MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE  
Tuesday, January 30, 2007  
01-409, 3:10 to 5:00pm

I. Minutes: none.

II. Communications and Announcements:  
Nominations received to date for the Academic Senate 2007-2009 term (to be distributed).

III. Reports: [Please limit reports to three minutes or less]  
A. Academic Senate Chair:  
B. President's Office:  
C. Provost:  
D. Statewide Senate:  
E. CFA Campus President:  
F. ASI Representative:  
G. Caucus Chairs: brief reports on Access to Excellence discussions in each college.  
H. Other: Hannings, chair of the Curriculum Committee: remaining curriculum proposals.

IV. Consent Agenda:

V. Business Item(s):  
A. Academic Senate committee vacancies/university committee vacancies: (p. 2).  
B. Curriculum proposal for Masters in Agricultural Education (MAE): Hannings, chair of the Curriculum Committee (pp. 3-4).  
C. Resolution on Focus the Nation: Greenwald, chair of the Sustainability Committee (pp. 5-6).

VI. Discussion Item(s):

VII. Adjournment:
Academic Senate Committee Vacancies for 2006-2008

COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCES
- Grants Review Committee

Phil Tong, Diary Products
Leanne Berning, Dairy Science

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN
- Budget and Long-Range Planning Committee

COLLEGE OF EDUCATION
- Distinguished Scholarship Awards Committee
- Faculty Dispute Review Committee (2006-2007 term)
- Fairness Board
- Instruction Committee (2006-2007 term)
- Student Grievance Board (2006-2007 term)
- Sustainability Committee (2006-2007 term)

COLLEGE OF LIBERAL ARTS
- Curriculum Committee

COLLEGE OF SCIENCE AND MATHEMATICS
- Grants Review Committee
- Library Committee

John Goers, Chemistry

PROFESSIONAL CONSULTATIVE SERVICES
- Curriculum Committee (2006-2007 term)
- Faculty Dispute Review Committee
- Instruction Committee
- Research and Professional Development Committee
- US Cultural Pluralism Subcommittee

ACADEMIC SENATE COMMITTEES CHAIR
Vacancies for 2006

US Cultural Pluralism Subcommittee

UNIVERSITY-WIDE COMMITTEES
Vacancies for 2006

CAP Ad Hoc Editorial Coordination and Review Committee
(2 Representatives/1 Vacancy)

Bruno Giberti, Academic Senate Chair

01.23.07
Summary Statement of Proposed New Degree Program for Academic Master Plan Projection
(one or two pages)

1. Title of Proposed Program.
   Master in Agricultural Education

2. Reason for Proposing the Program.
   The current degree program is a Master of Science in Agriculture with a specialization in Agricultural Education. The program has been in existence for more than 40 years. It is a professional, non-thesis degree for educators. The 2005 report of the program review committee recommended a change in title to distinguish this program from the Master of Science thesis-based offerings in the college. This is an existing program with a proposal to change only the name of the degree.

3. Anticipated Student Demand.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>3 years</th>
<th>5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>at initiation</td>
<td>after initiation</td>
</tr>
<tr>
<td>Number of Majors</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>15</td>
<td>17</td>
</tr>
</tbody>
</table>

4. Indicate the kind of resource assessment used by the campus in determining to place the program on the academic plan. If additional resources will be required, the summary should indicate the extent of university commitment to allocate them and evidence that campus decision-making committees were aware of the sources of resource support when they endorsed the proposal.
   This is an existing program within the college. Resources that currently exist will be used to offer the program under a new title. Program growth is expected to occur at a rate proportional to the annual number of newly credentialed teachers in agricultural education. The state staff in agricultural education for the California Department of Education anticipates numbers of credentialed teachers to increase by about 20 percent over the next five years. The resource commitment to support the program is not expected to change as a result because the number of total students remains relatively steady.

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

   Ninety-five percent (95%) of the candidates are meeting their "Professional Development" requirements for teaching in California's public schools. The
remaining 5 percent are working toward advancement in other areas of education within the agricultural industry.

The California Commission on Teacher Credentialing (CCTC) requires beginning teachers to develop and follow a Professional Development Plan that includes 150 hours of workshops, conferences, courses, or other approved activities to receive a "clear" credential in their discipline(s) and achieve tenure in the district. Course work in the program and the degree itself are evidence that teachers are meeting this portion of the credentialing process.

6. If the new program is currently a concentration or specialization, include a brief rationale for conversion.
   The conversion is the outcome of discussions prompted by a recommendation of the external committee reviewing the MS program in the college as part of the program review process. Discussions ensued among members of the college’s graduate studies & research committee. The committee unanimously supports the conversion to a new degree title.

7. If the new program is not commonly offered as a bachelor’s or master's degree, provide compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree major which has potential value for students. If the new program does not appear to conform to the Trustee policy calling for "broadly based programs," provide rationale:
   The new program has served many educators for more than four decades. The new name more clearly separates the existing program from the thesis-based offerings within the college. Several universities in other states (Tarleton State University, Texas Tech University, Texas A&M University, Oklahoma State University, Iowa State University, and others) offer non-thesis advanced degrees for agricultural educators. There appear to be no other programs that combine face-to-face classes with graduate rigor and sequenced instruction designed for practitioners working in California’s educational system.

8. Briefly describe how the new program fits with the campus strategic plan.
   Graduate studies in the College of Agriculture, Food & Environmental Sciences allow the student to pursue either a professional program designed to enhance the competencies of agricultural educators, or an academic program of graduate-level scholarly activities and research in one of several specializations. Graduates are prepared for professional level occupations in education. Specific occupations would be: high school instructor, community college instructor, and extension agent.
WHEREAS, In May 2003, the Academic Senate endorsed the Talloires Declaration, committing Cal Poly to a ten-point program of promoting sustainability in education; and

WHEREAS, Addressing the threats of global warming and climate change has become a crucial priority in educating students about sustainability; and

WHEREAS, Focus the Nation is one way that colleges and universities can use their educational mandates to motivate their students and others to address these threats; and

WHEREAS, Cal Poly, San Luis Obispo, in conjunction with colleges, universities, and high schools across the country, will organize a symposium about “Global Warming Solutions for America” on or around January 31 2008; therefore be it

RESOLVED: That the Academic Senate of Cal Poly endorse the following statement formulated by the national Focus the Nation organizing committee:

Global warming poses a serious threat to people and natural systems across the planet. Public and private policy decisions about global warming this decade will have impacts lasting for generations. To focus the nation’s attention on this crucial issue, Cal Poly, San Luis Obispo, in conjunction with colleges, universities, and high schools across the country, will organize a symposium about ‘Global Warming Solutions for America’ on or around January 31 2008. On that day, faculty are strongly encouraged to travel with their classes to attend scheduled programs about climate change or to discuss it with their own students. The symposium program committee will work with interested faculty to develop appropriate material for their classes and to insure that diverse disciplines are represented in symposium panels and workshops.

Proposed by: Academic Senate Sustainability Committee
Date: January 24, 2007
Rationale:
The threats of global warming and climate change are becoming more manifest every day. Our patterns of energy production and consumption need to undergo profound transformation within the next decade to avert possible catastrophic consequences by the end of the century. Educational institutions are obliged to join government, businesses, community organizations and individuals in raising awareness of the threats and searching for ways to bring about these transformations.

*Focus the Nation* is one way that colleges and universities can use their educational mandates to contribute to such an effort. Its goals are to shift the national conversation about global warming from fatalism to determination and to create a national educational dialog on policy options by involving 1,000 participating schools, 5,000 organizers, 20,000 presenters, and 3 million students in discussions of "Global Warming Solutions for America" on a single date, January 31, 2008, just before the first 2008 presidential primaries. [See http://www.focusthenation.org]

At Cal Poly, an organizing committee representing students and faculty from all colleges is developing programs culminating in this day's events. The committee's work will be facilitated by the endorsements of Cal Poly administration, faculty and student organizations. Such endorsements have already been provided by the Association for the Advancement of Sustainability in Higher Education (AASHE) and by the presidents of Lewis & Clark College, The University of the South, Smith College, and Mount Holyoke College, among others.

In May 2003, the Academic Senate endorsed the Talloires Declaration, committing Cal Poly to a ten-point program of promoting sustainability in higher education. The Senate's endorsement was followed by President Baker's signing the Declaration in August of 2003. The Declaration has served as a statement of commitment and a guide to action for Cal Poly's sustainability programs. Though more specific in scope, the endorsement of the resolution of support for *Focus the Nation* will similarly signify commitment and lead to action. The statement submitted herein for endorsement has been formulated by the national *Focus the Nation* organizing committee.