Meeting of the Academic Senate  
Tuesday, May 21, 2019  
UU 220, 3:10 to 5:00 pm

I. Minutes: Approval of April 30, 2019 minutes (pp. 2-3)

II. Communication(s) and Announcement(s):
A. Town Hall Meeting, Where’s the Care: Dustin Stegner (p. 4)

III. Reports:
A. Academic Senate Chair: No Report
B. President’s Office: No Report
C. Provost: (pp. 5-6)
D. Vice President for Student Affairs (p. 7)
E. Statewide Senate: No Report
F. CFA (p. 8)
G. ASI: No Report

IV. Special Reports:

V. Consent Agenda:
A. 

<table>
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<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/ Other</th>
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<td>ECON 445 Experimental and Behavioral Economics (4), 4 lectures</td>
<td>Reviewed and recommended for approval 5/2/19.</td>
<td>On the 5/21/19 consent agenda.</td>
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VI. Business Items:
A. Resolution on Graduate Blended Program Policies: Brian Self, Academic Senate Curriculum Committee, second reading: (pp. 9-14)
B. Resolution on Subject Area Guidelines (I) for General Education 2020: Gary Laver, General Education Governance Board, first reading (pp. 15-28)
C. Resolution on Updating the Diversity Learning Objectives: Jose Navarro, General Education Governance Board and Office of University Diversity & Inclusion, first reading (pp. 29-31)
D. Resolution on Updating USCP Review Committee and Responsibilities: Dustin Stegner, Chair, Academic Senate, first reading (pp. 32-33)
E. Resolution Establishing the Academic Senate Diversity Committee: Dustin Stegner, Chair, Academic Senate, first reading (pp. 34-35)

VII. Discussion Item(s):

VIII. Adjournment:

805-756-1258 - academicsenate.calpoly.edu
I. **Minutes:** M/S/P to approve of minutes from the April 9, 2019 Academic Senate meeting.

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

III. **Reports:** Submitted in writing at the request of the Senate Chair. The reports can be found at: [https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa043019.pdf](https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa043019.pdf)

IV. **Special Reports:**
   A. **President’s Report:** Cal Poly President Jeffrey Armstrong congratulated current ASI President Jasmine Fashami for an excellent year of work and also congratulated Mark Borges as the upcoming ASI president for the 2019-2020 school year. He also announced the new Vice President for Research and Economic Development as Renee A. Reijo Pera, as well as the new Men’s Basketball Coach John Smith. He recognized the accomplishments of students across campus including the Cal Poly chapter of National Association of Black Students Engineers being recognized as the best chapter in the United States, as well as the Women’s Beach Volleyball team for making it to the National Championships in Alabama. President Armstrong spoke to the current infrastructure projects on campus including: Vista Grande dining complex, Science and Agriculture Teaching and Research Complex, as well as the plan for renovating the library. In regard to the current proposed Resolution on the Campus Chick-Fila, President Armstrong expressed his concern taking a position as to which businesses can operate at Cal Poly.

   B. **MPP Report:** Jeffrey Armstrong, University President, and Cynthia Villa, Senior Vice President for Administration and Finance, presented on the 201 Management Personnel Program (MPP) Report from October 2017-October 2018.

V. **Consent Agenda:** None.

VI. **Business Items:**
   A. **Resolution on the Campus Chick-Fil-A:** Thomas Gutierrez, Academic Senate Vice Chair, proposed the resolution to ask the University to remove the Chick-Fil-A on campus. It also encourages Cal Poly and Cal Poly Corporation to reexamine other business practices to ensure they align with the university’s diversity and inclusion values. This resolution will return to the Senate on May 7 in first reading status.

   B. **Resolution on University Faculty Personnel Policies Chapter 6: Evaluation Cycle Patterns:** Ken Brown, Chair of the Faculty Affairs Committee, gave a report on the resolution on University Faculty Personnel Policies Chapter 6: Evaluation Cycle Patterns which deals with evaluations and cycle patterns, and the sequence of reviews that carry faculty through to their next personnel action. M/S/P to move The Resolution on University Faculty Personnel Policies Chapter 6:
Evaluation Cycle Patterns to second reading. Opposed: 3. M/S/P to approve The Resolution on University Faculty Personnel Policies Chapter 6: Evaluation Cycle Patterns One opposed two abstentions.

C. Resolution on Graduate Blended Program Policies: Brian Self, Academic Senate Curriculum Committee, proposed a resolution that would provide specific qualifications for individuals seeking to become a part of a blended program. This resolution will return to the Senate in first reading status.

VII. Discussion Item(s): None.

Adjournment: 4:59 pm

Submitted by,

Francesca Tiesi
Francesca Tiesi
Academic Senate Student Assistant
WHERE'S THE CARE?
Tackling our Local Child Care Challenge

Wednesday, May 29th, 2019
4:30 - 7:30pm
Location: Congregation Beth David
10180 Los Osos Valley Rd, San Luis Obispo

This town hall will highlight the urgency of early child care and education issues in SLO County, including lack of accessibility and affordability for families, and a persistent workforce crisis in the early childhood education field. The evening will define and examine existing challenges, and launch concrete action planning to mobilize innovative solutions within our community.

Families, employers, civic leaders, educators, regional planners, students, and other advocates for a thriving community are encouraged to attend.

Dinner and child care provided. Free, but advanced registration is required.

REGISTER at www.first5slo.org

Child Care Planning Council
San Luis Obispo County

First 5
San Luis Obispo County

Cuesta College

San Luis Obispo County Office of Education
Leadership • Community • Service
James J. Brescia, Ed.D., S. Persident

Community Action Partnership of San Luis Obispo County, Inc.

CAL POLY
RPT: The latest round of RPT is nearing completion: 74 files reviewed for fourth, fifth and sixth probationary years and 68 files reviewed for tenure and/or promotion. Letters will be sent May 31.

Commencement: The members of the Senate and the faculty are encouraged to participate in the university commencement ceremonies on June 15-16. Faculty are a key component of the Cal Poly experience and commencement provides a wonderful opportunity to celebrate the success of our students. It is also one of the few times in a given year that people from all over campus come together as a community. Attendance is also encouraged at the various cultural commencement events as schedules allow. Dates for all events are online: https://commencement.calpoly.edu/spring
Office of the President

Please join
President Jeffrey D. Armstrong
for a Retirement Celebration

honoring

PROVOST
Kathleen Enz Finken

Wednesday, June 5, 2019
3:30 - 6:00 pm - Reception
4:00 pm - Remarks

Rossi Grand Lobby
Christopher Cohan Performing Arts Center
Student Affairs Report to Senate
May 21, 2019
Keith Humphrey
Vice President for Student Affairs

- I apologize for not being present at today’s meeting as I am attending Big Sky Athletic Conference meetings, representing Cal Poly.
- Please mark your calendars to come help welcome new students and families at fall residence hall move in. Different from other years, move-in will occur primarily on one day – Saturday September 14. Moving everyone in on one day requires the volunteer support of everyone on campus and it would be great to have a record number of faculty participating. Information on how to sign up will be coming from University Housing in the coming weeks, but please encourage the faculty in your college to save this day.
- Counseling Services has a detailed and thorough self-help resources page on its website: https://hcs.calpoly.edu/content/counseling/self_help Please bookmark this page as there are many great resources you can share with students if stress and anxiety from the end of the academic year grows.
- Today is the next installment of the Cal Poly Farmer’s Market, going on until 5:30 on Mustang Way. Step outside after Senate and pick up some fresh, local produce.
CFA SLO issued a statement about the recent MPP report, calling on President Armstrong to redirect resources from new MPP hires to new tenure-track faculty hires, and to reinstate Cal Poly's salary equity program for faculty.

All faculty active or on leave as of July 1, 2019 will receive a 2.5% General Salary Increase (GSI). The GSI will be reflected in the paychecks and direct deposit notices that faculty receive at the end of July. The GSI applies to all members of the faculty bargaining unit, including professors, lecturers, librarians, counselors, and coaches.
WHEREAS, Coded memorandum AA-2012-01 establishes policies pertaining to CSU graduate
degree programs offering simultaneous matriculation of Blended Bachelor’s and
Master’s degree programs; and

WHEREAS, AA-2012-01 provides that issues not addressed in the memorandum shall be
determined at the campus level; and

WHEREAS, The purpose of the blended program (AA-2012-01) is to provide an accelerated
pathway from a bachelor’s to a master’s degree and to enhance the undergraduate
learning experience; and

WHEREAS, Students should have a clear and unambiguous path to receive their baccalaureate
degree if they choose not to complete their master’s degree program; and

WHEREAS, AS-860-19 states that “All Cal Poly undergraduate students shall complete a senior
project as part of their baccalaureate degree program requirements”, and that “As a
bridge from college to career/postgraduate success, the senior project at Cal Poly is a
capstone experience with achievable outcomes that culminates in a self-directed final
production or product carried out under faculty direction”; and

WHEREAS, Under Title V, a minimum of 225 total units are required (Bachelor’s 180 + Master’s 45)
for receiving a combined (blended) degree; therefore be it

RESOLVED, That the Academic Senate approve the attached Policy on Blended Programs.

Proposed by: Academic Senate Curriculum Committee
Date: April 23, 2019
POLICY ON BLENDED PROGRAMS

ADMISSION to BLENDED PROGRAM

Students may be admitted to a blended program up to two years before they would expect to graduate with their bachelor's degree. Admission recommendation is determined at the program level with final approval from the Dean of Graduate Education. The student must submit an Admission to Blended Program Approval form. The specific requirements for admission are set by the program with approval by the Graduate Education Office and Office of the Registrar. Once accepted, students may take graduate-level courses towards master's degree requirements, as their schedules permit, provided they have met the course prerequisites.

TRANSITION to GRADUATE STANDING

Students admitted to the blended program will maintain their undergraduate status until they have reached a minimum of 180 degree-applicable units (or the minimum units required for a degree program of more than 180 units); these units can apply to either the undergraduate or graduate degree. At the beginning of the first academic term in which the student will earn this number of units, the student must file a post-baccalaureate change of degree objective (PBCO) form. Once the form is processed, the student will transition to graduate status and incur the appropriate increase in tuition fees.

Students must complete the Graduate Writing Requirement before transitioning to graduate status. Students must have graduate standing for a minimum of two quarters before degree completion.

DOUBLE COUNTING UNITS

A student may apply any units that are in excess of the 180 undergraduate degree minimum requirements towards both their undergraduate and graduate degree requirements, up to a maximum of 9 units (double counted units).

SENIOR PROJECT REQUIREMENTS

Students in a blended program must complete all undergraduate requirements, including senior project requirements as detailed in the Cal Poly Catalog, along with the culminating experience required by the individual graduate program. In cases where the graduate culminating experience is a thesis or project, a student can align the objectives for this culminating experience with those of their senior project. The graduate thesis or project and the senior project must have separate course numbers, each with their own learning objectives and final deliverables.
January 9, 2012  

Code: AA-2012-01

MEMORANDUM

TO: Provosts/Vice Presidents, Academic Affairs

FROM: Ephraim P. Smith  
Executive Vice Chancellor and Chief Academic Officer

SUBJECT: “Blended” or “4 + 1” Bachelor’s and Master’s Degree Programs

This coded memorandum establishes systemwide minimum processes and policies pertaining to CSU undergraduate and graduate degree programs offered to students through simultaneous matriculation. Combinations that blend degree and credential programs are excluded, and issues not addressed in this memorandum shall be determined at the campus level.

Campuses are not required to offer blended programs, and the standards included herein are minimum requirements. Campuses wishing to offer blended bachelor’s and master’s programs will need to be aware that timely coordination is required between the academic department and the campus registrar’s office to ensure accurate recording of the student’s transition from undergraduate to graduate status. This will have direct consequences for student fee assessment and financial aid eligibility, as types of aid and award amounts may vary according to the student’s official academic objective. Appropriate state funding to the campus will also depend on accurate recording of student transition in blended programs.

1. Authorization to Implement Blended Programs

The president or designee is authorized to implement programs blending existing baccalaureate and master’s degree programs in the same support mode and for the purposes of providing an accelerated pathway to a master’s degree, and to enhance the undergraduate learning experience. Campuses shall establish, monitor, and maintain appropriate academic rigor and quality.
1.1 Authority to grant postbaccalaureate and graduate special-action admission is provided under Title 5 section 41001:

An applicant who does not qualify for admission under the provisions of subdivisions (a) or (b), or both such subdivisions, of Section 41000, may be admitted by special action if on the basis of acceptable evidence the applicant is judged by appropriate campus authority to possess sufficient academic, professional and other potential pertinent to the applicant's educational objectives to merit such action.

1.2 Blended programs must meet all applicable CSU policies and state and federal laws.

2. Reporting

2.1 Blended bachelor’s and master’s degree programs will continue to use the existing CSU degree program codes (formerly “HEGIS”) and Classification of Instructional Programs (CIP) codes for their component undergraduate and graduate degree programs. Unlike concurrent degree programs, new CSU degree codes will not be assigned for the blended bachelor's and master’s programs.

2.2 To ensure that enrollments are reported accurately, the campus is required to notify Academic Programs and Policy in the Chancellor’s Office, signaling an intention to implement the planned blended program. The resultant Chancellor’s Office software edits will allow accurate reporting in the CSU Enrollment Reporting System (ERS), without receiving an “error” message.

2.3 While students in regular, non-blended, baccalaureate and graduate programs have a degree objective code that ranges from digits “2” to “7,” students in blended programs have only the digit “9” as their degree objective code.

2.4 When a blended-program student has earned at least 120 semester/180 quarter units toward program completion, the campus will change the student level code to “5,” signifying graduate standing. As these students have yet to attain either a baccalaureate or master’s degree, their degree held code will remain as either “0” or “1.” The term FTE calculation for these students will be: 12 units equals one FTES.

3. Application to Blended Programs

3.1 A student must apply to the blended program while in undergraduate status and will be admitted as an undergraduate to the bachelor’s component of the blended program.

3.2 Students shall not be required to apply formally for graduate admission.
4. Enrollment and Enrollment Status
   4.1 While in undergraduate status, a student in a blended program will take graduate-level courses required for the master’s degree.

   4.2 At the end of the first academic term in which blended-program students have earned at least 120 semester/180 quarter units (the minimum required for the regular baccalaureate major degree program), the campus will change the student-level codes to “5,” signifying graduate degree objective status.

   4.3 Units considered toward meeting this degree-objective status threshold may include either undergraduate or graduate, and shall include only those units that count toward satisfying either the bachelor’s or master’s requirements in the blended program.

   4.4 To ensure proper awarding of degree credit, all lower-division work (including lower-division general education courses and American Institutions courses) shall be completed prior to changing to graduate degree objective status.

5. International (F-1 Visa Holder) Students
   A letter must be submitted to the appropriate office on campus to indicate the change of degree status for international students. This requirement is related to the students’ need to maintain full-time status, as the number of units required for full-time status is different at the undergraduate level and graduate level.

6. Tuition Fees
   6.1 A student will be assessed the undergraduate State University Tuition Fee only during the time in which the blended-program student has earned fewer than 120 semester/180 quarter units applicable to the blended bachelor’s and master’s degree programs.

   6.2 When the degree-objective status is changed to “graduate,” the student will be assessed the graduate student fee, and may continue to take upper-division undergraduate courses.

   6.3 Students in a master’s degree program that has been authorized to assess the higher graduate professional degree (“MBA Fee”) will only be charged that tuition fee for courses required to complete the fee-approved master’s degree program.

7. Minimum Requirements for Completion of Blended Programs
   A minimum of 150 semester units (120 + 30) or 225 quarter units (BS 180 + MS 45) are required in blended programs.
8. **Provision for Completing the Baccalaureate Portion Only**

If a student in a blended program opts not to complete the master’s program but does complete the undergraduate degree requirements, undergraduate matriculation shall be re-opened in order to grant the baccalaureate degree. There shall be no related cost to the student nor refund of previous graduate fees paid.

9. **Awarding of Degrees**

Both degrees may be awarded during the same term and at a single graduation ceremony, as authorized by Executive Order 971 ([http://www.calstate.edu/EO/EO-971.html](http://www.calstate.edu/EO/EO-971.html)). Students are evaluated for Latin honors based on the first 120 semester units or 180 quarter units (i.e. the time period of undergraduate degree objective), regardless of the number of graduate courses taken prior to the transition to graduate status.

For questions regarding Enrollment Reporting System coding, please contact Dr. Philip Garcia at (562) 951-4764 or pgarcia@calstate.edu. Admission questions and Common Management System issues may be directed to Mr. Eric Forbes at (562) 951-4744 or eforbes@calstate.edu. Financial aid questions should be addressed to Mr. Dean Kulju at (562) 951-4737 or dkulju@calstate.edu. Dr. Christine Mallon may be reached at (562) 951-4672 or cmallon@calstate.edu to answer questions related to curriculum.

ES/clm

c: Dr. Ron Vogel, Associate Vice Chancellor, Academic Affairs  
Dr. James Postma, Chair, Academic Senate, CSU  
Dr. Philip Garcia, Senior Director, Analytic Studies  
Mr. Eric Forbes, Assistant Vice Chancellor, Student Academic Support  
Dr. Marsha Hirano-Nakanishi, Assistant Vice Chancellor, Academic Research and Resources  
Dr. Christine Mallon, State University Dean, Academic Programs and Policy  
Dr. Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Programs  
Campus Academic Senate Chairs  
Associate Provosts/Associate Vice Presidents, Academic Affairs  
Deans, Graduate Studies  
Directors, Admission and Records
WHEREAS, Cal Poly’s Academic Senate has approved the *Template for General Education 2020*; and

WHEREAS, Implementation of the new *Template* requires the establishment of course criteria and educational objectives for all General Education courses; therefore, be it

RESOLVED: That the Academic Senate of Cal Poly approve the attached *Subject Area Guidelines* covering Areas A and B in the *Template for General Education 2020*; and be it further

RESOLVED: That these *Guidelines* be used for the review and implementation of pre-existing and proposed General Education courses from Areas A and B within the 2020–2021 and subsequent catalogs.

Proposed by: General Education Governance Board
Date: May 14, 2019
General Education Subject Area Guidelines

The General Education (GE) program is compliant with CSU requirements and is uniquely tailored to our comprehensive polytechnic education. At Cal Poly all curriculum, including General Education curriculum, is designed and taught by faculty with appropriate training and disciplinary expertise. Educational objectives are expectations for student learning, achievement of which can be periodically assessed. Course criteria are expectations for course design that will be used in the consideration of the course proposal, course modifications, and course renewal. Educational objectives and course criteria for General Education subject areas are included below. General Education class instruction includes the opportunity for skill acquisition, development, evaluation, and self-reflection.

English Language Communication and Critical Thinking

Area A

Speaking, writing, and reasoning skills are foundational for developing and demonstrating communication competency. The purpose of GE Area A is to enhance students’ abilities in listening, speaking, reading, and writing through active-learning and practice. Speaking and writing are fundamental modes of expression that rely on the principles of rhetoric, sound reasoning, and critical thinking. Area A courses also examine the ethics of communication and explore issues related to diversity and inclusion. Overall, courses in Area A prepare students to communicate in effective, ethical, and inclusive ways across disciplines and in a globalized context.

The Area A sequence assumes that the mastery of well-reasoned and effective communication must be achieved over time. Development of these foundational communication skills is crucial to a student’s success at the university and beyond. Courses in Area A illustrate why the general education program is a vital component of a student’s educational experience and allow a student to experience how the general education program supports and enhances the curriculum of their major.

Oral Communication – A1

The purpose of GE Subarea A1 is to help students develop their oral communication skills in English by examining principles of listening, speaking, reading, writing, and analyzing audiences from a rhetorical perspective. The ethics of oral communication is also explored, with attention to issues related to diversity and inclusion. Learning objectives are organized in a scaffolded manner; as students achieve lower-numbered objectives, it is expected that they will apply that knowledge in achieving higher-numbered objectives.

A1 Educational Objectives
Upon completion of a qualifying A1 course, students should be able to:

EO1 Explain how audience and rhetorical situation influence topic, genre, content, style, and delivery in creating and presenting effective oral communications;

EO2 Practice a recursive process of reading, writing, speaking, and listening in composing and revising oral communications;

EO3 Demonstrate information literacy through the successful search, discovery, critical evaluation, and ethical reporting of information;

EO4 Employ sound reasoning, effective organization, and accuracy in expression based on audience awareness and an understanding of cultural differences in communication norms and practices;

EO5 Use effective listening skills by studying and practicing the principles of active listening;

EO6 Compose persuasive effective, ethical, and inclusive oral communications.

A1 Criteria

The course proposal and expanded course outline for courses in A1 must clearly indicate how the course meets each of the following criteria:

CR1 Students complete a minimum of 3 original oral presentation assignments with:
   a. At least one informative presentation;
   b. At least one persuasive presentation;
   c. A total of at least 21 minutes of graded speaking time per student across oral presentation assignments;

CR2 Instructional materials and course content (e.g., readings, examples used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR3 As appropriate, address issues of sustainability;

CR4 Course capacity is set at 18–22 students.

Written Communication – A2
The purpose of GE Subarea A2 is to teach writing, rhetoric, and composition and to help students develop their written communication skills in English by examining rhetorical principles of reading, writing, and analyzing audiences. The ethics of written communication should also be explored with attention to issues related to diversity and inclusion. Learning objectives are organized in a scaffolded manner; as students achieve lower-numbered objectives, it is expected that they will apply that knowledge in achieving higher-numbered objectives.

A2 Educational Objectives

Upon completion of a qualifying A2 course, students should be able to:

EO1 Explain how audience and rhetorical situation influence topic, genre, content, and style in composing effective written communications;

EO2 Practice a recursive writing process that includes drafting, peer review, revision, and editing;

EO3 Recognize that the writing process is necessary to the discovery, development, and clarification of ideas;

EO4 Demonstrate information literacy through the successful search, discovery, critical evaluation, and ethical reporting of information;

EO5 Employ sound reasoning, effective organization, and accuracy in expression based on audience awareness and an understanding of cultural differences in communication norms and practices;

EO6 Compose persuasive written arguments that advocate on issues of personal and/or social import using sound reasoning and evidence.

A2 Criteria

The course proposal and expanded course outline for courses in A2 must clearly indicate how the course meets each of the following criteria:

CR1 Students complete a minimum of 4 writing sequences including non-fiction narrative writing, rhetorical analysis, and argument;

CR2 Students write a minimum of 3,000 words across all writing assignments; instructors may choose to include tasks like revision plans, topic proposals, and post-writing reflections in their word count;

CR3 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements);
CR4 Instructional materials and course content (e.g., readings, examples used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR5 As appropriate, address issues of sustainability;

CR6 Course capacity is set at 18–22 students.

**Critical Thinking & Communication – A3**

The purpose of GE Subarea A3 is to help students develop their reasoning skills in English by examining principles of argumentation, reasoning, and logic across the range of modalities and technologies in which composing occurs. Courses in Subarea A3 enable students to assess the reasoning strategies and ethics of their own and others’ communication. The ethics of communication are also explored, with attention to issues related to diversity and inclusion. Given that critical thinking is often explored and expressed through modes of communication, A3 courses are designated as writing intensive. Learning objectives are organized in a scaffolded manner; as students achieve lower-numbered objectives, it is expected that they will apply that knowledge in achieving higher-numbered objectives.

**A3 Educational Objectives**

Upon completion of a qualifying A3 course, students should be able to:

EO1 Identify the rhetorical strategies used to make arguments in a variety of situations and for a range of audiences from diverse backgrounds and experiences;

EO2 Understand the ethical and cultural dimensions of argument;

EO3 Recognize lines of reasoning, including inductive processes, deductive processes, and formal and informal fallacies of language and thought;

EO4 Distinguish matters of fact from issues of judgment or opinion and use them appropriately to reach well-supported factual or judgmental conclusions;

EO5 Analyze and evaluate arguments using the principles of rhetoric and formal logic;

EO6 Compose oral or written arguments that advocate on issues of social import using sound reasoning and evidence.

**A3 Criteria**

The course proposal and expanded course outline for courses in A3 must clearly indicate how the course meets *each* of the following criteria:

CR1 Enrollment prerequisites list completion of Area A2;
CR2 Students complete at least one writing project focused on analysis and/or argumentation;

CR3 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements);

CR4 Instructional materials and course content (e.g., readings, examples used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR5 As appropriate, address issues of sustainability;

CR6 Course capacity is set at 18–24 students or fewer.
Scientific Inquiry and Quantitative Reasoning

Area B

In Area B students will develop a basic understanding of the nature, scope, successes and limitations of mathematics, statistics, computer science, as well as the physical and life sciences. Lower-division Area B courses introduce fundamental concepts of each discipline, and as a result should not be interdisciplinary in nature. For all students these courses provide a foundation for understanding and navigating an increasingly technological society. Consequently, courses should place the basic knowledge presented in a larger context and show the breadth of application to other disciplines and/or daily life. In addition, students also learn to make reasoned arguments based on qualitative and quantitative evidence/data in these courses. An integral part of our polytechnic identity, these courses also provide essential foundational knowledge for more advanced study in mathematics, statistics, computer science, the physical and life sciences, and engineering. As a result, these courses also emphasize analyzing mathematical, statistical, scientific, and computational problems using logic, fundamental principles, and quantitative analysis. Courses in this area should include an appropriate writing component as a way for students to develop and demonstrate their understanding of basic scientific, mathematical, statistical, and computational concepts.

Physical Sciences – B1

The physical sciences include astronomy, chemistry, geology, physics and related subjects that explore the non-living world.

B1 Educational Objectives

After completing an Area B1 course, students should be able to:

EO1 Describe the processes by which scientific knowledge is generated, including systematic observation and hypothesis-driven experimentation (including the ability to generate testable predictions), leading to the creation and/or refinement of theories used in the physical sciences;

EO2 Analyze scientific problems using logic, fundamental principles in the physical sciences, and quantitative analysis, including: identifying whether additional information is needed, obtaining and evaluating appropriate information, and applying it to a specific problem in the physical sciences;

EO3 Describe the science that underlies phenomena related to topics which arise in other disciplines and/or daily life;

EO4 Articulate fundamental scientific concepts using appropriate vocabulary;

EO5 Identify and evaluate the limits of models, data, and/or analytical techniques;

EO6 Write about scientific concepts and ideas clearly and make reasoned arguments based on qualitative and quantitative evidence/data.
B1 Criteria

The course proposal and expanded course outline for courses in B1 must clearly indicate how the course meets each of the following criteria:

CR1 Develop the skills and foundational knowledge needed to study topics presented in upper division area B courses;

CR2 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade (e.g., lab reports, math proofs, essay questions, word problems, exam questions).

Life Sciences – B2

B2 Educational Objectives

After completing an Area B2 course, students should be able to:

EO1 Describe the processes by which scientific knowledge is generated, including systematic observation and hypothesis-driven experimentation (including the ability to generate testable predictions), leading to the creation and/or refinement of existing theories that are used in the life sciences;

EO2 Describe and explain one or more of the major themes in the life sciences;

EO3 Analyze scientific problems using logic, fundamental principles in the life sciences, and quantitative analysis, including: identifying whether additional information is needed, obtaining and evaluating appropriate information, and applying it to a specific problem in the life sciences;

EO4 Describe the science that underlies phenomena related to topics which arise in other disciplines and/or daily life;

EO5 Articulate fundamental scientific concepts using appropriate vocabulary;

EO6 Identify and evaluate the limits of models, data, and/or analytical techniques;

EO7 Write about scientific concepts and ideas clearly and make reasoned arguments based on qualitative and quantitative evidence/data.

B2 Criteria

The course proposal and expanded course outline for courses in B2 must clearly indicate how the course meets each of the following criteria:

CR1 Develop the skills and foundational knowledge needed to study topics presented in upper division area B courses;
CR 2 Describe and explain at least one of the major themes in the life sciences: a) the molecular, cellular, genetic, and physiological mechanisms underlying life; b) the evolution and diversity of life; c) ecological interactions of organisms with each other and with their environment;

CR3 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade (e.g., lab reports, math proofs, essay questions, word problems, exam questions).

**Laboratory Experiences – B3**

**B3 Educational Objectives**

Students typically satisfy B3 requirements while simultaneously taking a B1 or B2 course. After completing a B3 course, students should be able to:

EO1 Demonstrate the ability to apply hands-on disciplinary practices associated with the life sciences and/or physical sciences in a lab, observational, and/or other experimental setting;

EO2 Formulate, refine, and evaluate empirically predictions and/or problems using models and simulations that predict and show relationships among variables between systems and their components in the natural, physical, and/or designed worlds;

EO3 Design and conduct an investigation to answer questions by providing evidence for and testing conceptual, mathematical, statistical, physical, and/or empirical models;

EO4 Analyze and interpret data using tools, technologies, and/or models (e.g., computational, mathematical, statistical) to make valid and reliable scientific claims;

EO5 Apply scientific reasoning, theory, and/or models to construct explanations and/or designs that are supported by multiple and independent sources of evidence and address counter-arguments;

EO6 Construct, use, and present arguments or counter-arguments based on data and evidence;

EO7 Write about scientific concepts and ideas clearly and make reasoned arguments based on qualitative and quantitative evidence/data;

EO8 Work collaboratively in groups with people who may have ideas, beliefs, attitudes, and behaviors that are different from their own.

**Mathematics/Quantitative Reasoning – B4**

**B4 Educational Objectives**

Mathematics/quantitative reasoning includes mathematics, statistics, and computer science. Area B4 should not exclusively focus on learning a programming language.
After completing an area B4 course, students should be able to:

EO1 Analyze mathematical, statistical, and computational problems using mathematical abstraction, logic, and fundamental principles and techniques of the mathematical or statistical sciences;

EO2 Describe the quantitative aspects that underlie phenomena related to topics which arise in other disciplines and/or daily life;

EO3 Apply techniques in mathematics, statistics, and/or computer science to formulate and develop strategies to solve problems in other disciplines and/or daily life;

EO4 Articulate fundamental mathematical, statistical, and/or computational concepts using appropriate vocabulary;

EO5 Identify and evaluate the limits of models, data, analytical techniques, and/or computational techniques;

EO6 Demonstrate proficiency and fluency in using mathematical abstraction, computation, logic and/or statistical analysis to reason quantitatively and qualitatively.

**B4 Criteria**

The course proposal and expanded course outline for courses in B4 must clearly indicate how the course meets each of the following criteria:

CR1 Develop the skills and knowledge needed to study more advanced topics presented in upper division area B courses;

CR2 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade (e.g., lab reports, math proofs, essay questions, word problems, exam questions).

**Upper-Division B**

Upper Division B applies the basic scientific, mathematical, statistical and/or computational knowledge developed in lower division B courses to the in-depth study of topic(s) in these areas. Upper division B courses may allow students to meaningfully engage with problems in a new or more advanced area of mathematics, statistics, the physical or natural sciences, or computer science and emphasize depth over breadth. Alternatively, upper division courses may integrate core concepts from lower division courses in Area B and other disciplines to address scientific and/or technological decision making. These courses should explore the interplay between science, mathematics, statistics, and/or computer science and social, commercial and/or economic considerations in making rational, ethical, and humane decisions. These courses may be interdisciplinary in nature. All courses in this area should include an appropriate writing component as a way for students to develop and demonstrate their understanding of basic scientific, mathematical, statistical, and computational concepts.
Upper-Division B Educational Objectives

After completing an Upper-Division B course, students should be able to:

EO1 Integrate the concepts from lower-division courses in Area B;

EO2 Use quantitative evidence to support an idea or argument, in alternative forms, including visual and/or written form;

EO3 Satisfy at least one of the following objectives:

   a) Apply the fundamental scientific, mathematical, statistical, or computational concepts from the lower-division courses to address and meaningfully engage with problems in new or more advanced areas.
   b) Articulate the considerations (which may include scientific, mathematical, computational, technical, economic, commercial, and social) that are necessary for making rational, ethical, and humane scientific and/or technological decisions.

Upper-Division B Criteria

The course proposal and expanded course outline for courses in Upper Division B must clearly indicate how the course meets each of the following criteria:

CR1 Course requires at least completion of A1 Oral Communication, A2 Written Communication, and A3 Critical Thinking, and B4 Mathematics/Quantitative Reasoning as pursuant to EO 1100-Revised (section 2.2.3); some courses will require additional pre-requisites as course content dictates;

CR2 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade.
### TEMPLATE FOR GENERAL EDUCATION 2020

#### Standard GE Template

The standard template includes the following distribution of courses:

<table>
<thead>
<tr>
<th>Area A: English Language Communication and Critical Thinking</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Oral Communication</td>
<td>4</td>
</tr>
<tr>
<td>A2 Written Communication</td>
<td>4</td>
</tr>
<tr>
<td>A3 Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area A</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area B: Scientific Inquiry and Quantitative Reasoning</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>B2 Life Science</td>
<td>4</td>
</tr>
<tr>
<td>B3 Laboratory Activity</td>
<td>4</td>
</tr>
<tr>
<td>B4 Mathematics/Quantitative Reasoning</td>
<td>4</td>
</tr>
<tr>
<td>Upper-Division B</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area B</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area C: Arts and Humanities</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Arts: Arts, Cinema, Dance, Music, Theater</td>
<td>4</td>
</tr>
<tr>
<td>C2 Humanities: Literature, Philosophy, Languages other than English</td>
<td>4</td>
</tr>
<tr>
<td>Lower-Division C Elective – <em>Select a course from either C1 or C2</em></td>
<td>4</td>
</tr>
<tr>
<td>Upper-Division C</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area C</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area D: Social Sciences</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1 American Institutions (Title 5, Section 40404 Requirement)</td>
<td>4</td>
</tr>
<tr>
<td>D2 Lower-Division D – <em>Select courses from two different prefixes</em></td>
<td>8</td>
</tr>
<tr>
<td>Upper-Division D</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area D</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area E: Lifelong Learning and Self-Development</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-Division E</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area E</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GE Electives in Area B, C, and D</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Electives – <em>Select courses from two different areas; may be either lower- or upper-division levels.</em></td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Units in GE Electives</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

**TOTAL UNITS IN GENERAL EDUCATION PROGRAM** 72
GE Template for High-Unit Programs

The template includes the following distribution of courses for qualifying high-unit programs:

<table>
<thead>
<tr>
<th>Area A: English Language Communication and Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
<tr>
<td><strong>Total Units in Area A</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area B: Scientific Inquiry and Quantitative Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
</tr>
<tr>
<td>B4</td>
</tr>
<tr>
<td>Upper-Division B</td>
</tr>
<tr>
<td>Area B Electives</td>
</tr>
<tr>
<td><strong>Total Units in Area B</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area C: Arts and Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>Lower-Division C Elective – <em>Select a course from either C1 or C2</em></td>
</tr>
<tr>
<td>Upper-Division C</td>
</tr>
<tr>
<td><strong>Total Units in Area C</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area D: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
</tr>
<tr>
<td>D2</td>
</tr>
<tr>
<td>Area D Elective – <em>Select either an additional lower-division D2 or an upper-division D course</em></td>
</tr>
<tr>
<td><strong>Total Units in Area D</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area E: Lifelong Learning and Self-Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-Division E</td>
</tr>
<tr>
<td><strong>Total Units in Area E</strong></td>
</tr>
</tbody>
</table>

| **TOTAL UNITS IN GENERAL EDUCATION PROGRAM** | **72** |
High-Unit Programs

Consistent with EO 1100-R (2.2.5), Cal Poly recognizes the need to offer consideration to high-unit major degree programs. Cal Poly’s definition of a high-unit program in the GE template included herein is equivalent to our definition of “engineering programs” from the prior GE template: all programs within the College of Engineering along with the other ABET accredited programs of ARCE and BRAE. Only these programs will be considered high-unit major degree programs.

Writing Component

All General Education courses must have an appropriate writing component. In achieving this objective, writing in most courses should be viewed primarily as a tool of learning (rather than a goal in itself as in a composition course), and faculty should determine the appropriate ways to integrate writing into coursework. The writing component may take different forms according to the subject matter and the purpose of a course. Outside of the GE areas specified below, at least 10% of the grade in all GE courses must be based on appropriate written work (e.g., lab reports, math proofs, essay questions, word problems, exam questions).

GE areas A2, A3, Upper-Division C, and Upper-Division D are designated as Writing Intensive. All courses in these areas must include a minimum of 3,000 words of writing and base 50% or more of a student’s grade on written work. GE area C2 is also designated as Writing Intensive, but all courses in this area must include a minimum of 2,000 words of writing and base 50% or more of a student’s grade on written work. All Writing Intensive courses must include process-oriented writing instruction in which faculty provide ongoing feedback to students to help them grasp the effectiveness of their writing in various disciplinary contexts. The kind and amount of writing must be a factor in determining class sizes.
WHEREAS, Cal Poly’s Diversity Learning Objectives were established as an addendum to the University Learning Objectives by AS-663-08; and,

WHEREAS, Cal Poly’s current Diversity Learning Objectives serve as a basis for the United States Cultural Pluralism as established by AS-836-17; and,

WHEREAS, The Diversity and Inclusion Working Group for the General Education Governance Board, the Office of University Diversity and Inclusion, and the General Education Governance Board felt that the current diversity learning objectives needed to be clarified and updated to map better to USCP criteria; therefore, be it

RESOLVED: That the Academic Senate of Cal Poly approve the attached revised Diversity Learning Objectives which immediately replace and supersede the previous Diversity Learning Objectives established in AS-663-08 and AS-836-17.

Proposed by: General Education Governance Board & Office of University Diversity & Inclusion

Date: May 14, 2019
The Diversity Learning Objectives (DLOs) were established in 2008 as an addendum to the University Learning Objectives (ULOs) in AS-663-08. Then, in AS-836-17, the DLOs were required to be aligned with USCP criteria. The following Diversity Learning Objectives update the existing DLOs in AS-663-08 in order to create more assessible objectives; and, these updated DLOs appropriately map to all United States Cultural Pluralism criteria as required by AS-836-17. Finally, the updated DLOs map to Article 4 of CSU Executive Order 1100r as a way for the university to maintain curricular cohesion.

As a result, according to the DLOs as adopted in 2008 and updated in this resolution, all Cal Poly graduates should be able to:

1. Recognize and understand the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups and other historically marginalized people in the United States and across the world;

2. Demonstrate an understanding of the history of issues related to diversity, social and economic inequities, and political power in the United States and across the world;

3. Analyze the current social, political, artistic, and/or economic lives of historically marginalized people in the United States and/or in another country outside of the United States;

4. Analyze the various institutions and structures that create and maintain social, economic, and political inequality in the United States and across the world;

5. Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines.

6. Critically examine their own personal beliefs, attitudes, and biases about historically marginalized people and their cultures in the United States and across the world.

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1 Note: This NEW DLO is directly adapted from Article 4 of CSU Executive Order 1100R that reads: “Instruction approved to fulfill the following [General Education] subject area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups.”
BACKGROUND INFORMATION:

Resolution AS-651-06 established the University Learning Objectives (ULOs) as a broadly shared set of educational expectations for all students who complete an undergraduate or graduate program at Cal Poly.

AS-663-08 is a resolution that establishes the Diversity Learning Objectives (DLOs) as an addendum to the ULOs especially as ULO 6 requires that all Cal Poly graduates should “make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability.”

Resolution AS-836-17 aligns USCP criteria with the Diversity Learning Objectives.

CURRENT DLOs

According to the DLOs, as revised in 2017, all Cal Poly graduates should be able to:

1. Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally

2. Demonstrate an understanding of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities

3. Critically examine their own attitudes about diverse and/or underrepresented groups

4. Consider perspectives of diverse groups to inform reasonable decisions

5. Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own.
RESOLUTION ON UPDATING USCP REVIEW COMMITTEE MEMBERSHIP AND RESPONSIBILITIES

WHEREAS, The current responsibilities of the USCP Review Committee (as approved by AS-836-17: Resolution on Aligning USCP Criteria to Diversity Learning Objectives with Oversight by the GE Governance Board) is limited to USCP curricular review, library oversight as it relates to curriculum, and other curricular issues as charged; and

WHEREAS, Cal Poly’s USCP requirement is a university-level rather than a General Education requirement; and

WHEREAS, The current membership of the USCP Review Committee has only one at-large faculty member with USCP teaching experience and no student representation; therefore be

RESOLVED: That the changes to the committee’s membership and responsibilities in the attached revision to the Academic Senate bylaws be adopted; and be it further

RESOLVED: That the Academic Senate Bylaw I.7(b)3(e), which states that the GEGB’s responsibilities include “Oversight of USCP courses, including the review of new course proposals and modifications,” be deleted.

Proposed by: Dustin Stegner, Chair, Academic Senate
Date: May 14, 2019
12. **USCP Review Committee**

(a) **Membership**

The Chair of the Academic Senate Curriculum Committee, the Chair of Ethnic Studies, the Chair of the General Education Governance Board (GEGB), the Chair of Women's & Gender Studies, and two at-large faculty members with USCP teaching experience and/or teaching experience related to diversity issues as voting members. Ex Officio non-voting members shall be the Vice President and Chief Officer for Diversity and Inclusion or designee, and the CTLT Inclusive Excellence Specialist or designee, and an ASI student representative.

(b) **Responsibilities**

The committee shall decide on new and existing United States Cultural Pluralism (USCP) courses. In addition, the committee, shall periodically perform curricular review and evaluation of USCP courses and, when appropriate, work with the Academic Senate Curriculum Committee to review and update USCP learning outcomes and course requirements (as indicated in Academic Senate Bylaws I.2.(b)).
RESOLUTION ESTABLISHING THE ACADEMIC SENATE DIVERSITY COMMITTEE

WHEREAS, The Academic Senate currently has no standing committee to engage issues related to diversity, equity, and inclusivity; and

WHEREAS, Cal Poly’s administration has demonstrated its commitment to issues related to diversity through formation of the Office of University Diversity and Inclusivity and the ASI Board of Directors has established a Diversity and Inclusion Committee and an ASI Secretary of Diversity and Inclusion Executive Cabinet Position; and

WHEREAS, The Academic Senate recognizes the importance of diversity, inclusivity, and equity for improving campus climate; therefore, be it

RESOLVED: That the Academic Senate establish a standing Diversity Committee; and be it further

RESOLVED: That the voting committee membership listed in the Academic Senate Bylaws be updated to correspond to the Academic Senate Bylaws, Section VIII.B, “committees shall include one voting General Faculty representative from each college and Professional Consultative Services,” and the updated non-voting and voting ex-officio committee members outlined in the attached revision to the Academic Senate Bylaws be adopted; and be it further

RESOLVED: That the Chair of the Diversity Committee communicate the meeting times and agendas with appropriate stakeholders across campus, including the Chairs of Ethnic Studies and Women’s and Gender Studies; and be it further

RESOLVED: That the changes to the committee’s responsibilities in the attached revision to the Academic Senate bylaws be adopted.

Proposed by: Dustin Stegner, Chair, Academic Senate
Date: May 14, 2019
I.  13. Diversity Committee

(a) Membership

Ex officio non-voting members shall be the Vice President and Chief Officer for Diversity and Inclusion or designee, the Senior Vice Provost of Academic Programs and Planning or designee, the CTLT Inclusive Excellence Specialist or designee. The voting ex officio member shall be an ASI student representative.

(b) Responsibilities

The Academic Senate Diversity Committee identifies strategies for ensuring diversity, equity, and inclusivity at Cal Poly. The committee informs and makes recommendations to the Academic Senate on these issues, evaluates related university policies and procedures, and collaborates with stakeholders across campus, including the Office of University Diversity and Equity, Academic Affairs, and appropriate student groups.