

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

FILE COPY

Executive Committee
Academic Senate Agenda
Tuesday, May 15, 1990
UU 220, 3:00-5:00 p.m.

<u>Member</u>	<u>Dept</u>	<u>Member</u>	<u>Dept</u>
Andrews, Charles	Acctg	Murphy, James (C)	IndTech
Bailey, Philip	Int VPAA	Murphy, Paul	Math
Borland, James	ConstMgt	Smith, Terry	SoilSci
Boynton, William	Acctg	Vilkitis, James (Secty)	NRM
Reynoso, Wendy	Fin Aid	Weatherby, Joseph	PoliSci
Freberg, Laura	Psy/HD	Zeuschner, Raymond	SpcCom
Gooden, Reg	PoliSci		
Kersten, Timothy	Economics		
Lutrin, Sam (VC)	StLft&Actvs		
Moustafa, Safwat	MechEngr		

Copies: Warren Baker
William Rife
Howard West

4.24.90
minutes
removed

- I. Minutes: Approval of the April 24, 1990 Executive Committee Minutes (pp. 2-4).
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Chair's Report
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
 - E. Euel Kennedy
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Resolution on Minimum Grade Requirement Imposed by Departments on Majoring Students-Terry, Chair of the Instruction Committee (p. 5).
 - B. Resolution on Minimum Grade Requirement Imposed by Departments on Minorng Students-Terry, Chair of the Instruction Committee (p. 6).
 - C. Resolution on Interdisciplinary GE&B Courses-Hafemeister, Chair of the GE&B Committee (p. 7).
 - D. Resolution on the Listing of Newly Approved GE&B Courses in the Class Schedule-Hafemeister, Chair of the GE&B Committee (pp. 8-9).
 - E. Resolution on New Criteria and Policies for Area F.2 Courses-Hafemeister, Chair of the GE&B Committee (pp. 10-15).
 - F. GE&B Proposal for GRC 207-Hafemeister, Chair of the GE&B Committee (pp. 16-20).
 - G. GE&B Proposal for CSC X302-Hafemeister, Chair of the GE&B Committee (pp. 21-24).
 - H. Resolution on Sexual Harassment Policy Implementation-P Murphy, Chair of the Personnel Policies Committee (pp. 25-26).
- VI. Discussion Item(s):
- VII. Adjournment:

Adopted:

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

AS- -90/
RESOLUTION ON
MINIMUM GRADE REQUIREMENT IMPOSED BY DEPARTMENTS
ON MAJORING STUDENTS

WHEREAS, The Cal Poly catalog (1988-1990) establishes the minimum requirements for graduation for students in general; and

WHEREAS, It is the primary responsibility of each department to determine the degree requirements for its students; and

WHEREAS, // // // // // The / Cal / Poly / catalog / (1988-1990) / states;

/ All / candidates / for / a
/ bachelor's / degree / shall
/ have / completed / the /
/ requirements / in / one / of
/ the / listed / curricula / with
/ a / minimum / "C" / grade /
/ average / for / all / units / in /
/ the / major / // // and /

WHEREAS, The Architectural Engineering Department has recently proposed for the 1990-1992 catalog the requirement for its own majors of a grade of C- or better in any major course which is a prerequisite for another course in the major; therefore, be it

RESOLVED: That / the / following / statement / be / added / to / the / Cal
Poly / catalog / on / grade / point / average / requirements;

. That A / a department may require a minimum grade of C- in any major course which is applied to the major.

Proposed By: The Academic
Senate Instruction
Committee
10-0-0
March 1, 1990
Revised: April 18, 1990

Adopted:

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

AS- -90/
RESOLUTION ON
MINIMUM GRADE REQUIREMENT IMPOSED BY DEPARTMENTS
ON MINORING STUDENTS

WHEREAS, The Cal Poly catalog (1988-1990) establishes the minimum requirements for graduation for students in general; and

WHEREAS, It is the primary responsibility of each department to determine the degree requirements for its students; and

WHEREAS, The Cal Poly catalog (1988-1990) states:

A minimum overall grade point average of 2.0 is required in all units counted for the completion of the minor...; and

WHEREAS, The Cal Poly catalog (1988-1990), in describing the minors offered by the Foreign Languages and Literatures Department states:

A minimum of 18 upper division units, including at least one 305 course, must be completed in residence and a minimum grade point average of 3.0 must be maintained; and

WHEREAS, A minor is not required for graduation; therefore, be it

RESOLVED: That a department may impose additional grade point requirements on courses which are applied to the minor(s) it offers.

Proposed By: The Academic
Senate Instruction
Committee
10-0-0
February 1, 1990

RESOLUTION FOR THE ACADEMIC SENATE

ON

INTERDISCIPLINARY GE&B COURSES

FROM THE

COMMITTEE ON GENERAL EDUCATION AND BREADTH

Whereas, one purpose of GE&B is to encourage integration of knowledge and skills from two or more disciplines, be it

Resolved, that the following stipulations shall apply to Interdisciplinary GE&B Courses:

An interdisciplinary Ge&B course may be either a lower or an upper division course.

Each course may be approved and taught as an experimental (X) course before it is proposed for catalog approval.

If a course is approved for more than one GE&B Area, each student shall decide in which Area the course shall count in his or her curriculum.

Recommended and Submitted by the GE&B Committee
23 April 1990

RESOLUTION FOR THE ACADEMIC SENATE
ON THE
THE LISTING OF NEWLY APPROVED GE&B COURSES
IN THE CLASS SCHEDULE
FROM THE
COMMITTEE ON GENERAL EDUCATION AND BREADTH

The two-year catalog cycle, by necessity, reduces flexibility in the GE&B process. Changing circumstances can change the criteria by which we operate, as well as the lists of approved course. The 1988-89 GE&B Committee addressed this issue by recommending (June 1, 1989) a more flexible approach by using the quarterly Class Schedule to list changes in the GE&B courses. The 1990-92 catalog has the following sentence in the GE&B section: "In addition to the courses, listed below, the quarterly *Class Schedule* includes the most up-to-date listing of approved GE&B courses." The GE&B Committee of 1989-90 agrees with these findings, and recommends their passage into force. Most of the CSU campuses refer students to the quarterly *Class Schedules* for approved GE&B courses, and we agree that this additional level of flexibility is desirable.

There are several catagories of GE&B courses, and we recommend the following:

New Courses: The usual procedure of approval by both GE&B and Curriculum Committees, and final passage by the Academic Senate.

X Courses: Approval by a unanimous vote of a Committee of Three, consisting of the Chair of the GE&B Committee, the Associate Vice-President for Academic Programs, and the Academic Program Analyst. The results will be relayed to the full GE&B Committee, of which one member may call a special meeting to review the results of the Committee of Three.

Deletions from the GE&B Catalog list: In order to avoid complications, deletions of courses from the catalog list of GE&B courses will only take place on the two year catalog cycle.

RESOLUTION FOR THE ACADEMIC SENATE
ON THE
THE LISTING OF NEWLY APPROVED GE&B COURSES
IN THE CLASS SCHEDULE
FROM THE
COMMITTEE ON GENERAL EDUCATION AND BREADTH

Whereas, the two-year catalog cycle unnecessarily hampers the submission of new courses to the GE&B lists, and

Whereas, the General Education and Breadth Process will be enhanced by introducing a more flexible schedule for accepting new GE&B courses.

Therefore, be it resolved that:

- (1) Course proposals for GE&B evaluation, listed as X courses, shall be considered on a continual basis.
- (2) The General Education and Breadth Committee shall evaluate the new X-course proposals within one quarter.
- (3) A notation shall be inserted in the GE&B section of the *Cal Poly Catalog* and of the *Cal Poly Class Schedule*, indicating that students should consult the quarterly *Class Schedule* each quarter for an up-to-date list of approved GE&B courses.
- (4) The X-courses for GE&B credit shall be listed in the X-Course list in the *Cal Poly Class Sechedule* where GE&B credit will be designated.

Recommended and Submitted by the GE&B Committee
23 April 1990

RESOLUTION FOR THE ACADEMIC SENATE
ON
NEW CRITERIA AND POLICIES FOR AREA F.2 COURSES
FROM THE
COMMITTEE ON GENERAL EDUCATION AND BREADTH

Executive Order 338 requires GE&B courses for the Areas A to E, but does not contain language for Area F, Technology and Society. Cal Poly requires 6 additional GE&B units beyond Ex. Order 338, 3 units for Computer Literacy (F.1) and 3 units for Technology and Society (F.2). This section of the report will examine some aspects of Area F.2.

Because so many of today's opportunities and problems are driven by technological innovation, it is timely that Cal Poly, a University which emphasizes technology, should pioneer an examination of these topics. Because this requirement of six extra GE&B units goes beyond Ex. Order 338, it should be tempered by diligent oversight to ensure that the student's are given a valuable product. This year the GE&B Committee considered three possibilities for F.2; (1) retain as is, (2) modify, and (3) delete the requirement. The 1989-90 GE&B Committee chose the second option, to modify, as described below. It is our view that the GE&B Committee of 1991-92 should re-examine F.2 to determine if these modifications have worked in practice. Because Cal Poly is requiring an extra three units for F.2, we have an obligation to determine if the product is worth the three unit cost. We have a good opportunity to make a useful impact on the students and on society, but we should only continue if we are successful in offering a good product.

At this time, Area F.2 operates under the following criteria:

1) Knowledge and Skills Statements 7 and 9.

[KSS 7] *"Cal Poly Graduates, by virtue of their education at a polytechnic university, should understand how technology influences and is influenced by cultural and environmental factors, the applications of technology to contemporary problems, and the potential of technology to both positively and negatively affect individuals and societies.*

Outcome number 7 can be achieved by including the following:

- A. *Students should gain an awareness of their increasing dependence on technology, and how it is guided, managed, and controlled.*
- B. *Students should be able to evaluate and assess questions of value and choice underlying technologies, and how, in the course of the development, these questions have been addressed and answered.*
- C. *Students should gain a basic level of computer skill and literacy."*

[KSS 9] *"Cal Poly Graduates, because they will be living in a technological world, should be exposed to courses taught within the technological areas, so that they will have a basis for developing a better understanding of how technology influences and is influenced by present day cultures and other environmental factors.*

Outcome number 9 is addressed by courses which emphasize the following:

- A. *Students should develop an awareness of typical problems addressed by technology, such as methods of world food production, applications of the computer, or the production, distribution, and control of energy.*
- B. *Students should have an opportunity to learn the difficulties inherent in solving technological problems. The emphasis should be on the application of theoretical knowledge to practical matters such as:*
 - (1) *The consequence and implication of applied technology for environmental factors of climate, water quality, soil, and plant resources.*
 - (2) *Problems stemming from the interactions of population growth, technology, and resource consumption, such as climate change, the energy crisis, world hunger and soil erosion.*
 - (3) *Contributions of technology in enhancing the availability of food and shelter, harnessing energy, and improving the quality of life.*
- C. *Students should develop an awareness of issues raised by the interaction of culture and technology."*

2) Who Teaches F.2 Courses? Professors from the School of Agriculture, Architecture and Environmental Design, and Engineering, and from the Department of Industrial Technology.

3) Who Takes F.2 Courses? All students must take an F.2 course except those students from the Schools of Agriculture, Engineering, and Architecture, and from Department of Industrial Technology. The Industrial Technology students retained their exemption when IT moved from the School of

Engineering to the School of Professional Studies and Education in about 1984. On the other hand, the Computer Science majors gained the F.2 exemption when they moved from School of Science to the School of Engineering in 1984. When the Dietetics Option of the Home Economics Department moved from the School of Professional Studies to the Food Science and Nutrition Department of the School of Agriculture in about 1984, it obtained an exemption for F.2. The GE&B Committee of 1988-89 voted to allow an additional exemption F.2 exemption for the Home Economics Department. The 1989-90 GE&B Committee has reversed this decision, and recommends to the Academic Senate that only students in the departments in the Schools of Agriculture, Architecture and Environmental Design, and Engineering be given this exemption.

4) The Criteria for F.2 Courses used by GE&B. The Area F Subcommittee adopted the following criteria for F.2 courses on Technology and Society on Nov. 14, 1988 and Nov. 1, 1989:

"Technologically oriented courses which teach an understanding of how technology interacts with cultural and social factors. Such courses will address the broad cultural and social applications and implications of technology in today's world."

The the 1988-89 GE&B Committee concurred in this definition. The 1989-90 GE&B Committee modified the F.2 criteria to the following:

"To be included in Area F.2, a course should have as its subject matter the nature of a technology: It should address, with substantial emphasis, both an understanding of the technology itself and an understanding of the social and cultural implications of the technology."

The courses in F.2 are now being examined to determine if they follow this criteria.

Findings by the GE&B Committee on F.2

1. Technology Students. It is not clear that the students exempted from F.2 are, in fact, actually getting courses described in the F.2 Criteria statement, and in KSS 7 and 9. The GE&B Committee is not asking that these students of technology be required to take F.2 courses, primarily because of the large amount of units already taken by most of these majors. However, the GE&B Committee would encourage the departments of the exempted students to re-examine their offerings in order to expand the students' horizons in the area of technology and society. The Academic Senate must consider the validity of the F.2 exemption.

2. Departments Offering F.2 Courses. Many of the professors in the technical schools would rather teach their own technical majors, rather than become involved with the GE&B process. The graduate schools give little formal training in technology and society. Knowledge of technology and society resides not only in the schools of technology, but also in the Schools of Science/Math, Business, and elsewhere. The GE&B Committee does not accept that only the schools of technology should teach F.2. The GE&B Committee believes that other departments, on a case-by-case basis, should also be allowed to teach F.2 courses when they can demonstrate knowledge and interest in the subject of science and society. This year the GE&B Committee voted to allow Forestry 120 to be cross-listed as Conservation 120, thus breaking the total reliance on the technology schools for F.2 courses. In addition, President Baker has requested that Cal Poly establish an interdisciplinary Program for Science, Technology and Society. By retaining Area F.2, Cal Poly will be able to determine in 2 years (or more) whether the F.2 option is viable.

3. The criteria of November 1, 1989 for Area F.2 on Technology and Society shall be modified to the following:

"To be included in Area F.2, a course should have as its subject matter the nature of a technology: It should address, with substantial emphasis, both an understanding of the technology itself and an understanding of the social and cultural implications of the technology."

RESOLUTIONS FOR CONSIDERATION BY THE ACADEMIC SENATE
ON NEW CRITERIA AND POLICIES FOR AREA F.2

Whereas, technology is now recognized as one of the main driving forces of history, and

Whereas, both technical and nontechnical students should be informed about the implications, good and bad, of technology on society, and

Whereas, Cal Poly has expertise in the area of technology and society, and, thus, the opportunity to rise to the challenge of teaching technology and society courses.

Whereas the purpose of GE&B Area F.2, as fully outlined in the knowledge and skills statements #7 and #9, is to ensure that students examine a technology, both in terms of its physical aspects, as well as its social and cultural consequences, and

Whereas, students enrolled in departments in the Schools of Agriculture, Architecture and Environmental Design, and Engineering have been granted an exemption from Area F.2 since its establishment, and

Whereas, no coherent basis currently exists for exempting certain students from the F.2 requirement other than that they are in departments in the Schools of Agriculture, Architecture and Environmental Design, and Engineering, and

Whereas, the University, its schools and departments will continue to be reorganized, therefore be it

RESOLVED that:

(1) A course in technology and society for Area F.2 is defined as follows:

To be included in Area F.2, a course should have as its subject matter the nature of a technology: It should address, with substantial emphasis, both an understanding of the technology itself and an understanding of the social and cultural implications of the technology.

(2) While most of the courses in Area F.2 shall generally be taught by the "technology departments" in the Schools of Agriculture, Architecture and Environmental Design, and Engineering, and in the Department of Industrial Technology, this does not preclude the teaching of these courses by faculty in

other departments who have expertise in technology, and its implications to society.

(3) All Cal Poly students must fulfill the requirements for Area F.2, except those students in the departments in the Schools of Agriculture, Architecture and Environmental Design, and Engineering

Recommended and Submitted by the GE&B Committee
23 April 1990 and May 7 1990

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME W.S. MOTT	2. PROPOSER'S DEPT. Graphic Communication
3. SUBMITTED FOR AREA (include section, and subsection if applicable) F.2	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) GRC 207 Color: Theories and Applications 3 units Lec Application of color theories from the sciences and arts to the color producing industries of printing, photography, television, textiles, paints, and plastics. The use of color technology to communicate through images, products, and the environment. 3 lectures.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS Not approved.	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS Not approved.	
7. ACADEMIC SENATE RECOMMENDATION	

NEW COURSE PROPOSAL

California Polytechnic State University, San Luis Obispo

Department Graphic Communication Date 1/6/89 Prepared by Gary Field

1. PREFIX / NUMBER / TITLE GRC 207 Color: Theories and Applications		2. UNITS 3.0	3. GEB Area (*see below) F.2	4. GRADING METHOD Regular <input checked="" type="checkbox"/> CR/NC
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) Application of color theories from the sciences and arts to the color producing industries of printing, photography, television, textiles, paints, and plastics. The use of color technology to communicate through images, products, and the environment. 3 lectures.				
6. PREREQUISITE: None		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) 02	10. UNITS PER MODE OF INSTRUCTION Lec <input checked="" type="checkbox"/> Act _____ Lab _____ Sem _____ Supv _____		11. AVERAGE CLASS SIZE 80	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 <input checked="" type="checkbox"/> Alternate Years _____		15. ANNUAL W.T.U. 3.0
16. REQUIRED COURSE IN: (Major/Concentration/Minor) None		17. ELECTIVE COURSE IN: (Major/Concentration/Minor) GEF F.2 Consideration		
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) GRC 137 has been dropped. WTU savings from this and other courses will be allocated to this new course.				
20. JUSTIFICATION (Explain the need for this course) Color is one of the most pervasive influences in our lives; however, most people do not understand how it is manufactured, and how it is used as a means of communication. This course, by taking a multidisciplinary approach to both the technology of color manufacturing and the use of color in communication, will help fill this gap in understanding.				
21. FACILITIES, MATERIALS, EQUIPMENT AND LIBRARY ACQUISITIONS NEEDED TO ACCOMMODATE COURSE Classroom, projector, AV materials, color filters and other samples. All are currently available.				

APPROVALS

Department Head

School Dean

Associate Vice President for
Academic Programs

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

GRC 207 Color: Theories
and Applications
December 10, 1987
Gary G. Field

EXPANDED COURSE OUTLINE

I. Catalog Description

Application of color theories from the sciences and arts to the color producing industries of printing, photography, television, textiles, paints, and plastics. The use of color technology to communicate through images, products, and the environment. 3 lectures.

II. Required Prerequisite Preparation

None.

III. Expected Outcomes

The student will have an introductory understanding of:

1. Theories of color from several disciplines.
2. The technology of color manufacturing in six industries.
3. How color is used as a means of communication via images, products, and the environment.
4. How the influence of color is evaluated via quantitative and qualitative methods.

IV. Text and References

Text:

Keuhni, Rolf G., "Color: Essence and Logic," Van Nostrand Reinhold, New York, 1983.

References:

Hunt, R.W.G., "The Reproduction of Colour in Photography, Printing & Television," Fountain Press, London, 4th edition, 1987.

Sillmeyer, Fred W. and Max Saltzman, "Principles of Color Technology," Wiley, New York, 2nd edition, 1931.

Wasserman, Gerald S., "Color Vision--An Historical Introduction," Wiley, New York, 1978.

-2-

Judd, Deana B. and Gunter Wyszecki, "Color in Business, Science, and Industry," Wiley, New York, 3rd edition, 1975.

McLaren, K. "The Colour Science of Dyes and Pigments," Hilger, Bristol, 2nd edition, 1986.

Williamson, Samuel J. and Herman Z. Cummins, "Light and Color in Nature and Art," Wiley, New York, 1983.

Nassau, Kurt, "The Physics and Chemistry of Color," Wiley, New York, 1983.

Varley, Helen (ed.) "Color," Knapp Press, Los Angeles, 1980.

Sharpe, Deborah T., "The Psychology of Color and Design," Nelson-Hall, Chicago, 1974.

Mahnke, Frank H. and Rudolf H. Mahnke, "Color and Light in Man-Made Environments," Van Nostrand Reinhold, New York, 1987.

Bailey, Adrian and Adrian Holloway, "The Book of Color Photography," Knopf, New York, 1979.

V. Minimum Student Materials Required

Textbook, notebook.

VI. Minimum Facilities Required

Classroom, AV projectors

VII. Expanded Description of Content and Method of Instruction

Color Foundations ("What is color?")	Physics	Light and Color Color in the Natural World
	Chemistry	Dyes and Pigments Natural Colorants
	Physiology	Human Color Vision
Color Technology ("How do we make color?")	Pictorial	Printing Photography Television Computer Imaging
	Object	Textiles Paint Plastics

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Color Communication
("How do we use color?")

Images

Information
Persuasion
Entertainment

Products

Durable
Non-Durable

Environment

Architecture
Interiors

Color Evaluation
("What effects does
color have?")

Quantitative

Physical Measurement
Physiological Response

Qualitative

Harmony
Psychological Response

VII. Method of Instruction

Illustrated lectures
Readings
Experiential assignments

VIII. Methods of Evaluating Outcomes

Midterm Exam	50%
Final Exam	50%

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME J. B. Connely	2. PROPOSER'S DEPT. Computer Science
3. SUBMITTED FOR AREA (include section, and subsection if applicable) F.2	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) CSC X302 Computer Applications and Their Social and Cultural Implications 3 Units Lecture The social and technological implications and effects of the applications of computer technology to the modern world. Examination of the positive and negative effects of those changes. Prerequisite: computer literacy or other CSC course and junior standing.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS Approved.	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS Approved.	
7. ACADEMIC SENATE RECOMMENDATION	

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EXPERIMENTAL / SUBTITLE
COURSE PROPOSAL

COURSE MASTER FILE NUMBER
* to be completed by Academic Programs

SUBMISSION DEADLINES:
Fall Quarter April 1
Winter Quarter Sept. 15
Spring Quarter Nov. 15
Summer Quarter March 1

Experimental Courses are normally valid for two years. Please attach an Expanded Course Outline.
Selected Advanced Topics (470, 471, 570, 571) are valid for one quarter only. Please attach an Expanded Course Outline. If the department plans to offer the proposed course for more than 1 quarter, the experimental course vehicle should be used.
Other Subtitle Courses: The catalog description should indicate that the course has subtitles. For the "Prefix/Number/Title" box, please use the information as shown in the catalog. The individual subtopic title should be shown in "Title for Class Schedule."

Department and School Computer Science/ SENG Date 2/6/90 Prepared by J. B. Connely

J.B. Connely

1. PREFIX / NUMBER / TITLE CSC x302 Computer Applications and Their Social and Cultural Implications		2. UNITS 3	3. GEB Area: * F2	4. GRADING METHOD Regular <u>X</u> CRNC
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) The social and technological implications and effects of the applications of computer technology to the modern world. Examination of the positive and negative effects of those changes. 3 units. Prerequisite: a computer literacy or other computer science course and junior standing.				
6. PREREQUISITE a computer literacy or other csc course & junior standing		7. QUARTER AND YEAR Fall 1990		8. TITLE FOR CLASS SCHEDULE (maximum of 13 characters) C M P S O C C U L T I M P
9. C/S NUMBER(S)	10. TYPE OF COURSE Lec <u>X</u> Act ___ Lab ___ Sem ___ Supv ___		11. MISCELLANEOUS COURSE FEE (MCF form is also needed) None	
12. NUMBER OF SECTIONS ANTICIPATED Fall <u>1</u> Winter <u>1</u> Spring <u>1</u> Summer ___		13. HOW FREQUENTLY COURSE WILL BE OFFERED Yearly <u>X</u> Alternate Years ___		14. AVERAGE CLASS SIZE 25
15. ANNUAL W.T.U. 9		16. REQUIRED COURSE IN WHICH MAJOR/CONCENTRATION/MINOR None		
17. ELECTIVE COURSE IN WHICH MAJOR/CONCENTRATION/MINOR None				
18. DUPLICATION OR APPROXIMATION OF COURSES NOW BEING OFFERED OR NOW BEING PROPOSED None - CSC has never before offered a GE&B course for F2				
19. STAFFING (Indicate either the need to hire new faculty or how present faculty utilization will be shifted to accommodate this course) We have available staff who have either taught such a course at other universities or are prepared in this area. We will not know the demand until it has been offered. Initially fewer other electives will be offered.				
20. JUSTIFICATION (Explain the need for this course) There has been a bottleneck with technology courses offered for the F2 category.				
21. FACILITIES, MATERIALS, AND EQUIPMENT NEEDED TO ACCOMMODATE COURSE classroom, possibly a p.c. lab.				

APPROVALS

Department Head

School Dean

Associate Vice President for Academic Affairs
and University Dean

This form will be returned to the department by the Academic Programs Office with the number noted after a Course Master File catalog number has been assigned by the computer.

Courses proposed for inclusion in GE B must be submitted to the GE B Committee

9/8/90

CSc 302X (3)

Computer Applications and Their Social and Cultural Implications

April 1990

Prepared by: John B. Connely

I. Catalog Description

The social and technological implications and effects of the applications of computer technology to the modern world. Examination of the positive and negative effects of those changes. 3 units. Prerequisite: a computer literacy or other computer science course and junior standing.

II. Required Prerequisite Preparation

A computer literacy course in which skills have been developed in the use of an operating system and several software tools, e.g., a word processor, a database program and a spreadsheet program.

III. Expected Outcomes.

The student should be able to discuss the myriad ways in which computers are being applied to various tasks in our society, the impact of these applications on the workplace and home, and the social and cultural implications of the information society.

IV. Text and References

Texts:

Forester, Tom, The Information Technology Revolution, MIT Press, 1985.

References:

Asimov, Issac, "The Fourth Revolution", Saturday Review, 24, Oct. 1970.

Corn, J.J., ed. Imagining Tomorrow: History, Technology, and the American Future, MIT Press, 1986.

Drucker, Peter, "The Age of Discontinuity: Guidelines to Our Changing Society", Harper & Row, 1969.

Hofstadter and Dennett, The Mind's I - Fantasies and Reflections on Self and Soul, Basic Books, 1981.

Toffler, Alvin, Future Shock, Bantam Books, 1970.

_____, Third Wave, Bantam Books, 1980.

Waldrop, Mitchell, "Machinations of Thought", Science, pp. 38-45, March, 1989.

Weizenbaum, Joseph, Computer Power and Human Reason, W.H. Freeman, 1976.

V. Minimum Student Materials Required

Pencil and Paper and texts.

VI. Minimum Facilities

Classroom.

VII. Expanded Description of Content and Method of Instruction

- A. The role of computers in today's world
- B. The Information Society
- C. Aspects of Computer Science
 - a. Software and Hardware
 - b. Interfaces
 - c. Large databases, worm drives, cd and optical disk technology.
 - d. Networks
 - e. Telecommunications
- D. The individual and social effects of computer technology
 - a. The changing concept of work, e.g., telecommuting
 - b. Job creation and displacement
 - c. Privacy
 - d. The humanization of the workplace
- E. Legal and ethical considerations
 - a. Responsibility, Safety and Liability
 - b. Security considerations
- F. The Future
 - a. The computerized house, university, society and world
 - b. Speech and image recognition
 - c. Automation and robotics
 - d. The smart environment

VIII. Methods of Evaluating Outcomes

Reading assignments in textual materials and articles, short research papers, quizzes, a mid-term and final examination.

Adopted:

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

AS- -90/
RESOLUTION ON
SEXUAL HARASSMENT POLICY IMPLEMENTATION

- WHEREAS, There is a lack of accountability for the administration of sexual harassment prevention programs and the implementation of the campus policy on sexual harassment; and
- WHEREAS, There is a lack of professional training programs for advisers (defined in the Sexual Harassment Policy) and management employees; and
- WHEREAS, There is a lack of educational programs for employees and students aimed at the prevention of sexual harassment; therefore, be it
- RESOLVED: That the Affirmative Action Officer (AAO) should be responsible for all campus policies and programs dealing with sexual harassment. Specifically, the AAO is responsible for:
- (a) the effective and timely implementation of the Sexual Harassment Policy (AB 88-5)
 - (b) the development and implementation of training and education programs dealing with the prevention of sexual harassment; and, be it further
- RESOLVED: That the AAO, in consultation with the Executive Committee of the Academic Senate, should select a Training Development Team of three qualified employees to develop training programs for Sexual Harassment Advisers, and for management employees. Each management employee upon completion of training, should be prepared to implement education programs (dealing with sexual harassment) for employees under his/her direction.
- The AAO should meet regularly with the Training Development Team in order to monitor their progress and coordinate their efforts with the Personnel Office and Student Affairs Division. Members of the Team should be compensated (through assigned time) for their work; and, be it further

**RESOLUTION ON SEXUAL HARASSMENT
POLICY IMPLEMENTATION**

Page Two

RESOLVED: That the Sexual Harassment Advisers should meet once a month during the academic year and should elect a chair. The chair, in consultation with the AAO, should set the agenda for the monthly meetings. The general purpose of these meetings should be continuing education for the Advisers and sharing of ideas and experiences related to advising; and, be it further

RESOLVED: That every fall, the AAO should send the list of Advisers (along with their campus phone numbers and addresses) to all students and campus employees. The AAO should emphasize that a complainant is free to meet with any Adviser.

Proposed By: The
Academic Senate Personnel
Policies Committee
May 15, 1990

Info - Exec 5.15.90

State of California

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Date: May 11, 1990

Copies: Academic Senate
Executive
Committee

To: Academic Senate General Education and Breadth Committee

From: James L. Murphy, ^{Chair}
Academic Senate

Subject: Proposed resolution regarding new criteria for F.2
courses

This matter has been with the GE&B Committee for a number of years. George Lewis, and later John Culver, as respective chairs, have wrestled with this issue. The Area F Subcommittee of which I was chair (as you know) developed the criteria you have identified. We took this, as you did in your revision, from the two Knowledge and Skills Statements 7 and 9. While I may have a personal choice of verbiage, I can comfortably accept either one. As I was a member of the GE&B Committee when this matter was first brought up, I have some concerns regarding the proposed resolution and what I read to be the impact of what I understand you to have proposed.

I note some minor editorial matters that should be corrected, but those are not factors I shall address.

1. Page 1 of your document, second paragraph, fourth line up: Cal Poly does not require an extra three units for F.2. The requirement is for students to take six units in Area F. One course is intended to show competency in computer literacy; the balance of the units may be selected from those approved in F.2.
2. I believe a better statement (page 2, paragraph 2 and 3) in both paragraphs would be "Courses are presently taught by faculty from the Schools and Departments whose students are currently exempt from the F.2. requirement." I would argue that the Industrial Technology Department did not retain its exemption by leaving the School of Engineering, any more than another department gained exemption by moving into another school. I believe the IT Department retained its exemption because it rightfully deserves such an exemption.
3. I have gone on record recommending Home Economics be granted F.2 exemption by nature of its program. My correspondence

regarding this matter is available for reading. I have also suggested that Graphic Communication request a similar exemption, but they have not responded (this was done verbally over two years ago).

4. I have a great deal of trouble with the logic (page 3, top) that will recommend IT (for example) to lose its F.2 exemption on the one hand but retain its authority to teach courses in this area, on the other. Is it your further recommendation that only exempt departments may teach F.2 courses? I read that you may be suggesting that others may be qualified to teach F.2 courses, but this is not clear.
5. The resolution (pages 5 and 6) should be edited for proper format and grammar.
6. I would hope that the F.2. subcommittee, as it continues to look at the present courses and those that will be coming before it, work hard to encourage interdisciplinary and cross-teaching courses. Courses listed in F.2 should not be a hodge-podge such as we find in C.3. They should be specifically written and taught to meet the approved criteria, not existing courses that someone would like to get extra SCU's for teaching. In my opinion, ENGR 301 and IT 301 are excellent examples of such courses but would be significantly improved if cross-taught by faculty outside Engineering and Industrial Technology, as well.
7. I also have a philosophical concern: (I hope this does not sound contradictory to my earlier statements above.) I believe Cal Poly should retain a component of General Education that addresses KSS 7 and 9. My problem lies in who is best qualified to teach these issues, and who, if anyone, should be exempt from such courses. I seriously question that a student, simply by nature of a chosen curriculum, will leave the university having achieved the goals identified in the F.2 criteria. I would like proof that students graduating from programs in the schools of Agriculture, Architecture and Environmental Design, and Engineering have truly met these criteria. I believe there are a number of ways of providing this proof. If we are going to provide exemptions for one group and require courses of others based on arbitrary guidelines (such as being lucky enough to be in a department that was relocated from one school to another), then the whole concept becomes seriously flawed and suspect.
8. Accordingly, I am returning this proposed Resolution to Committee for correction and reevaluation of the issues identified above.

San - Exec 5 15 90

State of California

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Date: May 14, 1990

Copies: Academic Senate
Executive
Committee

To: Academic Senate General Education and Breadth Committee

From: James L. Murphy, Chair
Academic Senate

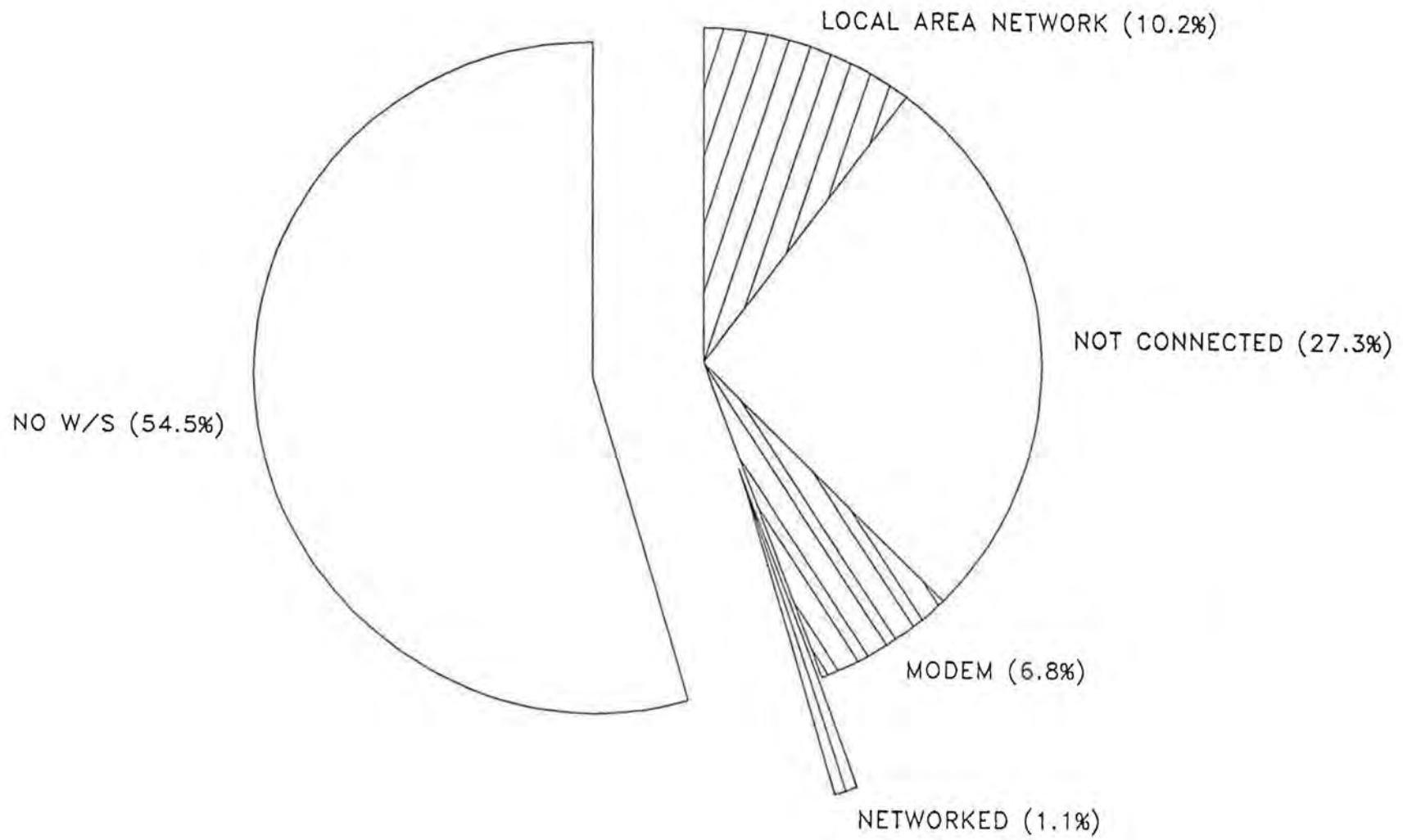
Subject: Proposed resolution regarding listing of newly approved
GE&B courses

While I was a member of the GE&B Committee when this matter was first brought up, I have some concerns regarding the proposed resolution:

1. You may recall that in earlier catalogs (up to 1981-84), specific GE&B courses were not listed. In the 1984-86 catalog, GE&B approved courses were listed for the first time.
2. An earlier proposal was to again delete specific courses from the catalog and simply refer the student to the quarterly Class Schedule. This was voted down by the members of the then-committee in favor of identifying the courses in the manner we have done since 1984 and to also inform the students (via the catalog) that the most up-to-date course listing would be found in the Class Schedule.
3. My concern deals with listing "X" courses as GE&B. There are a number of reasons why courses are identified as "X". There is no need to restate those reasons here. A course so identified has no assurance of being included in the next catalog, and therefore to permit it to be counted for GE&B credit would, I believe, create a terribly confusing situation. A course may be shown in the Class Schedule then disappear after one offering and never make its way into any curriculum or the catalog. Keeping track of a course that could only be offered once for GE&B credit could create an accounting nightmare. While the committee has the right to propose changes in historical procedure, I would caution that to do so in this situation would not be in the best interests of our students.
4. It may be the intention of the committee to only permit the inclusion of "X" courses as GE&B contingent upon removal of the "X" rating (so to speak). I believe such a position would be acceptable to the body of the Senate.

FAWS Connectivity - SAED

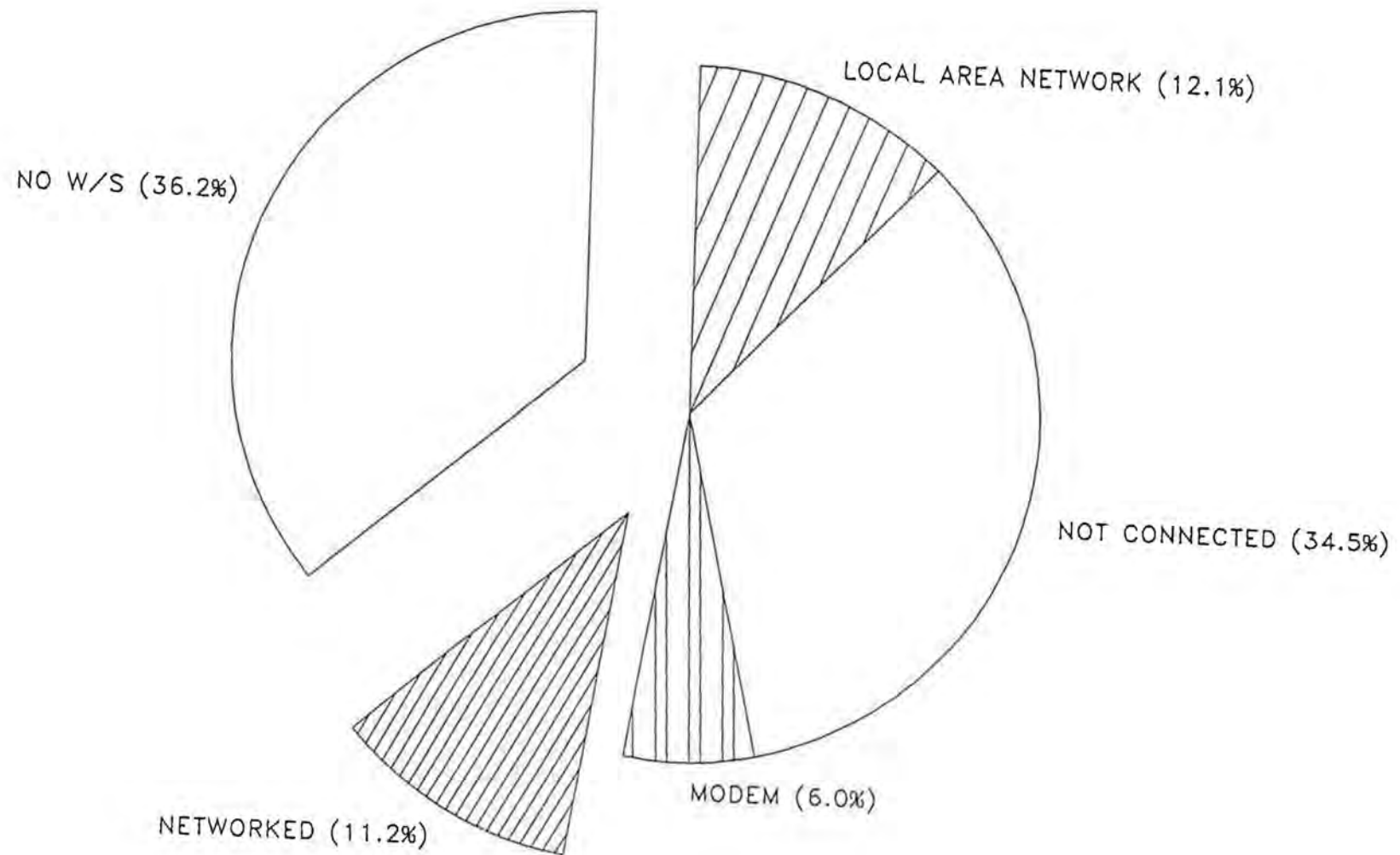
Total FTEF: 88



Mia Ege 4/19 5/5/90

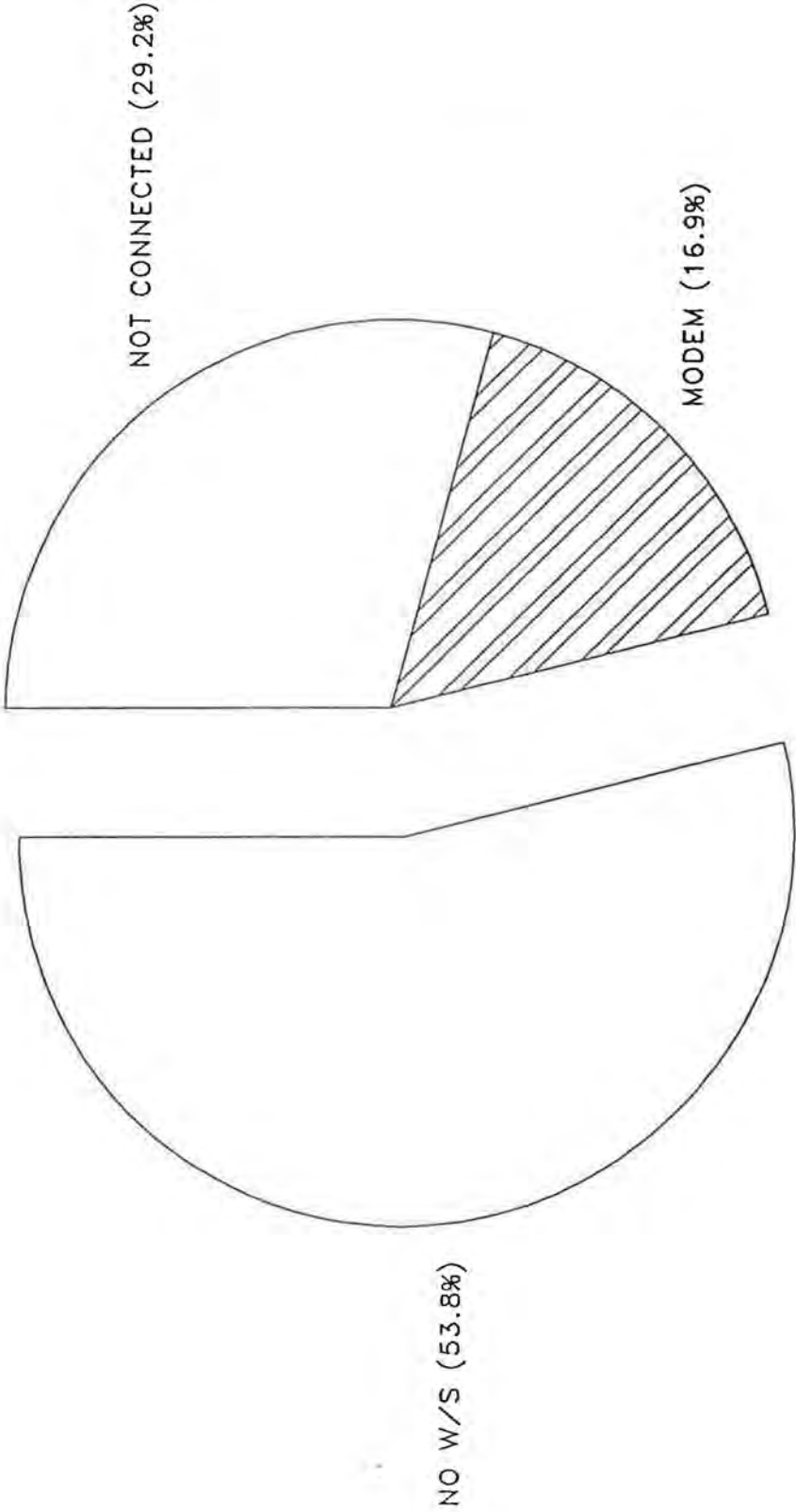
FAWS Connectivity - SAGR

Total FTEF: 116



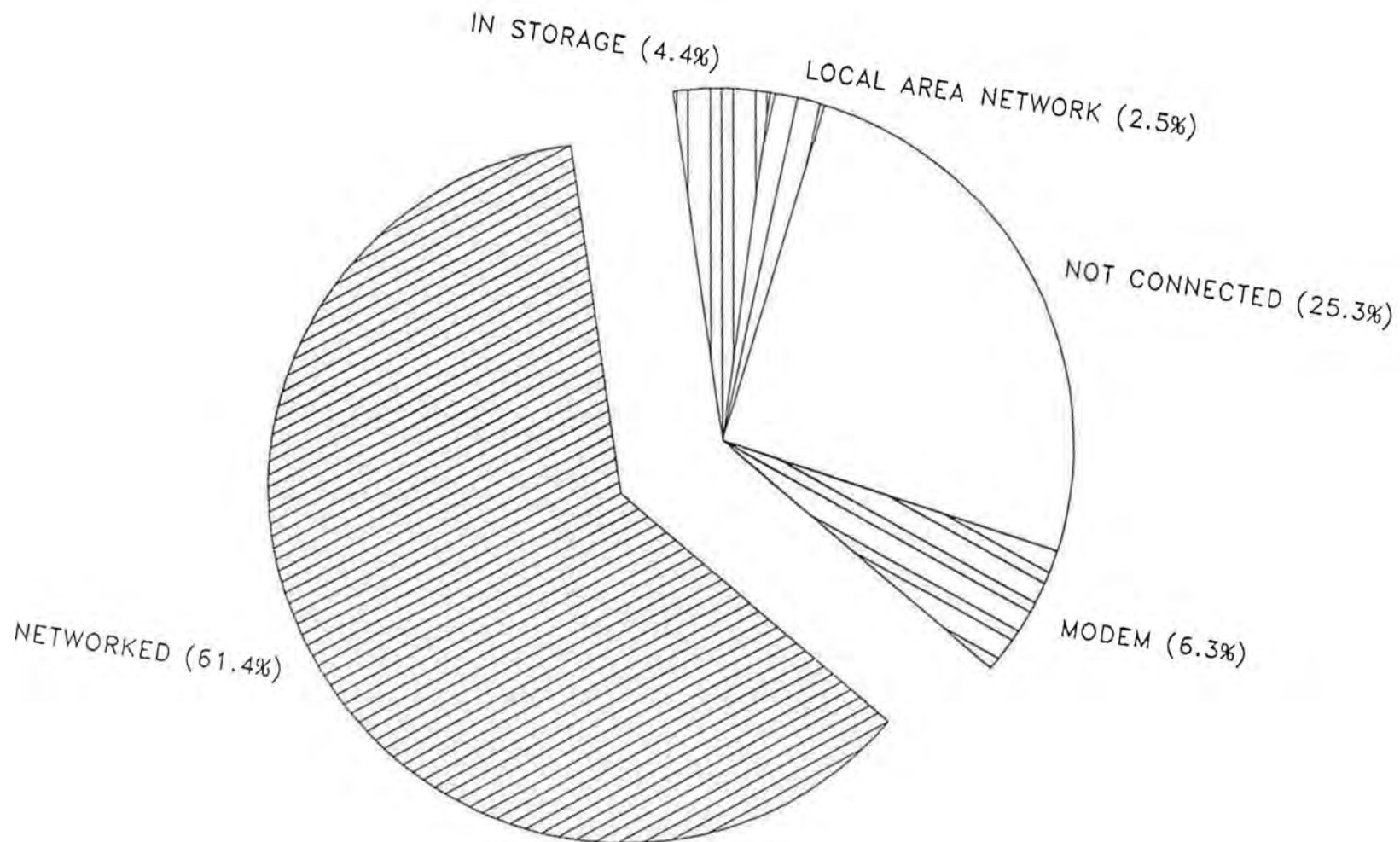
FAWS Connectivity - SBUS

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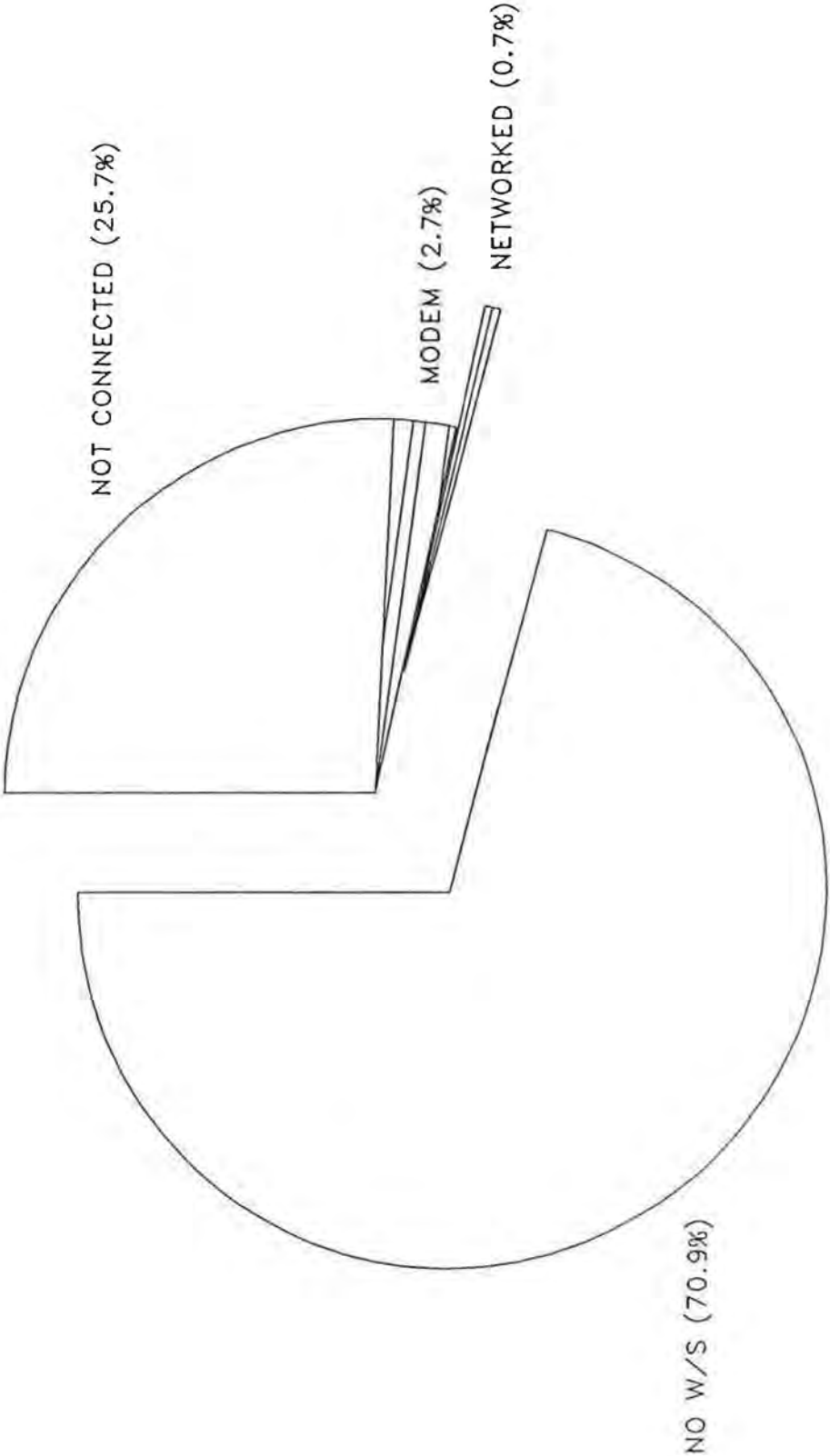
FAWS Connectivity - SENG

Total FTEF: 149



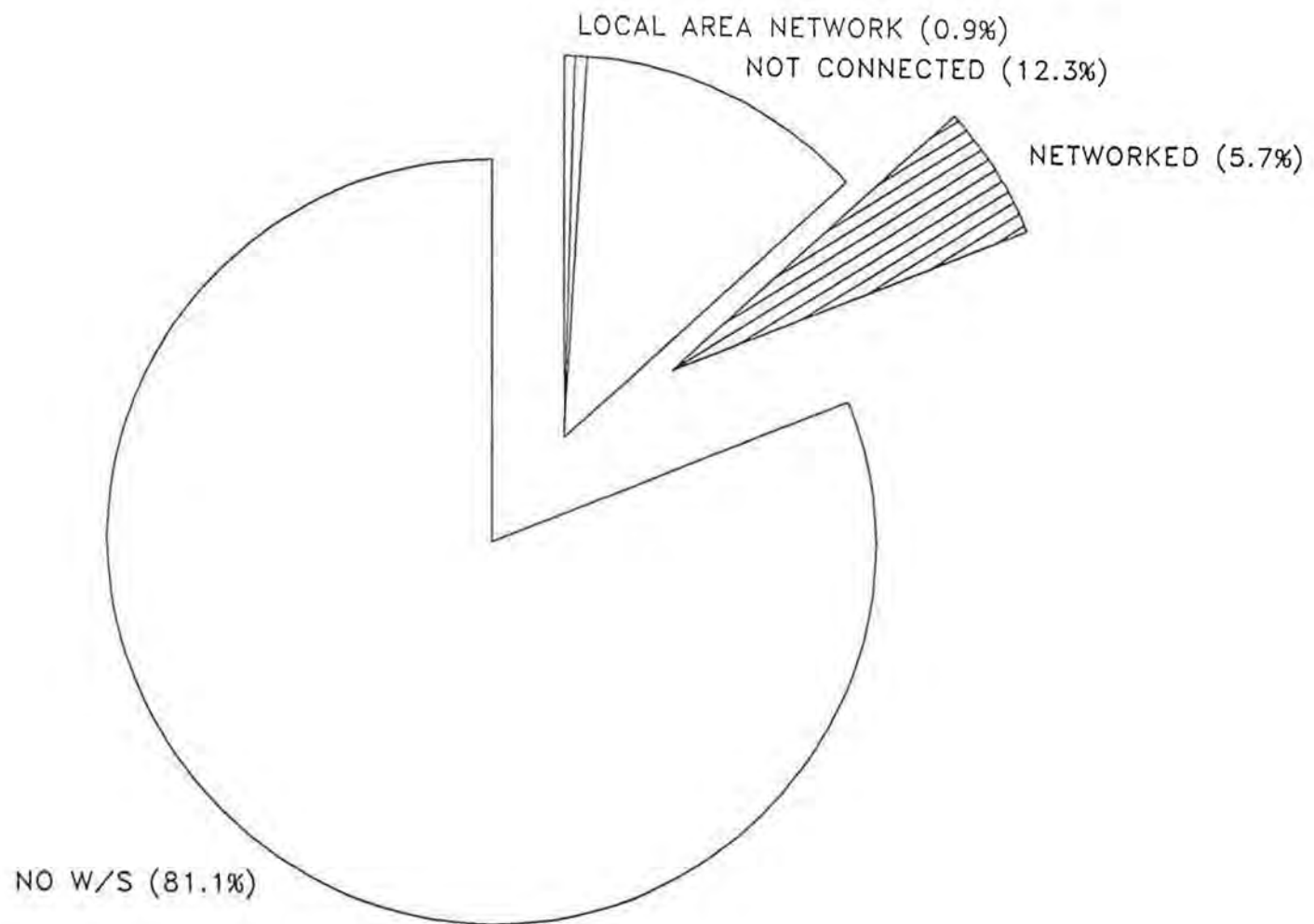
FAWS Connectivity - SLA

Total FTEF: 148



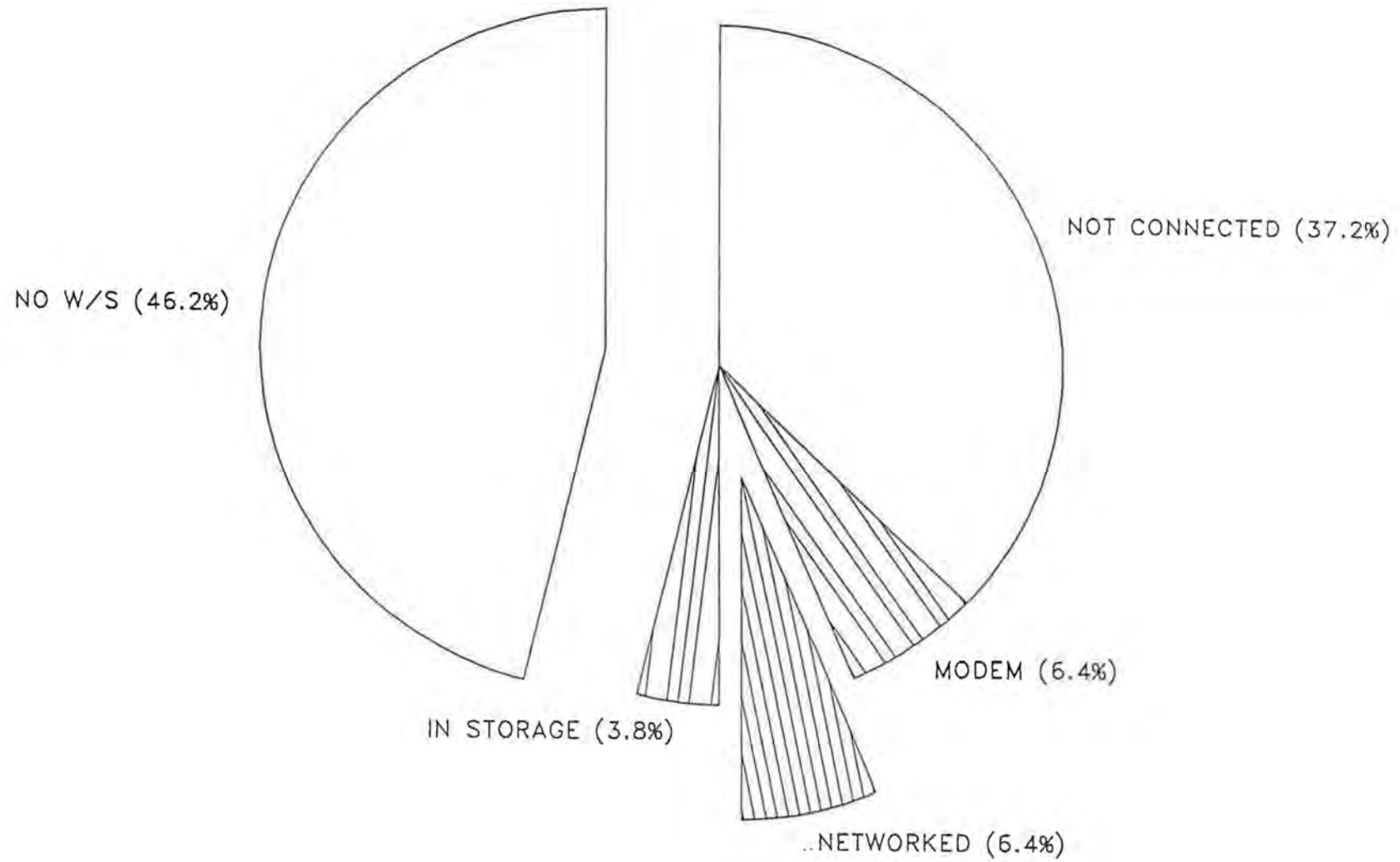
FAWS Connectivity - SPSE

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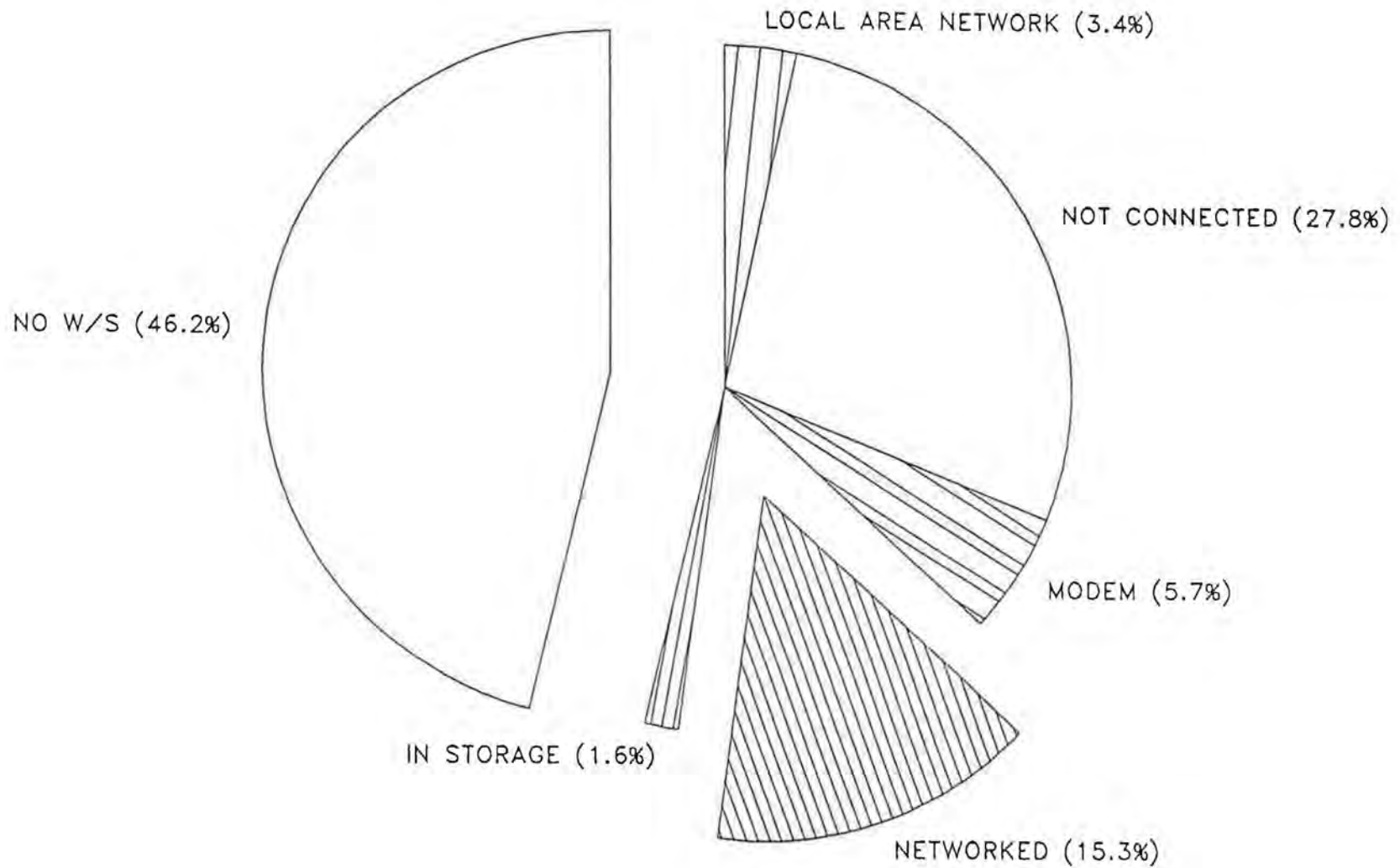
FAWS Connectivity - SSM

Total FTEF: 150



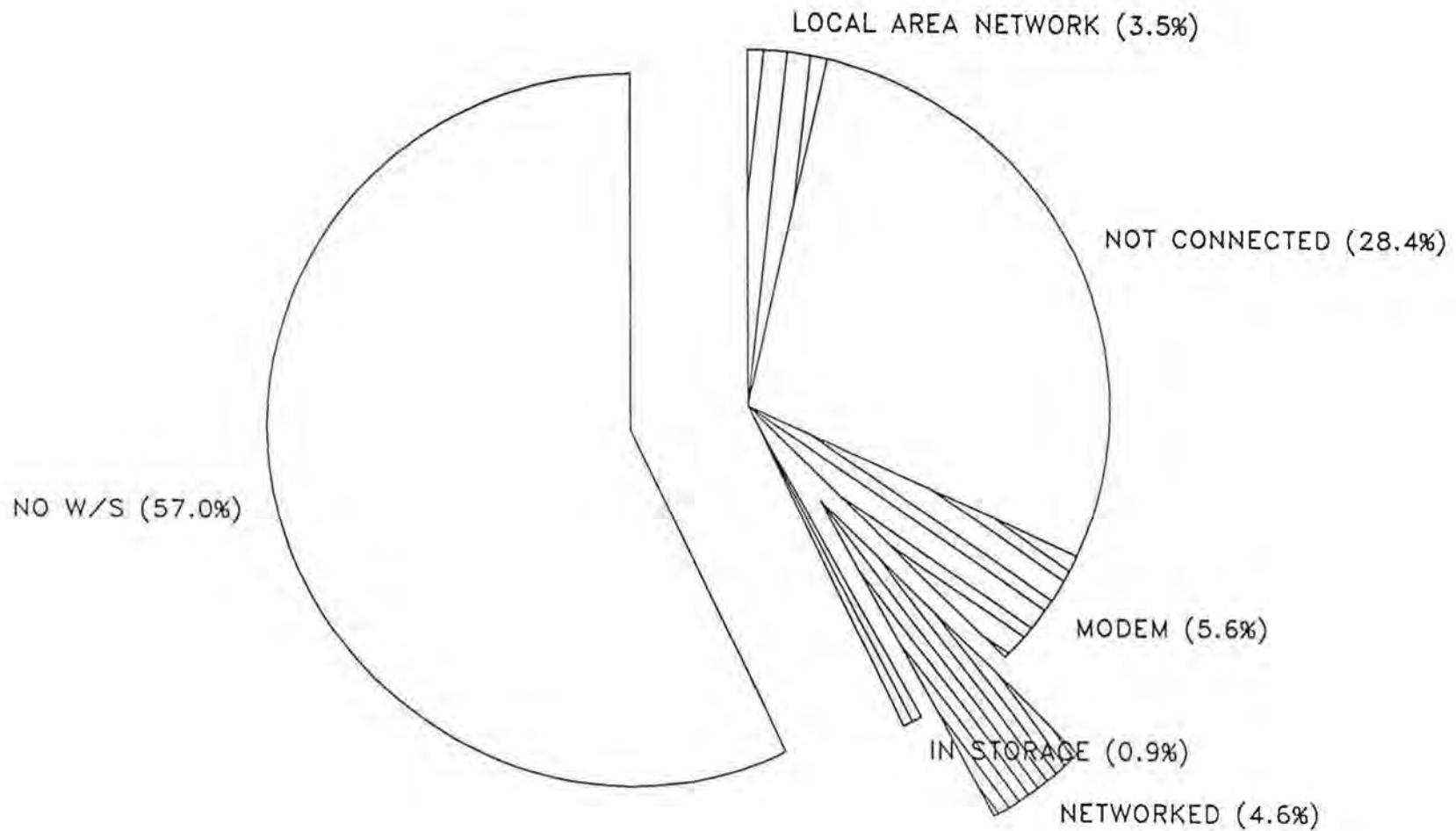
FAWS Connectivity - CAMPUS WITH SENG

Total FTEF: 822



FAWS Connectivity – CAMPUS WITHOUT SENG

Total FTEF: 673



Faculty Workstation Connectivity

as of June 30, 1989

