Meeting of the Academic Senate  
Tuesday, May 1, 2018  
ATL – building 7, 3:10 to 5:00 pm

I. **Minutes:** none.

II. **Communication(s) and Announcement(s):** none.

III. **Reports:**
A. Academic Senate Chair:
B. President’s Office:
C. Provost:
D. Vice President for Student Affairs:
E. Statewide Senate:
F. CFA:
G. ASI:

IV. **Special Reports:**
A. [TIME CERTAIN 3:45 p.m.] Program Review Annual Report by Bruno Giberti, Associate Vice Provost for Academic Programs and Planning and Mary Pedersen, Senior Vice Provost for Academic Affairs (pp. 2-3)
B. [TIME CERTAIN 4:10 p.m.] Registrar’s Quarterly Update by Cem Sunata, Registrar.

V. **Business Item(s):**
A. [TIME CERTAIN 3:30 P.M.] Resolution on Creation of Area B7 and Migration of Current Area F Classes: Brenda Helmbrecht, GE Governance Board Chair, first reading (pp. 4-6).
B. Resolution on Discontinuation of B.A. in Liberal Studies Degree Program: Brian Self, Curriculum Committee Chair, first reading (pp. 7-8).
C. Resolution on Discontinuation of Doctor of Education Degree Program: Brian Self, Curriculum Committee Chair, first reading (pp. 9-10).

VI. **Discussion Item(s):**

VII. **Adjournment:**

805-756-1258 -- academicsenate.calpoly.edu
### 2016-17 Internal Reviewers and Program Accolades

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>Noted Accolade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture (MS) &amp; Forestry Sciences (MS)</td>
<td>The graduate students are phenomenal. Those meeting with the reviewers were very engaged in their fields, and a majority spoke of continuing their education, either in a Ph.D. or other more specialized programs. They were energized, pleasant, excited, positive, and appreciative. These students are the end product of the programs under review, and their education is clearly excellent.</td>
</tr>
<tr>
<td>• Lily Laiho, Biomedical Engineering</td>
<td></td>
</tr>
<tr>
<td>• Chris Kitts, Research &amp; Economic Development</td>
<td></td>
</tr>
<tr>
<td>Anthropology &amp; Geography (BS)</td>
<td>The program does a good job providing pre-professional guidance and extra-curricular opportunities for its students. The “professional preparation” course (ANT/GEOG 464) and the Extra-Curricular Opportunities in the Social Sciences fair are particularly notable. These events have been developed and revised using feedback from the students, which further increases their effectiveness.</td>
</tr>
<tr>
<td>• John Perrine, Biological Sciences</td>
<td></td>
</tr>
<tr>
<td>Architecture (BArch)</td>
<td>Perhaps one of the most important measures of effectiveness of the program is how students become engaged in their Profession during their time at Cal Poly and after graduation. Engagement with the profession during their time as students takes place effectively in the studio-based curriculum. Work displayed by the students clearly shows how the studio work prepares students for the profession. Additionally, many studio projects are based on real-world needs from the community thus making them more relevant and excellent preparation for the profession.</td>
</tr>
<tr>
<td>• Jim Widmann, Mechanical Engineering</td>
<td></td>
</tr>
<tr>
<td>Art &amp; Design (BFA)</td>
<td>Overall, the department is to be commended for their ability to shepherd resources wisely, having developed advising and survey mechanisms to monitor student progress, exiting student and alumni impressions, engage alumni in a meaningful manner, and service a focused set of concentrations while servicing a significant campus student body desire for Minors and General Education content in art and design.</td>
</tr>
<tr>
<td>• Michael Lucas, Architecture</td>
<td></td>
</tr>
<tr>
<td>Biological Sciences (MA &amp; MS)</td>
<td>As judged by the usual metrics (GPA, GRE scores, graduation rates, post-graduation placement in jobs and PhD or professional programs in program, etc.), the quality of the graduate students ranges from very good to excellent. The program is attracting high-quality homegrown students by offering these students substantial research opportunities in labs as undergraduates. Consequently, approximately one third of the graduate population is comprised of students who were “hooked” into labs as undergrads and elected to continue their research in the same lab as graduate students.</td>
</tr>
<tr>
<td>• Clark Turner, Computer Science &amp; Software Engineering</td>
<td></td>
</tr>
<tr>
<td>Physics (BA &amp; BS)</td>
<td>Cal Poly’s Department of Physics is to be commended for providing a wide variety of research opportunities and for rigorous degree programs that consider both content and skills as students progress through their major coursework. Important distinctive elements of the program include the large number of upper-division laboratory experiences required in the BS degree track, and the far-ranging opportunities for interested students to get engaged in paid summer research with faculty.</td>
</tr>
<tr>
<td>• Trevor Harding, Materials Engineering</td>
<td></td>
</tr>
<tr>
<td>Field</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Political Science (BA) &amp; Public Policy</td>
<td>Perhaps the single-most distinctive characteristic of the department is the commitment to the learn-by-doing philosophy. This was evident in high quality opportunities for students such as Mock Trial, Model UN, and the student-run journal Paideia. It was also evident in projects on which students recalled having participated throughout a wide range of their courses. Likewise, it was evident in the range of innovative course projects developed by individual faculty members to encourage students to engage ideas by “doing” politics and/or political science.</td>
</tr>
<tr>
<td>MPP</td>
<td>Michael Boswell, City &amp; Regional Planning</td>
</tr>
<tr>
<td>Sociology (BA)</td>
<td>We find the Sociology major to be an extremely promising “rising” youthful major with the potential to be highly distinguished within the CSU system and beyond if its current trajectory continues. We also believe that the major exemplifies Cal Poly’s Learn by Doing strategic plan in providing internships and experiential learning with a sociological lens.</td>
</tr>
<tr>
<td></td>
<td>Camille O’Bryant, College of Science &amp; Mathematics</td>
</tr>
<tr>
<td>Agribusiness (BS)</td>
<td>The agribusiness program is distinguished by a strong history of knowledge and engagement with California agriculture that is unique from any other program in the nation. There is a strong alumni base, and caring faculty.</td>
</tr>
<tr>
<td></td>
<td>Steve Hamilton, Economics</td>
</tr>
<tr>
<td>Nutrition (BS)</td>
<td>Departmental faculty and staff provide exceptional direction and mentorship in terms of career path advising. Advisor duties are integrated into the curriculum and faculty support. Advising is integrated into the climate of success.</td>
</tr>
<tr>
<td></td>
<td>Dawn Neill, Anthropology &amp; Geography</td>
</tr>
<tr>
<td>Wine &amp; Viticulture (BS)</td>
<td>The quality of the recently revised curriculum and the cross-disciplinary background the program delivers, as well as the quality of the faculty, provides the undergraduates an excellent preparation for the labor market and industry needs. As wine consumption continues to increase, and as the United States further develops its export markets, there should be increased need for persons with this level and quality of academic preparation.</td>
</tr>
<tr>
<td></td>
<td>Scott Dawson, Orfalea College of Business</td>
</tr>
<tr>
<td>Animal Science (BS)</td>
<td>Undergraduate persistence rates in year 1 are high and relatively stable. The department should be commended on the dramatic improvements to its four- and five-year graduation rates over the last two years, such that it now leads against CAFEs and university averages.</td>
</tr>
<tr>
<td></td>
<td>Chris Kitts, Research &amp; Economic Development</td>
</tr>
<tr>
<td>Food Science (BS)</td>
<td>The Food Science program at Cal Poly San Luis Obispo is a unique combination of excellent faculty committed to teaching and learning, a large student body with growing diversity and potential for even greater, in a state with a food and agriculture industry larger than most countries.</td>
</tr>
<tr>
<td></td>
<td>Alan Kiste, Chemistry &amp; Biochemistry</td>
</tr>
</tbody>
</table>
Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-____-18

RESOLUTION ON CREATION OF AREA B7 AND MIGRATION OF CURRENT AREA F CLASSES

WHEREAS, The Chancellor’s Office has revised EO 1100, the CSU policy on GE breadth requirements; and

WHEREAS, The revised policy restricts the upper-division GE requirements to a total of 12 quarter units, consisting of four units each in CSU Areas B, C, and D; and

WHEREAS, The revised policy broadens CSU Area B to include a greater emphasis on quantitative reasoning; and

WHEREAS, Cal Poly engineering students must satisfy an upper-division Area B6 requirement, which consists of upper-division B courses with a specific prerequisite; and

WHEREAS, Other Cal Poly students must satisfy an upper-division GE requirement known as Area F, Technology, which requires the completion of lower-division Area B courses and addresses the significant aspects of CSU Area B; and

WHEREAS, The GE Governance Board values Area F classes and is committed to keeping them in the GE Program; and

WHEREAS, Cal Poly needs to implement changes to Area B and Area F beginning with the 2019-21 catalog; therefore be it

RESOLVED: That Area B, currently named as “Science and Mathematics,” will be renamed, “Math, Science, and Quantitative Reasoning,” beginning with the 2019-21 Cal Poly catalog; and be it further

RESOLVED: That as an interim step, Area F will become a subset of Area B known as B7, beginning with the 2019-21 catalog; and be it further

RESOLVED: That all current Area F courses will be moved temporarily to the new Area B7; and be it further
RESOLVED: That all the Area B learning objectives will be revised to reflect Area B Objectives in the revised EO 1100; and be it further

RESOLVED: That, to remain in the new Area B7 for the 2021-2023 catalog and subsequent catalogs, all existing Area F courses will need to be resubmitted for review by the GE Governance Board and the Academic Senate Curriculum Committee under the new learning objectives.

Proposed by: General Education Governance Board
Date: April 11, 2018
2.2.3. Upper-Division Requirement

Nine upper-division semester units (12 upper-division quarter units) are required according to the following distribution:

- Area B (3 semester or 4 quarter units) Scientific Inquiry and Quantitative Reasoning
- Area C (3 semester or 4 quarter units) Arts and Humanities
- Area D (3 semester or 4 quarter units) Social Sciences

The 9 upper-division GE courses are designed to be taken after upper-division status (completion of 60 semester units or 90 quarter units) is attained. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in written communication, oral communication, critical thinking, and mathematics/quantitative reasoning. Campuses may require no more than 9 upper-division GE semester units (or the quarter equivalent).
RESOLUTION ON DISCONTINUATION OF B.A. IN LIBERAL STUDIES DEGREE PROGRAM

1 WHEREAS, Cal Poly has a policy on the Discontinuation of Academic Programs, which requires a potentially lengthy review by two separate groups, one representing students, staff, and faculty that are involved in the program, and the other representing students, staff, and faculty that are not involved in the program; and

2 WHEREAS, The Liberal Studies Department used to offer a B.A. and a B.S. in Liberal Studies; and

3 WHEREAS, The B.A. in Liberal Studies degree program was a broad-based, interdisciplinary course of studies; and

4 WHEREAS, The department now focuses on pre-professional, subject-matter teacher preparation, which is the mission of the active B.S. in Liberal Studies program; and

5 WHEREAS, The B.A. in Liberal Studies program has been suspended for the past 13 years; and

6 WHEREAS, The Liberal Studies faculty, including the Department Chair, have voted to discontinue the B.A. in Liberal Studies; and

7 WHEREAS, There are no students currently active in the program, and any former student who left without completing the B.A. in Liberal Studies could return to complete the B.S. in Liberal Studies program; therefore be it

8 RESOLVED: That the B.A. in Liberal Studies program be discontinued as of AY 2018-2019, and be it further

9 RESOLVED: That the discontinuance of the aforementioned program does not establish any criteria for the discontinuation of any other academic program.

Proposed by: Academic Senate Curriculum Committee and Academic Programs and Planning
Date: April 10, 2018
To: President Jeffrey Armstrong, Ph.D.

FROM: Lola Berber-Jimenez, Chair

SUBJECT: Discontinuing the BA in Liberal Studies

DATE: February 8, 2018

CC: Mary Pedersen, Senior Vice Provost for Academic Programs & Planning
Dustin Stegner, Academic Senate Chair
Amy Robbins, Academic Programs & Planning
Anne Marie Bergen, LS curriculum chair

The Liberal Studies Department used to offer two degree programs for our majors, a BA and a BS. The BA Liberal Studies degree was a broad-based interdisciplinary course of study for students that were meeting individual needs and interests. Over time, we focused on our coursework leading to pre-professional subject matter teacher preparation only, which is the current focus of our active BS Liberal Studies. Since the admission to the BA Liberal Studies program has been suspended for the past 13 years, we reviewed the possibility of resurrecting this degree.

The Liberal Studies committee met this week to review our intentions, current and future goals. After analyzing pros and cons, all faculty voted that we discontinue the BA in Liberal Studies. We see no reason to keep this program in our system. Our current offering of a BS in Liberal Studies is the correct degree designation for our curriculum and target students. I hereby formally request that we discontinue the BA in Liberal Studies.
WHEREAS, Cal Poly has a policy on the Discontinuation of Academic Programs, which requires a potentially lengthy review by two separate groups, one representing students, staff, and faculty that are involved in the program, and the other representing students, staff, and faculty that are not involved in the program; and

WHEREAS, Cal Poly’s School of Education used to offer a joint Doctor of Education (Ed.D.) program in Educational Leadership, which was administered jointly with the University of California at Santa Barbara (UCSB); and

WHEREAS, Admission to the Ed.D. degree program has been suspended for the past eight years; and

WHEREAS, UCSB has discontinued the program; and

WHEREAS, There are no students currently active in the program; and

WHEREAS, The Director of the School of Education has requested that the Ed.D. program be discontinued, and the program faculty supports it discontinuation; therefore be it

RESOLVED: That the Ed.D. program be discontinued as of AY 2018-19, and be it further

RESOLVED: That the discontinuance of the aforementioned program does not establish any criteria for the discontinuation of any other academic program.

Proposed by: Academic Senate Curriculum Committee and Academic Programs and Planning

Date: April 10, 2018
The School of Education used to have a joint doctoral program in Educational Leadership, the program was administered jointly with the University of California at Santa Barbara (UCSB). I have consulted with the faculty in our Educational Leadership program, and we have no intention of collaborating to resurrect this program. Although we may pursue a doctoral degree in Educational Leadership in the future, any such proposal would be significantly different and would be submitted as a new program through the appropriate channels.

Since admission to the Ed.D. program in Educational Leadership has been suspended for the past 8 years, and given that UCSB has discontinued the program on their campus, I see no reason to perpetuate this program in our system. I hereby formally request that we discontinue the joint Ed.D. program in Educational Leadership. The faculty in our Educational Leadership program is fully supportive of me pursuing this program discontinuation.

Please let me know if you have questions or require anything further.