

CAL POLY

**Academic Senate**

805.756.1258

<http://academicsenate.calpoly.edu/>

**Meeting of the Academic Senate Executive Committee**

**Tuesday, November 12 2013**

**01-409, 3:10 to 5:00pm**

- I. **Minutes:** None.
- II. **Communication(s) and Announcement(s):**
- III. **Reports:**
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost:
  - D. Statewide Senate:
  - E. CFA:
  - F. ASI:
- IV. **Business Item(s):**
  - A. **Appointments to Academic Senate committee vacancies for 2013-2015:** (p. 2).
  - B. **Appointments to university committee vacancies for 2013-2014:** (p. 2)
  - C. **Appointment of replacement for academic senator Wayne Howard, WQ 2014.**
  - D. **Resolution on Inactivating and Reactivating Courses:** Schaffner, chair of the Curriculum Committee (pp. 3-5).
  - E. **Resolution on Graduate Certificate Matriculated Student Requirements:** Schaffner, chair of the Curriculum Committee (pp. 6-8).
  - F. **Resolution on Cross-Disciplinary Studies Minors:** Schaffner, chair of the Curriculum Committee (pp. 9-13).
  - G. **Reaffirming the quarter calendar as best fit for Cal Poly:** (p. 14).
- V. **Discussion Item(s):**
- VI. **Adjournment:**

## **Vacancies for 2013-2015 Academic Senate Committees**

### **College of Agriculture, Food and Environmental Sciences**

GE GOVERNANCE BOARD 2013-2016  
INSTRUCTION COMMITTEE 2013-2014

### **College of Architecture and Environmental Design**

FACULTY AFFAIRS COMMITTEE  
GRANTS REVIEW COMMITTEE

### **College of Engineering**

DISTINGUISHED TEACHING AWARD COMMITTEE 2013-2014

**Bridget Benson, Electrical Engineering (2 years at Cal Poly) Tenure track**

I am interested in learning more about creative and effective teaching methods. Therefore, I would be happy to review my colleagues distinguished teaching work to learn from their strengths and reward them for their efforts.

FACULTY AFFAIRS COMMITTEE  
GE GOVERNANCE BOARD 2013-2014  
INSTRUCTION COMMITTEE 2013-2014

### **Orfalea College of Business**

CURRICULUM COMMITTEE 2013-2014

### **Professional Consultative Services**

CURRICULUM COMMITTEE  
DISTINGUISHED TEACHING AWARD COMMITTEE  
GRADUATE PROGRAMS SUBCOMMITTEE  
INSTRUCTION COMMITTEE

### **Chair for Sustainability Committee**

## **Vacancies for 2013-2014 University Committees**

ACADEMIC ASSESSMENT COUNCIL – 7 representatives, CAFES, CAED, and CENG vacancies

CAMPUS DINING ADVISORY COMMITTEE – 1 representative, 1 vacancy (2013-2015)

UNIVERSITY UNION ADVISORY BOARD – 1 representative, 1 vacancy (2013-2014)

Adopted:

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

**AS-\_\_\_\_-13**

**RESOLUTION ON  
INACTIVATING AND REACTIVATING COURSES**

- 1 WHEREAS, The Academic Senate is responsible for the approval and maintenance of all curricula at  
2 Cal Poly; and
- 3 WHEREAS, Once approved by the Senate the only mechanism to remove a course from the catalog  
4 is for the owning department to propose discontinuance; and
- 5 WHEREAS, Many courses that have not been taught in years (or have never been taught) appear in  
6 the catalog; and
- 7 WHEREAS, The catalog is a tool we provide to current students to plan their academic careers; and
- 8 WHEREAS, The catalog is visible to prospective students who may base their application or  
9 acceptance, on courses listed; and
- 10 WHEREAS, An accurate up to date course inventory is crucial in forecasting course demand for  
11 degree applicable courses; therefore be it
- 12 RESOLVED: That the Academic Senate endorse the attached Policy for Inactivating and Reactivating  
13 Courses; and, be it further
- 14 RESOLVED: That the Academic Senate (via the administration by the Academic Senate Curriculum  
15 Committee and Registrar) begin implementing this policy for the 2015-17 catalog  
16 review cycle.

Proposed by: Academic Senate Curriculum Committee  
Date: October 24 2013

## **BACKGROUND OF STALE COURSES AND THE POSITION OF THE ASCC**

Prior to the 2013-15 catalog, there were 722 courses that had not been taught in more than 10 quarters, or possibly not ever taught. While not ordinarily burdensome, the normal process to remove courses from the catalog involves filling out course modification forms. Given the large number of courses that were identified as candidates for deletion, the Registrar (with agreement and support of the ASCC) provided departments with lists of these inactive courses with simple checkboxes to identify which courses to retain and delete during the 2013-15 catalog cycle. While some departments removed many inactive courses, others retained all or most of their stale courses. Currently there are over 571 courses (not counting new courses introduced in the current or previous catalog or courses that are selected topics/individual studies, etc.) that have not been offered in the past 2 years. Of those, there are 280 courses that have not been offered in the past six years.

It is the view of the ASCC that the Cal Poly catalog should provide accurate and timely listings of courses that students have the ability to take. The catalog is a resource used by current students for planning and prospective students for recruiting. Not offering the courses in the catalog with regularity is a disservice to our students. While we continue to encourage departments to formally delete courses that they have no intention of teaching, we recognize that there are reasons to retain some courses on an inactive status. The attached proposed policy for inactivating and reactivating courses provides these mechanisms.

## **POLICY FOR INACTIVATING AND REACTIVATING COURSES**

### **Inactivation**

Each catalog cycle the Registrar shall provide to each department a listing of courses that have not been offered for six (6) or more years (i.e., three catalog cycles). These courses will be flagged as inactive and the department will be notified of this status. Inactive courses will not appear in the subsequent Cal Poly catalog and will not be available for scheduling until reactivation.

### **Reactivation**

If an inactive course is so old that it does not have any learning objectives on file with the A Registrar's office, a new course proposal and Senate approval will be required to reactivate the course. As class schedules are typically developed at least two quarters in advance, proposals should be submitted to the ASCC at least three regular academic quarters prior to the quarter the course is to be offered.

A request to reactivate a course should be made by department heads/chairs to the Registrar no less than two quarters prior to the desired quarter to begin reoffering the course (e.g., to offer an inactive course in Spring, contact the Registrar in the Fall quarter). If a course has learning objectives on file with the Registrar, the course may be reactivated provided there are no active courses with learning objectives similar to the inactive course and the respective associate dean acknowledges that sufficient resources to support the course are available or will be provided. Requests to reactivate courses will be reviewed by the Registrar with concurrence from the ASCC. If the learning objectives of the course to be reactivated overlap with those of existing courses, or other problems emerge, it may require more than two quarters to determine if the course may be reactivated and, if appropriate, reactivate the course.

### **Exemptions**

Special problem courses (e.g., 200, 400), Special/Selected Topic shell courses (e.g., 270, 271, 470, 471), and internship/coop courses (e.g. 485, 495, 585, 595), will be exempt from automatic inactivation.

Adopted:

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

**AS-\_\_\_\_-13  
RESOLUTION ON  
GRADUATE CERTIFICATE MATRICULATED STUDENT REQUIREMENTS**

- 1 WHEREAS, AS-726-11 establishes and endorses University Guidelines for Academic Graduate  
2 Certificate Programs; and
- 3 WHEREAS, AS-726-11 provides no guidelines for the application of credit earned by non-  
4 matriculated students; and
- 5 WHEREAS, Graduate certificates are an academic, not a professional, certificate; and
- 6 WHEREAS, Non-matriculated students may take courses through Special Session, a program run by  
7 Extended Education, a self-support program run by Extended Education; and
- 8 WHEREAS, Cal Poly limits the number of degree applicable units earned as a non-matriculated  
9 student: a maximum of 36 Open University units may be applied toward a Cal Poly  
10 undergraduate degree ( $36/180 = 20\%$ ) and a maximum of 12 units toward a graduate  
11 degree ( $12/45 = 27\%$ ); and
- 12 WHEREAS, Cal Poly general graduation requirements state that "students must be formally  
13 admitted to the major in which they wish to graduate, and must matriculate, in order to  
14 earn a degree;" and
- 15 WHEREAS, Students may currently complete all requisite courses in a graduate certificate program  
16 without being matriculated; therefore be it
- 17 RESOLVED: That a 7th requirement be added to the Academic Graduate Certificate Programs  
18 Specific Requirements stating that "Upon achieving 50% of the units that are applied  
19 toward satisfaction of graduate certificate requirements, no further units will be  
20 counted towards the graduate certificate for non-matriculated students"; and be it  
21 further
- 22 RESOLVED: That enrollment for all non-matriculated students in the first course in Academic  
23 Graduate Certificate Programs require the consent of the graduate certificate program  
24 coordinator who will advise students of the matriculation requirements for the  
25 certificate before enrolling students in the course.

Proposed by: Academic Senate Curriculum Committee  
Date: October 24, 2013

# REFERENCE MATERIAL

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## ACADEMIC GRADUATE CERTIFICATE PROGRAMS

(<http://www.academicprograms.calpoly.edu/content/academic-graduate-certificate-programs>)

### INTRODUCTION

Academic graduate certificate programs are designed to provide a specialized area of study that meets the requirements for professional competence and to expand access to specialized knowledge. The subject matter is advanced and narrow in focus.

The programs are typically designed for working professionals who are seeking to advance their career opportunities by obtaining specialized knowledge in their field or in a new field.

This policy does not apply to Continuing Education Units (CEUs) or other non-credit certificate programs offered by Continuing Education. This policy does not apply to existing academic certificate programs at Cal Poly, including Teaching English as a Second Language (TESL), Technical Communication, Organizational Leadership, and Gerontology.

### DEFINITIONS

An academic graduate certificate program:

1. declares that a student has satisfactorily completed a sequence of advanced academic courses that provide instruction in a stand-alone, coherent body of specialized knowledge; and
2. is designed to meet requirements for professional competence, expand access to specialized knowledge, or meet occupational needs for advanced interdisciplinary work.

### AN ACADEMIC GRADUATE CERTIFICATE PROGRAM:

is a stand-alone program that is distinct from a specialization taken in conjunction with or as part of a degree program;

1. provides a set of learning experiences with a specific set of educational objectives;
2. consists of 12-24 quarter units (3-6 courses);
3. may be provided via Special Sessions (self-support) through Continuing Education (see Executive Order 1047); and
4. has a formal application process and a distinct matriculation.

### SPECIFIC REQUIREMENTS

1. The educational background and prerequisites for admission into the graduate certificate program must be clearly stated.
2. The graduate certificate program advisor must verify that applicants have the appropriate and relevant background to meet the prerequisites of the program and to be successful in the program.

3. Admission to a graduate certificate program requires a bachelor's degree from an accredited institution with a major in a relevant field of study. The applicant must have attained a minimum GPA of 2.5 in the last 90 units attempted or have earned a GPA of at least 2.5 in the last degree completed. Work experience may substitute (at the discretion of the program) for the relevancy of the bachelor's degree and for the minimum GPA requirements.
4. Courses taken to satisfy the requirements of a graduate certificate program may be applied to the requirements of a graduate degree program; however, students must apply separately for admission into a graduate degree program.
5. Students who are enrolled only in a graduate certificate program are exempt from the continuous enrollment requirement for graduate students.
6. The graduate certificate program may allow a maximum of one 4-unit course in transfer credit, as determined by the graduate certificate program advisor.

#### ESTABLISHING ACADEMIC GRADUATE CERTIFICATE PROGRAMS

1. An academic graduate certificate program, and all its courses, must be approved by the Provost upon the recommendation of the Academic Senate through the regular curriculum approval process.
2. A graduate certificate program will generally consist of courses at the 500 level. No more than half of the courses may be at the 400 level. No course-work may be below the 400 level.
3. An Outline for Request for Approval of a New Graduate Certificate Program form is required. Form is found under Catalog and Curriculum Development section of Office of Registrar's Records Office Forms page.
4. The Financial Aid Office should be contacted prior to the establishment of a new graduate certificate program to ensure that federal regulations regarding "Gainful Employment" are satisfied.
5. Academic graduate certificate programs do not require approval by the CSU Chancellor's Office.
6. Typically graduate certificate programs do not undergo WASC review; however, the WASC Accreditation Liaison Officer should be contacted to determine if the new graduate certificate program is subject to a WASC Substantive Change Review.
7. Academic graduate certificate programs will be published in the catalog.
8. A graduate certificate program will be required to undergo program review at a frequency determined by Academic Programs.

#### AWARDING AN ACADEMIC GRADUATE CERTIFICATE

1. A minimum GPA of 3.0 is required for successful completion of a graduate certificate program. Students may not elect to take courses required for the certificate as credit/no credit.
2. A graduate certificate program must be completed within 3 years.
3. The title of the graduate certificate will appear on the student's official transcript.
4. Completion of the graduate certificate program will be commemorated by a document bearing the University seal and signed by the program's college dean(s).

-Adopted by the Academic Senate March 8, 2011, Resolution AS-726-11



Adopted:

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

**AS-\_\_\_\_-13**

**RESOLUTION ON  
CROSS-DISCIPLINARY STUDIES MINORS**

- 1    WHEREAS,    A minor is defined as a “coherent group of courses which stands alone and provides a  
2                   student with broad knowledge of and competency in an area outside the student’s  
3                   major”; and
- 4    WHEREAS,    A concentration is defined as a “coherent and specialized course of study within a  
5                   student’s major degree program, which presupposes knowledge of the major  
6                   discipline”; and
- 7    WHEREAS,    The “stands alone” group of courses requirement of minors is limiting when developing  
8                   a specialized curriculum without hidden prerequisites; and
- 9    WHEREAS,    The “specialized course of study within a student’s major” requirement of  
10                  concentrations does not recognize in-depth study in disciplines outside of the major;  
11                  and
- 12   WHEREAS,    CSU Executive Order 1071 delegates to presidents the authority to approve options,  
13                  concentrations, special emphases, and minors; therefore be it
- 14   RESOLVED:    That the Academic Senate request that President Armstrong create the Cross-  
15                  Disciplinary Studies Minor as defined in the attached document.

Proposed by: Academic Senate Curriculum Committee  
Dated:            October 24, 2013

# CROSS-DISCIPLINARY STUDIES MINOR

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## DEFINITION

A cross-disciplinary studies minor (CDSM) is the result of a partnership between two or more target major programs. It is defined as a set of curricular requirements comprised of coherent groups of courses tailored for each partner program such that all students from target majors develop (1) depth in the partner discipline, (2) focused study in their own discipline, as well as (3) focused study in the mutual domain of the minor.

## REQUIREMENTS

- The curricular requirements are the same for all students in the CDSM.
- The total number of units in the CDSM that cannot be covered by the requirements of the student's major shall not exceed 24 units.
- The CDSM curriculum shall require at least 12 units of coursework that cannot be covered by the requirements of the student's major.
- At least half of the units must be from upper division courses (300- or 400-level) and at least half of the units must be taken at Cal Poly.
- Not more than one-third of the courses in an CDSM can be graded Credit/No Credit (CR/NC), except for courses that have mandatory CR/NC grading.
- A minimum overall 2.0 GPA for all CDSM required coursework is needed for completion.

## MAJORS/PARTNER MAJORS/CROSS-DISCIPLINARY MINORS

- The CDSM will be completed along with the requirements for the bachelor's degree.
- Each partner major department will have a CDSM faculty/staff advisor. Students who wish to complete a CDSM are to contact the CDSM advisor in their home department as early as possible and fill out the appropriate agreement form.
- Each CDSM will have a program coordinator who will be responsible for coordinating curriculum changes both within the minor as well as changes in the target majors that may affect the minor.

## MINORS/GRADUATION

- The CDSM is formally declared when the student requests a graduation evaluation in the Evaluations Office; however, students should seek advisor approval early in their program to ensure timely graduation.
- The completion of the CDSM will be noted on the student's transcript, but will not be shown on the diploma. In no case will a diploma be awarded for the CDSM.

# REFERENCE MATERIAL

## EXAMPLE CROSS-DISCIPLINARY MINOR CURRICULUM FOR A CROSS-DISCIPLINARY MINOR IN DATA SCIENCE

STAT minor units	STAT	Course	Core Units	CSC	CSC Minor Units
	required in the major	CSC 101: Fundamentals of CS I		required in the major	
	CS/STAT/MATH elective	CSC 102: Fundamentals of CS II	4	required in the major	
	CSC/STAT/MATH elective	CSC 103: Fundamentals of CS III	4	required in the major	
	required in the major	MATH 206/244: Linear Algebra/ Linear Analysis	4	support (Math) elective	
	required in the major (*)	STAT 312, 321 or 301/302 (Intro to Statistics)		required in the major (STAT 323/312)	
	required in the major (*)	STAT 325 Probability Theory	4	support (Math) elective	
	technical elective	CSC 365: Databases	4	technical elective	
	technical elective	CSC 369: Distributed Computations (Hadoop)	4	technical elective	
	Free elective	CSC 349: Algorithms	4	required in the major	
	required in major	STAT 330/ 331: SAS/R	4	technical elective (2c)	
	required in major	STAT 324: Applied Regression	4	technical elective (2c) (* TBA)	
	elective	STAT 419: Applied Multivariate analysis	4	<b>Minor</b>	4
	Free elective	CSC 466: Knowledge Discovery from Data	4	technical elective	
4	<b>Minor</b>	DATA 201: Introduction to Data Science	4	<b>Minor</b>	4
4	<b>Minor</b>	DATA 301: Data Science	4	<b>Minor</b>	4
2	<b>Minor</b>	DATA 350: Data Science Capstone I	2	<b>Minor</b>	2
2	<b>Minor</b>	DATA 450: Data Science Capstone II	2	<b>Minor</b>	2
8	<b>Minor</b>	CS Tech Electives		technical elective	
	400 electives	STAT Tech Electives		<b>Minor</b>	8
20			56		24

## MINORS

(<http://www.academicprograms.calpoly.edu/content/academicpolicies/Policies-Undergrad/Minors>)

Definition: A minor is defined as a coherent group of courses which stands alone and provides a student with broad knowledge of and competency in an area outside the student's major.

### MAJORS/MINORS

- A major and a minor may not be taken in the same degree program (e.g., a student majoring in history may not complete a minor in history, whereas a student majoring in crop science may complete a minor in plant protection).
- The minor will be completed along with the requirements for the bachelor's degree. Courses in the minor may be used to satisfy major, support and general education requirements.

### REQUIREMENTS

- Students who wish to complete a minor are to contact the department offering the academic minor as early as possible in the program and fill out the appropriate agreement form.
- A minor consists of 24 to 30 units with at least half of the units must be from upper-division courses (300- or 400-level) and at least half of the units must be taken at Cal Poly.
- Not more than one-third of the courses in a minor can be graded Credit/No Credit (CR/NC), except for courses which have mandatory CR/NC grading.
- A minimum overall 2.0 GPA is required for completion of the minor (French, German and Spanish language minors must have a 2.75 GPA).

### MINORS/GRADUATION

- The minor is declared when the student requests a graduation evaluation in the Evaluations Office.
- The completion of the minor will be noted on the student's transcript but will not be shown on the diploma. In no case will a diploma be awarded for the minor.

## CONCENTRATIONS

(<http://www.academicprograms.calpoly.edu/content/academicpolicies/Policies-Undergrad/Concentrations>)

Faculty have the option to include concentrations in the baccalaureate programs they develop. A concentration is intended to be a coherent and specialized course of study within a student's major degree program, which presupposes knowledge of the major discipline. The requirements for a concentration are stated in the catalog, and faculty have a commitment to deliver the approved curriculum as stated. Therefore, when advising individual students, faculty should attempt to follow the approved curriculum before considering substitutions.

Concentrations are noted on the student's transcript but are not shown on the diploma. The following requirements for establishing or revising a concentration become effective with the 2013-15 catalog cycle.

- A concentration is a block of at least five designated courses from one or more lists of designated courses or course areas.
- No single course should appear in every concentration; such courses should be included in the major.
- The courses for a concentration shall appear in the major course column.
- The number of concentration units shall not exceed 50% of the total major units.

November 5 2013

Reaffirming the conclusion of the Cal Poly SLO Presidential Semester Review Task Force Final Report that remaining on the quarter calendar best fits the polytechnic nature of our university and improves the educational outcomes of students at Cal Poly SLO:

- Quarter classes are commonly 4 units, making 16 unit quarters a normal full load and thus allowing students complete up to a 192 unit program in 12 quarters.
- Preliminary research conducted at Cal Poly SLO shows that first generation and Hispanic students are not significantly less likely to graduate within an additional quarter than comparable students within the same major.
- Quarters allow students to gain breadth in general education and permits students to engage with more students and faculty outside of their major. This enhances students' ability to become "whole-system thinkers" in accordance with the Cal Poly SLO Strategic Plan.
- Quarters allow for exposure to more upper division electives in majors with a high upper division unit count. This flexibility allows students to investigate their own areas of interest and helps to distinguish themselves for successful entry to the work force or graduate school.
- The quarter calendar allows for Cal Poly SLO engineering departments, coupled with the economy of size, to offer a broad selection of "core engineering" classes for less units than semester schools. These "core engineering" classes enhance interdisciplinary collaboration among our students; a requirement for today's professionals. This principle is the same for all colleges that have a common core of classes.
- Six-month internships and/or co-op assignments can be limited to spring-summer or summer-fall quarters, delaying graduation by one quarter rather than one full semester.
- Students who participate in athletics (sports seasons usually spans only one quarter) and/or academic club competitions may take a lighter unit load during the quarter in which they compete thereby limiting lost time to graduation.
- On the quarter calendar, students who must work to support themselves can take fewer classes and still retain a 12 unit count to maintain their financial aid.
- Cal Poly SLO students believe that the fast pace of the quarter calendar better prepares them for professional work. Even if this is "the Hawthorne effect" it produces a positive result for our students by motivating them to work harder.
- Students who fall behind due to a serious illness, family crises, or financial problems resulting in failing a class or taking an incomplete can catch up to their cohorts more quickly on a quarter calendar.
- Graduation rates can be improved by supporting a robust ten week summer quarter.
- For working professionals pursuing a master's degree on-line, the quarter system is better suited to their work environment. It is easier for these working professionals to commit to a 10-week quarter as opposed to a full semester.