

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

Academic Senate Executive Committee Agenda
Tuesday, April 7, 1987
UU 220, 3:00-5:00 p.m.

<u>MEMBER:</u>	<u>DEPT:</u>	<u>MEMBER:</u>	<u>DEPT:</u>
Botwin, Michael	ArchEngr	Kersten, Timothy	Economics
Cooper, Alan	BioSci	Lamouria, Lloyd H.	AgEngr
Crabb, Charles	CropSci	Stebbins, Michael	Mgt
Currier, Susan	English	Terry, Raymond	Math
Forgeng, William	MetEngr	Weatherby, Joseph	PoliSci
Gamble, Lynne	Library	Wheeler, Marylinda	P.E./RecAdm
Gooden, Reg	PoliSci	Wilson, Malcolm	Interim VPAA
Nancy Jorgensen	Cslg/Tstg	Copies: Baker, Warren J. Irvin, Glenn W.	

- I. Minutes:
Approval of the March 3, 1987 Executive Committee Minutes (attached pp. 3-6).
- II. Communications:
 - A. Student Research Competition-Memo from Chirica to Lucas (attached p. 7).
 - B. President Baker's Response to the Academic Senate Budget Augmentation Request (attached p. 8).
 - C. Proposed Academic Senate Budget Request for 1987-1988 (attached p. 9).
 - D. Instruction Committee's response to the proposed 1988-90 calendar-Hewitt, Chair of the Instruction Committee (attached p. 10).
 - E. Transfer of Audiovisual Services to Information Systems (attached pp. 11-12).
- III. Reports:
 - A. President
 - B. Academic Affairs Office
 - C. Statewide Senators
- IV. Consent Agenda:
Appointment of Sauny Dills to the Status of Women Committee for Spring Quarter only, to fill the vacancy created by Angela Estes being in London. This is an Academic Senate appointment and the person must be part-time faculty.
- V. Business Items:
 - A. Resolution on Definition of "Close Relative"-Andrews, Chair of the Personnel Policies Committee (attached p. 13).
 - B. Resolution on Attendance at Conventions, Conferences, or Similar Meetings-Andrews, Chair of the Personnel Policies Committee (attached p. 14).
 - C. Resolution on Meritorious Performance and Professional Promise Awards-Executive Committee-Lamouria, Senate Chair (attached p. 15).
 - D. Solicitation of legislative support for improving faculty offices-Lamouria, Senate Chair.
 - E. Resolution on Large Capacity Lecture Rooms-Palmer, Chair of the Ad Hoc Committee on Effective Class Size, Instructional Quality, and Faculty Workload (attached pp. 16-17).
 - F. GE&B Proposals for: ART 101, ART 108, ART 112, FR 233, GER 233, SPAN 233, DANC 321, STAT 130X, and proposed revision of Area B-Lewis, Chair of the General Education and Breadth Committee (attached pp. 18-59).

3.3.87
minutes
removed

VI. Discussion Items:

Protecting the civil rights of foreign students in the CSU who may voice unpopular views-Weatherby, Statewide Senator.

VII. Adjournment:

FILE COPY

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

Academic Senate Executive Committee Agenda

AGENDA MODIFICATION
for
Tuesday, April 7, 1987

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A request for discussion of the proposed transfer of Audiovisual Services to Information Systems has been received. Consequently, Communications item II.E is moved to Business item V.G.

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State of California

California Polytechnic State University
San Luis Obispo, CA 93407

Memorandum

To: R. Lucas, Assoc. Vice-President
Grad. St., Research & Fac. Dev.

Date: March 9, 1987

Via: L. Lamouria, Chair
Academic Senate

File No:

Copies: Comm. Members

From: L. Chirica, Chair
Academic Senate Research Committee

Subject: Student Research Competition

Following your request to the Academic Senate for assistance in the selection of students for the CSU Student Research Competition, the Academic Senate Research Committee met on Saturday, March 7, from 9 am to 4:45pm to evaluate the students nominated by their schools. The evaluation criteria and procedures have been established in a prior Committee meeting held on February 13. The evaluation included a student presentation of their work in conditions similar to those of the final competition.

Eight Committee members were present at our meeting on Saturday where fourteen students out of sixteen nominated by the schools were interviewed (one student withdrew from the competition and another could not be present but submitted a video tape of her presentation).

The Academic Senate Research Committee recommends the following ten students to represent Cal Poly in the final competition to be held at Cal State Fresno (listed here in chronological order of their presentations):

1. Constantine Karnazes, Agriculture
2. Stephen McCallion, Architecture
3. Carol Sexton, Business
4. Jeff Bibel, Beth Griffith, Lars Perner (joint work), Business
5. Keith Kaste, Engineering
6. Steven Hollstein, Science
7. David Morse, Science
8. Francis Villablanca, Science
9. Mary Montgomery, Professional Studies and Education
10. Joy Barba, Professional Studies and Education

The students, their advisors, departments and schools deserve our congratulations and gratitude for their efforts and willingness to represent Cal Poly in this competition. We are confident that Cal Poly will do very well.

Memorandum


RECEIVED

MAR 11 1987

To : Lloyd H. Lamouria, Chair
Academic Senate

Date : March 9, 1987

Academic Senate File No.:

Copies : Malcolm Wilson
James LandrethFrom : 
Warren J. Baker
President

Subject: ACADEMIC SENATE BUDGET AUGMENTATION REQUEST

This will acknowledge your memo of February 20 in which you provided information relative to the status of the Academic Senate Operating Expense Budget and asked for a supplementary allocation of \$500 to the Academic Senate Office. I have reviewed the materials you submitted, and while I cannot provide the full \$500 requested, I will make arrangements to forward \$300 of Operating Expense funds from my office to the Academic Senate.

While I recognize the needs of the Academic Senate, it is also important to note that the overall Operating Expense funds for the University have not kept pace with the cost of inflation or other budgetary allocations. You are aware that all of the instructional schools, as well as other offices, were required to live with a budgetary reduction this year, and it should be noted that the \$300 augmentation which I am providing is a one-year augmentation; and I cannot make a commitment at this point to provide further funds beyond the current year.

April 1, 1987

Proposed Academic Senate Budget Request for 1987-1988

<u>Expense Category</u>	<u>Actual 1985-86</u>	<u>Requested 1986-87</u>	<u>Actual⁽²⁾ 1986-87</u>	<u>Requested 1987-88</u>
Supplies & Service: (includes duplication, photocopying, supplies, misc. items, plus ⁽¹⁾ maintenance contract on the Macintosh \$150 and maintenance contract on the LaserJet Printer \$30)	\$5328	\$4000	\$3000	\$4680
Telephones	284	200	195	200
Travel	1165	2000	1180	2000
Equipment (items listed are for 1987-1988):	5125	2000	2000	
Apple Laser Printer (\$3395 less trade-in of \$1100)				2295
Photocopier				2500
Hard Disk, 20 Megabyte				895

(1) 1987-1988 will be the first time that maintenance contracts will be used for computer and related equipment.

(2) Survival Adjustments for 1986-1987:

In-House Transfers include:

\$151 from Equipment Budget to S&S

Supplements Received:

\$180 from VPAA to Travel Budget

Supplements Requested but not Received as of 3/87:

\$195 from Work/Study to S&S

\$300 from President to S&S

\$567 from 0.02 Unused Assigned Time to S&S

\$— Reimbursement for VPAA Search Calls to S&S

When measured on a per FTE basis, Cal Poly's S&S support ranks 18th among the 19 CSU campuses.
Six campuses have two to three times Cal Poly's S&S budget.

10
RECEIVED

Memorandum

MAR 30 1987

To : Lloyd H. Lamouria, Chair
Academic Senate

Academic Senate

Date : March 30, 1987

File No.:

Copies :

From : *Chris* Crissa Hewitt, Chair
Academic Senate Instruction Committee

Subject : Proposed Calendar for 1988-1990

The Instruction Committee has reviewed the proposed calendar for 1988-90. We concur with the observations made concerning some of the irregularities. We agree that although they are not desirable, they appear to be unavoidable. We support the proposed calendar.

-11-
RECEIVED

MAR 30 1987

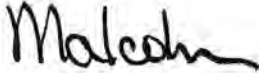
Date : March 25, 1987

To : Lloyd H. Lamouria
Chair
Academic Senate

Academic Senate

Copies :

A. Gloster
N. Johnson
D. Walch



From : Malcolm W. Wilson
Interim Vice President for Academic Affairs

Subject: Proposed Transfer of Audiovisual Services to Information Systems

It is my understanding that you have had discussions with Art Gloster and Norm Johnson regarding the proposed integration of Audiovisual Services with the Information Systems organization. In keeping with the spirit of collegiality, and my desire to inform the faculty of changes with potential impact to the academic community, your comments regarding the attached organizational structure depicting Audiovisual Services as an entity within Information Systems would be appreciated.

Art Gloster and I are available to meet with you and/or members of your executive committee to respond to any questions about the proposed transfer.

Attachment

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

San Luis Obispo, California 93407

Academic Senate

805/546-1258

Date: March 30, 1987 **cc:** Warren J. Baker
Art Gloster

To: Malcolm Wilson
Interim Vice President for Academic Affairs

From: Lloyd H. Lamouria, Chair
Academic Senate

Subject: Proposed Transfer of Audiovisual Services (AV) to
Information Systems

Thank you for your efforts of March 25 to include the Academic Senate in the consultative process regarding the proposed integration of AV with Information Systems.

On March 17, in a meeting with Messrs. Gloster and Johnson, I was formally apprised of the planning. It is my understanding that the opportunity for consideration by the Academic Senate has passed. It appears to be fact that the change occurred prior to your memo of March 25.

All that I can do at this time is advise the Academic Senate Executive Committee that integration has occurred. I do wish that formal notice of intent to integrate had been provided in a timely manner so that the Academic Senate could have been consulted. We cannot provide counsel based upon weeks of rumor and informal knowledge that something is under discussion.

I am confident that as time goes on, administration will find the means to formally bring the Academic Senate into its confidence **before** rather than after the fact.

Separate from the fact of integration, is the budgetary impact of 11 new positions planned for Information Systems and with possibly 8 to be requested in phase one. This question I am forwarding to our Budget Committee for analysis and feedback.

Adopted: _____

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

Background statement:

In a memo dated January 8, 1987, Malcolm Wilson, Interim Vice President for Academic Affairs, requested the Academic Senate's advice on the definition of "Close Relative" for University Interest Admits. This memo was forwarded to the Personnel Policies Committee for comment and any action deemed appropriate. The Personnel Policies Committee concluded there was an additional area of concern which pertained to the employment of close relatives as set forth in CAM 311.5. Accordingly, the Personnel Policies Committee concluded that a single definition should be utilized for these two purposes - admissions and employment.

NOTE: The committee believes this resolution will address the issue raised by Malcolm Wilson regarding admissions and the problem of employment of close relatives. Deletion of CAM 311.5 A.4 will make policy consistent with practice. The definition of close relative is in accord with the recommendation of the Deans' Council, in that the above definition is the dependent test used by the Internal Revenue Service.)

AS-____-87/____

RESOLUTION ON
DEFINITION OF "CLOSE RELATIVE"

WHEREAS, There is a need for a definition of "close relative" to be applied in the implementation of the campus admissions policy which grants automatic admission to CSU qualified "close relatives" of employees; and

WHEREAS, CAM 311.5 A.4 places prohibitions on the employment of close relatives; therefore, be it

RESOLVED: That close relative shall be defined for admission purposes, as any person meeting the following test:

Child*, stepchild, mother, father, grandparent, brother, sister, grandchild, stepbrother, stepsister, stepmother, stepfather, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law; or, if related by blood: uncle, aunt, nephew, niece.

*(Child includes a child who lives in your home as a member of your family if placed with you by an authorized placement agency for legal adoption, or a foster child placed in your home.); and be it further

RESOLVED: That CAM 311.5 A.4 be stricken immediately.

Proposed By:
Personnel Policies Committee
On April 7, 1987

Adopted: _____

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

Background statement: This resolution is being presented to remove a contradiction between the university's position on faculty professional growth and development policy and CAM 572.3.c.

AS-____-87/____

**RESOLUTION ON
ATTENDANCE AT CONVENTIONS,
CONFERENCES, OR SIMILAR MEETINGS**

- WHEREAS, The university has adopted a policy on professional growth and development which encourages participation in the presentation of professional papers and research; and
- WHEREAS, CAM 572.3.c states: "The criteria for attending conventions, conferences, or similar meetings while on pay status and/or at State expense are as follows: ... c. Except in unusual instances, faculty will not be granted approval to attend when they have teaching assignments"; therefore, be it
- RESOLVED: That CAM 572.3.c be deleted immediately; and be it further
- RESOLVED: That CAM 572.3.d be renumbered to become CAM 572.3.c; and be it further
- RESOLVED: That no restrictions on the number of conventions, conferences, or similar meetings a faculty member attends is intended or considered appropriate, if such activity meets the stated purposes set forth in the policy on professional growth and development.

Proposed By:
Personnel Policies Committee
April 7, 1987

Adopted: _____

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

AS-____-87/____

**RESOLUTION ON MERITORIOUS
PERFORMANCE AND PROFESSIONAL PROMISE AWARDS**

- WHEREAS, The Academic Senate of California Polytechnic State University, San Luis Obispo, acting in conformity with provisions of the Collective Bargaining Agreement approved, after consultation with the president, procedures and criteria for the Meritorious Performance and Professional Promise Awards; and
- WHEREAS, The Academic Senate supports the concept of merit and faculty development, it is our opinion that such monetary awards as the Meritorious Performance and Professional Promise Awards are inappropriate in an academic environment which thrives on collegiality; and
- WHEREAS, We believe that support and nourishment of all members of the faculty is the proper way to foster excellence in teaching and scholarship; and
- WHEREAS, Faculty members of The California State University system all need more financial support and more time for scholarly activities; therefore, be it
- RESOLVED: That the bargaining teams at the next negotiating session use the money set aside for these awards to enrich such already established, but inadequately funded, faculty development programs as sabbatical leaves, released time, travel funds, and grants for research and conferences; and be it further
- RESOLVED: That this resolution be forwarded to the California State University Board of Trustees; California State University presidents; Ann Shadwick, President, CFA; Ann Reynolds, Chancellor; Warren J. Baker, President, Cal Poly; Malcolm Wilson, Interim Vice President for Academic Affairs, Cal Poly; school deans; and Cal Poly faculty.

Proposed By:
Lloyd H. Lamouria, Chair
of the Academic Senate
April 7, 1987

Adopted: _____

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

Background statement: In May, 1986, the decision to include a 200-station auditorium-type lecture classroom in the remodel of Engineering East was communicated to the Chair of the Academic Senate. Upon receiving said information, the Chair of the Senate suggested to Douglas Gerard, Executive Dean, the need for a mechanism which would ensure faculty consultation before such decisions are finalized. Subsequently, the Executive Committee of the Senate was informed by President Baker that a similar size lecture room was being considered for the remodel of the BA&E building.

On May 13, 1986, the Chair of the Academic Senate requested the Chairs of the Personnel Policies Committee, Student Affairs Committee, Long-Range Planning Committee, and the Instruction Committee to look into this planning situation. Subsequently, these four chairpersons were asked to name a person from their particular committee to serve as a member on the Ad Hoc Committee on Effective Class Size, Instructional Quality, and Faculty Workload.

The charge to the committee was to study the implications that issues such as class size, level, mode, number of faculty preparations, and other considerations may have on faculty workload and the effectiveness of deliberations. The following resolution is submitted.

AS-____-87/____

RESOLUTION ON
THE EFFECTS OF CLASS SIZE, MODE AND LEVEL OF FACULTY WORKLOAD

- WHEREAS, Faculty workload is a function of several factors such as the level of the course work taught, the type of class and instructional method, the mix of direct instruction and instruction-related activities, number of units attached to the courses taught by an instructor, the number and variety of preparations required, and the enrollment size of the class being taught; and
- WHEREAS, Faculty instructional units are generated based on the number of students in the class as well as the instruction mode and level; and
- WHEREAS, Decisions related to class size and staffing which address administrative concerns alone may not always work to the advantage of the faculty or students; and
- WHEREAS, Mode and level allows for a range in the number of students in a given class; instructional quality and faculty workload considerations dictate that classes be taught at the lower end of the class size range; and
- WHEREAS, The assignment of three four-unit classes, as opposed to four three-unit classes, may significantly reduce the faculty member's workload related to the total number of preparations and consequently increase quality of instruction; and

**RESOLUTION ON THE EFFECTS OF CLASS SIZE,
MODE AND LEVEL OF FACULTY WORKLOAD**

Page Two

- WHEREAS, There are specific class size parameters which must be considered regarding funding and support for the class; for example, no additional units accrue to the instructor for classes which exceed 120 students, while other classes exceeding specified mode and level do not generate any benefits to the individual instructor, and can only lead to negative impacts on instructional quality; and
- WHEREAS, The campus is currently considering the construction of lecture facilities with capacities significantly greater than 120 stations; and
- WHEREAS, To date the administration has not come forth with a model for consultation on classroom size to be built in remodelling or construction of new facilities; therefore, be it
- RESOLVED: That all staffing and class size decisions be based upon instructional effectiveness and faculty workload considerations as opposed to "administrative efficiency" or convenience considerations; and be it further
- RESOLVED: That additions, modifications, new construction or other changes in instruction space configuration take place only after full consultation and input from faculty involved with programs which may use such facilities; and be it further
- RESOLVED: That complete and thorough consultation take place between individual faculty, department faculty, and the department head/chair regarding class assignments, the number of preparations required during a given quarter, the units associated with the various classes in the department, class sizes, and the relationship of these factors to faculty workload; and be it further
- RESOLVED: That class size parameters be established only after full and complete consultation with faculty in the affected departments; and be it further
- RESOLVED: That the use of large class facilities (which permit enrollments which entitle faculty to additional teaching units) be restricted to courses which, after faculty consultation, are identified as appropriate for the facility; and be it further
- RESOLVED: That individual faculty members assigned to teach large classes (those earning extra WTU's) must be granted all of the units that accrue as a result of teaching those classes; and be it further
- RESOLVED: That it is the responsibility of each department head/chair to make the department faculty members aware of staffing formulas and the ramifications of these formulas on faculty workload, instructional space considerations and instructional quality, and that faculty be encouraged to participate in decision making related to these issues.

Proposed By:
Ad Hoc Committee on Effective
Class Size, Instructional Quality,
and Faculty Workload
April 7, 1987

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407

NOTE:

Academic Senate
805/546-1258

Date: January 9, 1987

cc: G. Irvin
K. Gittes
R. Gordon
C. Jennings
R. Kenvin
B. Little
D. Michelfelder

To: George Lewis, Chair
Academic Senate General Education and Breadth Committee

From: John Harrington, Chair
Academic Senate GE&B Subcommittee for Area C

Subject: Recommendations for Area C Course Proposals

Prerequisites for Area C.3 Courses

The subcommittee unanimously passed the following motion:

All upper division courses in GE&B Area C must have at least one lower division C.1 or C.2 prerequisite which is a logical preparation for the upper division course.

The committee unanimously agreed that upper division courses in Area C should build upon previous background rather than function as introductory courses. These prerequisites will help establish the "common educational experience" called for in the various documents governing GE&B. During winter quarter, we plan to contact all appropriate departments to establish these prerequisites. (Most are already in place.)

The members of the subcommittee have prepared the following recommendations for courses submitted for inclusion in Area C - Literature, Philosophy, and the Arts:

ART DEPARTMENT

Art 101

The subcommittee recommended 3-2 against allowing Art 101 in Area C.2, and 3-2 in favor of allowing Art 101 in Area C.3. (Both sets of votes included a positive vote from the Art Department representative.)

Those who voted against placing Art 101 in Area C.2 saw the proposal as not meeting the appropriate objectives outlined for Area C.2 (sections 2.E, 2.F, and 2.G of Guidelines in the Final Report on Area C). They viewed the course as marginal, not as strong as actual (or potential) Art History offerings, and lacking the "breadth" and the "exposure to concepts, ideas, and principles" recommended by the Chancellor's Office. Three-fourths of the course content focuses on skills; the remaining one-fourth focuses on history and analysis. This inappropriate imbalance suggests a thin, superficial treatment of history and analysis.

Some subcommittee members found other problems: they wondered which teaching-team member was to be responsible for which area; who, for instance, would be responsible for grading the

THIS N O REFERENCES PROPOSALS FOR ART 101, 108, 12, FR 233, GER 233, and SPAN 233.

final examination? Moreover, the course's historical perspective needs to be defined more clearly. Because of these problems and because the decision to place Art 101 in Area C establishes a crucial precedent for skills courses, some subcommittee members thought it more prudent to consider Art 101 for Area C after it had been taught a few times.

Art 108

The subcommittee recommended unanimously (5-0) against allowing Art 108 in Areas C.2 and C.3. (Both sets of votes included a negative vote from the Art Department representative.)

The subcommittee thought the proposal was not at the professional level of the proposal for Art 101; some members also saw the proposal as not meeting the appropriate objectives outlined for Area C.2 (sections 2.E, 2.F, and 2.G of Guidelines in the Final Report on Area C). They viewed the proposal as less strong than actual (or potential) Art History offerings, and thought it lacked the "breadth" and the "exposure to concepts, ideas, and principles" recommended by the Chancellor's Office. Three-fourths of the course content focuses on skills; the remaining one-fourth focuses on history and analysis. This inappropriate imbalance suggests a thin, superficial treatment of history and analysis.

The subcommittee agreed that, overall, the wording of the proposal was not clear. Moreover, it seemed uncertain which teaching-team members would be responsible for which area: who, for instance, would be responsible for grading the final examination? Furthermore, the course's historical perspective needs to be defined more clearly. Because of these problems, and because the decision to place Art 108 in Area C establishes a crucial precedent for skills courses, some subcommittee members thought it more prudent to consider Art 108 for Area C after it had been taught a few times.

Art 112

The subcommittee recommended unanimously leaving Art 112 in Area C.2 until a stronger Art History course is placed in the GE&B requirements. (We suggested the Art History sequence--Art 211, 212, 213--as a replacement for Art 112.)

FOREIGN LANGUAGES DEPARTMENT

French 233

The subcommittee unanimously agreed to approve FR 233 for Area C.1, contingent upon the removal of the following courses from Area C.3: FR 101, 102, 103, 201, 202 and 203.

There is consensus in the subcommittee that the addition of FR 233 to C.1 will strengthen that area; however, it also agreed that lower division courses in C.3 should not have an upper division prerequisite in C.1. In addition, starting in 1988, all students graduating from high school will have completed two years of a foreign language and thus would enter Cal Poly already competent in a foreign language at the lower division level.

The Foreign Languages Department concurs with this recommendation.

German 233

The subcommittee unanimously agreed to approve GER 233 for Area C.1, contingent upon the removal of the following courses from Area C.3: GER 101, 102, 103, 201, 202, and 203.

There is consensus in the subcommittee that the addition of GER 233 to C.1 will strengthen that area; however, it also agreed that lower division courses in C.3 should not have an upper division prerequisite in C.1. In addition, starting in 1988, all students graduating from high school will have completed two years of a foreign language and thus would enter Cal Poly already competent in a foreign language at the lower division level.

The Foreign Languages Department concurs with this recommendation.

Spanish 233

The subcommittee unanimously agreed to approve SPAN 233 for Area C.1, contingent upon the removal of the following courses from Area C.3: SPAN 101, 102, 103, 201, 202, and 203.

There is consensus in the subcommittee that the addition of SPAN 233 to C.1 will strengthen that area; however, it also agreed that lower division courses in C.3 should not have an upper division prerequisite in C.1. In addition, starting in 1988, all students graduating from high school will have completed two years of a foreign language and thus would enter Cal Poly already competent in a foreign language at the lower division level.

The Foreign Languages Department concurs with this recommendation.

THEATRE AND DANCE DEPARTMENT

Dance 321

The subcommittee unanimously recommends the adoption of Dance 321 - History of Dance as an Area C.3 course providing a proper prerequisite is required. During our discussions with Roger Kenvin, he indicated that the proper prerequisite should be TH 210 - Introduction to Theater, and we agreed.

Memorandum

To : George Lewis, Chair
Academic Senate General Education
and Breadth Committee

Date : January 27, 1987

File No.:

Via: Charles W. Jennings, Chair
Department of Art and Design

Copies : M. Botwin, S. Fujitani,
G. Irvin, J. Lindvall,
S. Marsala, D. Morgan,
J. Murphy, E. Pritchard,
Tal Scriven, J. Vilkitis
J. Ericson, J. Harrington

From : Robert Reynolds, Professor and Studio Coordinator
Department of Art and Design

Subject : Recommendations for Area C Course Proposal

NOTE:

The response from the Academic Senate GE&B subcommittee regarding our proposed GE&B art courses (January 9, 1987) is one of disappointment. Perhaps the greatest part of the disappointment is the apparent continued lack of understanding or appreciation of the importance of the creative experience that should be encouraged and provided to the Cal Poly student. We appreciate the time and study the sub committee spent on our proposals, but I must state that many of us in the Department of Art and Design do not agree with their final recommendations.

Our proposed drawing course, Art 101, Fundamentals of Drawing, was recommended by the GE&B subcommittee to be placed in area C.3, rather than our proposed C.2 area. The sculpture course, Art 108, was recommended to be completely excluded from GE&B credit. In reference to Art 101, I am grateful that the subcommittee at least recommended the course to the C.3 area, if only by a marginal vote. But in all due respect for the subcommittee, I still feel the course belongs in the area of C.2, Fine and Performing Arts. I am sure that Art Professor and 3-D Area Coordinator Crissa Hewitt will address her rationale regarding the proposed GE&B sculpture course, but in this memo, since I am the Studio Area Coordinator, I will only address my remarks in reference to the proposed drawing course knowing that most of the remarks could also apply to the sculpture course.

In the January 9, 1987 memo summarizing the GE&B sub committee's attitude toward the proposed drawing course, Art 101, the statement was made and I quote, "They (the GE&B sub committee) viewed the course (Art 101) as marginal, not as strong as actual (or potential) Art History offerings, and lacking the "breadth" and the "exposure to concepts, ideas, and principles" recommended by the Chancellor's Office." This statement regarding the Chancellor's mandate is accurate as far as it goes, but in the Chancellor's executive order #338 regarding the GE&B, area "C", it also states and I quote, "instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility, and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their effective, as well as cognitive and physical facilities, through studying great works of human imagination, which could include active participation in individual aesthetic, creative experience."

THIS MEMO REFERENCES PROPOSALS FOR ART 101, 108, and 112.

Also, the GE&B sub-committee memo states, and I quote, "Three-fourths of the course content focuses on skills; the remaining one fourth on history and analysis. This inappropriate imbalance suggests a thin, superficial treatment of history and analysis".

Three years ago when the Department of Art and Design first proposed the Fundamentals of Drawing course as a GE&B course to the School of Liberal Arts curriculum committee, it was recommended to us by that committee that we should add a lecture component to the course. We have implemented their recommendation and we now have a much stronger course. Dr. Keith Dills, our art historian, has developed and will be teaching the lecture component. Dr. Dills is eminently qualified and will assuredly make the lecture component an exciting and stimulating addition to the drawing course. It will be far from "thin and superficial".

Regarding the term, "skills", unfortunately, this term when used to describe an art course, has a negative connotation (as any art professor would tell you) and illustrates an apparent lack of understanding of the process of art education. "Skills" are a means to an end in the art classroom; the real thrust is the seeking of personal expression, analysis and the resolving of visual problems that occur when creating a work of art. The Fundamentals of Drawing course is more than "skills"; the term used in a general manner simply does not apply. Indeed, there are "hands on" assignments, as any creative endeavor in the visual arts must be. Faculty outside the visual arts discipline must understand that perception, creativity and individual vision is part of the "hands on" process. When using our hands, we do not turn off our minds; on the contrary, one must clearly organize one's thoughts, be analytical and come into touch with perception, feelings and empathies that we perhaps did not know we possessed. Experiencing literature, history and philosophy are excellent means for the student to come in contact with these worthy concepts, but they are most certainly not the only avenues for the student; they will also be discovered in studio art courses. The irony is that many humanity courses in philosophy, literature and history study the works and ideas of great artists, like Da Vinci, Rosetti, Rembrandt to name only a few, who expressed all of these ideal concepts, but who also implemented a "hands on" process to do so.

It is our hope that after the Academic Senate GE&B committee reviews the recommendations of the GE&B sub committee, it will recommend the placement of the art course, Fundamentals of Drawing, in the area of C.2, Fine and Performing Arts. It is appropriate for this art course to be within the GE&B category of C.2.

Without a knowledge of the language and a direct experience in the fine arts, the Cal Poly student will see and hear less. Without the means and encouragement, the Cal Poly student will miss a visual access for participation in perception, imagination and the feelings that explore and enlarge the meaning of what it is to be human.

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME Robert Reynolds	2. PROPOSER'S DEPT. Art and Design
3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.2	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) ART 101 FUNDAMENTALS OF DRAWING 4 Units Analysis, History and Practice of the Art of Drawing. Drawing problems progress from simple geometric shapes to more sophisticated subject matter, expanding visual awareness. Lectures on historical methods and the importance of drawing. Development of individual techniques. 3 periods activity; 1 lecture.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS 3-2 against placing it in C.2. 3-2 in favor of placing it in C.3.	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS 9-0 in favor of placing it in C.2.	
7. ACADEMIC SENATE RECOMMENDATION	

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo

October 1986

Department of Art and Design
ART 101 4 Units

1. Catalog Description

ART 101 FUNDAMENTALS OF DRAWING 4 Units Activity/Lecture

Analysis, History, and Practice of the Art of Drawing. Drawing problems progress from simple geometric shapes to more sophisticated subject matter, expanding visual awareness. Lectures on historical methods and the importance of drawing. Development of individual techniques. 3 periods activity; 1 lecture

2. Required Background or experience:

None

3. Expected Outcome:

The course will provide the student with:

- a. A sound knowledge of the history and tradition of drawing
- b. An understanding of the art of drawing based on observation and analysis;
- c. An understanding of form and structure as it relates to natural and man-made materials;
- d. a working knowledge of the art elements and principles;
- e. Various experience with diversified graphic materials;
- f. An understanding of terms and definitions as they relate to drawing;
- g. Methods to develop creative thinking.

4. Text and Reference

- a. Text: Hayes, Colin, Grammar of Drawing and Curtiss, Deborah, Introduction to Visual Literacy
- b. Reference: University Library
- c. Films: Suitable art films and videotapes are available at Instructional Media

5. Minimum Student Materials:

Drawing board, paper, and wet and dry drawing media.

6. Minimum University Facilities:

Classroom with blackout facilities, variable lighting, critique wall, running water and sink with tap, slide projector and screen.

Expanded Description of Content and Method

Content:

- a. Demonstration and lecture: concentration on history and tradition of drawing techniques;
- b. Concentrated training and experiences in drawing various subjects by observation and analysis of form;
- c. Directed experiences in the pragmatic use of the design elements in compositional drawing;
- d. Selected experiences in the various techniques of creatively using line, value, space, etc., as individual and creative statements;
- e. Directed experiences toward increasing technical abilities in the use of varied drawing media.

Methods:

- a. Lecture and discussion: presentation of visual material of historical importance;
- b. Presentation of visual materials and demonstrations related to instructor-directed problems in studio activities;
- c. Periodic instructor-student group critiques of completed drawing problems;
- d. Instructor critiques of individual student work;
- e. Assigned drawing problems in and out of the studio.

B. Instructional Aids:

- a. Presentation of art historical slides, prints, original drawings and other graphic media;
- b. Demonstrations by instructor;
- c. Periodic professional exhibitions;
- d. Props to create drawing subject matter in studio.

9. Methods of Evaluating Outcome:

- a. Quizzes, Discussion Sections and Tests;
- b. Periodic submission of portfolio of completed drawings;
- c. Studio critiques;
- d. Evaluation of assigned drawing assignments outside the studio.

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME Crissa Hewitt	2. PROPOSER'S DEPT. Art and Design
3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.2	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) Art_108 Fundamentals of Sculpture (4) Exploration of three-dimensional form through problems in modeling, casting, carving and techniques of assembly. Miscellaneous course fee required. 1 lecture, 3 activities.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS 5-0 against placing it in either C.2 or C.3. ..	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS 5-3-1 in favor of placing it in C.2.	
7. ACADEMIC SENATE RECOMMENDATION	

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

Course Title: Art 108
Fundamentals of Sculpture
Course Revised: 10/1/86

EXPANDED COURSE OUTLINE

I. Catalog Description

Art 108 Fundamentals of Sculpture (4)

Exploration of three-dimensional form through problems in modeling, casting, carving and techniques of assembly. Miscellaneous course fee required.

1 lecture, 3 activities

II. Required Background of Experience

None.

III. Expected Outcomes

The student will:

- a. develop perceptual abilities and understanding of 3-dimensional form.
- b. participate in the creative process through direct experience
- c. understand sculptural design of volumes and intra-space volumes and their relationship.
- d. provide opportunity for active participation in developing personal aesthetics through use of materials such as wood, clay, plaster, metal
- e. gain insights from demonstrations in the techniques of stone carving, bronze casting.

IV. Text and References

Text: Sculpture, Modeling and Ceramics, Barry Midgley, Chastwell Books, Inc.

- References:
1. Sculpture-Principles and Practice, Louis Slobodkin
 2. Sculpture-Inside andd Out, Halvina Hoffman
 3. Books on sculpture in the University Library
 4. Periodicals are available through the University Library.

V. Films and Slides

a. Films

1. "Why Man Creates"
2. "Five British Sculptors"
3. Cal Poly's Audio Visual Department has some films and will order appropriate films from outside sources.

b. Slides

The Art and Design Department has slides on Sculpture ranging from Prehistoric periods through contemporary artists.

VI. Exhibitions, Guest Artists, Field Trips

- a. Direct exposure to professional artist's work.
- b. Awareness of activities throughout the state.

VII. Minimum Student Materials

- a. Sketchbook.
- b. Basic modeling tools
- c. Hard wood, miscellaneous low-cost supplies

VIII. Minimum College Facilities

- a. Housing: an activity classroom or workshop with blackout area.
- b. Room Equipment:

- 1. Tables with smooth, washable surfaces
- 2. Stools
- 3. Good lighting
- 4. Sink with sediment trap
- 5. Blackboard, chalk and erasers
- 6. Student project and instructor project storage
- 7. Materials storage

c. Equipment:

- 1. Rotating armature stand
- 2. Wire cutters and pliers
- 3. Access to kilns (ceramic)
- 4. Access to oxy-weld setup
- 5. Hand tools for wood
- 6. Power tools for wood

- d. Lab Fee: Will be charging students on a quarterly basis to cover costs of materials (i.e., clay, plaster, glue, sandpaper, metal, etc.

IX. Expanded Description of Content and Method

Content:

Lab

- a. Assignment of specific problem solving projects utilizing various materials.
- b. Development of awareness of concept and aesthetic concerns through consultation, demonstration and critique.

- c. Develop working knowledge of tools and methods so as to expand the range of possibilities for problem solving and designing.

Lecture

- a. Introduction to traditions, vocabulary and disciplines of sculpture
- b. Individual written research of artist and styles.

Method:

Lab

- a. Stimulate involvement in the creative process through the development of personal aesthetics.
- b. Develop a working "visual vocabulary" of three dimensional form.
- c. Development of factors of judgement through awareness of standards.

Lecture

- a. Lectures accompanied by visuals including slides and films
- b. Assignment of research.

X. Methods of Evaluation Outcome

Lab

- a. Evaluation throughout the quarter based upon class and/or instructor critique of specified projects.
- b. Completion of specified projects with concern for concept, execution, and participation.

Lecture

- a. Final examination
- b. Written assignments

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME Charles W. Jennings	2. PROPOSER'S DEPT. Art and Design
3. SUBMITTED FOR AREA (include section, and subsection if applicable) TO BE DROPPED FROM C.2.	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) ART 112 Survey of Art History (3 units)	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS 5-0 in favor of retention in C.2.	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS 9-0 in favor of retention in C.2.	
7. ACADEMIC SENATE RECOMMENDATION	

Memorandum

To : George M. Lewis, Chair
General Education & Breadth Committee

Date : October 1, 1986

File No.:

Copies :

- J. Ericson
Dept Faculty

From : Charles W. Jennings, Chair
Department of Art and Design

Subject: Proposal for Area C.2, General Education & Breadth Requirements

Proposal

The Department of Art and Design makes the following proposals for approval in Area C.2 of the General Education & Breadth Requirements:

1. Drop Art 112, Survey of Art History
2. Add Art 101, Fundamentals of Drawing
3. Add Art 108, Fundamentals of Sculpture

Justification to Drop Art 112

The 1986-88 catalog lists Art 111, Introduction to Art (4) and Art 112, Survey of Art History (3) as two of five courses from which students must select at least one course in Area C.2. Six sections of Art 111, servicing approximately 300 students, are offered each year. Art 112 servicing approximately 50 students is offered only once a year due to limited faculty. It is the opinion of the faculty in the Department of Art and Design that ART 111 is the more valuable of the two courses because ART 111 provides the student with the most appropriate experience within the intent of Area C.2. Art 111 is designed to introduce the non major to painting, drawing, crafts, architecture and printmaking. It develops the student's vocabulary, analytical skills and research techniques for the understanding of art objects. Art 112 is a diluted proliferation of Art History because it attempts to cover a large period of history in a short period of time.

Justification for Addition of Art 101 and 108

Attached are the proposal forms and expanded course outlines for Art 101, Fundamentals of Drawing and Art 108, Fundamentals of Sculpture. These are not new courses. Both have been in the catalog since 1979. But some revisions of these courses have been made to make them appropriate for C.2 and to parallel them as fundamental to developing an understanding and appreciation of art through a combination of historical analysis and direct involvement in the creation of visual objects.

Both courses are designed with a lecture (1) and activity (3) mode. The lectures will be taught by an art historian and will introduce the student to the traditions, vocabulary and analysis of the disciplines of drawing and sculpture. The activities will be closely coordinated with the lectures to maintain a continuity between content and activity.

The Department of Art and Design is convinced that the exclusion of courses with a lecture/activity or lecture/laboratory mode from Area C.2 is not within the intent of Executive Order No.: 342. Attachment A of Executive Order No.: 342 says under II., C.,

A minimum of 12 semester units among the arts, literature, philosophy and foreign languages.

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their effective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual aesthetic, creative experience.

Attachment B of Executive Order No.: 342 lists "Active Participation" equally with other categories of Arts, Literature, Philosophy, Foreign Languages, Western Cultures, and non-Western Cultures.

If we are to cultivate intellect, imagination, sensibility and sensitivity in our students; if we are to encourage students to respond subjectively as well as objectively to experience; if we are to motivate students to cultivate and refine their affective as well as cognitive and physical faculties, we must provide the opportunity for students to become active participants in individual aesthetic, creative experiences. The current listing of courses in Area C.2 gives the student no opportunity for such experience. Minimal opportunity for active participation is provided in Area C.3. Most students will not have enough remaining units to take more than one course in Area C.3 and the selection of courses in Area C.3 gives opportunity for active participation only in foreign languages.

Art 101 and 108 as proposed are well within the intent of Area C as stated in Executive ORDER NO.: 342. These courses achieve the objectives of active participation by developing a visual vocabulary, visual awareness and articulation of the individual aesthetic and creative experience through visual elements. These courses are rigorous intellectually and emotionally. They go far beyond the development of "skills". The student is challenged to be analytical, responsive and responsible.

The Department of Art and Design believes it is time to recognize the value of such discipline as integral with the intent of General Education and Breadth requirements.

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME William Little	2. PROPOSER'S DEPT. Foreign Languages
3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.1	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) FR 233 Critical Reading in French Literature (4 units) Selected readings from major Francophone authors that show the French literary tradition from the Middle Ages to the present in both France and other French-speaking countries. Includes works by Medieval, Renaissance, Classical, Romantic, post-Romantic, and twentieth century writers as Cretien de Troyes, Rabelais, Moliere, Voltaire, Flaubert, Proust, and Sartre. 4 lectures. Prerequisite: FR 202 or the equivalent.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS 5-0 in favor of inclusion in C.2. *	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS 9-0 in favor of inclusion in C.2.*	
7. ACADEMIC SENATE RECOMMENDATION	

*NOTE: Recommendation contingent on approval for '88-'90 catalog.

This recommendation includes removing FR 101, 102, 103, 201, 202, and 203 from C.3.

Memorandum

To : George Lewis, Chair
General Education and Breadth Committee
Academic Senate

Date : Sept. 30, 1986

File No.:

Copies : Foreign Languages Dept.

From : William Little, Head
Foreign Languages Department

Subject : GE&B Area C (Draft Proposal)

In anticipation of the October 1, 1986 deadline for submission of proposals to your committee, I hereby submit this preliminary proposal for a change in C.1.

The Foreign Languages Department is going to propose changing all courses in the department to four units. We will therefore restructure our sophomore courses into three courses of four units each. This means that FR 201, 202, 203, GER 201, 202, 203, and SPAN 201, 202, and 203 will change from 3 units to four units. In addition, we will drop the sequences of 221, 222, and 223 from the three languages. The material from these courses will be amalgamated into the expanded four-unit courses. Then we propose to leave the three sequences of 201 and 202 as amalgamations of 201 and 221, and 202 and 222, and redesign 203 so that it will fit perfectly into C.1. These three new courses could be renumbered--say, FR 233, GER 233, and SPAN 233--so as to feature them properly in our department and in GE&B. A tentative sample course description follows. I will send an expanded course outline to you by the end of this week.

FR 233 Critical Reading in French Literature (4) GEB C.1

Selected readings from major Francophone authors that show the French literary tradition from the Middle Ages to the present in both France and other French-speaking countries. Includes works by Medieval, Renaissance Classical, Romantic, post-Romantic, and twentieth century writers as Crétien de Troyes, Rabelais, Molière, Voltaire, Flaubert, Proust, and Sartre. 4 lectures. Prerequisite: FR 202 or the equivalent.

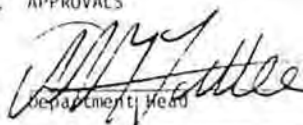
GER 233 Critical Reading in German Literature (4) GEB C.1

Selected readings from major German-speaking authors that show the German literary tradition from the Middle Ages to the present in both Germany and other German-speaking countries. Includes works by Medieval, Renaissance, Classical, Romantic, post-Romantic, and twentieth century writers as Wolfram von Eschenburg, Luther, Schiller, Goethe, Rilke, and Mann. 4 lectures. Prerequisite: GER 202 or the equivalent.

SPAN 233 Critical Reading in Hispanic Literature (4) GEB C.1

Selected readings from major Hispanic authors that show the Hispanic literary tradition from the Middle Ages to the present in both Spain and Latin America. Includes works by Medieval, Renaissance, Colonial, Realistic, and twentieth century authors as Juan Ruiz, Cervantes, Lope de Vega, Sor Juana Inés de la Cruz, Martí, Unamuno, Lorca, Neruda, and Borges. 4 lectures. Prerequisite: SPAN 202 or the equivalent.

NEW COURSE PROPOSAL

1. COURSE TITLE Critical Reading in French Literature		2. COURSE NUMBER FR 233	3. QUARTER UNITS 4
4. DEPARTMENT AND SCHOOL Foreign Languages; Liberal Arts		5. TYPE OF COURSE Lec <input checked="" type="checkbox"/> Act ___ Lab ___ Sem ___ Supv ___	6. DATE PREPARED 2 Oct 1986
7. ANTICIPATED CLASS SIZE 25-30	7A. FEE REQUIRED no	8. SUGGESTED C/S NUMBER 04	9. HOURS CLASS WILL MEET 4
10. NUMBER OF SECTIONS ANTICIPATED Fall <input checked="" type="checkbox"/> Winter ___ Spring ___ Summer ___		11. HOW FREQUENTLY COURSE WILL BE OFFERED Yearly <input checked="" type="checkbox"/> Alternate Years ___	12. ANNUAL W.T.U. 4
13. REQUIRED COURSE IN WHAT MAJOR/OPTION/CONCENTRATION/MINOR French Minor		14. ELECTIVE COURSE IN WHAT MAJOR/OPTION/CONCENTRATION/MINOR GEB C.1	
15. COURSE DESCRIPTION (Follow instructions on reverse side of sheet.) FR 233 Critical Reading in French Literature (4) GEB C.1 Selected readings from major Francophone authors that show the French literary tradition from the Middle Ages to the present in both France and other French-speaking countries. Includes works by Medieval, Renaissance, Classical, Romantic, post-Romantic, and 20th Century writers as Crétien de Troyes, Rabelais, Molière, Voltaire, Flaubert, Proust, Sartre. 4 lectures. Preq.: FR 202 or equivalent.			
16. DUPLICATION OR APPROXIMATION OF COURSES NOW BEING OFFERED OR NOW BEING PROPOSED New course.			
17. JUSTIFICATION Combine cultural and conversational component of French studies with knowledge of French literature.			
18. STAFFING (Arrangements or changes in faculty deployment necessary to implement this course) Foreign Languages Dept. faculty.			
19. FACILITIES, MATERIALS, AND EQUIPMENT Standard classroom.			
20. APPROVALS <div style="display: flex; justify-content: space-between;"> <div>  Department Head </div> <div> School Dean </div> <div> Vice Provost </div> </div>			

1. Catalog Description

FR 233. Critical Reading in French (4) GEB C.1

Selected readings from major Francophone authors that show the French literary tradition from the Middle Ages to the present in both France and other French-speaking countries. Includes works by Medieval, Renaissance, Classical, Romantic, post-Romantic and twentieth century writers.

Prerequisite: FR 202 or the equivalent.

2. Required Prerequisite Preparation

Completion of French 202.

3. Expected Outcome

The student enrolled in this course will acquire knowledge of Francophone literature and of literary analysis.

4. Texts and References

Schoffer, Rice & Berg, Poèmes, Pièces, Prose
Proust, L'amour de Swan
Flaubert, Madame Bovary
Molière, Le Tartuffe
Sartre, Huis clos
Voltaire, Candide

5. Minimum Student Material

Text

6. Minimum University Facility

Classroom

7. Expanded Description of Content and Method of Instruction

- a. Reading and discussion of major Francophone authors in French.
- b. Review of major literary and artistic movements in French Literature.
- c. Introduction to literary analysis and its application by in-depth study of text.
- d. Introduction to methods of linguistic analysis.

-37-

- e. Discussion of cultural backgrounds of readings.
- f. Classroom discussions on moral and ethical decisions arising from readings.
- g. Writing essay papers in French, based on readings.

8. Methods of Evaluating Outcomes

- a) Oral reports based in French based on readings
- b) Essays in French
- c) Participation in class discussions in French
- d) Examinations in French

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME William Little	2. PROPOSER'S DEPT. Foreign Languages
3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.1	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) GER 233 Critical Reading in German Literature (4 units) Selected readings from major German-speaking authors that show the German literary tradition from the Middle Ages to the present in both Germany and other German-speaking countries. Includes works by Medieval, Renaissance, Classical, Romantic, post-Romantic, and twentieth century writers as Wolfram von Eschenburg, Luther, Schiller, Goethe, Rilke, and Mann. 4 lectures. Prerequisite: GER 202 or the equivalent.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS 5-0 in favor of inclusion in C.2.*	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS 9-0 in favor of inclusion in C.2.*	
7. ACADEMIC SENATE RECOMMENDATION	

*NOTE: Recommendation contingent on approval for '88-'90 catalog.

This recommendation includes removing GER 101, 102, 103, 201, 202, and 203 from C.3.

Memorandum

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General Education and Breadth Committee
Academic Senate

Date : Sept. 30, 1986

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FR 233 Critical Reading in French Literature (4) GEB C.1

Selected readings from major Francophone authors that show the French literary tradition from the Middle Ages to the present in both France and other French-speaking countries. Includes works by Medieval, Renaissance Classical, Romantic, post-Romantic, and twentieth century writers as Crétien de Troyes, Rabelais, Molière, Voltaire, Flaubert, Proust, and Sartre. 4 lectures. Prerequisite: FR 202 or the equivalent.

GER 233 Critical Reading in German Literature (4) GEB C.1

Selected readings from major German-speaking authors that show the German literary tradition from the Middle Ages to the present in both Germany and other German-speaking countries. Includes works by Medieval, Renaissance, Classical, Romantic, post-Romantic, and twentieth century writers as Wolfram von Eschenburg, Luther, Schiller, Goethe, Rilke, and Mann. 4 lectures. Prerequisite: GER 202 or the equivalent.

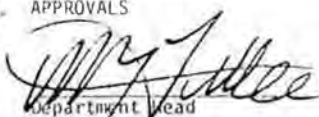
SPAN 233 Critical Reading in Hispanic Literature (4) GEB C.1

Selected readings from major Hispanic authors that show the Hispanic literary tradition from the Middle Ages to the present in both Spain and Latin America. Includes works by Medieval, Renaissance, Colonial, Realistic, and twentieth century authors as Juan Ruiz, Cervantes, Lope de Vega, Sor Juana Inés de la Cruz, Martí, Unamuno, Lorca, Neruda, and Borges. 4 lectures. Prerequisite: SPAN 202 or the equivalent.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

10/10/83
10/10/83
10/10/83

NEW COURSE PROPOSAL

1. COURSE TITLE Critical Reading in German Literature		2. COURSE NUMBER GER 233	3. QUARTER UNITS 4
4. DEPARTMENT AND SCHOOL Foreign Languages; Liberal-Arts		5. TYPE OF COURSE Lec <input checked="" type="checkbox"/> Act ___ Lab ___ Sem ___ Supv ___	6. DATE PREPARED 2 Oct 1986
7. ANTICIPATED CLASS SIZE 25-30	7A. FEE REQUIRED no	8. SUGGESTED C/S NUMBER 04	9. HOURS CLASS WILL MEET 4
10. NUMBER OF SECTIONS ANTICIPATED Fall <u>1</u> Winter ___ Spring ___ Summer ___		11. HOW FREQUENTLY COURSE WILL BE OFFERED Yearly <u>1</u> Alternate Years ___	12. ANNUAL W.T.U. 4
13. REQUIRED COURSE IN WHAT MAJOR/OPTION/CONCENTRATION/MINOR German Minor		14. ELECTIVE COURSE IN WHAT MAJOR/OPTION/CONCENTRATION/MINOR GEB C.1	
15. COURSE DESCRIPTION (Follow instructions on reverse side of sheet.) GER 233 Critical Reading in German Literature (4) GEB C.1 Selected readings from major German-speaking authors that show the German literary tradition from the Middle Ages to the present in both Germany and other German-speaking countries. Includes works by Medieval, Renaissance, Classical, Romantic, post-Romantic, and 20th century writers as Wolfram von Eschenburg, Luther, Schiller, Goethe, Rilke, and Mann. 4 lectures. Prerequisite: GER 202 or equivalent.			
16. DUPLICATION OR APPROXIMATION OF COURSES NOW BEING OFFERED OR NOW BEING PROPOSED New course.			
17. JUSTIFICATION Combine cultural and conversational component of German studies with knowledge of German literature.			
18. STAFFING (Arrangements or changes in faculty deployment necessary to implement this course) Foreign Languages Dept. faculty.			
19. FACILITIES, MATERIALS, AND EQUIPMENT Standard classroom.			
20. APPROVALS <div style="display: flex; justify-content: space-between;"> <div>  Department Head </div> <div> _____ School Dean </div> <div> _____ Vice Provost </div> </div>			

COURSE OUTLINE⁴¹⁻

1. Catalog Description

GER 233 Critical Reading in German (4) GEB C.1

Selected readings from major German-speaking authors that show the German literary tradition from the Middle Ages to the present in both Germany and other German-speaking countries. Includes works by Medieval, Renaissance, Classical, Romantic, post-Romantic and twentieth century writers.

Prerequisite: GER 202 or the equivalent.

2. Required Prerequisite Preparation

Completion of German 202.

3. Expected Outcome

The student enrolled in this course will acquire knowledge of German literature and of literary analysis.

4. Texts and References

Spaethling & Weber, A Reader in German Literature

Goethe, Faustus

Büchner, Woyzeck

Kafka, Die Verwandlung

Mann, Erzählungen

Brecht, Mutter Courage

Frisch, Tagebuch

5. Minimum Student Material

Text

6. Minimum University Facility

Classroom

7. Expanded Description of Content and Method of Instruction

- a. Reading and discussion of major German-speaking authors in German.
- b. Review of major literary and artistic movements in German Literature.
- c. Introduction to literary analysis and its application by in-depth study of text.
- d. Introduction to methods of linguistic analysis.

- e. Discussion of cultural backgrounds of readings.
- f. Classroom discussions on moral and ethical decisions arising from readings.
- g. Writing essay papers in German based on readings.

8. Methods of Evaluating Outcomes

- a) Oral reports based in German based on readings.
- b) Essays in German.
- c) Participation in class discussions in German.
- d) Examinations in German.

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME William Little	2. PROPOSER'S DEPT. Foreign Languages
3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.1	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) SPAN 233 Critical Reading in Hispanic Literature (4 units) Selected readings from major Hispanic authors that show the Hispanic literary tradition from the Middle Ages to the present in both Spain and Latin America. Includes works by Medieval, Renaissance, Colonial, Realistic, and twentieth century authors as Juan Ruiz, Cervantes, Lope de Vega, Sor Juana Ines de la Cruz, Marti, Unamuno, Lorca, Neruda, and Borges. 4 Lectures. Prerequisite: SPAN 202 or equivalent.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS 5-0 in favor of inclusion in C.2.*	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS 9-0 in favor of inclusion in C.2.*	
7. ACADEMIC SENATE RECOMMENDATION	

*NOTE: Recommendation contingent on approval for '88-'90 catalog.

This recommendation includes removing SPAN 101, 102, 103, 201, 202, and 203 from C.3.

Memorandum

George Lewis, Chair
General Education and Breadth Committee
Academic Senate

Date : Sept. 30, 1986

File No.:

Copies : Foreign Languages Dept.

From : William Little, Head
Foreign Languages Department

Subject : GE&B Area C (Draft Proposal)

In anticipation of the October 1, 1986 deadline for submission of proposals to your committee, I hereby submit this preliminary proposal for a change in C.1.

The Foreign Languages Department is going to propose changing all courses in the department to four units. We will therefore restructure our sophomore courses into three courses of four units each. This means that FR 201, 202, 203, GER 201, 202, 203, and SPAN 201, 202, and 203 will change from 3 units to four units. In addition, we will drop the sequences of 221, 222, and 223 from the three languages. The material from these courses will be amalgamated into the expanded four-unit courses. Then we propose to leave the three sequences of 201 and 202 as amalgamations of 201 and 221, and 202 and 222, and redesign 203 so that it will fit perfectly into C.1. These three new courses could be renumbered--say, FR 233, GER 233, and SPAN 233--so as to feature them properly in our department and in GE&B. A tentative sample course description follows. I will send an expanded course outline to you by the end of this week.

FR 233 Critical Reading in French Literature (4) GEB C.1

Selected readings from major Francophone authors that show the French literary tradition from the Middle Ages to the present in both France and other French-speaking countries. Includes works by Medieval, Renaissance Classical, Romantic, post-Romantic, and twentieth century writers as Crétien de Troyes, Rabelais, Molière, Voltaire, Flaubert, Proust, and Sartre. 4 lectures. Prerequisite: FR 202 or the equivalent.

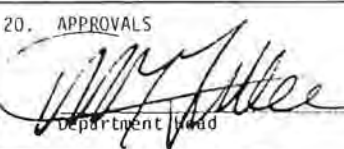
GER 233 Critical Reading in German Literature (4) GEB C.1

Selected readings from major German-speaking authors that show the German literary tradition from the Middle Ages to the present in both Germany and other German-speaking countries. Includes works by Medieval, Renaissance, Classical, Romantic, post-Romantic, and twentieth century writers as Wolfram von Eschenburg, Luther, Schiller, Goethe, Rilke, and Mann. 4 lectures. Prerequisite: GER 202 or the equivalent.

SPAN 233 Critical Reading in Hispanic Literature (4) GEB C.1

Selected readings from major Hispanic authors that show the Hispanic literary tradition from the Middle Ages to the present in both Spain and Latin America. Includes works by Medieval, Renaissance, Colonial, Realistic, and twentieth century authors as Juan Ruiz, Cervantes, Lope de Vega, Sor Juana Inés de la Cruz, Martí, Unamuno, Lorca, Neruda, and Borges. 4 lectures. Prerequisite: SPAN 202 or the equivalent.

NEW COURSE PROPOSAL

1. COURSE TITLE Critical Reading in Hispanic Literature		2. COURSE NUMBER SPAN 233	3. QUARTER UNITS 4
4. DEPARTMENT AND SCHOOL Foreign Languages; Liberal Arts		5. TYPE OF COURSE - Lec <input checked="" type="checkbox"/> Act <input type="checkbox"/> Lab <input type="checkbox"/> Sem <input type="checkbox"/> Supv <input type="checkbox"/>	6. DATE PREPARED 2 Oct 1986
7. ANTICIPATED CLASS SIZE 25-30	7A. FEE REQUIRED no	8. SUGGESTED C/S NUMBER 04	9. HOURS CLASS WILL MEET 4
10. NUMBER OF SECTIONS ANTICIPATED Fall <u>1</u> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/>		11. HOW FREQUENTLY COURSE WILL BE OFFERED Yearly <input checked="" type="checkbox"/> Alternate Years <input type="checkbox"/>	12. ANNUAL W.T.U. 4
13. REQUIRED COURSE IN WHAT MAJOR/OPTION/CONCENTRATION/MINOR Spanish Minor		14. ELECTIVE COURSE IN WHAT MAJOR/OPTION/CONCENTRATION/MINOR GEB C.1	
15. COURSE DESCRIPTION (Follow instructions on reverse side of sheet.) SPAN 233 Critical Reading in Hispanic Literature (4) GEB C.1 Selected readings from major Hispanic authors that show the Hispanic literary tradition from the Middle Ages to the present in both Spain and Latin America. Includes works by Medieval, Renaissance, Colonial, Realistic, and 20th century authors as Juan Ruiz, Cervantes, Lope de Vega, Sor Juana Inés de la Cruz, Martí, Unamuno, Lorca, Neruda, and Borges. 4 lectures. Prerequisite: SPAN 202 or equivalent.			
16. DUPLICATION OR APPROXIMATION OF COURSES NOW BEING OFFERED OR NOW BEING PROPOSED New course.			
17. JUSTIFICATION Combine cultural and conversational component of Spanish studies with knowledge of Hispanic literature.			
18. STAFFING (Arrangements or changes in faculty deployment necessary to implement this course) Foreign Languages Dept. faculty			
19. FACILITIES, MATERIALS, AND EQUIPMENT Standard classroom.			
20. APPROVALS <div style="display: flex; justify-content: space-between;"> <div>  Department Head </div> <div> School Dean </div> <div> Vice Provost </div> </div>			

1. Catalog Description

SPAN 233. Critical Reading in Spanish (4) GEB C.1

Selected readings from major Hispanic authors that show the Hispanic literary tradition from the Middle Ages to the present in both Spain and Latin America. Includes works by Medieval, Renaissance, Classical, Romantic, post-Romantic and twentieth century writers.

Prerequisite: SPAN 202 or the equivalent.

2. Required Prerequisite Preparation

Completion of Spanish 202.

3. Expected Outcome

The student enrolled in this course will acquire knowledge of Hispanic literature and of literary analysis.

4. Texts and References

Bretz, Dvorak, Pasajes. Literatura
 Juan Ruiz, El libro de buen amor
 Cervantes, Don Quijote
 Lope de Vega, Fuente Ovejuna
 Sor Juana Ines de la Cruz, Respuesta a Sor Filotea
 Jose Monti, Ismaelillo
 Miguel Unamuno, Niebla
 Federico Garcia Lorca, Bodas de sangre
 Pablo Neruda, Veinte poemas de amor
 Jorge Luis Borges, Ficciones

5. Minimum Student Material

Text

6. Minimum University Facility

Classroom

7. Expanded Description of Content and Method of Instruction

- a. Reading and discussion of major Hispanic authors in Spanish.
- b. Review of major literary and artistic movements in Hispanic Literature.
- c. Introduction to literary analysis and its application by in-depth study of text.
- d. Introduction to methods of linguistic analysis.

- e. Discussion of cultural backgrounds of readings.
- f. Classroom discussions on moral and ethical decisions arising from readings.
- g. Writing essay papers in Spanish based on readings.

8. Methods of Evaluating Outcomes

- a) Oral reports based in Spanish based on readings.
- b) Essays in Spanish.
- c) Participation in class discussions in Spanish.
- d) Examinations in Spanish.

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME Roger Kenvin	2. PROPOSER'S DEPT. Theatre and Dance
3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.3.	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) DANC 321 History of Dance (3) History of dance from prehistoric to modern times. 3 lectures.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS 5-0 in favor of inclusion in C.3. The subcommittee unanimously recommended the adoption of Dance 321 as an Area C.3. course providing a proper prerequisite is required. During discussions with Roger Kenvin, he indicated that the proper prerequisite should be TH 210-Introduction to Theater, and the subcommittee agreed.	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS 9-0 in favor of inclusion in C.3. GE&B's recommendation does not require a prerequisite.	
7. ACADEMIC SENATE RECOMMENDATION	

Memorandum

To : George Lewis
Mathematics Department

Date : 10/31/85

File No.:

Copies : Theatre/Dance Faculty

Roger Kenvin

From : Roger Kenvin
Theatre & Dance Department

Subject: Course Proposal for Area C in GE & B

The Theatre and Dance Department would like to submit the following course to you and the appropriate committee for consideration as an addition to Area C of the General Education and Breadth requirements: Dance 321 History of Dance 3 units.

We feel that with the United States preeminent among nations in modern and jazz dance and in dance education that this course would significantly enhance the academic program of any Cal Poly student taking it. Dance is a major art form in the United States and names such as Isadora Duncan, Martha Graham, Merce Cunningham, Jose Limon, Bob Fosse, Jerome Robbins, Agnes de Mille, Ruth St. Denis, Ted Shawn, Bella Lewitzky, Ruth Page, Gene Kelly, Fred Astaire are highly regarded throughout the world of performance. In addition, the migration of talented dancers and choreographers to the United States increases yearly, and such persons as George Balanchine, Rudolph Nureyev, Mikhail Barishnikov, Natalia Makarova have come here precisely to participate in the exciting explosion of modern dance that is going on all around us.

Our course in History of Dance would take the whole tradition of dance and place it in its proper cultural context so that students would understand how the past has evolved into the present, and why it has evolved, and it would provide them with a sense of where dance is going and why it is important.

The course is a new one and has been approved for inclusion in the new catalogue. I am enclosing five copies of the expanded course outline for committee consideration.

We are a new department and do not have any offerings in dance in general education. We feel that this course would contribute greatly to the students cultural background by being able to take this course in Area C requirements.

Thanks for your kind consideration!

Enclosures

EXPANDED COURSE OUTLINE

1. Catalog description

DANC 321 History of Dance (3)

History of dance from prehistoric to modern times. 3 lectures.

2. Required Background of Experience

None.

3. Expected Outcomes

- a. Understanding of dance in relation to other arts.
- b. Understanding of historical and anthropological issues of dance in world society.
- c. Consideration of dance forms and styles in various cultures.

4. Text and References

Text: History of the Dance, Richard Kraus

Handouts by instructor.

Reference: Library materials.

5. Minimum Student Material

Notebook, text. Props and costumes are available through Orchesis Dance Club.

6. Minimum Facilities and Equipment

Dance studio and/or classroom, music, record player, tape recorder, projector, film, slides film strips.

7. Expanded Description of the Course

- a. Discussion of Dance history, i.e., what is the nature of dance? How does it function in different societies?
- b. Evolution of dance from prehistoric to present times.
- c. Discussion of the function and form of dance in specific time periods and societies.
- d. Study of anthropological aspects of dance: cultural, social religious issues, etc.
- e. Study of related art forms.

8. Methods of Instruction and Evaluation

Lecture/discussion, study through films
Participation in group projects
Term paper and special projects
Notebook
Midterm examination
Written final examination

9. Justification

A course in the history of dance is a valuable supplement to a student's general education because it traces the role of dance as religious ritual, art form, or popular entertainment, and views it in relation to the social context of each period, and other major art forms.

The course also includes a contemporary examination of theatre dance, particularly on the American scene, stressing the newer modern dance and ballet companies, the emergence of avant-garde dance and the growth of regional ballet activities, and the growing contributions of government and private foundations to the performing arts.

A third area of emphasis is a review of dance education as it has developed on three levels of education in the United States (elementary, secondary, and higher education) along with a presentation of its objectives, current practices, and problems.

"Dance is a vital and expressive art, both throughout history and in the present, is deeply revealing of man's personality and culture. As we stand today at the brink of a new age of leisure, faced with the possibility of an increasing involvement in all the arts by many more people, it seems clear that the history of dance is a history that is just beginning."

Richard Kraus

GENERAL EDUCATION AND BREADTH PROPOSAL

<p>1. PROPOSER'S NAME</p> <p>James C. Daly</p>	<p>2. PROPOSER'S DEPT.</p> <p>Statistics Dept</p>
<p>3. SUBMITTED FOR AREA (include section, and subsection if applicable)</p> <p>B.2</p>	
<p>4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format)</p> <p>STAT 130X Introduction to Statistical Reasoning (3 units)</p> <p>A survey of statistical ideas and philosophy. Emphasis will be on statistical concepts rather than on in-depth coverage of statistical methods. Topics include reasons for sampling and experimentation, basic ways of exploring sets of data, study of chance phenomena, and rationale beyond drawing conclusions from data. Credit cannot be received for this course if a student has received credit for a previous statistics course.</p>	
<p>5. SUBCOMMITTEE RECOMMENDATION AND REMARKS</p> <p>5-0 in favor of inclusion in B.2.</p> <p>The subcommittee felt that STAT 130X is a worthwhile alternative general education statistics course geared specifically for students not planning to take both quarters of the more traditional sequence found in STAT 211 and 212. By emphasizing concepts rather than methodology, the course should have its widest audience among nontechnical majors.</p>	
<p>6. GE & B COMMITTEE RECOMMENDATION AND REMARKS</p> <p>9-0 in favor of inclusion in B.2.</p>	
<p>7. ACADEMIC SENATE RECOMMENDATION</p>	

M E M O R A N D U M

To: George Lewis, Chair
Academic Senate GE&B Committee

From: James C. Daly, Interim Head
Statistics Department

Copies: Philip Bailey

Date: Sept. 30, 1986

SUBJECT: PROPOSED COURSE FOR 1987-88
GE&B CERTIFICATION FOR AREA B.2

The Statistics Department is submitting the course, Stat 130X, for certification for Area B.2 for the 1987-1988 Academic Year.

An expanded course outline for the proposed course is included with this memo.

Justification:

At present approximately 1500 students take Stat 211 each year. Although the Statistics Department faculty view this course as the first part of an integrated two-quarter sequence, only about 400 students continue on to the second quarter. Yet the content of Stat 211 is determined much more by the needs of the continuing students (i.e., what material furnishes a satisfactory prerequisite for mastering the methodology of Statistics 212) than of those who terminate their statistical education after just one quarter. These considerations also bear greatly on the choice of textbook in Stat 211 (that the book should have enough material for both courses).

Establishment of the proposed course would enable us to better serve both those who stop taking statistics after one quarter and those who continue on. The course would certainly provide the same type of intellectual challenges as we now provide, and there would continue to be substantial emphasis on developing quantitative skills and reasoning ability. However, we would try to present a more global view of experimentation, sampling, and the logic of statistical thinking than what is now done in Statistics 211. At the same time, we would tailor Statistics 211 even more to the needs of those whose interests lie in continuing on to the advanced methodology of Stat 212.

If we can provide any other information or assistance, please feel free to contact any of the following faculty.

Jay Devore	X2026
Roxy Peck	X2971
James Daly	X2709

STATISTICS 130X - Introduction to Statistical Reasoning (3 units)

Course Description

A survey of statistical ideas and philosophy. Emphasis will be on statistical concepts rather than on in-depth coverage of statistical methods. Topics include reasons for sampling and experimentation, basic ways of exploring sets of data, study of chance phenomena, and rationale beyond drawing conclusions from data. Credit cannot be received for this course if a student has received credit for a previous statistics course.

Proposed Text and References

Text: Statistics: Concepts and Controversies, by David Moore (Freeman).

References: Statistics: A Guide to the Unknown, editor J. Tanur
Statistics, D. Freeman et. al.

Expanded Description of Content

- a. Sampling and sampling plans
 1. Why sample?
 2. Simple random sampling and simulation
 3. Other probability samples
- b. Experimentation
 1. Controlled experiments vs. observational studies
 2. Designing experiments
 3. Practical and ethical considerations
- c. Measurement
 1. Measurement scales
 2. Looking at data intelligently.
- d. Descriptive statistics
 1. Pictorial and tabular methods
 2. Measures of location and spread
 3. Two-way tables and measures of association
 4. Fitting straight lines for prediction
 5. Correlation
- e. Probability
 1. Objective interpretations
 2. Subjective interpretations
 3. Simulating chance phenomena
 4. Expected values
 5. The normal distribution
- f. Formal statistical reasoning
 1. Sampling variation
 2. A confidence interval for a population proportion
 3. A significance test for a population proportion

-55-
GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME GE&B Area B Subcommittee	2. PROPOSER'S DEPT.
3. SUBMITTED FOR AREA (include section, and subsection if applicable) Revision of Area B	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format)	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS See attached Memo dated June 25, 1986 from Mueller to Lewis.	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS 9-0 concurs with Area B Subcommittee's recommendations.	
7. ACADEMIC SENATE RECOMMENDATION	

Memorandum

George Lewis, Chair
GE&B Committee

Date : June 25, 1986

File No.:

Copies : GE&B Area B
Subcommittee

From : Jim Mueller, Chair *JM*
GE&B Subcommittee for Area B

Subject: Review of Area B Requirements

During the past year the GE&B Area B Subcommittee has met to re-evaluate all courses in that distribution area. In arriving at the revised list of approved courses, we kept the following points in mind:

1. The general education component of a university education is not static, but rather is dynamically changing and should be under constant review. This viewpoint is consistent with the guidelines established by Executive Order 338 from the Chancellor's Office.
2. The previous Area B package was not consistent between Areas B1 and B2. Our revisions have sought to correct these differences.
3. The previous list of approved upper division courses was far too extensive. Many of these courses were so specialized as to have lost the "general" aspect of GE&B. As we have seen several times during the past year, this lack of a sharp delineation has encouraged certain departments to seek GE&B approval for courses outside of the basic sciences.
4. In some respects, the entire issue of upper division GE&B is a moot point, since in almost any conceivable case a student will have already satisfied the Area B requirements before reaching upper division status. Granted, there is an upper division distribution requirement for all of GE&B. We note, however, that all but 3 units of this requirement are satisfied by required courses from other distribution areas.

Our report consists of a revised statement of requirements for Area B and a summary list of courses which would be either excluded from or added to the presently approved list. In particular, we view the recommendations for the life sciences as tentative, with the possibility of additional deletions to be considered in the fall. The committee's desire is that the process of review continue by the solicitation of additional input from all departments in the School of Science and Mathematics.

A minimum of 18 quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

Distribution Area B1. Physical and Life Sciences

All students must complete a minimum of nine units from the approved list of courses in physical and life sciences, at least one course in each. At least one of the courses selected must include a laboratory.

(a) Physical Sciences

Courses may be selected as follows:

ASTR: Any lower division course

CHEM: Any lower division course except 106, 200, 252, 253

GEOL: Any lower division course except 211. 206 may be selected if
GEOL 201 or 204 have been completed

PHYS: Any lower division course except 100, 134, 137, 200, 202, 206,
207, 256, 257

PSC: Any lower division course

Any 300 level physical science courses having one of the prefixes ASTR, CHEM, GEOL, PHYS, or PSC and having one of the above courses as a prerequisite may also be chosen, with the exception of CHEM 350, PHYS 315, PHYS 363.

(b) Life Sciences

Courses may be selected as follows:

BACT: Any lower division course

BIO: Any lower division course except 099, 100, 253, and 255

BOT: Any lower division course except 238

ZOO: Any lower division course except 237, 238, 239

Any 300 level life science courses having one of the prefixes BIO, BOT, or ZOO and having one of the above courses as a prerequisite may also be chosen, with the exception of BIO 312, 321, 342.

Distribution Area B2. Mathematics and Statistics

All students must complete a minimum of two courses in mathematics and statistics, at least one of which must be in mathematics.

(a) Mathematics

Courses may be selected as follows:

MATH 114

MATH 131

MATH 115

MATH 141

MATH 118

MATH 201

MATH 119

MATH 221

MATH 120

MATH 328

MATH 121

Any 100, 200, or 300 level MATH courses having one of the above as a prerequisite may also be chosen. MATH 327 is excluded.

(b) Statistics

Courses may be selected as follows:

STAT 211

STAT 251

STAT 321

Any 200 or 300 level STAT courses having one of the above as a prerequisite may also be chosen, with the exception of STAT 330.

Courses which would be deleted from Area B:

CHEM: 350, 435, 436, 439, 444
GEOL: 211
PHYS: 202, 315, 403, 406, 410, 412, 413, 421, 452, 456
BACT: 322, 333, 342
BIO: 312
MATH: 405, 408, 409, 412, 413, 414, 419, 431, 432, 437, 442, 443, 444,
506, 507, 508, 512, 513, 515, 516, 518
STAT: 415, 418, 421, 423, 425, 426, 427

Courses which would be added to Area B:

GEOL: 321
BACT: 224, 225
ZOO: 133

4/3/87

California Polytechnic State University - San Luis Obispo

General Fund Budget
Annual Institutional Review and Allocation of the Annual Budget

Summary of the Initiative

FY 1987/88 Interim Plan for Allocation of Budget Increases

1. Background: President Baker's April 1985 initiative to establish a General fund Contingency Reserve and allocations for Special Projects was realized in an annual financial plan that was first implemented in FY 1985/86. The plan provides the president with the fiscal flexibility to implement short term (i.e., normally limited to one fiscal year) resource allocations for contingencies and special program needs. The president's initiative has been extended for a comprehensive review of all General Fund resources and to provide the mechanisms to implement long term allocations including positions, operating expenses and equipment. The President's Advisory Committee on Budget and Resource Allocations has been given the charge to attain this goal. An interim plan will be reviewed by the Advisory Committee to partially implement the new budget review process in FY 1987/88. The interim plan, which is discussed below, addresses increases in General Fund resources as compared to FY 1986/87. The full realization of a comprehensive budget review process will occur in subsequent budget cycles. At present, the Advisory Committee is reviewing alternative processes to zero base budgeting, as ZBB is not compatible with State and CSU budgeting processes and restrictions.
2. Change in Policy: Effective with the FY 1987/88 Final Budget, all General Fund increases in resources (as compared to the previous fiscal year) will be subject to allocation by the President after a review of institutional requirements. The President's allocations will be made after recommendations by the PACBRA. All budgetary increases in the Final Budget including,

positions, operating expenses, and equipment will be subject to annual review and allocation.

3. Purpose of the Initiative: The resource initiative is intended to provide an annual review of all General Fund increases in resources for possible allocation to meet institutional needs, programmatic expectations/mandates, and calls for innovation.

4. Methodology:

- The annual review will focus on university needs and programmatic expectations as defined by the President, the PACBRA, and responses from campus constituencies.
- The seven program administrators, ASI, and Academic Senate will be invited to: define institutional needs and program requirements, and to submit budget requests.
- Budget requests will be submitted to the PACBRA and screened in two stages:
1.) Summary budget requests (short descriptions of concept, personnel needs and costs), 2.) Detailed budget proposal suitable for implementation.
- These allocations will be made in accord with the Budget Act, state statute, Trustee policy, and Chancellor's Office directives/delegation.
- The PACBRA will recommend allocations to the President.

5. Criteria for Review of Budget Proposals:

- first consideration will be given to the maintenance of the university's core programs as established in the CSU budget: instruction, academic support, student services and institutional support. See Appendix A for a complete list of CSU cost center. Such maintenance will attempt to ensure that the core program areas receive sufficient resources to deliver their mandated levels of service.

- secondary consideration will be given to improvements in the base level of services delivered by the core programs. Example: automation, added service hours, specialized equipment.
- tertiary consideration will be given to new services for the core programs and new programs.

6. Guidelines for Preparation and Submittal of Budget Proposals:

- Phase I Screening: Summary Budget Proposal
- Phase II Screening: Detailed Budget Proposal

— DRAFT —

4/2/87

California Polytechnic State University - San Luis Obispo

Presiden's Council Advisory Committee
on Budgets and Resource Allocations

(min) - 4.7.87 Exec Mtg

<u>April - July 1987</u> <u>Event</u>	<u>PCACERA</u> <u>Meeting</u> <u>Dates</u>	<u>Event</u> <u>Date</u>
1. FY 1987/88 General Fund - Institutional Review of Budget Increases - President Baker requests budget proposals from campus constituencies. (Reply Date: 5/11/87)	4/9/87	4/13/87
2. FY 1988/89 Program Change Proposals - PCACERA recommendations to President Baker (after request from the Chancellor's Office)	4/9/87	4/16/87
3. FY 1986/87 General Fund - Year End Financial Review Recommendation for year-end expenditures or budget reductions.	4/9/87	4/16/87
4. FY 1987/88 General Fund Contingency Reserve and Special Project Allocations - PCACERA recommendations to President Baker. (OLPAC, Employee Affirmative Action, firefighters overtime, computer project). Budget call for Special Projects?	4/29/87	5/1/87
5. FY 1987/88 Lottery Education - PCACERA requests budget proposals from campus constituencies. (Reply Date: 6/1/87)	5/4/87	5/11/87
6. FY 1987/88 Lottery Education Fund - PCACERA recommendations to President Baker.	6/4/87 6/11/87 6/18/87	6/22/87
7. FY 1987/88 General Fund Institutional Allocations of Budget Increases - PCACERA recommendations to President Baker.	6/18/87 6/25/87 7/2/87	7/6/87