MEETING OF THE ACADEMIC SENATE
Tuesday, February 28 2012
UU220, 3:10 to 5:00pm

I. Special Report:
Ruth Black, CSU Online Director: report on progress of Cal State Online, 3:10-4:00 p.m.

II. Minutes: Approval of minutes for the Academic Senate meeting of February 7 2012 (pp. 2-3).

III. Communication(s) and Announcement(s):

IV. Consent Agenda:

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<th>Program Name or Course Number, Title</th>
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<th>Academic Senate (AS)</th>
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<td>BUS 301 Global Financial Institutions and Markets (4)</td>
<td>Recommended for approval 1/26/12</td>
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V. Business Item(s):
A. Resolution on General Education C5 Elective: Josh Machamer, chair of General Education Governance Board, second reading (pp. 4-27).
B. Resolution on Academic Senate Executive Committee Attendance and Voting Provision: Executive Committee, second reading (p. 28).
C. Resolution on Support and Commendation for President Armstrong’s Defense of Academic Freedom: Executive Committee, first reading (pp. 29-30).
D. Resolution on Concentration Definition: Andrew Schaffner, chair of the Curriculum Committee, first reading (pp. 31-32).

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

VII. Adjournment:
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MINUTES OF THE ACADEMIC SENATE
Tuesday, February 7 2012
UU 220, 3:10 to 5:00pm

I. Minutes: The minutes of the January 10 2012 Academic Senate meeting were approved with one editorial change: Under Academic Senate Chair report, “6th” was added to the following sentence, “David Conn reported that a diversity colloquium...is scheduled for February 6th starting at 5:00pm.”

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

III. Reports:
A. Academic Senate Chair: (Fernflores) The Chair welcomed Cal Poly’s new Provost, Kathleen Enz Finken, to her first Senate meeting. Ruth Black, CSU Online Director, will be on campus February 28. She will be speaking to the Senate at its regularly scheduled meeting that day and is tentatively scheduled to have lunch with the Online Task Force. (The Online Initiative is now called Cal State Online.)

B. President’s Office: (Kinsley) Re the Student Success Fee: open forums are taking place on campus and the Student Advisory Referendum will take place on February 29. If anyone has questions about the fee, please contact her.

C. Provost: (Enz Finken) Provost Enz Finken introduced herself and mentioned the issues she has been reviewing during her first week here. Enz Finken has had a long history of working in a collective bargaining environment and looks forward to working with the Senate in a shared governance setting.

D. Vice President for Student Affairs: (Preston) University Housing is rolling out its second-year housing program. We’ll have 4000 students who will be interested in the 3500 bed spaces available for second-year students. 1000 students signed up the first day applications were opened. The CBS Sunday Morning Show did a segment on hazing and Cal Poly was part of the lineup. Cal Poly did very well in its response. The segment is on YouTube or can be Googled. Evening activities are being added for students to provide more excitement and encourage students to stay on campus during night hours.

E. Statewide Senate: (Foroohar) There is much unhappiness within the statewide Senate due to violations of shared governance by Chancellor Reed. Several resolutions were passed regarding these violations and the Chancellor has not responded to them. Among these were the Online Initiative; strengthening the Academic Senate CSU (ASCSU) constitution and bylaws by adding a clause regarding academic freedom; and the December budget cuts to the statewide Senate (however, its budget will be restored next year). At the last ASCSU plenary meeting, the Chancellor attended with a very different tone than in the past 10 years. He was polite and answered questions regarding the above matters, and apologized for his past behavior. The ASCSU is presently writing documents re the principles of shared governance and what it means.

F. CFA Campus President: (Thorncroft) The contract is currently in mediation. The timetable to complete all steps in the process is not known at this time. George Diehr (San Marcos), faculty representative on the PERS Board, will be at Cal Poly on February 16. A flyer will be mailed with details. He will be speaking on FERP, retirement issues, current status of the system, new
contract negotiations, benefits, and the implications of Governor Brown’s reforms. There are no reserves in PERS for CSU employees to receive a golden parachute at this time.

G. **ASI Representative: (Tabrizi)** ASI is partnering with the new San Luis Obispo Community Development Director to draft community ordinances dealing with issues involving students and the community. An ASI Leadership Forum is being planned bringing back past leaders of ASI including an ASI President who served prior to World War II. It’s recruitment time for next year’s ASI positions. A Student Success Fee Task Force has been established. Its goal is to objectively educate every student on the fee prior to voting. Creative ways of getting the information out are being discussed.

IV. **Consent Agenda:** The following three courses were approved by consent:
- FPE 500 Individual Study (1-4); independent study
- FPE 554 Forensic Fire Analysis (4), 4 lectures, and
- FPE 599 Design Thesis Cl-9), independent study

V. **Business Item(s):**
   A. **Resolution on Changes to the Academic Senate General Education (GE) Governing Board Policy:** Machamer, chair of the GE Governance Board, second reading: M/S/P unanimously.
   B. **Resolution on Direction of Expenditures for the CSU Online Initiative:** Griggs, chair of the Online Task Force, second reading: M/S/P unanimously.
   C. **Resolution on General Education CS Elective:** Machamer, chair of GE Governance Board, first reading: Machamer briefly presented the contents of the resolution. No modifications were suggested. It will return as a second reading at the next Senate meeting.
   D. **Resolution on Academic Senate Executive Committee Attendance and Voting Provision:** Executive Committee, first reading: Fernflores briefly presented the contents of the resolution. No modifications were suggested. It will return as a second reading at the next Senate meeting.

VI. **Discussion Item(s):** none.

[The meeting recessed at 4:25pm and was resumed at 4:45pm]

VII. **Special Reports:** (David Conn): **[TIME CERTAIN 4:45pm] Educational Effectiveness Review (EER): report and WASC site visit April 3-5.** David Conn presented a brief report on WASC and its upcoming site visit in April. WASC is currently revising its handbook which will guide its next visit to Cal Poly in 10 years. At that time there will only be one visit, and the process will total 3-1/2 years instead of its current 5 years. More of the process will be done online. During the current review, there was a shift from looking at compliance issues to focusing on topics most important to the campus. Campuses must be accredited in order to receive federal monies for financial aid.

The site team will be here in April to validate Cal Poly’s report “Our Polytechnic Identity in the 21st Century, WASC Educational Effectiveness Review Report” as evidence of student learning. The team’s schedule will be determined by what groups it would like to meet with (Senate, Executive Committee, a forum for students, maybe a forum for faculty and staff). There will be a reception for the team where student projects will be on display.

VIII. **Adjournment:** 5:00pm

Submitted by,

Margaret Camuso, Academic Senate
WHEREAS, The 2010-2011 General Education (GE) Task Force made several recommendations regarding the Cal Poly GE program for the GE Governance Board (see attached background: General Education Task Force Recommendations Report, henceforth “GE Report”); and

WHEREAS, On May 10, 2011, the Academic Senate Executive Committee approved the GE Report as charges for the GE Governance Board and the Academic Senate (see attached background: Minutes of the Academic Senate Executive Committee, 5/10/11); and

WHEREAS, As the GE Report indicates, the 72 unit GE template the Academic Senate approved in the "Resolution on General Education 2000" (AS 504-98) requires that students “in the colleges of CAFES, CAED, CSM, and OCOB are required to take 4 extra units in any GE Area C area. Similarly, students in CLA, LS, and LAES are required to take 4 extra units in any Area B area”; and

WHEREAS, Among the recommendations in the GE Report is that the GE Governance Board increase opportunities for Cal Poly students to receive “GE credit for intermediate level courses in languages other than English that have a substantial cultural component” (page 5, GE Report); and

WHEREAS, Within the CSU GE template, only Area C could allow for students to receive credit for intermediate level courses in languages other than English (MLL 121 level courses and above); and

WHEREAS, A designated C5 Elective Area for intermediate level course in languages other than English (MLL 121 level courses and above) would provide additional choice options for students within CAFES, CAED, CSM, and OCOB who are required to take 4 extra units in any GE Area C area; and

WHEREAS, Within the last twelve (12) quarters at Cal Poly (Winter 2009 – Fall 2011), one-hundred and fifty-eight (158) students from CAFES, CAED, CSM and OCOB took MLL courses (CHIN, FR, GER, SPAN) at the 121 level (see attached background: Academic Affairs Application Services Report, 1/13/12); and

WHEREAS, Approximately eighty (80) CAFES, CAED, CSM and OCOB majors took SPAN courses at the 121 level and above as part of the Cal Poly Faculty-Led Programs to Peru and Spain over the past two years (2009-2011) (see attached background: International Education and Programs Report); and
WHEREAS Fall quarter 2011, one-hundred and forty-one (141) freshmen CAFES, CAED, CSM and OCOB majors received Advanced Placement (AP) credit for SPAN, FR and GER 121 (see attached background: Evaluations Unit, Advanced Placement 121 Report, 1/17/12); and

WHEREAS In addition to courses approved for a C5 Elective, students from CAFES, CAED, CSM and OCOB would also be able to fulfill the C Elective requirement from any approved C1, C2, C3 or C4 course, if it is not already being used to satisfy one of those areas; and

WHEREAS As part of President Armstrong’s inaugural Fall Conference speech in September 2011, he pointed to the Strategic Plan as a road for Cal Poly’s future, illuminating in particular, “the vision as expressed in the Strategic Plan, that is: Cal Poly will be the nation’s premier comprehensive polytechnic university, recognized as an innovative institution that develops and inspires resourceful professionals to serve California and help solve global challenges,”; and

WHEREAS As part of President Armstrong’s inaugural Fall Conference speech in September 2011, he defined six (6) key imperatives that, “will guide us for the next 10 – 15 years,” the Third Imperative being to “Foster diversity and cultural competency in a global context”; therefore be it

RESOLVED That the Academic Senate approve the attached proposal for a defined C5 Elective Area for majors within CAFES, CAED, CSM and OCOB, effective beginning the 2013-2015 catalog, that would increase opportunities for students to receive “GE credit for intermediate courses in language other than English that have a substantial cultural component.”

Proposed by: Academic Senate General Education Governance Board
Date: January 18, 2012
C5 Elective Area Proposal (with introductory Area C amended to include a C5 component)

Area C: Introduction to Lower-Division Courses
Area C1: Literature, C2: Philosophy, C3: Fine and Performing Arts, C5: Languages other than English, provide a basic understanding of the traditions, values, and achievements found in language, literature, philosophy, and the fine and performing arts. Courses in this area foster, encourage, and improve students' ability to understand and respond--cognitively and affectively--to cultural achievements in both verbal and non-verbal forms. Foundation courses in the arts and humanities prepare students to see achievements within their broad historical and cultural context. These courses seek to improve and encourage students' ability to read with critical judgment and write with clarity, emphasizing writing as an integral part of the process of learning and discovery. They also cultivate an awareness of language and the arts as forms of expression valuable both in themselves and for developing critical and cultural awareness. By placing basic knowledge in a larger context, these courses provide a vision of why this area is an important component of general education.

C5: Elective
(GE credit option for CAED, CAFES, CSAM and OCOB students only)
Specified lower-division courses listed for Area C5 satisfy many of the educational objectives and criteria as listed for Areas C1-C3, but are not foundational courses. As such, they are appropriate as secondary courses (electives) in arts and humanities.

Courses specifically approved for Area C5: Elective are provided as additional choice options. Alternatively, to fulfill the C Elective requirement, students may choose any approved C1, C2, C3 or C4 course, if it is not already being used to satisfy one of those areas.

C5: Lower-Division Educational Objectives
Lower-division courses in C5 must fulfill EACH of the following objectives: After completing the lower-division elective, students should have an enhanced ability to:

- EO 1 communicate effectively in real target-language situations with an understanding of the various registers of language, including formal and metaphorical;
- EO 2 recognize cultural development reflected in changing language use; understand the significance of major historical events and movements, including evolving technology, in the development of the target language;
- EO 3 understand the historical/cultural development of issues in the humanities in significant periods prior to and including the twentieth century; understand the ways that historical context can illuminate current problems and concerns;
- EO 4 appreciate the differences between various cultural registers, such as popular, traditional, indigenous, Western, non-Western, as they are expressed in the target cultures.

C5: Lower-Division Criteria
Lower-division courses in C5 must meet EACH of the following criteria:

The course proposal and expanded course outline must clearly indicate that the course is at the 121 level or above, as well as how the course:

- CR 1 provides training in the four language skills: speaking, listening, reading, and writing at an intermediate level or above;
- CR 2 emphasizes analysis of the structures of the target language together with contrast analysis when appropriate between the target language and English;
- CR 3 emphasizes an understanding of language in its socio-cultural context, to include the difference between various registers of language use;
- CR 4 includes a significant amount of cultural understanding specific to the language being studied; furthermore, cultivates in students an awareness of different perspectives based on linguistic and cultural heritage;
- CR 5 provides opportunities to develop communicative and cultural competency so that students can function appropriately and be active participants in the target language culture.

(as of 1/18/2012)
General Education Task Force Recommendations

Opening Statement:

The GE Task Force appreciates the continued support from Cal Poly administrative leadership and faculty to view GE not as separate and distinct from education in the major, but instead as integral to the development of the “whole system” thinkers we want our students to become. The GE Task Force recognizes the commitment from Cal Poly administrative leadership and faculty to continually improving our whole curriculum in part by relying on GE as a crucial resource for students to learn and develop foundational skills.

Section 1: Recommendation regarding General Education (GE) for Cal Poly Leadership:

1. GE and Advising

Background:

GE, as a program, ought to have an interactive relationship with advising in order to keep abreast of student advising issues, solve problems, and create opportunities for student success. From 1999 to 2010, GE staff voluntarily attended Advising Council meetings without an official appointment. This resulted in many informational exchanges and problem solving opportunities, as well as development of many collaborative outreach projects. Due to a change in leadership on the Advising Council, along with the unofficial status of the GE appointment to the Advising Council, the GE staff member was removed from the council.

At the President’s discretion, he or she could appoint either the GE staff member to the Advising Council, or someone from the GE Governance Board. Alternatively, the President could delegate this responsibility to the GE Governance Board.

The GE Task Force respectfully requests that the President establish an official GE appointment on the Advising Council.

Section 2: Recommendations regarding GE for the GE Governance Board:

2. Writing and GE

Background:

GE 2001 was designed to introduce and develop students’ writing skills through a writing requirement of 10% in all GE courses, and a writing-intensive component (3,000 words of writing, with faculty
providing steady and meaningful feedback to students, and 50% of grade) spread out through six lower and upper division GE courses. Faculty teaching writing intensive courses were to be supported through resources and training through Writing in Generally Every Discipline (WINGED; see Appendix One and http://ge.calpoly.edu/facultyandstaff/winged/workshops.html).

The GE Task Force consulted with the Chair of the English Department, the director of the writing program in English (Area A course series; she also happens to be the University Learning Objective Writing Consultant), the coordinator of the Writing and Rhetoric Center, and the WINGED coordinator about GE and writing intensive courses.

The GE Task Force considered data regarding the frequency over the past four years of large section offerings of writing intensive classes. Some departments have been offering some large sections of writing intensive classes due to budget conditions. It is challenging for faculty to provide steady and meaningful feedback of student writing in large section classes. The data shows an increase in large section writing intensive courses in the following areas:

- GE Area C1 and C2 classes have enrollment in some sections from 120 to 137.
- Most C4 (Arts and Humanities - upper-division writing intensive-elective) have class sections with enrollments of 35 students or less; however there are large sections with enrollment from 80 to 218 in HUM 320, MU 324, and PHIL 339.
- D5 courses (Society and the Individual - upper-division writing-intensive elective) have section enrollments from 30 to 230. (ECON 303 runs as large as 230, POLS 325 runs as large as 135-210).

Recommendations for the GE Governance Board regarding writing and GE:

A. Develop an annual plan to encourage freshmen students to take the GE Area A: Communication course series (A1, A2, and A3) by the end of their first year. The plan should include interaction with faculty, advisors and students. The GE Area A1, A2, and A3 learning outcomes should be shared with faculty in all disciplines, so that faculty will understand what communication/writing skills students are expected to learn in these introductory courses, skills that should prepare students for their major courses.

B. Develop an annual plan to encourage junior students to fulfill or at least attempt the Graduation Writing Requirement (GWR) by the end of their junior year. This would allow students to see the assessment of their skills sufficiently early in their university experience, to afford them more time to improve their skills if they need to retake the test.

C. Work with major programs to develop flow charts that integrate lower-division GE writing-intensive courses into the freshmen/sophomore curriculum, and integrate upper-division GE writing intensive courses into the junior/senior curriculum.

D. Develop a plan for an annual series of workshops, as well as a communication plan to reach faculty who teach writing-intensive courses. The plan would be coordinated with the Center for Teaching and Learning (CTL), WINGED, and the Writing and Rhetoric Center. The workshops would provide opportunities for joint discussions and provide an assortment of tools to assist faculty with teaching
and grading writing.

E. The GE Program staff should recreate a new WINGED web site linked to the GE web site, offering online web site resources, sample writing assignments, rubrics, and workshop dates.


G. As long as Cal Poly remains committed to the value of GE writing intensive courses, it needs to ensure that enrollment in writing intensive courses does not exceed manageable class sizes relative to the responsibility faculty have to give regular and meaningful feedback to students about their writing in these courses (see Appendix Two, regarding three university wide learning objectives faculty across the campus identified as priorities for their programs, one of which was written communication). The GE Task Force recommends that the GE staff member monitor the frequency and range of large section offerings of GE writing intensive classes. When appropriate, based on accurate data, the GE Governance Board should encourage the administration to provide adequate support and resources to ensure that writing intensive requirements are met. Alternatively, it may also be appropriate to explore whether Cal Poly wants to build an infrastructure that allows for large section writing intensive alternative courses. If Cal Poly cannot or will not provide adequate resources to support current GE writing intensive offerings for large sections, the GE Governance Board should consider whether those courses should continue to be certified “writing intensive” courses.

3. GE Assessment

The GE Task Force refrains from making recommendations about assessment until the Academic Senate Assessment Task Force completes its assessment report.

Summary GE Assessment since 2006 GE Program Review:

GE utilized a collaborative strategy in GE assessment, one that would integrate with academic program reviews and align its goals with the university learning objectives. A summary of progress is listed below:

A. Mapping of the GE Learning Objectives in the GE curriculum has become a key point of integration in academic program review.

B. A full scale integrated program review pilot was successfully implemented with the College of Business in 2007.

C. GE utilized “ULO consultants” from 2008 through 2011 to assess specific GE/ULO learning objectives. The consultants led committees in assessing GE courses in writing proficiency, lifelong learning/information literacy, oral communication, diversity, and ethics. Results are available on ulo.calpoly.edu
4. GE Credit for Courses in Intermediate Level Courses in a Foreign Language

Background:

In article 4 of EO 1033: Subject Area Distribution, it states the following in reference to Area C Arts and Humanities courses in "Languages Other than English":

"Students may take courses in languages other than English in partial fulfillment of this [Area C] requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content."¹

Currently at Cal Poly, students can receive Area C1 course credit by taking one of Spanish 233, German 233, or French 233. Courses in C1 must cultivate "language skills that are advanced rather than basic" (see Area C Educational Objectives and Criteria, CR1, at: http://www.ge.calpoly.edu/facultyandstaff/ge_objectivesandcriteria.html#C)

The GE Task Force Chair consulted with Professor Keesey (GE Director), CLA Dean Halisky, CLA Associate Dean Valencia-Laver, Professor Thompson (Modern Languages and Literature Department Chair), and Ms. Tool (GE assistant in Academic Programs and Planning).

All parties consulted agreed that it is important to cultivate students' language skills that go beyond skill acquisition by determining a way that Cal Poly students could receive credit toward the degree for courses at the intermediate level. GE Area C may provide that possibility if students could earn GE credit in courses in languages other than English that are at the intermediate level, not just at the advanced-intermediate level.

Increasing opportunities: Students who participate in the CEA Study Abroad Program and the University Studies Abroad Consortium (USAC) receive GE Area C credit for taking intermediate level (not just advanced-intermediate) courses in languages other than English that have a substantial cultural component, providing they take those courses as part of their study abroad program. By contrast, students who participate in a Cal Poly led and developed study abroad program, such as the Cal Poly Spain and Cal Poly Peru programs, do not receive GE Area C1 credit for taking intermediate level (not advanced-intermediate) courses in languages other than English that have a substantial cultural component.

Cal Poly does have some approved courses in languages other than English in the 121/122 MLL courses that are at the intermediate level courses and have a substantial cultural component. However, Cal Poly students who take courses in the 121/122 series do not receive GE credit for those courses.

The Cal Poly GE template specifies that all courses in C1 should be literature-based, and the GE Task Force does not believe at this time that Area C1 needs revising. However, the GE Task Force maintains that it is important to increase opportunities for students to develop intermediate level language skills within the parameters of EO 1033 and the Cal Poly GE template, such that no student sees an overall increase in his or her total unit count for degree. One possible route is to create a new area in Area C, such as Area C5 as an option for students required to take the "C Elective."

¹ Article 4: Subject Area Distribution: CSU EO 1033 (http://www.calstate.edu/EO/EO-1033.pdf)

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.
Additional Background regarding the Area C Elective for CAFES, CAED, CSM, and OCOB Students:

Within the required 72 unit template of General Education, students in the colleges of CAFES, CAED, CSM, and OCOB are required to take 4 extra units in any GE Area C area. Similarly, students in CLA, LS, and LAES are required to take 4 extra units in any Area B area. In GE Area B, students in CLA, LS, and LAES can satisfy the extra 4 units in Area B by taking any course in the B1-B4 series or, by taking a course in the specific B5 designation for CLA, LS, and LAES students only. B5 provides for an additional selection of Area B non-foundational course offerings for CLA, LS, and LAES students.

The GE Task Force believes it would be beneficial to pursue developing a comparable area, called C5, which could serve to provide additional course options for students in CAFES, CAED, CSM, and OCOB (who are already required to take 4 extra units in any GE Area C). These students could satisfy the extra GE Area C requirement either by taking any course in the C1-C4 offerings as they currently do, or by taking a course in the proposed C5 offerings (see Appendix Three, Current GE Template and Possible Revision to GE Template).

Proposed Benefits of a C5 area include:

A. Cal Poly faculty who lead Cal Poly Study Abroad courses would have an opportunity to propose new "intermediate level" language courses in consultation with faculty from Modern Languages and Literature that could be used to satisfy the extra Area C elective course for CAFES, CAED, CSM, and OCOB students. Additionally, Cal Poly faculty who lead Cal Poly Study Abroad programs would have an opportunity to develop new GE language courses in consultation with faculty from Modern Languages and Literature.

B. Cal Poly students could receive GE Area C elective credit by taking courses in the 121/122 MLL series.

The GE Task Force recommends that the GE Governing Board leave C1 as it is, unless it uncovers issues the GE Task Force did not consider that suggest revision of this area is advisable. The GE Task Force does recommend that the GE Governance Board consider options for maximizing opportunities regarding GE credit for intermediate level courses in languages other than English that have a substantial cultural component. One option might be to create a "C5 elective" designation within the existing GE Area C elective option for CAFES, CAED, CSM, and OCOB students only. This C5 GE area would provide for an additional selection of Area C non-foundational course offerings. The criteria and objectives for an additional selection of Area C5 non-foundational course offerings would be subject to the CSU EO 1033 Area C Arts and Humanities guidelines, and would be expanded within the current parameters of Cal Poly’s GE Area C objectives and criteria by the GE Governing Board. Other possibilities could also apply. The GE Governing Board is charged with pursuing possible options and bringing what it believes is the best option to the Academic Senate for discussion and/or approval.

5. Area F Courses

Background:
Because of the interdisciplinary nature of these courses, all colleges have courses in Area F. Prior to AS 713-10: Resolution on the Establishment of an Academic Senate General Education Governance Board, the Area B/F Chair would monitor the supply and demand of Area F courses. The monitoring of supply and demand of Area F courses was especially helpful in advance of quarters for which it appeared there might not be enough courses to meet demand.

The GE Task Force recommends that the GE Governing Board work with the GE staff member to monitor the supply and demand of Area F courses.

6. Ad hoc committees: Area Experts to Assist with GE Curriculum Review During Catalog Cycle Review

According to the "Resolution on the Establishment of an Academic Senate Governance Board" (AS-713-10), the General Education Governance Chair may "Establish ad hoc committees if the GEGB Chair determines that ad hoc committees are needed, for instance for periodic GE assessment purposes of for program review."

The GE Task Force maintains the importance of ensuring that experts in specific GE areas are involved in the process of GE Curriculum Review. During heavy review periods, such as a catalog cycle, it would be prudent if the GEGB Chair were to establish an ad hoc committee comprised of an area expert from each GE area whose sole task is to attest to the appropriateness of course proposals for the areas in which faculty desired them to be certified.

The GE Task Force recommends that during heavy GE curriculum review periods, the GEGB Chair establish a GE Area ad hoc committee to attest to GE area appropriateness of courses proposed for GE.

Section 3: Recommendations for Academic Senate

7. Sustainability requirement

Background:

The GE Task Force supports a "Sustainability" requirement, similar to the USCP requirement, for all Cal Poly Students. In 2009 the Academic Senate adopted the "Sustainability Learning Objectives" for the university (AS-688-09). The GE Task Force maintains that is it possible and, in light of the Sustainability Learning Objectives, desirable, to add a Sustainability requirement for all Cal Poly students in such a way that no student sees an increase in his or her overall degree unit count. Just as USCP spans the curriculum, GE and non-GE, so too could a Sustainability requirement. Just as USCP is a "tag" on USCP certified courses from across the curriculum, so too would Sustainability be a "tag" on Sustainability certified courses from across the curriculum. Cal Poly faculty already have numerous approved courses in the major and GE curriculum in which important issues pertaining to sustainability are addressed. Consequently, students could satisfy the Sustainability requirement by taking courses they are already taking. Furthermore, faculty members would have new opportunities to develop courses in which they explore sustainability issues while they help students to meet GE or major requirements.

The GE Task Force recommends that the Academic Senate Chair work with the Academic Senate Curriculum Committee and the GE Governance Board to explore writing a resolution requiring that all
Cal Poly students satisfy a Sustainability requirement by taking one Sustainability certified course. In consultation with the chair of the Academic Senate Sustainability Committee, the resolution should provide criteria courses need to satisfy to be certified as “Sustainability” courses. The Sustainability requirement would become an official requirement for Cal Poly students starting with the 2013 Cal Poly Catalog.

The GE Task Force further recommends that the Academic Senate establish a Sustainability Task Force in spring, 2012, whose sole charge is to certify existing and new courses for the Sustainability requirement, well in advance of the 2013 catalog.

8. USCP Review

Background:

Over the past three years, Cal Poly has been conducting a pilot assessment project, the “ULO Project.” Among the assessment activities, the pilot project involved assessing for diversity learning. As a result of the diversity learning assessment activities, the Diversity Learning Assessment teams recommends that the university do a review of all USCP courses to ensure that they are aligned with the USCP criteria the Academic Senate adopted in 2009 (Resolution on United States Cultural Pluralism Requirement: AS-676-09; see Appendix Four, from the Diversity Learning Assessment Report).

Some USCP courses are not GE courses, however, many USCP courses are also GE courses, so the GE Task Force spent some time discussing the recommendation from the Diversity Learning Assessment team.

Many courses certified as USCP were so certified before the adoption of the 2009 criteria. It is important that future courses certified as USCP courses receive adequate review to ensure they meet USCP criteria, too.

The GE Task Force recommends that the Academic Senate establish a USCP Task Force in spring, 2012, whose charge is to review existing USCP certified courses to ensure that they meet the criteria described in AS-676-09. The USCP Task Force is also charged with giving faculty members meaningful feedback regarding any USCP courses in need of updating to meet USCP criteria. It is important that this review take place well in advance of the 2013 catalog.

For subsequent years, the GE Task Force recommends that the Academic Senate keep active the Academic Senate Curriculum Committee USCP sub-committee for on-going review of USCP proposed courses.
APPENDIX ONE

WINGED - Writing In Generally Every Discipline

The GE Program is committed to support both the GE required writing component and the writing-intensive coursework. This writing support is coordinated through the Center for Teaching and Learning (CTL) workshops. (756-7002)

WINGED Coordinator: Deborah Wilhelm - English Department (756-7032)

Workshop Goals and Content

The goal of the WINGED workshops is to promote better learning and receive better work from one's students and to join colleagues from across disciplines. Participants have the opportunity to discuss ideas and strategies that are all designed to make classes more effective and the instructor's life simpler. Topics include:

- How to get students to complete and understand assigned readings
- How to encourage students to think critically about course content
- How to design lectures, assignments, rubrics, and exams that meet program goals and produce high-quality student work

At the conclusion of WINGED, participants have access to a variety of ready-to-go strategies to try in their classes and an arsenal of practical ideas and skills, including at least one fully developed and "work shopped" assignment.

WINGED – Sample Schedule of Annual Workshops

Fall Series 2011: Three day workshop series from 9 to 12 noon, generally the weekend following Labor Day.

Winter Series 2011: Four two-hour workshop series (format sometimes varies)

Spring Series 2011: No workshops, but Deborah Wilhelm available for consultation
QUESTION
What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

ULO Components
1. Think critically
2. Think creatively
3. Communicate effectively: written
4. Communicate effectively: oral
5. Demonstrate expertise in a scholarly discipline
6. Understand that discipline in relation to the larger world of the arts, sciences, and technology
7. Work productively as individuals
8. Work productively in groups
9. Use their knowledge and skills to make a positive contribution to society
10. Make reasoned decisions based on an understanding of ethics
11. Make reasoned decisions based on a respect for diversity
12. Make reasoned decisions based on an awareness of issues related to sustainability
13. Engage in lifelong learning: independent research

Number of respondents: 54 programs
**APPENDIX THREE**

### GE Requirements (existing template)

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<th>Most Majors</th>
<th>GE Units Taken in Residence</th>
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<th>A2 Oral Communication</th>
<th>A3 Reasoning, Argumentation, and Writing</th>
<th>AREA B SCIENCE &amp; MATH</th>
<th>B1 Mathematics/Statistics</th>
<th>B2 Life Science</th>
<th>B3 Physical Science</th>
<th>B4 One lab taken with B2 or B3 course</th>
<th>B5 elective (for CLA, LS &amp; LAES students only) CLA, LS &amp; LAES students may take B5, or any course from B1-B4</th>
<th>B6 Upper-division (Engineering)</th>
<th>Engineering: Additional Area B</th>
<th>AREA C ARTS AND HUMANITIES</th>
<th>C1 Literature</th>
<th>C2 Philosophy</th>
<th>C3 Fine and Performing Arts</th>
<th>C4 Upper-division elective</th>
<th>Area C Elective (One from C1-C4)</th>
<th>AREA D/E SOCIETY/INDIVIDUAL</th>
<th>D1 The American Experience (40404)</th>
<th>D2 Political Economy</th>
<th>D3 Comparative Social Institutions</th>
<th>D4 Self Development (CSU Area E)</th>
<th>D5 Upper-division elective</th>
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Some programs indicate specific GE courses to fulfill major and support course requirements. Courses from student's Major department may not be used to fulfill Areas C4 or D5. All GE courses are 4 units unless otherwise indicated. ✓ non-unit requirement.

### GE Requirements (with C5 proposed change)

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<th>B1 Mathematics/Statistics</th>
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<th>B4 One lab taken with B2 or B3 course</th>
<th>B5 elective (for CLA, LS &amp; LAES students only) CLA, LS &amp; LAES students may take B5, or any course from B1-B4</th>
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<th>Engineering: Additional Area B</th>
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<th>D1 The American Experience (40404)</th>
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APPENDIX FOUR

USCP: Excerpts from the Diversity Learning Report (DLO) - March 2011
Chaired by Dan Villegas, ULO Consultant

• The 2009-2011 Cal Poly catalog lists seventy-one courses that fulfill the USCP requirement. These courses address many different dimensions of diversity and employ many different discipline-specific principles and perspectives for advancing the particular learning objectives designated for each course. The focus of the Diversity Learning Objective (DLO) assessment project is to evaluate the overall contribution of the USCP program to student attainment of the Cal Poly diversity learning objectives.

• The overall assessment results did not reveal a large positive contribution to the diversity learning objectives from the USCP program. The analysis provides a very general assessment of the USCP program, and is not a reflection of the quality of diversity learning that takes place in individual USCP courses. Although diversity learning should be infused throughout the Cal Poly curriculum and in co-curricular activities, the reality is that the USCP program plays a critical and prominent role in the diversity learning of Cal Poly students. The overall assessment results related to the USCP program support the need for strengthening the connection between USCP courses and the Cal Poly diversity learning objectives.

• Diversity should be infused throughout the student’s curriculum, including the GE program, the USCP program and major courses.

• A program review of the U.S. Cultural Pluralism (USCP) program should take place "to discern if courses are meeting the USCP criteria and objectives, as well as reflect the intent of the diversity learning objectives."

• In addition, the USCP program review should determine if each of the seventy-one USCP courses are effectively aligned with the Cal Poly diversity learning objectives. All USCP course instructors should be encouraged to address the four Cal Poly diversity learning objectives in their course content.

• The diversity learning objectives should be included in a review of the Cal Poly general education program and infused throughout the GE program (DCTF)
Minutes of the
Academic Senate Executive Committee
Tuesday, May 10, 2011
01-409, 3:10 to 5:00 pm

I. Minutes: The minutes of April 19 and April 26 were approved as presented.

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

III. Reports:
A. Academic Senate Chair: none.
B. President’s Office: Roberts reported that President Armstrong met with various campus constituents to review the current strategic planning document in order to attain direction, goals, and set KPIs to enhance the learn by doing culture of Cal Poly.
C. Provost: Koob announced that fall 2011 enrollment includes 16,017 resident and 1,035 non-resident students.
D. Statewide Senate: Foroohar reported that two important issues were discussed at the last meeting. The first issue pertains to the implementation of SB 1440, The Student Transfer Achievement Reform Act, which creates an associate degree for transfer students that guarantees admission with junior standing to the CSU system. The second issue is a resolution that addresses courses moved to self-support. Chancellor Reed stated that extended education should not supplant courses already taught under state-support. A clause was added to this resolution stating that courses should go back to state-support once the original reasons are eliminated and that faculty members must be consulted. LoCascio added that the topic of an online campus was discussed without much support.
E. CFA Campus President: Thorncroft reported that on May 26, CFA will host a overall chapter meeting in which members of the CFA bargaining team, including team leader Bernhard Rohrbacher, will be in attendance to answer any questions faculty might have.
F. ASI Representative: none.
G. Caucus Chairs: none.
H. Other: none.

IV. Consent Agenda: none.

V. Business Item(s):
A. Academic Senate and University committee vacancies for 2011-2013: The following were appointed:
   Academic Senate Curriculum Appeals Committee: Doug Keesey, English
   Professional Consultative Services: Peter Runge, Library
   Distinguished Teaching Awards Committee: Joy Harkins, Student Affairs
   Graduate Programs Subcommittee: 
B. Appointment of Academic Senate committee chairs for (1) Distinguished Teaching Awards Committee and (2) Graduate Programs Subcommittee: The following were approved:

Distinguished Teaching Awards Committee
- Michael Lucas, Arch

Graduate Programs Subcommittee
- Joan Lindsey-Mullikin, Mktg

C. Resolution on the General Education Task Force Report (General Education Task Force): Fernflores presented this resolution, which requests that the Academic Senate endorse the General Education Task Force Recommendations Report. M/S/P to agendize the resolution. A motion was made to approve the General Education Task Force Recommendations Report as charges for the GE Governance Board and Academic Senate. M/S/P to approve the charges.

D. Resolution on Assessment (Assessment Task Force): DePiero and Moore presented this resolution, which requests that the Academic Senate endorse the proposal to adjust the membership and mission of the Academic Assessment Council. M/S/P to agendize the resolution.

E. Resolution on Green Campus Program (Sustainability Committee): MacDougall presented this resolution, which requests that the Academic Senate support the Green Campus Program by encouraging its extension to all administrative and academic units. In addition, all academic departments shall be encouraged to pursue Green Campus certification and provide opportunities for student participation in the certification process with the support of Facility Services, the Green Campus Program, and the Academic Senate Sustainability Committee. M/S/P to agendize the resolution.

F. Resolution on Protecting the ‘American Institutions’ Requirement (Call, academic senator): Call presented this resolution which requests that Cal Poly endorse the resolution of the Academic Senate of San Jose State University, “Resolution to Urge the Board of Trustees to Delay Consideration of Waivers to the Existing Title 5 ‘American Institutions’ Requirements.” M/S/P to agendize the resolution.

VI. Discussion Item(s): none.

VII. Adjournment: 5:04 pm

Submitted by,

Gladys Gregory
Academic Senate
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Report as of 1/13/12
Hello,

I've attached a spreadsheet detailing the Spanish classes taken on the faculty-led programs Peru 2009-2011 and Spain Summer and Fall 2011.

In a nutshell, 21 students participating on the Cal Poly in Peru program (2009-2011) and 20 students participating in the Cal Poly in Spain 2011 programs (2 in the summer and 18 in the fall) would have received GE C5 credit. I do not have the data for Spain 2009 or 2010, but my guess would be about the same number of students would have been received the GE C5 credit, so roughly 60 students from both Spain 2009-2011.

So for faculty-led 2009 - 2011 programs about 80 students would have been impacted.

Thanks,

Jennifer

---

Hi All,

As requested at our recent meeting to discuss the GE C5, I'm attaching a "Report on Intermediate/Advance Language Courses for CSU IP."

Thanks,

Monica

---

Monica Schechter
Associate Director, Study Abroad
International Education & Programs
California Polytechnic State University, San Luis Obispo
Phone: (805) 756-5964
Fax: (805) 756-5484
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as of 1/9/12
## International Education and Programs

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as of 1/9/12
Hi, Josh:

Here is the data for the Fall 2011 freshmen class; hopefully, it provides a representative sample. I should think it would; if anything, our students seem to be coming in with more and more AP credit each year.

AP credit for SPAN 121:
250 students total
Of those 250, 120 students were in the 4 colleges that have the C Elective GE req’mt

AP credit for FR 121:
31 students total, of whom 14 were in those 4 colleges

AP credit for GER 121:
16 students total, of whom 7 were in those 4 colleges

I hope that helps. Let me know if I can be of further assistance,
Helen

Helen C. Bailey
Assistant Registrar
Evaluations Unit, Office of the Registrar
Cal Poly State University
San Luis Obispo, CA 93407
805-756-6313
RESOLUTION ON ACADEMIC SENATE EXECUTIVE COMMITTEE ATTENDANCE AND VOTING PROVISION

WHEREAS, On occasion, a member of the Academic Senate Executive Committee must miss one or several consecutive Executive Committee meetings; therefore be it

RESOLVED: That the following language be added to Section VII.A of the Bylaws of the Academic Senate as follows:

VII. EXECUTIVE COMMITTEE
A. MEMBERSHIP
The Executive Committee shall consist of the officers of the Senate who serve the Executive Committee in like capacity, plus a caucus chair from each college and Professional Consultative Services elected by the appropriate caucus. The CSU academic senators, the immediate Past Academic Senate Chair, the ASI President, the Chair of ASI Board of Directors, and the Provost or designee are ex officio members. The Provost, the ASI President, and the Chair of ASI Board of Directors are nonvoting members. A quorum shall consist of a majority of the voting members. If a member is unable to attend an Executive Committee meeting, that member may not designate another person as proxy. If an Executive Committee member must miss two or more consecutive meetings, then the college caucus will designate a substitute to serve on the Executive Committee during the period that the member is absent.

Proposed by: Academic Senate Executive Committee
Date: January 24 2012
WHEREAS, "Academic freedom is the pillar of our university’s fundamental mission of discovery and advancement of knowledge and its dissemination to students and the public;"¹ and

WHEREAS, The Academic Senate CSU encourages development of policies “for the protection of freedom of inquiry, research, expression, and teaching both inside the classroom and beyond;”² and

WHEREAS, “Universities have a special obligation not only to tolerate but to also encourage and support the free expression of ideas, values, and opinions, even when they may be unpopular or controversial;”³ and

WHEREAS, We have experienced repeated attempts by political pressure groups to quell academic freedom on some CSU campuses; and

WHEREAS, President Armstrong has demonstrated strong leadership in protecting academic freedom and maintaining our campus as a forum for the free exchange of ideas [attached]; therefore be it

RESOLVED: That the Cal Poly Academic Senate commend President Armstrong for his strong leadership in protecting the core principles of academic freedom; and be it further

RESOLVED: That the Cal Poly Academic Senate strongly support the recent joint statement of President Jeffrey Armstrong (California Polytechnic State University, San Luis Obispo), President Harry Hellenbrand (California State University, Northridge), and President John Welty (California State University, Fresno) in defense of academic freedom; and be it further

RESOLVED: That Cal Poly Academic Senate distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, Academic Senate CSU, and CSU campus Senate Chairs.

Proposed by: Academic Senate Executive Committee

Date: February 23 2012

¹ “RESOLUTION ON ACADEMIC FREEDOM,” Cal Poly (AS-621-04, June 1 2004)
³ CAP-141 “Freedom of Expression” http://policy.calpoly.edu/cap/100/cap140.htm
February 16, 2012

We are writing in response to concerns that have been raised about the appearance on our respective campuses of Ilan Pappe, Professor of History, Director of the European Centre for Palestine Studies, and Co-Director for the Exeter Centre for Ethno-Political Studies at Exeter University.

The individuals who invited Professor Pappe to our respective campuses have acted within their rights to invite speakers they feel bring a perspective to an issue. Our universities do not endorse any particular position, but emphatically support the rights of people to express and hear all points of view. For these reasons, it is not appropriate for our universities, as public institutions, to decide whether speakers are permitted to appear on campus based on the ideas they hold. Others are always welcome to invite speakers and create events that offer opposing views.

Universities are places where debate, discussion, and the free exchange of ideas are welcome and encouraged. As such, it is a university’s responsibility to tolerate a wide range of views on issues, even if they are unpopular or minority opinions. Academic freedom and freedom of speech are not hollow ideals but rather hallowed cornerstones of higher education and a functioning democracy.

Universities are charged with teaching students how to think for themselves. This includes accessing and processing knowledge and ideas and considering, discussing, and debating them. We seek to instill in students the tools to fairly and intelligently assess all data and views, as well as the personal integrity and values to come to a rational and reasonable conclusion.

There is no danger to a free society in allowing opposing views to be heard. The danger, instead, is in censoring them. It is easy to support free speech when we agree with what is being said. The real test is when we are asked to defend the expression of views with which we disagree.

Jeffrey D. Armstrong  
President  
California Polytechnic State University  
San Luis Obispo, California

John D. Welty  
President  
California State University, Fresno

Harry Hellenbrand  
Interim President  
California State University, Northridge

cc: Charles B. Reed, Chancellor, The California State University
WHEREAS, 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; and

WHEREAS, A concentration is a carefully chosen and formally recognized course of study with requirements stated in the catalog; and

WHEREAS, Faculty have a commitment to deliver approved curriculum; and

WHEREAS, Concentrations, including interdisciplinary concentrations, are not baccalaureate programs; and

WHEREAS, Concentrations are noted on the student's transcript, but not shown on the diploma; and

WHEREAS, Faculty have the option to include concentrations in the baccalaureate programs they develop; and

WHEREAS, CSU Executive Order 602 delegates authority to campus presidents to approve options, concentrations, special emphases and minors (http://www.calstate.edu/eo/EO-602.pdf); and

WHEREAS, The only curricular constraint mandated by Executive Order 602 is that in order to be approved by campus presidents, concentrations must be “in the same discipline division as the approved degree major program” otherwise they require approval by the Chancellor; be it therefore

RESOLVED, That CAM 411.A.1(c) on concentrations be revised as follows:

- A concentration is a block of at least five designated major courses (E.O. 283) 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.

• At least 50% of the units in a concentration shall be in the same courses or course areas for all students taking that concentration.

• The number of concentration units shall not exceed 50% of the total major units.

And further be it

RESOLVED, That the above CAM concentration criteria be effective for all new concentration proposals or concentration revision proposals beginning with the 2013-15 catalog cycle; and be it further

RESOLVED, That when advising individual students, reasonable attempts to follow the approved curriculum should be made before substitutions are considered.

Proposed by: Academic Senate Curriculum Committee
Date: January 26, 2012
Revised: February 23, 2012