Yearly <u>1</u> Alternate Years _____		15. ANNUAL W.T.U. 3
16. REQUIRED COURSE IN: (Major/Concentration/Minor) None		17. ELECTIVE COURSE IN: (Major/Concentration/Minor) Philosophy Major and Minor		
18. SIMILARITY WITH COURSES NOW BEING OFFERED OR PROPOSED (including courses from other departments/schools) No other course focuses in a similar way on this combination of important issues in the philosophy of mind.				
19. STAFFING (Indicate either the need to hire new faculty or how present faculty utilization will be shifted to accommodate this course) No new staffing required. Current faculty will offer this course by slightly altering the mix of upper division classes.				
20. JUSTIFICATION (Explain the need for this course) In-depth study of these issues is indispensable for a program offering a Philosophy Major.				
21. FACILITIES, MATERIALS, EQUIPMENT AND LIBRARY ACQUISITIONS NEEDED TO ACCOMMODATE COURSE Normal facilities and equipment.				

APPROVALS


Department Head


School Dean

Associate Vice President for
Academic Affairs

NEW COURSE PROPOSAL

California Polytechnic State University, San Luis Obispo

22.

Department Philosophy Date Oct 4, 1990 Prepared by L.D. Houlgate

1. PREFIX / NUMBER / TITLE PHIL 324 Philosophy of Technology		2. UNITS 3	3. GEB Area (*see below) n/a	4. GRADING METHOD Regular <u>X</u> CR/NC
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) The nature, uses and values of technology. Study of the nature of technological knowledge, the implications of technology for reality, and the aesthetic and ethical issues arising from the uses of technology.				
6. PREREQUISITE: PHIL 230, 231		7. CROSSLISTED COURSE ? (yes/no) <u>No</u> Prefix & number:		8. COURSE REPEATABLE ? (yes/no) <u>No</u> in the same term: _____ maximum # of units: _____
9. C/S NUMBER(S) C-3	10. UNITS PER MODE OF INSTRUCTION Lec <u>X</u> Act ___ Lab ___ Sem ___ Supv ___		11. AVERAGE CLASS SIZE 32	12. MISCELLANEOUS COURSE FEE yes/no <u>No</u> (MCF form is needed)
13. NUMBER OF SECTIONS ANTICIPATED Fall ___ Winter <u>X</u> Spring ___ Summer ___		14. COURSE WILL BE OFFERED: Yearly ___ Alternate Years <u>X</u>		15. ANNUAL W.T.U. 3
16. REQUIRED COURSE IN: (Major/Concentration/Minor) Required course in one of the optional concentrations (Philosophy of the Sciences & Technology) for the proposed Philosophy major.			17. ELECTIVE COURSE IN: (Major/Concentration/Minor)	
18. SIMILARITY WITH COURSES NOW BEING OFFERED OR PROPOSED (including courses from other departments/schools) Some (about one-tenth) of this material is offered in HUM 402 (Values and Technology) when the latter course is taught by a member of the Philosophy Department.				
19. STAFFING (Indicate either the need to hire new faculty or how present faculty utilization will be shifted to accommodate this course) There is no need to hire new faculty to teach the course. Professor Michelfelder has taught in this area. However, when she offers this course resource requirements will not permit the department to approve a request from the coordinator of the Humanities Program to allow her to teach HUM 402 in the same year.				
20. JUSTIFICATION (Explain the need for this course) This course is an integral part of the Philosophy of the Sciences and Technology optional concentration in the proposed philosophy major program.				
21. FACILITIES, MATERIALS, EQUIPMENT AND LIBRARY ACQUISITIONS NEEDED TO ACCOMMODATE COURSE Normal classroom facilities and equipment will suffice.				

APPROVALS

Department Head

School Dean

Associate Vice President for
Academic Affairs

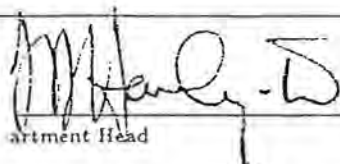
NEW COURSE PROPOSAL

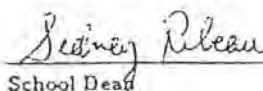
California Polytechnic State University, San Luis Obispo

Department Philosophy Date 10-18-90 Prepared by C. Hagen

1. PREFIX / NUMBER / TITLE PHIL 332 History of Ethics		2. UNITS 3	3. GEB Area (*see below) C-3	4. GRADING METHOD Regular <u>X</u> CR/NC
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) The history of ethics from the Greeks to the 20th Century. 3 lectures.				
6. PREREQUISITE: PHIL 125 or ENGL 125 or SPC 125		7. CROSSLISTED COURSE ? (yes/no) <u>No</u> Prefix & number:		8. COURSE REPEATABLE ? (yes/no) <u>No</u> in the same term: _____ maximum # of units: _____
9. C/S NUMBER(S) C4	10. UNITS PER MODE OF INSTRUCTION Lec <u>3</u> Act _____ Lab _____ Sem _____ Supv _____		11. AVERAGE CLASS SIZE 32	12. MISCELLANEOUS COURSE FEE yes/no <u>No</u> (MCF form is needed)
13. NUMBER OF SECTIONS ANTICIPATED Fall _____ Winter <u>1</u> Spring _____ Summer _____		14. COURSE WILL BE OFFERED: Yearly _____ Alternate Years <u>X</u>		15. ANNUAL W.T.U. 3
16. REQUIRED COURSE IN: (Major/Concentration/Minor) Ethics and Society Concentration of the Philosophy Major		17. ELECTIVE COURSE IN: (Major/Concentration/Minor) Philosophy Major (for all students other than those in the Ethics & Society concentration); Philosophy Minor		
18. SIMILARITY WITH COURSES NOW BEING OFFERED OR PROPOSED (including courses from other departments/schools) Unlike the Department's ethical theory course (PHIL 331) and its applied ethics courses (PHIL 335, 337, 339), the focus in this course will be the historical development of moral philosophy.				
19. STAFFING (Indicate either the need to hire new faculty or how present faculty utilization will be shifted to accommodate this course) No new staffing required. Faculty currently teaching ethics will be able to teach this course with no difficulty.				
20. JUSTIFICATION (Explain the need for this course) This course is needed in order to provide adequate historical background for students in the Ethics and Society concentration in the Philosophy major.				
21. FACILITIES, MATERIALS, EQUIPMENT AND LIBRARY ACQUISITIONS NEEDED TO ACCOMMODATE COURSE Normal classroom facilities and equipment.				

APPROVALS


Department Head


School Dean

Associate Vice President for
Academic Affairs

NEW COURSE PROPOSAL

California Polytechnic State University, San Luis Obispo

22.

Department Philosophy

Date Oct 10, 1990 Prepared by L. Houlgate

1. PREFIX / NUMBER / TITLE PHIL 339 Biomedical Ethics		2. UNITS 3	3. GEB Area (*see below) C.3	4. GRADING METHOD Regular <u>X</u> CR/NC
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) Critical examination of ethical problems arising in biology, biotechnology and medicine. Concepts of health and disease, ethical issues of human experimentation, informed consent, behavior control, genetic intervention, new birth technologies.				
6. PREREQUISITE: PHIL 230 or PHIL 231		7. CROSSLISTED COURSE ? (yes/no) <u>No</u> Prefix & number:	8. COURSE REPEATABLE ? (yes/no) <u>No</u> in the same term: _____ maximum # of units: _____	
9. C/S NUMBER(S) C-4	10. UNITS PER MODE OF INSTRUCTION Lec <u>3</u> Act _____ Lab _____ Sem _____ Supv _____	11. AVERAGE CLASS SIZE 30	12. MISCELLANEOUS COURSE FEE yes/no <u>No</u> (MCF form is needed)	
13. NUMBER OF SECTIONS ANTICIPATED Fall _____ Winter <u>1</u> Spring _____ Summer _____		14. COURSE WILL BE OFFERED: Yearly <u>X</u> Alternate Years _____		15. ANNUAL W.T.U. 3
16. REQUIRED COURSE IN: (Major/Concentration/Minor) Philosophy major concentration (Ethics and Society)		17. ELECTIVE COURSE IN: (Major/Concentration/Minor) Philosophy major and minor		
18. SIMILARITY WITH COURSES NOW BEING OFFERED OR PROPOSED (including courses from other departments/schools) Approximately 6 lectures in PHIL 335 (Social Ethics) are now devoted to biomedical ethics issues.				
19. STAFFING (Indicate either the need to hire new faculty or how present faculty utilization will be shifted to accommodate this course) There is no need to hire new faculty. Dr. Houlgate will teach this course in lieu of one section of PHIL 331 or PHIL 333.				
20. JUSTIFICATION (Explain the need for this course) This course will be part of the Ethics and Society concentration in the Philosophy B.A. program. Biomedical ethics is a well established area of inquiry. Courses in this area are now being offered at most major universities.				
21. FACILITIES, MATERIALS, EQUIPMENT AND LIBRARY ACQUISITIONS NEEDED TO ACCOMMODATE COURSE Standard classroom facilities.				

APPROVALS

L. Houlgate
Department Head

Sidney Ruben
School Dean

Associate Vice President for
Academic Affairs

NEW COURSE PROPOSAL

California Polytechnic State University, San Luis Obispo

Department Philosophy Date 10-01-90 Prepared by A.C.W. Bethel

1. PREFIX / NUMBER / TITLE PHIL 411: Metaphysics		2. UNITS 3	3. GEB Area (*see below) C.3	4. GRADING METHOD Regular <input checked="" type="checkbox"/> CR/NC
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) Traditional and current ideas and arguments about substance, the relation of universals to particulars, space and time, events, causation and necessity, the self and free will. Three lectures.				
6. PREREQUISITE: PHIL 230		7. CROSSLISTED COURSE ? (yes/no) <u>No</u> Prefix & number:	8. COURSE REPEATABLE ? (yes/no) <u>No</u> in the same term: _____ maximum # of units: _____	
9. C/S NUMBER(S) C-4	10. UNITS PER MODE OF INSTRUCTION Lec <u>3</u> Act _____ Lab _____ Sem _____ Supv _____		11. AVERAGE CLASS SIZE 32	12. MISCELLANEOUS COURSE FEE yes/no <u>No</u> (MCF form is needed)
13. NUMBER OF SECTIONS ANTICIPATED Fall _____ Winter _____ Spring <u>1</u> Summer _____		14. COURSE WILL BE OFFERED: Yearly _____ Alternate Years <u>X</u>		15. ANNUAL W.T.U. 3
16. REQUIRED COURSE IN: (Major/Concentration/Minor) Required for Philosophy Major		17. ELECTIVE COURSE IN: (Major/Concentration/Minor) All		
18. SIMILARITY WITH COURSES NOW BEING OFFERED OR PROPOSED (including courses from other departments/schools) None				
19. STAFFING (Indicate either the need to hire new faculty or how present faculty utilization will be shifted to accommodate this course) No new staff will be needed, as several of our present staff are fully competent to teach this course; staff can be made available by changing the mix of upper division courses offered during the year.				
20. JUSTIFICATION (Explain the need for this course) See attached page				
21. FACILITIES, MATERIALS, EQUIPMENT AND LIBRARY ACQUISITIONS NEEDED TO ACCOMMODATE COURSE Usual classroom facilities.				

APPROVALS

Department Head

School Dean

Associate Vice President for
Academic Affairs

NEW COURSE PROPOSAL

22.

California Polytechnic State University, San Luis Obispo

Department Philosophy Date 10-01-90 Prepared by A.C.W. Bethel

1. PREFIX / NUMBER / TITLE PHIL 412: Epistemology		2. UNITS 3	3. GEB Area (*see below) C.3	4. GRADING METHOD Regular <u>X</u> CR/NC
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) Traditional and current ideas and arguments about the possibility of knowledge, the limits and powers of perception, reason and memory as ways of knowing, and the nature of necessary and contingent truth. Three lectures.				
6. PREREQUISITE: PHIL 230		7. CROSSLISTED COURSE ? (yes/no) <u>No</u> Prefix & number:	8. COURSE REPEATABLE ? (yes/no) <u>No</u> in the same term: _____ maximum # of units: _____	
9. C/S NUMBER(S) C 4	10. UNITS PER MODE OF INSTRUCTION Lec <u>3</u> Act ___ Lab ___ Sem ___ Supv ___	11. AVERAGE CLASS SIZE 32	12. MISCELLANEOUS COURSE FEE yes/no <u>No</u> (MCF form is needed)	
13. NUMBER OF SECTIONS ANTICIPATED Fall ___ Winter ___ Spring <u>1</u> Summer ___		14. COURSE WILL BE OFFERED: Yearly ___ Alternate Years <u>X</u>		15. ANNUAL W.T.U. 3
16. REQUIRED COURSE IN: (Major/Concentration/Minor) Required for Philosophy Major		17. ELECTIVE COURSE IN: (Major/Concentration/Minor) All		
18. SIMILARITY WITH COURSES NOW BEING OFFERED OR PROPOSED (including courses from other departments/schools) Epistemological theories of individual philosophers are presented historically in other philosophy courses, but without the integration possible in this issue-oriented course.				
19. STAFFING (Indicate either the need to hire new faculty or how present faculty utilization will be shifted to accommodate this course) No new staff will be needed, as several of our present staff are fully competent to teach this course; staff can be made available by changing the mix of upper division courses offered during the year.				
20. JUSTIFICATION (Explain the need for this course) See attached page.				
21. FACILITIES, MATERIALS, EQUIPMENT AND LIBRARY ACQUISITIONS NEEDED TO ACCOMMODATE COURSE Usual classroom facilities.				

APPROVALS

[Signature]
Department Head

[Signature]
School Dean

Associate Vice President for
Academic Affairs

NEW COURSE PROPOSAL

California Polytechnic State University, San Luis Obispo

22.

Department PHILOSOPHY Date 10-22-90 Prepared by L.D. Houlgate

1. PREFIX / NUMBER / TITLE PHIL 460 - Senior Project Seminar		2. UNITS 3	3. GEB Area (*see below) N/A	4. GRADING METHOD Regular <u> </u> CR/NC <u> </u>
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) Discussion and selection of topics suitable for preparation and presentation as a senior project thesis. Sources, bibliographies, and other tools of philosophical research.				
6. PREREQUISITE: Prior consent of instructor		7. CROSSLISTED COURSE ? (yes/no) <u>NO</u> Prefix & number: <u> </u>		8. COURSE REPEATABLE ? (yes/no) <u> </u> in the same term: <u> </u> maximum # of units: <u> </u>
9. C/S NUMBER(S)	10. UNITS PER MODE OF INSTRUCTION Lec <u> </u> Act <u> </u> Lab <u> </u> Sem <u> </u> Supv <u> </u>	11. AVERAGE CLASS SIZE		12. MISCELLANEOUS COURSE FEE yes/no <u>NO</u> (MCF form is needed)
13. NUMBER OF SECTIONS ANTICIPATED Fall <u> </u> Winter <u> </u> Spring <u> </u> Summer <u> </u>		14. COURSE WILL BE OFFERED: Yearly <u> </u> Alternate Years <u> </u>		15. ANNUAL W.T.U.
16. REQUIRED COURSE IN: (Major/Concentration/Minor) Philosophy Major		17. ELECTIVE COURSE IN: (Major/Concentration/Minor) None		
18. SIMILARITY WITH COURSES NOW BEING OFFERED OR PROPOSED (including courses from other departments/schools) None				
19. STAFFING (Indicate either the need to hire new faculty or how present faculty utilization will be shifted to accommodate this course) No new staffing required. Will be conducted by current faculty, and there should be minimal impact on course offerings.				
20. JUSTIFICATION (Explain the need for this course) Needed for Philosophy Major.				
21. FACILITIES, MATERIALS, EQUIPMENT AND LIBRARY ACQUISITIONS NEEDED TO ACCOMMODATE COURSE Normal seminar facilities and equipment				

APPROVALS

Department Head

School Dean

Associate Vice President for
Academic Affairs

NEW COURSE PROPOSAL

California Polytechnic State University, San Luis Obispo

22.

Department PHILOSOPHY Date 10-22-90 Prepared by L.D. Houlgate

1. PREFIX / NUMBER / TITLE PHIL 461 - Senior Project		2. UNITS 2	3. GEB Area (*see below) N/A	4. GRADING METHOD Regular <u>CR/NC</u>
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) Selection and completion of a thesis under faculty supervision. Minimum of 60 hours total time.				
6. PREREQUISITE: Prior consent of instructor		7. CROSSLISTED COURSE ? (yes/no) <u>No</u> Prefix & number:	8. COURSE REPEATABLE ? (yes/no) _____ in the same term: _____ maximum # of units: _____	
9. C/S NUMBER(S) S-36	10. UNITS PER MODE OF INSTRUCTION Lec <u> </u> Act <u> </u> Lab <u> </u> Sem <u> </u> Supv <u>3</u>		11. AVERAGE CLASS SIZE	12. MISCELLANEOUS COURSE FEE yes/no <u>No</u> (MCF form is needed)
13. NUMBER OF SECTIONS ANTICIPATED Fall <u> </u> Winter <u> </u> Spring <u> </u> Summer <u> </u>		14. COURSE WILL BE OFFERED: Yearly <u>1</u> Alternate Years <u> </u>		15. ANNUAL W.T.U.
16. REQUIRED COURSE IN: (Major/Concentration/Minor) hilosophy Major			17. ELECTIVE COURSE IN: (Major/Concentration/Minor) None	
18. SIMILARITY WITH COURSES NOW BEING OFFERED OR PROPOSED (including courses from other departments/schools) None				
19. STAFFING (Indicate either the need to hire new faculty or how present faculty utilization will be shifted to accommodate this course) No new staffing required. Current faculty will supervise senior projects, and there should be minimal impact on course offerings.				
20. JUSTIFICATION (Explain the need for this course) Needed for the Philosophy Major.				
21. FACILITIES, MATERIALS, EQUIPMENT AND LIBRARY ACQUISITIONS NEEDED TO ACCOMMODATE COURSE Normal facilities and equipment for supervision courses.				

APPROVALS

Department Head

School Dean

Associate Vice President for
Academic Affairs

M. S. MECHANICAL ENGINEERING



MECHANICAL ENGINEERING DEPARTMENT
School of Engineering

Date: Sept. 28, 1990

1992-94 CATALOG PROPOSALS

VP (Vice President Academic Affairs), AS (Academic Senate),
CC (Curriculum Committee)

A = Approved, A* = Approved pending technical modification,
AR = Approved with Reservation (see Committee Comments),
T = Tabled (see Committee Comments), D = Disapproved

V P	A S	C C
		A
		
		

1. CURRICULUM

<u>Core Courses</u>	17
ME 599 Design Project (Thesis) (2)(2)(5) <u>or</u> 9 units of approved technical electives	
Approved courses chosen from MATH, STAT, or CSC (8)	
<u>Adviser approved Mechanical Engineering electives</u>	12
ME 502 Stress Analysis (4)	
ME 517 Advanced Vibrations (4)	
ME 526 Dynamics of Mechanical Systems (4)	
ME 531 Acoustics and Noise Control (3)	
ME 541 Advanced Thermodynamics (4)	
ME 542 Dynamics & Thermodynamics of Compressible Flow (4)	
ME 551 Mechanical Systems Analysis (4)	
ME 552 Conductive Heat Transfer (3)	
ME 553 Convective Heat Transfer (3)	
ME 554 Computational Heat Transfer (3)	
ME 556 Stability of Structural Systems (3)	
<u>Approved technical electives</u>	16

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11. COMMITTEE COMMENTS

M.S. in Mechanical Engineering

This submission is essentially a change in title and format from an M.S. in Engineering with a Specialization in Mechanical Engineering to an M.S. in Mechanical Engineering.

A concern of the Curriculum Committee which applies to all graduate programs, not just this one, is a guideline as to the size and scope of graduate programs at Cal Poly. We are reviewing at least four graduate program proposals in this cycle and have questioned the standards of "success" for graduate programs. It is the consensus of our committee that a minimum "critical mass" is needed to sustain a program in terms of the numbers of graduate students enrolled and the variety of courses offered. Determining those numbers is not a function of our committee. However, in reviewing proposals we have questioned the small numbers of students in existing programs as well as the clientele in existing graduate courses offered in programs with a small number of graduate students. We believe that this critical mass of students and courses is necessary in order to maintain the quality of the graduate level of instruction and to allow those students enough interactions with their peers, and challenges to their intellects, so as to enhance their experiences. In other words, we know we offer undergraduate programs of the highest quality when compared to other institutions. Can we be sure that our graduate programs can say the same.

**DAIRY PRODUCTS TECHNOLOGY SPECIALIZATION,
M. S. AGRICULTURE**

School of Agriculture

Date: May 10, 1990

1992-94 CATALOG PROPOSALS

VP (Vice President Academic Affairs), AS (Academic Senate),
CC (Curriculum Committee)

A = Approved, A* = Approved pending technical modification,

AR = Approved with Reservation (see Committee Comments),

T = Tabled (see Committee Comments), D = Disapproved

V	A	C
P	S	C

A

I. CURRICULUM

<u>Core Courses</u>		12
AG 599	Thesis (6)	
SS 501	Scientific Investigation (3)	
FSN 581	Graduate Seminar (3)	
<u>Required in the specialization</u>		13
DPT 401	Physical and Chemical Properties of Dairy Products (3)	
DPT 402	Quality Assurance and Control of Dairy Products (3)	
DPT 433	Dairy Plant Management and Equipment (4)	
DPT 522	Bioseparation Processes in Dairy Product Technology (3)	
<u>Restricted Electives</u>		20
400-500 level courses approved by the student's graduate committee. At least 8 units must be at the 500 level.		
		<u>45</u>

II. COMMITTEE COMMENTS

M.S. in Agriculture with a Specialization in Dairy Products Technology

It should be noted that no new courses are proposed for this degree program and that the physical facilities already exist and are currently under expansion.

The Curriculum Committee had some questions concerning an adequate number of available 500-level courses to complete this program. This issue has been addressed by the department.

WATER SCIENCE MINOR

School of Agriculture

Date: May 10, 1990

1992-94 CATALOG PROPOSALS

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I. CURRICULUM

Base Core

11

AE 340 Irrigation Water Management (4)

SS 121 Introductory Soil Science (4)

NRM 408 Water Resource Law and Policy (3)

Select one emphasis area:

13--16

Irrigation Emphasis (13)

AE 131 Agricultural Surveying (2)

AE 405 Fertigation (1)

AE 435 Drainage (3)

AE 440 Agricultural Irrigation Systems (4)

AE 492 Pumps and Pump Drives (3)

Watershed Management Emphasis (16)

FOR 440 Watershed Management (3)

FOR 441 Forest and Range Hydrology (3)

FOR 442 Watershed Protection (2)

NRM 304 Ecology of Resource Areas (4)

SS 440 Forest and Range Soils (4)

24-27

II. COMMITTEE COMMENTS