

Agenda

of the Academic Senate Meeting

Wednesday, July 22, 2015 3 p.m.
CLA Building 98, P2-7

Seating of New Senator – Susan Mulley- ENV

1. Minutes - May 27, 2015
- June 3, 2015
2. Information Items
 - a. Chair's Report
 - b. President's Report
 - c. Vice Chair's Report
 - d. CSU Academic Senate
 - e. Budget Report
 - f. CFA Report
 - g. ASI Report
 - h. Staff Report
 - i. Semester Conversion Report
3. New Business
 - a. Emeritus Status - Kazem Darbandi

CONSENT AGENDA

AP-011-145, Discontinue Digital Social Sciences, Humanities and Arts (Digital Media) Minor – SECOND READING
AP-013-145, Discontinue Latin American Studies Minor – SECOND READING

4. Academic Senate Committee Reports – Time Certain 3:45 p.m.
 - a. AP-010-145, New Bachelor of Arts in Early Childhood Studies – SECOND READING
 - b. GE-005-145 HST 340 – History of American Institutions and Ideals, 1877 – Present (GE Synthesis C4) – FIRST READING
 - c. GE-006-145 MU 424 Beatlemania (GE Interdisciplinary Synthesis C4/D4) – FIRST READING
 - d. GE-007-145 PLS 420 – American Political Institutions and Behavior (GE Synthesis D4) – FIRST READING
 - e. GE-009-145 ARC 111 – An Introduction to the Theory and Practice of Descriptive Geometry (GE Sub-area C2) – FIRST READING
5. Old Business
6. Discussion Time Certain
 - a. AP-008-145, Proposed Master's Degree Structure under the Semester Calendar – DISCUSSION

TIME CERTAIN ADJOURNMENT – 5:00 P.M.
George P. Hart Academic Senate Offices
California State Polytechnic University, Pomona

REPORT STATUS SUMMARY

July 22, 2015

NEW REFERRALS: (0)

REJECTED REFERRALS: (0)

WITHDRAWN REFERRALS: (0)

SENATE REPORTS FORWARDED TO PRESIDENT: (7)

AS-2477-145-AA	Alcohol & Other Drugs Policy
AS-2478-145-AP	Discontinue Comparative Systems Analysis (CSA) Minor
AS-2479-145-AP	Discontinue International Studies Minor
AS-2480-145-FA	Clarification of Criteria for Early RTP Actions
AS-2481-145-GE	CHM 101/101L – Consumer Chemistry (GE Sub-Areas B1 and B3)
AS-2482-145-GE	BUS 101 – Business Freshman Experience (GE Sub-Area E)
AS-2483-145-AP	New Self-Support Master of Science in International Apparel Management

PRESIDENT REPONSES TO SENATE REPORTS: (4)

AS-2466-145-AA	Guidelines for Course Numbering Assignments to Aid in Semester Conversion – APPROVED
AS-2467-145-AA	Proposed Length for Semesters (Fall & Spring), Breaks (Thanksgiving, Winter, & Spring) for Calendar Conversion – MODIFIED
AS-2468-145-AA	Master's Thesis Committee Guidelines – REQUEST DELAY
AS-2476-145-AP	Master of Science in Engineering – New Emphasis in Materials Engineering – APPROVED

REPORTS RETURNED TO COMMITTEE: (1)

AS-2467-145-AA	Proposed Length for Semesters (Fall & Spring), Breaks (Thanksgiving, Winter, & Spring) for Calendar Conversion - EC returned to committee 07/15/15
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STATUS OF ACADEMIC SENATE COMMITTEE REPORTS AS OF JULY 22, 2015

	NUMBER AND DATE REFERRED	DATE ISSUED TO COMMITTEE	DUE DATE	EXECUTIVE COMM ACTION	SENATE ACTION	SENATE DISPOSITION
<u>ACADEMIC AFFAIRS COMMITTEE:</u>						
Policy on Student Absences	AA-005-067			Sunset(07.15.15)		
University Manual: Editorial Changes to Existing Academic Policies	AA-005-910	11-4-09	2-17-10	re/f(04.29.15)		First Reading(05.13.15)
President's Response – AS-2403-123/AA, University Manual: Deletion of Obsolete Academic Policies	AA-004-910					Returned to Committee 1-9-13
Consultation Concerning Merger of Two Departments in the College of Agriculture	AA-003-123	05-08-13	11-13-13			
Proposed Length for Semesters (Fall & Winter), Breaks (Thanksgiving, Winter & Spring) for Calendar Conversion	AA-002-134					Returned to Committee 07.15.15
Alcohol & Other Drugs Policy	AA-001-145	09-17-14	05-04-15	re/f(04.29.15)		un/ad(05.27.15) AS-2477-145-AA
Definition of class time modules And finals schedule for CPP Semester calendar	AA-003-145	10-08-14	11-10-14	re/f(02-04-15)		First Reading(02.11.15)
Update Process for Registration Appointment	AA-005-145	03-04-15	05-06-15			
Early Participation in Commencement Ceremonies for Graduate Students	AA-006-145	04-01-15	05-04-15			

ACADEMIC PROGRAMS COMMITTEE:

New Self-Support Master of Science in International Apparel Management	AP-005-145	11-05-14	03-02-15	re/f(05.06.15)		un/ad(06.03.15) AS-2483-145-AP
Master of Science in Engineering- Proposed Master's Degree Structure Under Semester Calendar	AP-008-145	01-07-15	05-03-15	re/f(05.20.15)		DISCUSSION
Discontinue Comparative Systems Analysis (CSA) Minor	AP-009-145	04-01-15	05-19-15	re/f(05.06.15)		un/ad(05.27.15) AS-2478-145-AP
New Bachelor of Arts in Early Childhood Education	AP-010-145	04-01-15	05-19-15	re/f(05.20.15)		SECOND READING
Discontinue Digital Social Sciences, Humanities and Arts (Digital Media) Minor	AP-011-145	04-01-15	05-19-15	re/f(05.20.15)		SECOND READING
Discontinue International Studies Minor	AP-012-145	04-01-15	05-19-15	re/f(05.06.15)		un/ad(05.27.15) AS-2479-145-AP
Discontinue Latin American Studies Minor	AP-013-145	04-01-15	05-19-15	re/f(05.20.15)		SECOND READING

	DATE REFERRED	TO COMMITTEE	DUE DATE	COMM ACTION	ACTION	DISPOSITION
<u>BUDGET COMMITTEE</u>						
<u>ELECTIONS AND PROCEDURES COMMITTEE:</u>						
Representation for Part-Time Temporary Faculty	EP-001-134	04-23-14	11-12-14		Returned to Committee (2 nd time) – 05.06.15	
<u>FACULTY AFFAIRS COMMITTEE:</u>						
Clarification of Criteria for Early RTP Actions	FA-002-145	01-07-15	04-06-15	re/f(05.06.15)		un/ad(05.27.15) AS-2480-145-AP
<u>GENERAL EDUCATION COMMITTEE:</u>						
FN 205 – Personal and Consumer Nutrition (GE Area E)	GE-004-134	02-05-14	05-12-14			
FST 325 – Food Safety and Current Issues (GE Synthesis Area B5)	GE-006-134	02-05-14	05-12-14			
CHM 101/101L – Consumer Chemistry (GE Sub-areas B1 and B3)	GE-001-145	09-17-14	05-04-15	re/f(04.29.15)		un/ad(05.27.15) AS-2481-145-GE
BUS 101 – Business Freshman Experience (GE Sub-area E)	GE-002-145	09-17-14	05-04-15	re/f(04.29.15)		un/ad(05.27.15) AS-2482-145-GE
HST 340 - History of American Institutions and Ideals, 1877-Present (GE Synthesis C4)	GE-005-145	04-01-15	05-19-15	re/f(06.10.15)		FIRST READING
MU 424 Beatlemania (GE Interdisciplinary Synthesis C4/D4)	GE-006-145	04-01-15	05-19-15	re/f(06.10.15)		FIRST READING
PLS 420 – American Political Institutions and Behavior (GE Synthesis D4)	GE-007-145	04-01-15	05-19-15	re/f(06.10.15)		FIRST READING
ARC 466 – Architecture as Philosophy (GE Synthesis C4)	GE-008-145	04-01-15	05-19-15			
ARC 111-An Introduction to the Theory and Practice of Description Geometry (GE Sub-area C2)	GE-009-145	04-01-15	05-19-15	re/f(06.10.15)		FIRST READING
ARC 466 – Architecture as Philosophy (GE Synthesis C4)	GE-008-145	04-01-15	05-19-15			
ARC 111-An Introduction to the Theory and Practice of Description Geometry (GE Sub-area C2)	GE-009-145	04-01-15	05-19-15	re/f(06.10.15)		FIRST READING

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ACADEMIC SENATE REPORT STATUS AS OF JULY 22, 2015

	Committee Report Number	Academic Senate Report Number	President's Action or Other Action
<u>ACADEMIC AFFAIRS COMMITTEE:</u>			
Policy on Student Absences	AA-005-067	AS-2251-067/AA	Sunset 07.15.15

Naming Building 1 for Former President Julian A. McPhee	AA-003-011	AS-2388-112/AA	Sunset 07.15.15
Obsolete Academic Policies	AA-004-910	AS-2403-123/AA	EC Returned to Committee 1-9-13
Revision of Academic Standing			Not approved 02/26/15.
Criteria for Undergraduate Students/ Policy on Probation & Disqualification	AA-003-910	AS-2462-145/AA	Returned to Committee 02/25/15 Response Adopted 05.13.15 Returned to President 05.19.15
Guidelines for Course Number Assignments			
To Aid in Semester Conversion	AA-004-145	AS-2466-145/AA	Approved 06.02.15
Proposed Length for Semesters (Fall & Spring) Breaks (Thanksgiving, Winter & Spring) for Calendar Conversion	AA-002-134	AS-2467-145/AA	Modified 06.02.15 EC Returned to Committee 07.15.15
Master's Thesis Committee Guidelines	AA-003-112	AS-2468-145/AA	Request Delay (07.21.15)
Registration Priority Based on Remaining Units to Degree	AA-006-011	AS-2470-145/AA	
Alcohol & Other Drugs Policy	AA-001-145	AS-2477-145-AA	

ACADEMIC PROGRAMS COMMITTEE:

Change Name of Bachelor of Science in Engineering Technology to Bachelor of Science in Electromechanical System Engineering Technology	AP-002-145	AS-2473-145/AP	
Change Name of Bachelor of Science in Electronics and Computer Engineering Technology to Bachelor of Science in Electronic System Engineering Technology	AP-003-145	AS-2474-145/AP	
Master of Science in Engineering – New Emphasis in Materials Engineering	AP-007-145	AS-2476-145/AP	
Discontinue Comparative Systems Analysis (CSA) Minor	AP-009-145	AS-2478-145-AP	
Discontinue International Studies Minor	AP-012-145	AS-2479-145-AP	
New Self-Support Master of Science in International Apparel Management	AP-005-145	AS-2483-145-AP	

AD HOC COMMITTEE:

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ACADEMIC SENATE REPORT STATUS AS OF JULY 22, 2015

Committee Report Number	Academic Senate Report Number	President's Action or Other Action
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BUDGET COMMITTEE:

ELECTIONS AND PROCEDURES COMMITTEE:

FACULTY AFFAIRS COMMITTEE:

Clarification of Criteria for Early

RTP Actions

FA-002-145

AS-2480-145-FA

GENERAL EDUCATION COMMITTEE:

EWS 330, Ethnicity and Family Life

GE-001-089

AS-2325-910/GE

Not approved. E.C. returned to
Committee for further.
Consideration. Forwarded to Pres.
on 4-28-10.

EC 100 Contemporary Economic Issues

GE-017-089

AS-2331-910/GE

Not approved. E.C. returned to
Committee for further.
Consideration. Forwarded to Pres.
on 4-28-10.

Policy for Removal of GE Attribute

GE-001-112

AS-2428-134/GE

Not approved. E.C. returned to
Committee for further.
Consideration 10-9-13
Response Adopted 05.13.15
Returned to President 05.19.15

Grade Minima for CSU GE

Golden Four Courses

GE-003-112

AS-2452-134/GE

President Requests Delay

MHR-318 – Organizational Behavior
(GE Synthesis D4)

GE-003-145

AS-2469-145/GE

CHM 101/101L – Consumer Chemistry
(GE Sub-Areas B1 and B3)

GE-001-145

AS-2481-145-GE

BUS 101 – Business Freshman
Experience (GE Sub-Area E)

GE-002-145

AS-2482-145-GE

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AP-011-145

Discontinue Digital Social Sciences, Humanities and Arts (Digital Media) Minor

Academic Programs Committee

Date: 05/13/15

Executive Committee
Received and Forwarded

Date: 05/20/15

Academic Senate

Date: 05/27/15
First Reading
07-22-15
Second Reading

BACKGROUND:

College of Letters, Arts, and Social Sciences requests to discontinue the Digital Media Minor due lack of student demand and lack of faculty interest in updating required courses. The lack of faculty advisors willing to promote and direct these programs is an issue as well

RESOURCES CONSULTED:

Dr. Daniel Lewis, Associate Dean for Academic Programs, College of Letters, Arts, and Social Sciences

Dr. Claudia Pinter-Lucke, Associate Provost, Division of Academic Affairs

DISCUSSION:

The Academic Programs Committee sent out email inquiries to the Recommended Resources on 5/6/15. We have heard back from both resources expressing their support for the referral.

The Academic Programs Committee and all recommended resources who responded to the committee's inquiry on this referral were in agreement that the discontinuation of the Digital Media Minor is acceptable due to lack of student demand and faculty interest.

RECOMMENDATION:

The Academic Programs Committee recommends approval of AP-011-145 Discontinue Digital Media Minor.

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CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AP-013-145

Discontinue Latin American Studies Minor

Academic Programs Committee

Date: 04/10/15

Executive Committee
Received and Forwarded

Date: 05/20/15

Academic Senate

Date: 05/27/15
First Reading
7-22-15
Second Reading

BACKGROUND:

Discontinue minor due to lack of student demand and lack of faculty interest in updating required courses. The lack of faculty advisors willing to promote and direct this program is an issue as well.

28 units are required for the minor, which may be taken by history majors. Students are encouraged to have language competency in Spanish or Portuguese.

The affected required courses are:

ANT 399 Cultural Areas of the World (Latin America) (4)

GEO 352 Geography of Latin America (4)

HST 335 Latin America: The Colonial Period (4)

HST 336 Latin America: The Era of Nation Building (4)

PLS 444 Comparative Latin American Government and Politics (4)

8 additional units selected from the following may be affected:

ANT 352 Development Anthropology (4)

PLS 454 U.S.-Latin American Relations (4)

HST 337 Latin America: Problems of the 20th Century (4)

HST 361 History of Brazil (4)

HST 362 Mexico to 1810 (4) or HST 363 Mexican History since 1810 (4)

SPN 351 Literature of Mexican (4)

SPN 355 Spanish-American Literature (4)

MU 311 Music of Mexico (4)

RESOURCES CONSULTED:

Daniel Lewis, Associate Dean, College of Letters, Arts, and Social Sciences

DISCUSSION:

The Latin American Studies Minor is no longer sustainable given extremely low student enrollment, which saw only two students complete this minor within a time period of 15 years it was offered. There is ostensibly a lack of demand and as a result lack of advising available, in addition to material that is not updated to current events.

RECOMMENDATION:

The Academic Programs Committee recommends approval of AP-013-145 for the discontinuation of a Latin American Studies Minor.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-005-145

HST 340

History of American Institutions and Ideals, 1877-Present

General Education Committee

Date: 05/20/15

Executive Committee
Received and Forwarded

Date: 06/10/15

Executive Committee
Received and Forwarded

Date: 6/10/15

Academic Senate

Date: 7/22/15
FIRST READING

BACKGROUND:

This is a new course proposed for GE Synthesis C4. The course will allow students transferring into CPP under SB 1440 – mandated programs that do not include courses articulated with HST 201 to fulfill EO 1065 requirements.

The committee first raised two background questions with Dr. Pinter-Lucke – her responses follow the questions:

- 1) Are the students who potentially need to satisfy the American Ideals (AI) requirement part of some special 2+2 program with the community colleges and, if they are, why have EO 1065 requirements not been satisfied at the lower division level by the community colleges?

Dr. Pinter-Lucke's response: The students that are most likely to need this course are students in the special 2+2 program, called variously "SB 1440", "STAR", "A Degree with a Guarantee", "AST and AAT Degrees". However, there are likely transfer students every year from outside our system who have taken courses to satisfy Area D but not the AI requirement. In the case of the STAR students, they receive an associate's degree from a community college that guarantees that they can then transfer here to complete the remaining requirements for a bachelor's degree in 90 units, including the UD GE courses.

The community colleges in California do not have a parallel AI requirement and offer multiple ways to complete Area D. Due to the construction of the AA and AS degrees, our departments have found it very difficult to construct 90 unit completion programs and have been forced to make sacrifices not required for native students. To ask the departments to add a lower division AI requirement would require additional sacrifices or lack of participation in the program. Both are undesirable consequences.

- 2) How many students are likely to need this course to satisfy the American Ideals requirement?

Dr. Pinter-Lucke's response: I can't tell you how many students need this course now. I can say that the need will increase as the number of students in the STAR program increase.

RESOURCES RECOMMENDED:

Dr. Daniel Lewis, Dr. Eileen Wallis, Dr. Claudia Pinter-Lucke

RESOURCES CONSULTED:

- Dr. Daniel Lewis,
- Dr. Eileen Wallis,
- Dr. Claudia Pinter-Lucke,
- Dr. John P. Lloyd

DISCUSSION

In reviewing the proposal for HST 340, the GE Committee had two questions for the proposals authors that were answered by Dr. Lloyd:

- 1) **Section IV. Text and Readings:** It was unclear whether students are to read everything or only part of this list, whether the list includes a textbook or list of potential textbooks that instructors may choose among, or whether some or all of this list are intended as potential references for instructors. The committee recommended that the authors divide the list with headings to provide clarity.
- 2) **Significant Writing component:** The section addressing this requirement is so broad and generalized that it does not make it clear that there will be the opportunity for students to receive specific critical feedback from their instructor on at least one writing assignment and to show that they have responded to this feedback in either a revision & re-submission of the same assignment or submission of a subsequent assignment that reflects improvements made in response to the instructor's comments on the first assignment.

A revised ECO was then submitted to the GE committee by Dr. Lloyd and the committee determined that the concerns were adequately addressed in the revised ECO.

RECOMMENDATION:

The GE Committee recommends that HST 340 be approved to be offered as a means to meet GE Area D4 requirements.

ATTACHMENTS

Attachment 1 - Revised Expanded Course Outline

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
[CLASS]
[MUSIC]
Expanded Course Outline

Course Subject Area:	MU
Course Number:	424
Course Title:	<i>Beatlemania</i>
Units:	3
C/S Classification #:	NO
Component:	NO
Grading Basis: (graded only, CR/NC only, student's choice)	Graded only
Repeat Basis: (may be taken once, taken multiple times, taken multiple times only with different topics)	NO
Cross Listed Course: (if offered with another department)	NO
Dual Listed Course: (if offered as lower/upper division or undergraduate/graduate)	
Major course/Service course/GE Course: (pick all that apply)	GE
General Education Area/Subarea: (as appropriate)	C-4, D-4
Date Prepared:	5.22.15
Prepared by:	Dr. Dave Kopplin

I. Catalog Description:

Investigation of the cultural, economic, and social conditions that allowed the Beatles to become an enduring phenomenon, from their nascent music making in post-WW II Liverpool and the red light district of Hamburg to their eventual influence on music and popular culture worldwide. 4 lecture/problem-solving. Area C-4 and D-4 GE.

II. Required Background and Experience

Completion of courses in Area A and: Sub-areas 1, 2 and 3 of Area C; or Sub-areas 1, 2, and 3 of Area D.

III. Expected Outcomes

Students will be able to

1. describe the social conditions in post-WW II Europe, especially post-war England

2. analyze the fundamental relationships between the arts, culture, and commerce, especially those forces that gave rise to *The Beatles*.
3. compare and contrast their own cultures and traditions with English culture and traditions.
4. describe the basic history and philosophy of the field of ethnomusicology and historical musicology.
5. conduct a basic field study and synthesize information from that study in a written report.
6. evaluate whether a popular group, in the cultural and economic conditions that exist today, could become a “super group” and have a lasting impact on society

GE Student Learning Outcomes covered by this class:

Ia. Write effectively for various audiences.

(Students will write essay exams on exams, create an analysis of a their own sociological field study, and will write a research paper on a substantial topic that delves into a sociological, economic, or philosophical aspect of the Beatles music or lasting legacy)

Ib. Speak effectively for various audiences.

(Students will give presentations on their field study finds and participate in guided discussions.)

Ic. Find, evaluate, use, and share information effectively and ethically.

(Students will conduct a field study of their immediate circle of family and friends. Ethical interview techniques will be covered, as will release forms for research on humans, and the “participant-observer” bias in ethnographic and social research.)

Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

(Students will be required to analyze a sociological/ethnographic field study that they conduct themselves; students must do research on a substantial topic that delves into a sociological, economic, or philosophical aspect of the Beatles music or lasting legacy and write an original report on the research).

IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

(Through guided listening assignments: students will study and evaluate a substantial body of American blues and rhythm and blues music and how it influenced British popular musicians; students will analyze the various ways in which the Beatles used American blues and rhythm and blues music for inspirations; students will become familiar with the Beatles catalog and its importance in the pantheon of popular music and its social, economic, and cultural significance.)

IId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

(Through readings lecture material and studying original texts, students will be required to integrate the following: cultural and social conditions in post-World War II Europe and in the United States, economies of scale in the music industry in the 1950s-present; the rise of the importance of mass media including television; the change in journalist standards that occurred as rock and roll took hold; and the psychological and philosophical underpinnings of group behavior and large-scale social movements. Students will be required to write exam essays demonstrating their ability to integrate these concepts, as well as conduct original research that integrates these concepts.)

IIla. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Through guided listening, readings, and lectures, students will be introduced to various cultures that influenced the Beatles, and through them, their followers: including African-American (US and Africa), Carnatic (Indian subcontinent), European folk music (Ireland and England).

B. This class draws from many diverse disciplines to investigate the influence of the Beatles in their day and beyond, even to our day. The students will be required to integrate concepts across disciplines; readings from the following disciplines are used throughout the class: cultural studies, media studies, economics, social psychology, ethnomusicology and general history (See “Readings and Discography” section of this ECO for titles). The music of the Beatles is examined through the patina of these disciplines.

Additionally, students will be asked to analyze data and draw conclusions about how technology made the Beatles’ popularity and influence possible, from their appearances on British and American television to their groundbreaking use of recording technology in service of their music.

These areas of inquiry will be integrated and synthesized: cultural studies (D-3), sociology including the psychology of groups and social movements in civilizations (D-3 and C-2, respectively), economics (D-2), ethnomusicology (D-3, anthropology, and C-1, performing arts), history of post-WW II Europe/US (D-2), and philosophy and music (C-2 and C-1).

IV. Readings and Discography

Recommended Class Texts

- Gitlin, Todd. *The Sixties: Years of Hope, Days of Rage*. New York: Bantam Books, 1993.
- Halberstam, David. *The Fifties*. New York: Random House, 1994.
- Jones, Steve. *Rock Formation: Music, Technology, and Mass*
- Margotin, Philippe. *All The Songs: The Story Behind Every Beatles Release*. New York: Black Dog & Leventhal Publishers, 2013
- Weiss, Robert. *Learning From Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press, 1995

Supplemental Readings from:

- Barz, Gregory. Cooley, Timothy. *Shadows in The Field: New Perspectives for Fieldwork In Ethnomusicology*, 2nd ed. Oxford: Oxford University Press, 2008
- Bion, W. R. *Experiences in Groups*, London: Tavistock, 1961.
- Communication* (Journal). Newbury Park, CA: Sage Publications, 1992.
- Berstein. J. M., ed. *The Culture Industry: Selected Essays on Mass Culture*. London: Routledge, 1991
- Gladwell, Malcolm. *Outliers: The Story of Success*. New York: Back Bay, 2011
- Millard, André. *Beatlemania: Technology, Business, and Teen Culture in Cold War America*. Baltimore: Johns Hopkins University Press, 2012
- Society for Ethnomusicology: *A Manual for Documentation, Fieldwork & Preservation for Ethnomusicologists*, 2nd ed. Bloomington, IN: Society for Ethnomusicology, 2001

Additional readings from the following works may be included for class readings:

- Bacon, David. Maslov, Norman. *Beatles' England: There Are Places I'll Remember*. London: Nine Hundred Ten Press, 1982
- Bennahum, David. *The Beatles after the Break-Up: In Their Own Words*. London: Omnibus Press, 1991
- Brocken, Michael. David Melissa. *The Beatles Bibliography: A New Guide to the Literature*. London: Perfect Paperback, 2012
- Catone, Mark. *As I Write This Letter: An American Generation Remembers the Beatles*. Ann Arbor, MI: Popular Culture Ink, 1982
- Gould, J. *Can't Buy Me Love: The Beatles, Britain, and America*. New York: Three Rivers Press, 2007.
- Leigh, Spencer. *The Beatles in Hamburg: The Stories, the Scene and How It All Began*. Chicago: Chicago Review Press, 2011
- Lewisohn, Mark. *The Complete Beatles Recording Sessions: The Official Abbey Road Story*. Toronto: Doubleday, 1987

Lewisohn, Mark. *The Complete Beatles Chronicle: The Definitive Day-by-Day Guide to The Beatles' Entire Career*. Chicago: Chicago Review Press, 2010

Lewisohn, Mark. *Tune In: The Beatles, All These Years. Vol. 1*. New York: Crown Publishing, 2013.

MacDonald, Ian. *Revolution in the Head: the Beatles' Records and the Sixties*. London: Fourth Estate, 1994.

Scheler, Max. *Liverpool Days*. Surrey, UK: Genesis Publications, Inc., 1994

Journal Articles

"The Beatles Issue," *Journal of Popular Music*, volume 6 issue 3 (30 November 1986)

Collin, Marcus. "Interpreting the Beatles," *Teaching History*, issue 136 (1 September 2009), page 42

Collins, Marcus. "The Beatles' Politics," *The British Journal of Politics & International Relations*, volume 16 issue 2 (May 2014), pages 291-309

Discography and Filmography

Beatles, The. *The Original Studio Recordings*. London: EMI, 2009.

Beatles, The. *A Hard Day's Night*. London: Proscenium Films, 1964.

Beatles, The. *Help!* London: Walter Shenson Films, 1965.

Beatles, The. *Yellow Submarine*. King Features Syndicate/Apple Films: 1968

Beatles, The; Aspinall, Neil, *et al.* *Let it Be*. Apple Films: 1970.

V. Minimum Student Materials

Internet access, voice recording device or smart phone, access to personal computer, pencil and paper.

VI. Minimum College Facilities

"Smart" Classroom with audio/video playback facilities

VII. Course Outline

Weeks One and Two (Quarter Week One)

Required texts, viewing and listening, and supplemental materials

Historical background:

England and Liverpool in the post-WW II era

The Cold War in Europe

The economic status of 1950s Europe, US

Weeks Three & Four (Quarter Week Two)

The music industry in the pre-rock and roll era

State of popular music in 1950s England/US

Important ethnographies and field studies readings

Guided field research practicum:

Introduction to Ethnomusicology; definition of Field Work

The Beatles before “The Beatles”

Weeks Four and Five (Quarter Week Two and Three)

Social history of Europe in the early 1960s

Hamburg, Germany and its role in British rock music

British interest in African American blues musicians

Post-war teen Liverpool

Field Work posting: “My Music”

Week Six (Quarter Week Three and Four)

Interview techniques for field studies

The “participant-observer” phenomenon

Discussion of Success

Seeking a recording contract

The rise of television: The Beatles and early media exposure

Weeks Seven and Eight (Midterm) (Quarter Week Five)

The first recordings

Agents for change

Reception of early recordings

Recordings 1962-1963

Analysis of first field interviews: Issue- and case-focused analysis

Role of recording engineer & producer in music acts

Weeks Nine and Ten (Quarter Week Six)

US society in the early 1960s

Popular music in the US, 1960-1963

American Media: The Ed Sullivan Show and Capitol Records

The British Invasion

Recordings 1963-64

A Hard Day's Night

Weeks Eleven and Twelve (Quarter Week Seven and Eight)

The Assassination of John F. Kennedy and *Beatlemania*

The Media is the Message: Help!

Recordings 1965: *Rubber Soul*

The Beatles as songwriters/artists

Preparation for ethnography

Week Thirteen (Quarter Week Eight and Nine)

The success and failure of tours, 1963-1967

Recordings 1966-67:

Revolver and *Sgt. Pepper Lonely Heart's Club Band*

Revolution in design: album art

Musicians as agents of change, part I: the Counterculture

Weeks Fourteen and Fifteen (Quarter Week Nine)

Recordings 1968-69:

Magical Mystery Tour and *The White Album*

Yellow Submarine (film and album)

Musicians as agents of change, part II: influences from world music
Issues of mega-stardom
Interpersonal conflicts and artistry

Week Fifteen+ (Final and Final Field Reports due) (Quarter Week Ten)

Recordings 1969-70:
Abbey Road and *Let it Be*
Let it Be (film)
Live recordings
Death of Brian Epstein
Apple, Inc.: The business empire
The Beatles legacy

VIII. Instructional Methods

1. Lecture/discussion
2. In-class problem solving
3. Writing assignments
4. Critical listening (recordings)
5. Critical viewing (films)
6. Field study interviews and reports
7. Online discussion postings

IX. Evaluation of Outcomes

Students will be evaluated using the following methods:

1. Graded participation in online discussions
2. Quizzes on readings and required listening/viewing examples
3. Term paper on substantive topic that links the music and art of the Beatles with technology, economics, business, or social issues
4. A multi-cultural and multi-generational field study presentation (class size permitting, presentations will be live, otherwise presentation will occur in online Wikis)
5. Two listening exams
6. Mid-term and final exams with combination of multiple choice, short answer, and essay questions

X. Assessment and GE Assessment

GE Student Learning Outcomes below...

- Ia.** (Meaningful Writing Component) *Write effectively for various audiences.*
- Ib.** *Speak effectively for various audiences.*
- Ic.** *Find, evaluate, use, and share information effectively and ethically.*
- Id.** *Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.*

IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

...will be met in the following manner:

MU 4240	GE Learning Outcomes						
Assignments	I.a.	I.b.	I.c.	I.d.	II.b.	II.d.	III.a.
Field Study (FS)	X		X				
FS Analysis	X	X		X		X	
Essay Exams	X			X	X		
Concert reports	X				X		
Listening Journals	X				X		
Lectures/Discussions		X			X		X
Term Papers	X	X				X	

Additionally, students will be asked to submit pre- and post-class answers to a rotating list of questions, including, for example, to assess Ia, Id, IIb, and IIId:

“Based on what you know now, in your opinion, what are the economic, social, and technological factors that contribute to an artist reaching an audience? Be sure to refer to specific works to support your answer”

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-006-145

MU 424 Beatlemania

(GE Interdisciplinary Synthesis C4/D4)

General Education Committee

Date: 05/25/15

Executive Committee
Received and Forwarded

Date: 6/10/15

Academic Senate

Date: 7/22/15
FIRST READING

BACKGROUND:

This is a new course proposed for GE Synthesis C4 / D4.

RESOURCES RECOMMENDED:

- Dr. Daniel Lewis
- Dr. Claudia Pinter-Lucke
- Dr. Mario Guerrero

RESOURCES CONSULTED:

Of the recommended resources the GE Committee received responses from Dr. Daniel Lewis (Associate Dean of the College of Letters, Arts, and Social Sciences) and Dr. Mario Guerrero (Assistant Professor of Political Science). Dr. Lewis expressed his enthusiastic support of the course. Dr. Guerrero, while also generally supportive of the course, suggested that the course is too “Beatlecentric,” and provides only limited focus on the social science—as its designation for GE Subarea D requires.

DISCUSSION:

In addition to the above comments, the Committee stated that the ECO did not fully explain how its SLO’s meet those required for C4 and D4 courses, and the subarea that the course synthesizes.

In his response, Dr. David Koplín, the ECO’s author, indicated several important social, economic, and historic developments that are addressed by the course. He also indicated that the course will integrate and synthesize cultural studies (D-3), sociology including the psychology of groups and social movements in civilizations (D-3 and C-2), economics (D-2), history of post-WW II Europe/US (D-2), and philosophy and music (C-2 and C-1). Finally, Dr. Koplín emphasized that the course’s ethnomusicology research component that insures the synthesis of areas D-3, anthropology, and C-1, performing arts.

In the revised version of the ECO—especially in the Section III of the document--Dr. Koplín clearly demonstrated how the course’s SLO meet the requirements for D4 /C4 courses as stated in the Curriculum Guide. The revised version of Section VII (Course Outline) also introduces ethnography study readings at the earlier segment of the class, and mentioned guided field research practicum. These aspects of the course will ensure that the sociological and anthropological research is given proper attention

RECOMMENDATION:

The GE Committee finds that the revised version of MU 4240 meets GE Area C4/D4 requirements, and recommends it to be approved.

ATTACHMENTS:

Attachment 1 - Revised Expanded Course Outline

CALIFORNIA STATE POLYTECHNIC UNIVERSITY AT POMONA
COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL SCIENCE
EXPANDED COURSE OUTLINE

Subject Area/Course #	PLS 420
Course Title:	American Political Institutions & Behavior
Units:	4
CS #:	C-5 (Lectures)
Component:	Lecture, discussion
Grading basis:	Graded
Preparation date:	February 4, 2015
Prepared by:	Mario Guerrero
Date of last revision:	5/21/15

I. Catalogue description

PLS 420– American Political Institutions & Behavior

The study and impact of government institutions and political behavior on American society; the evolution and understanding of the behavior of United States citizens in response to American institutions and ideals in the Constitution since the Founding; the importance of linkage institutions that communicate citizen opinions to government and its effect on sociological, economic and political problems in the US; and particular focus on the California Constitution, institutions, citizens and problems. 4 units. Lecture and discussion. Area D-4 GE.

II. Required background or experience

Completion of GE areas A1, A2, A3 and D1, D2, D3.

III. Expected outcomes

Section A:

Upon the completion of this course, the students will be able to:

1. Critically assess the distinctions between political institutions and political behavior and the importance of these distinctions in understanding the creation and solution of social, political and economic problems in the US
2. Demonstrate an understanding of the political philosophies of the United States and California Constitutions to assess the evolution of the relationship between federal and state governments and contemporary social, economic, and political problems these philosophies have created
3. Expand in greater depth the ideas covered in lower division courses which may include economics, history, ethnic and women's studies, and sociology in

order to gain a deeper knowledge and evaluate contemporary political, social, and economic problems the US currently faces

4. Demonstrate an understanding of how citizens form and articulate opinions about government institutions and participate in the political process through voting and other means
5. Appreciate and evaluate the cross-cultural distribution of patterns of social behavior amongst major social groups in America since the Founding to explain the significance of these differences to the development and continuity of the American political experience, especially in regard to social and cultural diversity
6. Apply recent scholarship and literature, especially with respect to multiple methodological designs and approaches across different disciplines, to address critical and contemporary problems and social issues in American government
7. Evaluate the importance of civic engagement for local government and broader institutional processes, but also in especially in regard to representation and economic, political, and social inequality

GE Student Learning Outcomes covered by this class:

Ia. Write effectively for various audiences

- Students will cover this outcome through the written demonstration of their understanding in the 3rd and 4th learning outcomes.

Ib. Speak effectively for various audiences

- Students will cover this by preparing and given an oral presentation to demonstrate their understanding of the 1st, 2nd, 5th and 7th learning outcomes.

1c. Find, evaluate, use and share information effectively and ethically.

- Students will be expected to use library resources, including digital and online sources, to research both the written and oral presentation. These two class assignments will cover each of the learning outcomes.

1d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion

- Students will construct arguments about political, social and economic inequality of the United States, demonstrating their ability to development arguments about the 1st, 2nd, 5th and 7th learning outcomes.

2d. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

- Course lectures will encourage students to consider contemporary problems and inequality created by political institutions. Exams, the written assignment, and oral presentation will assess the students' ability to construct ideas and draw conclusions about these problems.

3a. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

- Students will learn about the historical development of factions and groups in American society, but analyze these developments in the written assignment and oral presentation.

3b. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

- In the written assignment, students will be asked to analyze how political ideologies affect contemporary social, economic and political problems in the United States by assessing these problems using various methodologies, requiring students to demonstrate mastery of the 1st, 2nd, 5th and 7th learning outcomes.

Section B:

This course covers *all* three sub-areas of Area D and is strongly interdisciplinary:

- **Area D1, US History, Constitution, and American Ideals:** A fundamental component of the course requires students to cover the US and CA Constitutions in the first few weeks of the course to help them understand democracy, but also come to appreciate the contemporary problems created by our governmental institutions and act as constructive and responsible citizens in light of those problems.
- **Area D2, History, Economics, Political Science:** This course is a political science course and is highly influenced by scholars and academics in our discipline. As this course examines US government and citizen behavior beginning with the Founding, the historical development of the country is well covered in each week of the course. American Political Development, a subfield in political science with strong influences from history, is covered. Suggested readings from Skowronek allow students to appreciate the work done by APD scholars and historians. In addition, I have suggested primary sources from the Framers of the Constitution, but from Alexis de Tocqueville and John Locke. A large number of primary sources from political leaders, activists and philosophers may be included, but the full list is not given in the ECO. Finally, much of the work in political behavior is strongly influenced by economists. The ECO has covered this by suggesting readings by Downs and Olson, but most of the work on voting behavior, political parties, public opinion, elections and political participation (weekly topics in the course) has strong ties to economic theorists.
- **Area D3, Sociology, Anthropology, Ethnic and Gender Studies:** The course encourages students to consider contemporary political, social and economic problems created by American institutions and political behavior. Political behavior shares strong similarities to sociology. In fact, most sociology departments offer courses on political sociology that borrow heavily from political scientists who do work in this area. Since American government is plagued with so many unique problems, each week of the course could be constructed to challenge students to think about a number of contemporary social problems in each topic covered. I have included suggested readings from Omi and Winant, Putnam, and Van Vechten, work that is often used in sociology courses. Also, a specific week of the course covers Race/Ethnic

Politics and Gender and Politics. A few of the readings cite work from these disciplines.

The purpose of the course is to have students develop an understanding of the issues and problems created by government, but as detailed in the explanation above, from a variety of different disciplines and methodological perspectives. To this end, the course promotes higher-order cognitive skills that require students to cull the expertise they develop in multiple lower-division courses in the social sciences. By requiring students to think about political institutions, behavior and contemporary problems in class discussions, written and oral assignments, this course encourages students to think critically about US government institutions, but also encourages students to problem solve and reason through the multiple issues that American citizens face today.

IV. Instructional Materials

A wide variety of resources may be available to the instructor. Given the dynamic nature of American political institutions and behavior, instructors have a number of different opportunities available to them in selecting texts for the course. Instructors could choose one or two of the primary texts as an introductory guide to discussing American political institutions *and* political behavior. However, instructors could also choose to compile a reader from some of the most seminal texts in the field. Textbooks to choose from include but are not limited to:

Primary Texts

- Aldrich, John. *Why Parties? Origins and Transformation of Party Politics in America*. Chicago, IL: Chicago University Press, 1995.
- Baum, Lawrence. *American Courts: Process and Policy*. Boston, MA: Cengage Learning, 2012.
- Campbell, Angus, Phillip Converse, Warren Miller, and Donald Stokes. *The American Voter*. Chicago, IL: University of Chicago Press, 1976.
- De Tocquville, Alexis. *Democracy in America*. New York, NY: Modern Library, 1981[1835]. (History, Philosophy/Primary source)
- Downs, Anthony. *An Economic Theory of Democracy*. New York, NY: Harper and Row, 1957. (Economics)
- Jacobson, Gary. *The Politics of Congressional Elections* (7th ed.). New York, NY: Longman Press, 2009.
- Locke, John. *Two Treatises of Government*. London, UK: Awnsham Churchill, 1869. (Philosophy/Primary source)
- Omi, Michael and Howard Winant. *Racial Formation in the United States: From the 1960s to the 1990s*. New York, NY: Routledge Press, 2012. (Ethnic studies, sociology and history)
- Smith, Kevin B. and Alan Greenblat. *Governing States and Localities*. Washington, DC: Congressional Quarterly, 2013.
- Stimson, James A. *Public Opinion in America: Moods, Cycles, and Swings*. (2nd ed.) Boulder, CO: Westview Press, 1999.

Van Vechten, Renae. *California Politics: A Primer*. Washington, DC: Congressional Quarterly, 2014. (Sociology and political science)

Wilson, James Q. *Bureaucracy: What Government Agencies Do and Why They Do It*. New York, NY: Basic Books, 1991.

Additional Sources

Hamilton, Alexander, James Madison, and John Jay. *The Federalist Papers*. (Primary source)

Lawless, Jennifer L. and Richard Fox. 2010. *It Still Takes a Candidate: Why Women Don't Run for Office*. New York, NY: Cambridge University Press. (Gender studies)

Mayhew, David R. *Congress: The Electoral Connection*. New Haven, CT: Yale University Press, 2004.

Miller, Warren and Merrill Shanks. *The New American Voter*. Cambridge, MA: Harvard University Press, 1996.

Olson, Mancur. *The Logic of Collective Action*. Cambridge, MA: Harvard University, 1965. (Economics)

Putnam, Robert. *Bowling Alone: The Collapse and Revival of American Community*. New York, NY: Simon & Schuster. (Sociology)

Popkin, Samuel. *The Reasoning Voter* (2nd ed.). Chicago, IL: University of Chicago Press, 1994.

Skowronek, Stephen. *Building a New American State*. Cambridge, UK: Cambridge University Press. 1989. (History)

To their choosing, the instructor may also choose to assign manuscripts written for academic journals across multiple disciplines: history, economics, sociology, ethnic and gender studies, philosophy, political science, etc. In addition, instructors may want to consult writings and speeches of political leaders, philosophers and activists to include as primary sources for their iteration of the course.

The instructor may also include current research articles as they appear in press. This will allow the class to focus on the most recent developments in the field.

V. Minimum student materials

Required textbooks, note-taking instruments (paper and writing implements or a computer with word-processing software), Internet access.

VI. Minimum college facilities

Classroom with a white board or a chalk board, a computer with Internet access for in-class research purposes, access to audio- and/or video- playback equipment for presenting course lectures.

VII. Course outline

The course is structured to cover basic topics under each week. The instructor has the opportunity to cover a number of different contemporary problems caused by American institutions and behavior.

- Week 1:** Constitutional Foundations and Separation of Powers
- US Constitution: Federalist Papers
 - Discussion of American institutions
 - Checks and balances: institutions
 - Examples of contemporary problems: war powers (executive-legislative), judicial enforcement (executive-judicial), court appointments (legislative-judicial)
- Week 2:** Federalism: California Politics and Government
- CA Constitution: Historical development of state of California
 - American political development: Historical context
 - Direct democracy: Laboratories of democracy
 - Examples of contemporary problems: immigration, affirmative action, same-sex marriage, legalization of marijuana
- Week 3:** Legislative Politics
- Constitutional Rules: Legislative bodies
 - Legislative efficiency
 - Budgetary legislation
 - Examples of contemporary problems: government inefficiency, underrepresentation of race, ethnicity and gender in legislatures
- Week 4:** Executive Politics
- Constitutional Rules: Heads of state
 - Decision-making
 - Leadership and success
 - Rhetoric and presidential speeches
 - Examples of contemporary problems: expansion of executive power, use of executive orders, gender and the executive, pandering and going public
- Week 5:** Judicial Politics
- Constitutional Rules: Arbiters of law
 - Classical Legal Thought
 - Sociological Jurisprudence
 - Legal Realism
 - Examples of contemporary problems: activism in courts, judicial elections
- Week 6:** Political Ideology and Public Opinion
- Discussion of American political behavior
 - Construction of political ideologies and trade-offs
 - Public opinion polling
 - Belief systems and consistency of opinions
 - Examples of contemporary problems: push polling, predictive models (Nate Silver models), political knowledge in the electorate, inconsistencies in political ideology
- Week 7:** Elections, Participation, and Media/Political Communication

- Electoral College
- Voting Behavior Models: Sociological and psychological models
- Economic voting theories: rational choice
- Media: content producers and consumers
- Examples of contemporary problems: popular vote, the digital divide, lower voter turnout, social media and politics, decline of social capital

Week 8: Race and Ethnic Politics, Gender and Politics

- Conceptualization of Citizenship
- Racial and Gender Identity
- Race and Governance; Protest Politics
- Political ambition in regard to race/gender
- Examples of contemporary problems: Native-American political experience, Hispanic-Latino political experience, Asian-American political experience, African-American political experience, Equal Rights Amendment

Week 9: Interest groups and Political Parties

- Collective action problem
- Group politics and factions
- Party systems in politics
- Pivotal politics
- Examples of contemporary problems: cultural and political polarization, Citizens United, money in politics

Week 10: Civil Rights and Civil Liberties

- Selective incorporation
- Bill of Rights
- Fourteenth Amendment
- Examples of contemporary problems: civil rights movement, LGBT politics, tension between security and privacy

VIII. Instructional methods

- Lecture
- Whole class discussion
- Small group discussions
- Group presentations based on library research

IX. Evaluation of outcomes

a. Student outcomes assessment

Students' performance will be evaluated using various assessment instruments: quizzes and examinations, presentations, and written essays. Quizzes and examinations will test the students' understanding of ideas important to the foundation of American institutions and how citizens respond to these institutions. These quizzes and exam will also include written essays about the contemporary social and political problems faced by the United States. A written term paper will allow students to formulate arguments and critically analyze a substantive topic

formulated around the political development of the country’s history in reference to the methodologies and arguments presented by historians, sociologists, economists, and political scientists. The term paper topic requires students to reconcile the issues as Americans participate in American governmental institutions. Students will also be given the opportunity to use information and communication technologies to find research in support of arguments. A classroom presentation on a substantive topic that examines the social and economic inequalities created present in the context of government. This presentation exercise will help students gain skills in conducting library research as well as in presenting information in front of an audience in a convincing and professional manner.

Department Learning Outcomes

Library skills	Quant. Data analysis	Qual. Data analysis	Oral argument	Written argument	Learn from experience	American govt./PA	IR/comp	Legal/t heory
D	D	D	D	D		D		

b. Course evaluation

Students will complete departmental evaluation forms. Students will also provide a brief anonymous written assessment of the course aspects that were helpful to them and suggesting areas that need improvement. Throughout the quarter the instructor will also incorporate formative assessment techniques in order to detect students’ problems and modify teaching strategies accordingly.

X. Assessment and GE Assessment

GE Student Learning Outcomes will be met in the following manner:

- Ia. Write effectively for various audiences: Written essays, written exams and quizzes
- Ib. Speak effectively for various audiences: Students must present on the problems created by political institutions and behavior. An example of a presentation may ask students to examine social inequality present in the country, with the purpose of providing and brainstorming effective solutions to political, social and economic inequality
- 1c. Find, evaluate, use and share information effectively and ethically: Students must conduct library research for written essays and presentation. Ethical standards will be discussed and evaluated.
- 1d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion: Essay questions on exams, quizzes, term paper
- 2d. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions: An example presentation may require students to address political, economic and social inequality by using arguments made in sociology, economics, history, etc. The written term paper will also allow

students to analyze arguments and synthesize ideas offered from scholars in the aforementioned disciplines

3a. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies: The presentation may require students to draw on the lessons of American institutions (Congress, Judiciary and the behavior of citizens (in reference to media, political parties, public opinion, participation) to analyze potential inequality amongst diverse cultures of the United States throughout its history

3b. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities: An example of a term paper may ask students to address the belief systems and ideologies of citizens in constructing our American institutions, cultures and communities (including local and state government)

Students will submit pre- and post- assessments to a rotating list of questions to assess the above GE outcomes. With the course evaluation, students will be asked to anonymously answer questions about the ability of the course to make connections across multiple disciplines.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-007-145

PLS 420 - American Political Institutions and Behavior

(GE Synthesis D4)

General Education Committee

Date: 05/22/15

Executive Committee
Received and Forwarded

Date: 6/10/15

Academic Senate

Date: 7/22/15
FIRST READING

BACKGROUND:

This is a new course proposed for GE Synthesis C4. The course will allow students transferring into CPP under SB 1440 – mandated programs that do not include courses articulated with PLS 201 to fulfill EO 1065 requirements.

The committee first raised two background questions with Dr. Pinter-Lucke – her responses follow the questions:

- 1) Are the students who potentially need to satisfy the American Institutions (AI) requirement part of some special 2+2 program with the community colleges and, if they are, why have EO 1065 requirements not been satisfied at the lower division level by the community colleges?

Dr. Pinter-Lucke’s response: The students that are most likely to need this course are students in the special 2+2 program, called variously “SB 1440”, “STAR”, “A Degree with a Guarantee”, “AST and AAT Degrees”. However, there are likely transfer students every year from outside our system who have taken courses to satisfy Area D but not the AI requirement. In the case of the STAR students, they receive an associate’s degree from a community college that guarantees that they can then transfer here to complete the remaining requirements for a bachelor’s degree in 90 units, including the UD GE courses.

The community colleges in California do not have a parallel AI requirement and offer multiple ways to complete Area D. Due to the construction of the AA and AS degrees, our departments have found it very difficult to construct 90 unit completion programs and have been forced to make sacrifices not required for native students. To ask the departments to add a lower division AI requirement would require additional sacrifices or lack of participation in the program. Both are undesirable consequences.

- 2) How many students are likely to need this course to satisfy the American Ideals requirement?

Dr. Pinter-Lucke’s response: I can’t tell you how many students need this course now. I can say that the need will increase as the number of students in the STAR program increase.

RESOURCES RECOMMENDED:

Dr. Daniel Lewis, Dr. Mario Guerrero, Dr. Claudia Pinter-Lucke

RESOURCES CONSULTED:

- Dr. Daniel Lewis,
- Dr. Mario Guerrero,
- Dr. Claudia Pinter-Lucke

DISCUSSION

In reviewing the proposal for PLS 420, the GE Committee had three questions for the proposal's author that were answered by Dr. Guerrero:

- 1) **Section III. Expected Outcomes.** The committee was satisfied that the course as originally submitted did a good job of fulfilling its American Institutions mission. However, the D4 synthesis aspect of the course that should include other GE Area D areas was less obvious. The author has clarified by adding a substantial Section B to the Expected Outcomes in which this question is addressed explicitly, and by adjusting the Catalog Description, Learning Outcomes, and Course Outline accordingly.
- 2) **Section IV. Instructional Materials:** It was unclear which readings counted as "original primary sources" and whether the list should be augmented with more texts that might be thus considered. Additionally, it was unclear whether students are to read everything or only part of this list, whether the list includes a textbook or list of potential textbooks that instructors may choose among, or whether some or all of this list are intended as potential references for instructors. The committee recommended that the authors divide the list with headings to provide clarity.
- 3) **Section VII. Course Outline.** The course outline as originally submitted was slim--short on details that would allow evaluators and instructors to know what material should be covered. The course author responded by a significant expansion of the course outline in the revised ECO.

A revised ECO was then submitted to the GE committee by Dr. Guerrero and the committee determined that the concerns were adequately addressed in the revised ECO.

RECOMMENDATION:

The GE Committee recommends that PLS 420 be approved to be offered as a means to meet GE Area D4 requirements.

ATTACHMENTS

Attachment 1 - Revised Expanded Course Outline

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE
REFERRAL REQUEST FORM**

Please provide all information requested in this form. Incomplete referrals will be returned. Referrals must be submitted in electronic form to:

senate@csupomona.edu

Date: 01/21/2015

Names and titles of proponents:

Dr. Alexander Ortenberg, Associate Professor

Sarah Lorenzen, Chair

KEYWORDS: (list at least 3 keywords to facilitate referral access through database)
Graphic representation in the history Western civilization; Visual literacy and critique of Western European ocular centrism; Basics of analogue and digital representation; Orthographic, Axonometric, Perspective construction

TITLE OF REFERRAL: ARC 111 “An Introduction to the Theory and Practice of Descriptive Geometry” (GE Area C2, 1 units)

BACKGROUND: (Provide background on the need for this referral and how it will benefit the University. Clearly state the expected outcome(s) or action(s) requested)

The Department of Architecture is proposing to add this course to GE Area C2. The lecture component of the course, ARC 111, will introduce the history of descriptive geometry, which constitutes a fascinating chapter in the post-Renaissance development of Western-European culture. The three centuries of its evolution between the early 1500s and the early 1800s saw a transformation from a highly spiritual pursuit to the establishment of rules of a transparent and instrumental technique.

The activity section of the course, ARC 111A, will incorporate the discussion of the readings introduced in the lecture component. It will also include a selection of elemental drawing exercises will help to grasp the complex theoretical issues discussed in lectures and introduced through the required readings.

RECOMMENDED RESOURCES: Dr. Julianna Delgado, Interim Associate Dean, ENV; Dr. Francelina Neto, Director of Semester Conversion; Dr. Suketu Bhavsar, Director, Kellogg Honors College

The Executive Committee (EC) forwards the referrals to a standing committee that researches the proposal, contacts resources, and submits a report. The EC reviews the report, forwards it to the Senate or returns it to the standing committee for additional information, clarification, or review. After the EC accepts the report it is placed on the agenda of the next Academic Senate meeting for a first reading and a month later for a second reading where voting takes place. The referral is then sent to the President for approval. **Depending on the topic the process may take from 1 to 3 quarters.** A motion to waive the first reading, if approved by the Senate, would reduce the wait time by one month.

Is there a deadline by when this referral needs to be considered by the Academic Senate? No Yes, by _____ (date). Justification for deadline:

GE COURSE EXPANDED COURSE OUTLINE

Subject Area:	ARC
Course Number:	111A
Course Title:	Introduction to the Theory and Practice of Descriptive Geometry
Units:	1
C/S Classification #:	C-8
Component:	Activity
Grading Basis: (graded only, CR/NC only, student's choice)	Graded
Repeat Basis: (may be taken once, taken multiple times, taken multiple times only with different topics)	Once
Cross Listed Course: (if offered with another department)	No
Dual Listed Course: (if offered as lower/upper division or undergraduate/graduate)	No
Major course/Service course/GE Course: (pick all that apply)	Major course / GE Course
General Education Area/Subarea: (as appropriate)	C-2
Date Prepared:	April 4
Prepared by:	Alexander Ortenberg

I. Catalog Description

The course serves as an activity component to ARC 111, which focuses on the role of visual explanation in the history of Western European world, whose ocular-centric essence has been identified as one of the main features that makes it different from all other civilizations. The course serves to provide more opportunity to discuss the readings introduced in ARC 111, and to conduct drawing exercises that will illustrate these reading.

II. Required Coursework and Background

Open to students from all departments. No prerequisite required. Concurrent enrollment in ARC111 required

III. Expected Outcomes (the same as in ARC 111)

A: List the knowledge, skills, or abilities which students should possess upon completing the course. If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

Upon completion of this course students will

1. Develop the basic understanding of the history of representation (proto-orthographic representation in Ancient Egypt, examples of early map-making around the world, the late-medieval architectural drawings, the Renaissance "invention" of perspective and of orthographic representation, the evolution of representation in the early Modern and Modern world) (GE SLO Id, IIb)
2. Understand the relationship between culture and the ways in which we visualize the world, and understand contemporary technical drawing and drafting as an embodiment of modern culture (GE SLO Id, IIb, IIIb)
3. Understand the concept of Western European ocular-centrism, and understand the Renaissance "invention" of parallel and perspectival projection in the context of a paradigmatic shift that produced fundamental impact on art, science, and technology (GE SLO Id, IIb)

4. Develop research skills (GE SLO 1c)
5. Improve their written communication skills (GE SLO 1a)
6. Improve their understanding of architectural graphic representation conventions (GE SLO IIIb)

A.a: The course also meets the following Criteria of NAAB (National Architecture Accrediting Board)

Critical Thinking and Representation (Professional Communication Skills): Ability to write and speak effectively and use appropriate representational media with peers and with the general public (GE SLO 1a, 1b, 1c)

B: As a General Education sub-area C2 course, it meets the following criteria:

Courses in this area will provide students with an understanding of the values that make a civilized and humane society possible. Courses will enable students to examine critically the philosophical ideas and theories around which different civilizations have been organized, and to explore complex developments of those civilizations. In the study of philosophy, students should come to understand and appreciate the principles, methodologies, and thought processes employed in human inquiry. Courses should promote the capacity to make informed and responsible moral choices. Moreover, they should encourage broad historical understanding enabling students to see the past in the present and the present in the past.

As a General Education sub-area C2 course, also discuss how the course address the following associated GE Student Learning Outcomes:

1a: Write effectively to various audiences

Aligned with SLO 5, and achieved through writing assignments, including summaries of the readings and a term research paper. Students will be required to explain in writing the representational techniques while also discussing the history of representation and its role in the evolution of our civilization

1c: Find, evaluate, use and share information effectively and ethically

Aligned with SLO 4. Library and various databases research. Students will be required to identify academic resources and to properly cite them

1d: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

Aligned with SLOs 1,2, and 3. Summaries of readings and term paper adhere to the "good essay format." Students will be required to identify a) the author's main thesis; b) the structure of the author's argument (e.g., hypothetical, counterfactual etc.); c) the nature of evidence that the author uses; d) the terminology and the audience to which the author addresses his / her argument; and to state their opinion of the effectiveness of the argument. Class discussions of readings to reinforce the standards of well-structured argument.

IIIb: Analyze major literary, philosophical, historical, or artistic works and describe their aesthetic, historical, and cultural significance in society

Aligned with SLO 1, 2, and 3. Lectures and readings will introduce the concept of graphic representation as a major factor that has determined the development of the Western European arts, architecture, theatre, and technology

IIIb: Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities

Aligned with SLOs 2 and 6. Students will understand the role of visual explanations in our civilization in the context of comparison with non-Western-European traditions. They will be required to critically assess the benefits and the problematic of our vision-centric culture.

IV. Instructional Materials-

Texts and Readings

Khaled Azzam, editor (Ririko Suzuki, educational coordinator), *Arts and Crafts of the Islamic Lands: Principles, Materials, Practice*, London: Thames and Hudson, 2013

Yves-Alain Bois, "Metamorphosis of Axonometry," in *Daidalos*, no. 1 (1981)

Mario Carpo, *The Alphabet and the Algorithm*, Cambridge, Mass.: The MIT Press, 2011

Mario Carpo, *Architecture in the Age of Printing: Orality, Writing, Typography, and the Printed Images in the History of Architectural Theory*, (Translated by Sarah Benson) Cambridge, Mass.: The MIT Press, 2001

Mario Carpo and Frédérique Lemerie, *Perspective, Projection, and Design: Technologies of Architectural Representation*, London and New York: Routledge, 2008

Frank Ching, *Drawing: A Creative Process*, New York: Van Nostrand Reinhold, 1990

Jonathan Crary, *Suspension of Perception: Attention, Spectacle, and Modern Culture*, Cambridge, Mass.: The MIT Press, 1999

Jonathan Crary, *Techniques of the Observer: On Vision and Modernity in the Nineteenth Century*, Cambridge, Mass.: The MIT Press, 1990

Samuel Y. Edgerton, *The Heritage of Giotto's Geometry: Art and Science on the Eve of the Scientific Revolution*, Cheshire, Connecticut: Graphic Press, 1997

Robin Evans, *Translations from Drawings to Buildings*, Cambridge, Massachusetts: The MIT Press, 1997

Robin Evans, *The Projective Cast: Architecture and its Three Geometries*, Cambridge, Massachusetts: The MIT Press, 1995

Marco Frascari, *Eleven Exercises in the Art of Architectural Drawing: Slow Food for Architect's Imagination*, Abington and New York: Routledge, 2011

Marco Frascari, Jonathan Hale and Bradley Starkey, editors, *From Models to Drawings: Imagination and Representation in Architecture*, London and New York: Routledge, 2007

Hiram Grant, *Practical Descriptive Geometry*, New York: McGraw Hill, 1956

Martin Kemp, *Visualizations: The Nature Book of Art and Science*, Berkeley: University of California Press, 2000

Martin Kemp, *Geometrical Perspective from Brunelleschi to Desargues: A Pictorial Means or an Intellectual End*, Oxford (England): Oxford University Press, 1985

Alberto Pérez-Gómez and Louise Pelletier, *Architectural Representation and Perspective Hinge*, Cambridge: Massachusetts, 1997

Helmut Pottmann and Johannes Wallner, *Computational Line Geometry (Mathematics and Visualization series)*, Berlin: Springer, 2001

D'Arcy Wentworth Thompson, *On Growth and Form*, Cambridge: University Press, 1963 (1913)

Edward Tufte, *Visual Explanations: Images and Quantities, Evidence and Narrative*, Cheshire, Connecticut: Graphics Press, 1997

University policies:

Students must adhere to University policies. The policies are contained in the University Catalog, available online.

<http://catalog.csupomona.edu/>

Department of Architecture Policies:

Review studio policies on department of architecture department website.

<http://www.cpp.edu/~arc/>

Additional Instructional Materials

Additional instructional materials (tutorials and illustrations) will consist of the lecture slides and notes, tutorials, and additional readings. They will be developed for each lecture and a number of laboratory sessions and placed on the Blackboard

V. Minimum Student Materials

In order to complete course-work students will be required to purchase drafting and drawing equipment and soft-ware not to exceed \$200.00

VI. Minimum College Facilities

Large lecture hall with blackboard / whiteboard, overhead projector, video / audio equipment and Internet connection. Regular classroom (labs) with blackboard / whiteboard, overhead projector, video / audio equipment and Internet connection

VII. Course Outline**The below course outline addresses ARC 111A as well as ARC111**

As many contemporary philosophers have argued, one of the most distinctive features of the Western-European civilization is its ocular-centric essence. The proposed course addresses this feature by following the rich cultural history that produced the contemporary conventions of architectural and technical drawing. The basic technics of representing depth in two-dimensional media—such as perspective, axonometric, and orthographic types of images—are explained in the context of paradigm shifts, during which each of these technique emerged and / or gained the status of the privileged tool of design and communication. The survey mentions some ancient and non-western examples; however its main focus is directed towards the six-centuries-old tradition that starts with the Renaissance “invention” of projective drawings—when the understanding of the laws of geometry and its representation was considered as an art form and a production device, but also as a spiritual pursuit—to the normalization of these techniques in the end of the 18th century—when they became devoid of any mystical or philosophical overtone. They have since then been considered neutral and objective instruments to solve practical problems. This view effectively obscures their political implications such as the roles they played in establishing the Western-European domination over non-western world, and in privileging male chauvinist gaze.

The course emphasizes the essential role that the means of visual explanation have played in the shaping of our civilization, a major device of the post-Renaissance artistic practices—which, at the same time, made the Western-European technological project possible. It also introduces the 20th century intellectual tradition that draws from thinkers such as Martin Heidegger, Maurice Merleau-Ponty, Michel Foucault, Jacques Derrida, and Gilles Deleuze, all of whom expressed deep concerns about the Western-European vision-centered interpretation of knowledge, beauty, and truth.

The readings for the course and the explanation of the descriptive geometry rules will be based on the texts by architectural theorists such as Yves-Alain Bois, Mario Carpa, Jonathan Crary, Robin Evans, Alberto Pérez-Gómez, and others whose interpretation of architectural representation was influenced by the works of the above philosophers.

Assignments

- Discussions of the readings (starting with presentations that will be assigned to individual students)
- Drawing exercises

Additional discussions of the readings, as well as practical drawing exercises that will help to understand the philosophic concepts will be conducted in ARC 111A (activity) component of the course.

I. Tentative Course Plan

Segment 1 (weeks 1-2)

Lectures and Discussion (ARC 111):

1. Introduction.
 - Visual representation and the philosophical tradition of vision critique.
 - Sacred geometry in pre-modern societies
 - Medieval architectural design techniques: Christian Neo-Platonist interpretation of geometric proportions as a revelation of divine design
2. Renaissance and the search for the means to representing depth in 2-dimensional media
 - Luca Pacioli and the Christian mysticism
 - Sebastiano Serlio's treatise. Architecture becomes perceived as a spectacle, with one point perspective as a major design device that informs both architecture and theatre alike

Readings:

Excerpts from Robin Evans, *Translations from Drawings*

Excerpts from Pérez-Gómez, Alberto and Louise Pelletier, *Architectural Representation*

ARC 111A:

Understanding the essence of planar geometric projection versus perspectival representation.

- a. Constructing the third view of an object
- b. The principles of perspective construction. The cone of vision and the picture plane

Segment 2 (weeks 3-4) (ARC 111)

Lectures and discussion:

The Baroque and the Oblique.

- Counterreformation and the exploration of the "true" and the "distorted" image
- Projection on a curvilinear surface
- The Jesuit interpretation of shades and shadows from the sun and from artificial sources of light as a revelation of the Divine perfect vision versus human distorted vision

Readings:

Excerpts from Alberto Perez-Gomez and Louise Pelletier, *Architectural Representation*

Excerpts from D'Arcy Wentworth Thompson, *On Growth and Form ...*

ARC 111A:

Construct shades and shadows cast by and on a complex object in an orthographic view

Segment 3 (weeks 5-6) (ARC 111)

Lectures and Discussion:

Visual representation in the 16th and the 17th centuries and the beginning of the Scientific and the Industrial Revolution

- Two point perspective
- Illustrated books of machines and the Jesuit missions in the Far East and beyond

Readings:

Excerpts from Samuel Edgerton, *The Heritage of Giotto's Geometry ...*

Excerpts from D’Arcy Wentworth Thompson, *On Growth and Form ...*

ARC 111A:

Perspective revisited. The “two-point” and the “three-point” perspective

Segment 4 (weeks 7-8) (ARC 111):

Lectures and Discussion:

The twentieth century and the critique of perspectival representation by the artistic avant-garde and by contemporary philosophers

- The rules of descriptive geometry are finalized in the 18th century as a product of the Age of Reason and the compartmentalization of knowledge. Drawings of the machines in the *Encyclopedie*.
- Dissemination of visual literacy after the French Revolution (1789), the normalization of vision, and the emergence of a distinctively modern types of representation
- Axonometric drawing and the early avant-garde’s revolt against gravity

Readings:

Yves-Alain Bois, "Metamorphosis of Axonometry,"

ARC 111A:

Axonometric construction

Segment 5 (weeks 9-10): Hand-Drawing vs. the Computer

Lectures and discussion:

Conclusion: Constructing the visual regime of Modernity. Conclusion

VIII. Instructional Methods

Face to face with an online (Blackboard) component.

IX. Evaluation of Outcomes

Students’ learning will be evaluated according to the following assignments and activities:

Summaries of the readings (posted online, graded)

In class discussions and participation (graded)

Pop-up quizzes

Term paper (graded)

Evaluation Chart

Assignment	Develop the basic understanding of the history of representation	Understand the relationship between culture and the ways in which we visualize the world	Understand the concept of Western European ocular-centrism, and understand the Renaissance “invention” of parallel and perspectival projection in the context of a paradigmatic shift that produced fundamental impact on art, science, and technology	Develop research skills	Improve their written communication skills	Improve their understanding of architectural graphic representation conventions
summaries of the reading	X	X	X		X	X
In class discussions	X	X	X	X		X
Pop-up Quizzes	X	X				X
Term paper	X	X	X		X	
Drawing exercises	X	X	X			X

Student Evaluation Chart specific of GE area C2 SLO

Assignment	Ia Write	Ic Locate, evaluate, and	Id: Construct arguments	Iib Analyze major	Iia Analyze the historical
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	effectively to various audiences	responsibly use and share data employing information and communication technologies	based on sound evidence and reasoning to support an opinion or conclusion.	literary, philosophical historical or artistic works and explain their significance in society	development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies
Summaries of readings	X		X	X	X
In class discussions and participation			X	X	X
Pop-up quizzes				X	X
Term paper	X	X	X	X	X

Note:

Outcome will be evaluated in the context of ARC 111 component.

Evaluations will be **conducted by:** instructor

Course Assessment

1. Department of Architecture course evaluations are distributed to students at the end of each term.
2. The Architecture program is periodically evaluated for accreditation by NAAB- National Architecture Accrediting Board. Course is assessed to meet NAAB Accreditation Criteria.

General Education Outcome Assessment

The course will be evaluated in an ongoing manner. Students will be requested to provide feedback several times per term to determine the appropriateness of the pace, the adequacy of tasks, efficiency of the instructional materials and media. There will also be a survey of students evaluations of the course two and three years past its completion in order to determine the usefulness of the course for their future education.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-009-145

ARC 111 - An Introduction to the Theory and Practice of Descriptive Geometry

(GE Sub-area C2)

General Education Committee

Date: 05/24/15

Executive Committee
Received and Forwarded

Date: 6/10/15

Academic Senate

Date: 7/22/15
FIRST READING

BACKGROUND:

This course is being proposed for GE Area C2, Philosophy and Civilization, by Drs. Alexander Ortenberg and Sarah Lorenzen. The course addresses the impact of vision-centricity on the development of Western civilization, drawing on the paradigm shifts engendered through the evolution of projective drawings. The course consists of 3 quarter lecture units (ARC111) along with a required concurrent enrollment in 1 quarter activity unit (ARC111A).

RESOURCES RECOMMENDED:

Dr. Julianna Delgado; Dr. Francelina Neto, Dr. Suketu Bhavsar

RESOURCES CONSULTED:

- Dr. Suketu Bhavsar
- Dr. Julianna Delgado;
- Dr. Kristine Hartney
- Dr. Francelina Neto,
- Dr. Claudia Pinter-Lucke
- Dr. Dale Turner
- Dr. Eileen Wallis
- Dr. Lin Wu

DISCUSSION

The course outline in the original ECO drew one comment that the material was too focused on the mathematical aspects of projections and ill-suited as a GE in Area C2. The proponent agreed and revised the ECO to better reflect the intended connection between the evolution of projective geometry and paradigm shifts in Western Civilization.

A revised ECO was submitted to the GE committee by Dr. Ortenberg and the committee determined that the concerns had been adequately addressed.

RECOMMENDATION:

The GE Committee recommends that ARC 111/A be approved as a GE Area C2 course.

ATTACHMENTS

Attachment 1 - Revised Expanded Course Outline

Status of Referral

AP-008-145

BY ALEX SMALL, CHAIR, ACADEMIC PROGRAMS COMMITTEE
ASSOCIATE PROFESSOR OF PHYSICS

Timeline of Referral

- January 2015: Received by AP Committee
- January to May: Consultation, discussion
- May 27, 2015: First Reading
- Recent concerns:
 1. Portfolios: Included as an example project format at request of EFL. Is the current language inclusive enough?
 2. % of units that must be in graduate-level courses. Current language is 60% (down from 70% at request of grad council).
 3. Core units for options: Minimum of 6 requested by Office of Academic Programs, current language says department shall determine core.

Constraints imposed by Title 5

- **Minimum** of 30 semester units, not less than half at graduate level. No rule on 300 vs. 400 level for other units.
- Campuses can set a maximum time for completion, and that time shall be no less than 5 years and no more than 7.
- No more than 6 semester units for a thesis or project.
- B average.
- Specific definitions for theses, projects, and comprehensive exams.

Additional Background

- EO 665: Campuses must establish some form of writing assessment for graduation.
 - Campus policy: GWT.
 - AA-003-112: Rules for thesis committees.
 - Passed by Senate in March 2015
- NOT YET SIGNED BY PRESIDENT**

Section 1: Basic rules and number

All Master's degrees shall be a minimum of 30 semester units of approved graduate work completed within a maximum of seven years, with the restrictions that:

- a. **At least 70% of the units shall be completed in residence**
- b. **At least 60% of the units shall be in stand-alone graduate level courses** (those not scheduled to meet at the same time, in the same room and with the same instructor as an undergraduate level course). If Title 5 of the California Code of Regulations is amended in a manner that conflicts with the requirement that 60% of the units be graduate level courses, then the new legally required percentage of units will be the percentage of units required for a Master's degree on this campus.
- c. **CONTROVERSIAL: Next slide**
- d. **All courses shall be at the 400 level or higher.**
- e. **No more than 6 units may be designated for the culminating experience.**

1c: Core units

Current Language:

Programs shall contain a core, a collection of specified courses that all students in the program complete for the degree, exclusive of the culminating experience. The number of units in the core shall be determined by the offering department/college.

- *Feedback from Office of Academic Programs: Requesting a minimum of 6 units in the core.*

Values questions:

Should graduate study in a discipline be highly customized or organized around a core?

Is the answer discipline specific, a matter of universal academic values, or simply a policy question?

Section 2: Emphases and options

- a. An emphasis is a specific body of knowledge supported by a core of courses at the graduate level. Emphases shall not be formally declared, shall not be tracked in PeopleSoft, and shall not appear on transcripts or diplomas.

- b. An option is a broad set of knowledge at an advanced level based on the knowledge gained in a specific graduate degree. Options shall be tracked in PeopleSoft and shall appear on transcripts and diplomas.

→Language is directly analogous to language for undergraduate programs.

Section 3c: Theses

Nearly verbatim
from Title 5

A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.

Product of committee
discussion

A thesis is distinguished by certain elements such as an introduction to the study, a review of the literature, a methodology section, results, summary, and recommendations for further research. There may be a difference between the elements found in a quantitative thesis versus those found in a non-quantitative (qualitative) thesis. The thesis committee will be most concerned with the manner in which the material is researched, organized, developed, and presented.

Section 3c (continued)

Flexibility

An oral defense of a thesis shall be required. It will include a presentation by the master's candidate to the Thesis Committee. **The Committee chair may approve oral defenses undertaken partly or wholly in mediated environments, including via conference call or on- line, provided that the defense takes place in "real time."** Any member of the University community may attend the defense. The oral defense shall be graded pass/fail. It shall be documented by a signed statement attesting to the outcome of the defense.

3d: Project description

A project is a significant undertaking appropriate to the fine and applied arts or to professional fields, and to professional applications of other subjects. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation.

→ Nearly verbatim from Title 5

Section 3d: Project examples

Types of projects may include **but are not limited to**:

- A Creative Project: an original contribution to the verbal, visual, or performing arts. Examples include a music recital; a musical composition; an interactive multimedia project; a completed novel or play; a completed collection of short stories or poems; direction of a theatrical production; a gallery showing of works of art.
- A Research Project: a project that contributes to the professions, by adding to technical/professional knowledge in the professional field. Examples include building a device; designing an experiment; a field study; a case study.
- A Portfolio Project: a collection of new and re-envisioned work including elements of revision, reflection, analysis, and application of theoretical concepts and practical strategies. Material completed previous to the beginning of the culminating project must be re-evaluated.

Section 3d: Project committees

The Project Committee will be most concerned with the manner in which the material is researched, organized, developed, and presented. The written document describing the project shall be filed in the Library. In cases where the project is a manual or handbook, the project itself is placed in the appendix, while sections in the main body of the text are tailored to introduce, justify, and validate the study or creative effort.

An oral defense may be required, **at the discretion of the program**. An oral defense of a project shall include a presentation by the master's candidate to the Project Committee, and/or a period of questioning directed to the master's candidate by the committee.

The composition, procedures, and other policies governing Master's project committees shall be described in a separate referral to the Academic Senate.

Section 3e: Comprehensive exams

- We have gotten almost no feedback on this.
- With no issues on the table there's nothing to highlight.
- Please read the report and provide feedback to the AP Committee.

Section 4: Time limits

An extension of the time beyond the limit of seven years may be granted by the Associate Vice President for Academic Programs if warranted by individual circumstances and if the outdated work is validated by examination, in the relevant course or subject field of work or such other demonstration of competence as may be prescribed, such as directly relevant work experience. Under no circumstances will the time limit be extended beyond 9 years. A maximum of nine (9) units may be recertified. Only Cal Poly Pomona coursework is eligible for recertification.

→Everything in here is either from Title 5 or a direct conversion of existing practice

Moving Forward

- Size of core?
- Are examples of project types useful or limiting?
- Goal: AP Committee approval in early October (first available committee meeting date) and Second Reading at October 21st Senate meeting.



Executive Briefing

Francelina Neto
Carol Gonzales

July 14, 2015



Agenda

- Overall Timeline
- Key Activities
 - Curriculum
 - Advising
 - Infrastructure
 - Consolidated Timeline
- Other Areas
- Risks
- Questions/Discussion



Overall Timeline

- Fall 2018 Launch in Semesters
- Fall 2017 Catalog and Degree Progress Reports Ready
- Winter 2017 All Curriculum Approved
- Summer 2017 Move to Production (contingent on infrastructure planning)
- Winter 2017 System Testing (contingent on infrastructure planning)
- Fall 2016 Advising for Bridge Students Begin
- Fall 2015 Advising for Quarter Students Begin
- Fall 2015 All Curriculum Submitted
- Summer 2015 Begin review of PeopleSoft setup, modifications, & reports
- Summer 2015 Freeze PeopleSoft development (pending IT Governance approval)



Curriculum

● Schedule

- Submission of proposals for programs (10/9/15)
- Submission of ECOs for non-GE courses with minimal revisions (12/15/15)
- All Submissions to Academic Senate (12/15/15)
- Final review by Academic Senate (3/10/17)
- Data entered in catalog & PeopleSoft (9/15/17) – See Risks

● Progress/Accomplishments

- Submission of New, Revisioned, and GE Course ECOs (6/1/15)

● Challenges

- Interdependencies with articulations, enrollment services, and academic programs.
- Implementation of Curriculum database software.



Advising

- Schedule
 - Begin systematic advising for quarter students (fall 2015)
 - Crosswalk tables submitted by departments (winter 2016)
 - Begin systematic advising for bridge students (fall 2016)
- Progress/Accomplishments
 - Defined advising strategy, roles, and responsibilities (winter 2015)
 - Collected concerns and ideas from students, faculty, and staff (spring 2015)
 - Three year course offerings submitted by departments (spring 2015)
 - Academic Programs collecting three year course offerings
 - Present “common message” to advisors
- Challenges
 - How to use software to create IAPs that support pledge to students
 - Calculate advisor staffing needs



Infrastructure

● Schedule

- Fit Gap Assessment (Jul 20- Aug 14)
- Progress/Accomplishments
 - Statement of Work for Fit Gap being finalized w/CO
 - Code Freeze as of July
- Challenges
 - Coordinating overlap between committee membership & tasks:
Semester IT, Semester Enrollment Services, and IT Governance
 - Space may be needed for consultants and supplemental staff on site.



Consolidated Timeline

- Consolidating timelines for subcommittees
 - Curriculum, Advising, Enrollment Services, Communications, Faculty Affairs, Administrative Services, Technology
 - [SmartSheet](#)
- Key Points
 - Some tasks & milestones are still unknown
 - Oversight vs task responsibility
 - Integration Points
 - Interrelating requirements
 - Over demand of resources
 - Completion of tasks have yet to be confirmed



Expected Tasks for Departments

- Curriculum
 - Submit non-direct conversion final proposals to CCC - 10/19/15
 - Submit Direct-conversion course final proposals to CCC – 12/15/15
 - Submit non-GE mini-revision final proposals to CCC - 12/15/15
- Advising
 - Secure 3 year course offerings – 6/15/2015
 - Extend advising hours – January 2017
- Multiple
 - Develop “crosswalk” tables – June 2016
- Scheduling
 - Develop semester course offerings – March 2016
 - Determine Gap Courses – June 2018



Other

● Schedule

- Newsletter publications - quarterly
- Key business process dates – various
- Academic policies being reviewed to determine updates related to semesters

• Progress/Accomplishments

- Newsletter communications to students, faculty/staff
- Open forums for students, faculty/staff
- Faculty policies reviewed for updates related to semesters

• Challenges

- Common message about various aspects of conversion
- Maintain transparent up-to-date website
- Financial structure for summer quarters preceding conversion



Risks

- Timeline for articulation, catalog, and degree progress reports is highly dependent on progress of curriculum approval.
- Dependency on implementing an electronic curriculum workflow (Curriculog).
- Efficient scheduling to meet course demand requires an effective advising plan, which reduces in-person advisor needs over time.
- Dependency on implementing an electronic individualized advising plan (IAP) (uDirect/SmartPlanner).
- Aggressive timeline for infrastructure planning.
- Pending Senate Items may delay policy implementation.
- Interdependencies & overlap needs to be continually coordinated and monitored.



Pending Senate Items

- AA-002-134, Proposed Length for Semesters (Fall & Spring) Breaks (Thanksgiving, Winter & Spring) for Calendar Conversion – President’s Response received. Modifications made. Executive Committee to address report during July 15, 2015 meeting.
- AA-003-145, Definition of Class Time Modules and Finals Schedule for CPP Semester Calendar – Additional discussions during May 27, 2015 Academic Senate meeting. Additional consultations required **before** second reading.
- AP-008-145, Proposed Master Degree Structure under Semester Conversion – First Reading during May 27, 2015 Academic Senate meeting. Second Reading scheduled for July 22, 2015 Academic Senate meeting.



Questions/Discussion

MINUTES

of the Academic Senate Meeting
May 27, 2015

PRESENT: Alex, Campa, Chan, Duran, Eskandari, Farhat, Farmer, Garver, Ghazanfari, Ibrahim, Kilduff, Kopplin (Proxy-Winer 3:45 – 4:30) , LaMunyon, Lloyd, MacNevin, Mao, Nelson, Neto, Pearlman, Pettengill, Polet, Prichard-Schmitzberger, Quinn, Salik, Salem, Sancho-Madriz, Shah-Fairbank (Proxy-Salem), Shen, Shih, Small, Speak, Swartz (Proxy-Garver), Tang, Von Glahn (Proxy-Wachs), Wachs, Winer

ABSENT: El Naga, Guyse, Halati

GUESTS: S. Coley, L. Rotunni, C. Pinter-Lucke, D. Lewis, H. Evans, B. Jersky, L. Dopson, S. Srinivas, R. Gutierrez Keeton, B. Bahr, M. Woo, P. Kelly, N. Hurlbut

1. Minutes - May 13, 2015

M/s/p to approve the minutes of May 13, 2015 as written.

M/s/p to change the Agenda to consider item 3 a. as the first item of business.

3. New Business

a. Resolution – Marten denBoer

M/s to adopt the resolution for Marten denBoer.

To All Whom these Presents May Come, Greetings!

BE IT KNOWN THAT:

WHEREAS Marten denBoer has faithfully served as Provost of the California State Polytechnic University Pomona these past eight years; and,

WHEREAS during his time here, a period of debilitating budget cutbacks, Provost denBoer oversaw the hiring of one hundred and seventy tenure-stream faculty members and ninety-seven staff members; and,

WHEREAS Provost denBoer, mindful of the need to cultivate the LIFE OF THE MIND and link it directly to our instructional mission, conceived and launched the Teacher Scholar program, allocating substantial state-side resources to provide assigned time to faculty members with a record of creative scholarship that had an impact on the classroom; and,

WHEREAS Provost denBoer has labored to bring increased recognition to particularly hard-working and successful members of the University Community by initiating the Provost's Awards for Teaching, Service, and Research and Creative Activity, as well as the Provost's Award for Outstanding Staff Service, the SPICE Awards and the ABC Awards; and,

WHEREAS Provost denBoer, in order to more efficaciously advance the University's mission, oversaw the creation of units targeted at specific goals, including the Office of Undergraduate Research, the Technology Transfer Office, the PolyTransfer Office, and the Student Innovation Idea Lab; and,

- WHEREAS Marten denBoer has been an attentive listener and thoughtful respondent to FACULTY CONCERNS, maintaining good humor even in trying circumstances; and,
- WHEREAS Marten denBoer has consistently demonstrated his faith in the concept of SHARED GOVERNANCE essential to the health and success of this University and he has worked diligently to implement that concept in numerous specific situations; therefore, be it
- RESOLVED the Academic Senate of the California State Polytechnic University Pomona, on behalf of the entire Faculty of this University, by this declaration expresses our heartfelt GRATITUDE to Provost Marten denBoer for his service and wishes him GODSPEED and all GOOD FORTUNE as he leaves us to assume new challenges in an often cold WINDY CITY far to the east of Pomona; and be it further
- RESOLVED That a copy of this resolution be presented to Dr. Marten denBoer, a copy be forwarded to President Soraya M. Coley, California State Polytechnic University, Pomona, Rev. Dennis H. Holtschneider, C. M., President, DePaul University, and the Faculty Council at DePaul University.

The motion to adopt passed unanimously.

2. Information Items

a. Chair's Report

Chair Speak requested that the Senators fill out and return the Academic Senate Standing Committee Assignment form as well as the Summer Availability form.

b. President's Report

President Coley reported.

President Coley acknowledged and expressed appreciation for the service of Dean Peggy Kelly and Dean Richard Lapidus. Both are retiring.

Interim Dean – College of Business Administration—Cheryl Wyrick has been appointed Interim Dean for the College of Business Administration effective July 1.

Interim Dean- College of Education and Integrative Studies – Nancy Hurlbut has been appointed Interim Dean for the College of Education and Integrative Studies effective July 1.

Board of Trustees Meeting – At the last Board of Trustees Meeting, the Board authorized Chancellor White to work with the State of California in further discussion to transfer the Lanterman Property to Cal Poly Pomona. This would be effective July 1. There is continued dialog and discussion regarding the 287 acre property. Dr. Coley stated that probably in the Fall, if it is an appropriate interest to the Academic Senate, a short video could be shown.

The Board of Trustees approved the naming of one half of the Collins College new building to be the Marriott Learning Center. The construction should be completed by November 4.

University Advancement Award –The Division of University Advancement has received a 2015 CASE Educational Fundraising Award, an honor given to superior fundraising programs at academic institutions across the country. The Division earned an Overall Performance Award which was judged on analyses of three years of fundraising data.

Commencement – Dr. Coley stated that she looked forward to attending the eight commencement ceremonies. A number of Trustees will also attend.

c. Vice Chair's Report

NEW REFERRALS: (0)

REJECTED REFERRALS: (0)

WITHDRAWN REFERRALS: (0)

SENATE REPORTS FORWARDED TO PRESIDENT: (1)

AS-2476-145/AP Master of Science in Engineering – New Emphasis in Materials Engineering

RESPONSES TO PRESIDENT'S RESPONSE: (2)

AS-2428-134/GE Policy for Removal of GE Attribute
AS-2462-145/AA Revision of Academic Standing Criteria for Undergraduate Students/Policy on Probation and Disqualification

PRESIDENT REPONSES TO SENATE REPORTS: (1)

AS-2475-145/GE Revision of General Education Learning Outcomes - **APPROVED**

d. CSU Academic Senate

No report was presented.

e. Budget Report

Senator Lloyd reported.

Foundation Budget Overview

- Budget Committee met with Paul Storey and David Prenovost (5.6.15).
 - Committee was briefed on 2014-15 budget, as 2015-16 budget had not been approved by the Board as of meeting date.
 - Cash generated by operations, financing, and reserves:
 - 2013-14: \$8.2M
 - 2014-15: \$8.8M
 - Largest increases came from cash generated by designated gifts and operations.
 - Total net income from enterprises (Bookstore, Foundation Dining, K-W, University Village, Extended Ed.): \$2.36M.
 - Total Sources of Cash (2015): \$10.5M
 - Total Expenditures (2015): \$ 9.7M
 - Net surplus (2015): \$ 805K
- Foundation Financial Reports available [here](#).

CSU Budget Highlights

- The Governor's May Revise Budget did not increase the CSU budget above the governor's previous 4% increase. [LAT, 5.15.15]
 - UC, K-12, and Community Colleges all saw larger funding increases.
 - CSU will receive \$157.5 M more than last year.

- Est. \$60 M less than CSU requested to cover enrollment increases.
- CSU officials seek ways to "drive down costs" through "streamlining course offerings" and "more online classes." [LAT, 5.25.15]
 - CSU's Ken O'Donnell: "Student success" measured as "swifter graduation" that "provides a seat for the next student in line."
 - Increase "the work of the university ... and do it with the same resources."

Committee Chair Lloyd pointed out the highlights that explain the CSU official's way to drive down costs.

President Coley pointed out that those particular quotes did not reflect the emphatic statement to the Board. We have found that hybrid courses have shown to provide students with excellent learning experience. It was pointed out that this does not substitute a traditional course.

f. CFA Report

No report was presented.

g. ASI Report

Senator Campa reported.

Julian Herrera and Diana Ascencio were voted ASI President and Vice President. They will be assuming office in July.

Midnight Madness is scheduled in the BSC on June 5.

h. Staff Report

No report was presented.

i. Semester Conversion Report

Francelina Neto, Director, Semester Conversion, reported.

Dr. Neto thanked the faculty for the hard work on the ECO's for the GE course submissions.

The Semester Conversion Steering Committee has been working in the different committees to review work that needs to be completed. It has concluded that the amount of work on curriculum development was underestimated.

The Steering Committee plans to address the following issues:

- Timeline and what needs to be accomplished by the College Curriculum Committee by October and November
- The next stage
- Consider how to streamline the work

Feedback will be provided as the work is identified and the issues are addressed.

3. New Business

This item was the first order of business.

CONSENT AGENDA

- a. AA-001-145, Alcohol and Other Drugs Policy - SECOND READING

Recommendation

AA recommends adoption by the Academic Senate and recommendation to the President to approve the attached policy on Alcohol and Other Drugs as the permanent policy for Cal Poly Pomona University – **ATTACHMENT 1**

- b. AP-009-145, Discontinue Comparative Systems Analysis (CSA) Minor -- SECOND READING

RECOMMENDATION:

The Academic Programs Committee recommends discontinuation of the Minor in Comparative Systems Analysis.

- c. AP-012-145, Discontinue International Studies Minor - SECOND READING

RECOMMENDATION:

The Academic Programs Committee recommends approval of AP-012-145 Discontinue International Studies Minor.

- d. FA-002-145, Clarification of Criteria for Early RTP Actions - SECOND READING

Recommendation

The Faculty Affairs Committee recommends no changes at this time to Appendix 16 regarding Criteria for Early RTP Actions.

- e. GE-001-145, CHM 101/101L, Consumer Chemistry (GE Sub-areas B1 and B3) - SECOND READING

RECOMMENDATION:

The GE Committee recommends that CHM 101/101L be approved to be offered as a means to meet GE Area B1 and/or B3 requirements

ATTACHMENTS 2 AND 3

Revised Expanded Course Outlines

- f. GE-002-145, BUS 101, Business Freshman Experience (GE Sub-area E) - SECOND READING

RECOMMENDATION:

The GE Committee recommends that BUS 101 be approved to be offered as a means to meet GE Area E requirements.

ATTACHMENT 4

Revised Expanded Course Outline

- g. AP-011-145, Discontinue Digital Social Sciences, Humanities and Arts (Digital Media) Minor – FIRST READING

RECOMMENDATION:

The Academic Programs Committee recommends approval of AP-011-145 Discontinue Digital Media Minor

h. AP-013-145, Discontinue Latin American Studies Minor – FIRST READING

RECOMMENDATION:

The Academic Programs Committee recommends approval of AP-013-145 for the discontinuation of a Latin American Studies Minor.

Chair Speak asked if any senator wanted to request removal of any of the items on the Consent Agenda. No items were removed.

M/s/p to adopt the Second Reading items on the Consent Agenda. The vote was unanimous.

M/s/p to receive and forward the First Reading items on the Consent Agenda. The First Reading Items will be a Second Reading on a future Academic Senate Agenda. The vote was unanimous.

4 Academic Senate Committee Reports – Time Certain 3:45 p.m.

a. AP-005-145, New Self-Support Master of Science in International Apparel Management - SECOND READING

M/s to adopt AP-005-145, New Self-Support Master of Science in International Apparel Management.

Senator Garver presented the report.

RECOMMENDATION

The Academic Programs Committee recommends approval of AP-005-145 New Self-Support Master of Science in International Apparel Management which includes the curriculum as follows – **ATTACHMENT 5**

Discussion—Committee Chair Garver stated that the Academic Programs Committee received input by email today regarding several courses within the proposal.

Peter Kilduff, Chair, AMM, explained that several of the courses in the College of Business were being revised and the proposal needs to be adapted to incorporate the new courses. Dr. Kilduff will work with the College of Business.

M/s/p that this item be added to the June 3, 2015 Academic Senate Agenda.

b. AP-008-145, Proposed Master's Degree Structure under the Semester Calendar – FIRST READING

M/s/p to receive and file AP-008-145, Proposed Master's Degree Structure under the Semester Calendar.

Senator Garver presented the report.

RECOMMENDATION:

The Academic Programs Committee recommends approval of AP-008-145 Proposed Master's Degree Structure under Semester Calendar. **ATTACHMENT 6**

Committee Chair stated that the Academic Programs Committee offered the following friendly amendment. The red represents the changes.

PROPOSED AMENDMENT BY ACADEMIC PROGRAMS COMMITTEE

Structure of Master's Degree Programs in the Semester Calendar

1. General Structure

All graduate degrees shall be a minimum of 30 semester units of approved graduate work completed within a maximum of seven years, with the restrictions that:

- a. At least 70% of the units shall be completed in residence.
- b. At least 70% of the units shall be in stand-alone graduate level courses (those not scheduled to meet at the same time, in the same room and with the same instructor as an undergraduate level course).
- c. **Programs shall contain a core, a collection of specified courses that all students in the program complete for the degree, exclusive of the culminating experience. The number of units in the core shall be defined by the offering department/college.**
- d. All courses shall be at the 400 level or higher.
- e. No more than 6 units may be designated for the culminating experience.

2. Options and Emphases

- a. An emphasis is a specific body of knowledge supported by a core of courses at the graduate level. Emphases shall not be formally declared, shall not be tracked in PeopleSoft, and shall not appear on transcripts or diplomas.
- b. An option is a broad set of knowledge at an advanced level based on the knowledge gained in a specific undergraduate degree. Options shall be tracked in PeopleSoft and shall appear on transcripts and diplomas.
- c. ~~removed and replace with 1 c. above~~
- d. ~~removed and replace with 1 c. above~~

Discussion – Dr. Garver reiterated that the black type is the general structure in the original policy. The red represents change. The issue of a common core similar to the undergraduate degree is the reason the changes were suggested. This is a compromise at the request of the Provost and Associate Provost who both would like to see programs with a designated core for all students. The Academic Programs Committee reviewed the request of the Provost and Associate Provost and suggests the changes in red. The offering department or college will decide the core and the exact number of units attached to the core.

Senator Ibrahim commented on 1 c of the proposed amendment. “Programs shall contain a core...” Dr. Ibrahim stated that this could be problematic. He suggested that the wording be “Programs with different options will have a core...”

Chair Speak clarified that there is a choice – something that looks like an umbrella degree with different course patterns under a single degree – or – have a degree for each course pattern unless there is a core.

Associate Provost Pinter-Lucke stated that the idea is for all students in a program to have some kind of common opportunity to meet the learning objectives.

A question was raised about 1 a – 70% of the courses will be graduate courses. The point was made that Title 5 stipulates 50% of the course would be master degree courses. Dr. Pinter-Lucke stated that this topic has been discussed at every meeting of the Graduate Council and the proposal will go to the Board of Trustees. Also, the Cal Poly Graduate Council recommends 70%. A suggestion was made to reduce the percentage.

Committee Chair Garver stated that this is not an amendment. This is a proposed language for the Second Reading. The Academic Programs Committee would like to get the sense of the Senate regarding the proposed language.

A question was raised about the GWT requirement and graduate students. Dr. Pinter-Lucke asked that the senator check the Executive Order, it may be an entering qualification for the graduate students.

Questions were raised regarding 3. c. Theses -- Second paragraph -- a suggestion was made to remove the first sentence. It gets more specific and may not be necessary.

3. d. There may need to be greater clarity when a student chooses between a thesis or project. If it is a choice it should clearly state the choice. If the degree is the same then the review processes should be the same. Add guideline for master's thesis committee to the guidelines for the projects committee.

Dr. Pinter-Lucke stated that in a conversation in the Extended Graduate Council, the Project Committee is not the same as the Thesis Committee.

Committee Chair Garver stated that some of the feedback received from faculty indicated that there are too many people on the committee. If we suggest the same structure for projects or other culminating experience as thesis, there might be a problem.

Section 3 d (2) ii, iii – how do you determine currency? Why not leave this judgment to the graduate coordinator. Committee Chair Garver responded that this is something that is flexible and could be determined by the department. The department could delegate the responsibility to the graduate coordinator.

Section 3 d. (4) – Terms of Service – this is a large commitment for the committee members. There should be a provision if and/or when a person could not continue on the committee. Committee Chair Garver pointed out that 3 d. (4) iii would address the issue.

Committee Chair Garver stated that the Academic Programs Committee would like to update the report and get feedback until September.

Discussion ensued.

In summary, the master's degrees must have a core with shared experiences for all students. There shall be a core of the department design. The choice is between having a single degree with options or separate degrees.

Dr. denBoer clarified that, in the view of the Chancellor Office, if you have two options which share no courses in common but share the name only, they are different degrees.

The example of Biological Sciences was used as an umbrella concept. Senator Nelson, ECE stated that the ECE masters programs would have the same issue, except the options have common math courses. The challenge is that the field is extremely broad.

This item will be a Second Reading on a future Agenda.

c. AP-010-145, New Bachelor of Arts in Early Childhood Studies – FIRST READING

M/s/p to receive and file AP-010-145, New Bachelor of Arts in Early Childhood Studies.

Senator Garver presented the report.

RECOMMENDATION

The Academic Programs Committee recommends approval of AP-010-145 New Bachelor of Arts Program in Early Childhood Studies which includes the curriculum as outlined below.

Core courses:***Lower Division Core Courses (Community College Articulation Course) (27 units)***

ECS 100 – Child Growth and Development (4.5)
 ECS 110 – Child Family and Community (4.5)
 ECS 200 – Observation and Assessment (3)
 ECS 200A – Observation and Assessment Activity (1.5)
 ECS 210 – Clinical Practicum (1.5)
 ECS 210A – Clinical Practicum I Activity (3)
 ECS 220 – Principles and Practices of Teaching Young Children (4.5)
 ECS 235 0 Introduction to Curriculum (4.5)

Upper Division Courses (40 units)

ECS 300 – Inquiry and Methodology (4)
 ECS 310 – Applied Infant/Toddler Studies (4)
 ECS 320 – Applied Preschool/Primary Studies (4)
 ECS 330 – Early Childhood Education Leadership and Social Justice (4)
 ECS 320 – Language and Literacy in Multilingual Families and Communities (4)
 ECS 350 – Contextual Approaches to Curriculum (4)
 ECS 360 – Emergent Literacy in First and Second Language Acquisition (4)
 ECS 410 – Clinical Practicum II (1)
 ECS 410A – Clinical Practicum II Activity (3)
 ECS 420 – Numeracy and Inquiry in Multilingual Contexts (4)
 ECS 430 – Working with Exceptional Children and their Families (4)

Elective Core Courses (at least 8 units from the following)

ECS 120 – Health, Safety and Nutrition for Early Childhood Education (4.5)
 ECS 230 – Teaching in a Diverse Society (4.5)
 ECS 240 – Administration of Early Childhood Programs I (4.5)
 ECS 250 – Administration of Early Childhood Programs II (4.5)
 ECS 260 – Supervising Adults in Early Childhood Settings (3)
 ECS 299/299A/299L – Special Topics for Lower Division Students (1-4/1-4/1-4)
 ECS 499/499A/499L – Special Topics for Upper Division Students (1-4/1-4/1-4)
 Other appropriate courses selected with CPP ECS Advisor's approval.

Emphases***Emphasis One. Leadership in Early Childhood (20 units)***

ECS 370 – Assessment II (4)
 ECS 380 – Physical Growth and Health (4)
 ECS 390 – STEAM: Project Approach to Integrated Learning (4)
 ECS 400 – Dynamics of Early Childhood Play (4)

ECS 400 – Diversity, Education, and the Arts (4)

Emphasis Two. Early Childhood Equity and Program Administration (24 Units)

ECS 240 – Administration of Early Childhood Programs 1 (4.5)

ECS 250 – Administration of Early Childhood Programs 2 (4.5)

ECS 260 – Supervising Adults in Early Childhood Settings (3)

EWS 290 – Multicultural Leadership (4)

ECS 365 – Early Childhood Leadership in the 21st Century (4)

EWS 330 – Ethnicity and Family Life

EWS 360 – Cultures of Childhood (4)

Emphasis Three. Infant/Toddler Programs and Practices (20 units)

ECS 370 – Assessment II (4)

ECS 375 – Curricular Approaches for Working with Infants and Toddlers (4)

ECS 385 – Relationship-based Approaches in Home and Community Settings (4)

ECS 460 – Programs and Policies for Infants, Toddlers, and Their Families (4)

ECS 470 – Infant/Toddler, Family and Program Perspectives in Intervention (4)

Emphasis Four. General (20 units)

Select 20 units in consultation with and with approval from your CPP ECS Advisor.

Senator Garver stated that the Academic Programs Committee did not receive any input.

The comment was made that the name of the degree is closer to Early Childhood Education (ECE). Dr. Garver stated that the Electrical and Computer Engineering Department uses the prefix ECE so the degree name was changed to Early Childhood Studies. The comment was made that the prefix could be KID.

This item will be a Second Reading on a future Agenda.

5. Old Business

6. Discussion

Time Certain

- a. AA-003-145, Definition of Class Time Modules and Finals Schedule for CPP Semester Calendar – SECOND READING

Committee Chair Halati was unable to attend the meeting. Vice Chair Eskandari reported.

RECOMMENDATION:

- A. The Academic Affairs Committee recommends that the Academic Senate approve the class time modules in attachment 1 to the report and the corresponding final exam schedule in attachment and recommend their adoption to the President.
- B. The Academic Affairs and the Steering Committee for Semester Conversion shall develop an appropriate timeline for the departments to provide a pilot class schedule for AY 2018-2019. The Academic Affairs shall study the proposed schedules to determine if additional changes to the proposed time modules is needed. If it is determined that additional changes are needed, the Academic Affairs in consultation with the chair of the Academic Affairs sub-committee of Academic Senate may implement the required changes and notify the Executive Committee of the Academic Senate.

Attached:

Attachment 7– Time Modules for Semester Calendar
Attachment 8– Finals Schedule for Semester Calendar

Vice Chair Eskandari presented a PowerPoint presentation. The presentation is posted on the Academic Senate website at: <http://www.cpp.edu/~senate/packets/2014-15%20Packets/05-27-15.shtml> under the title Time Modules Discussion. The presentation outlines the time utilization for each day of the week. Included in the presentation were popular quarter system time modules as well as graphs showing that the utilization of time modules. Dr. Eskandari observed that the Monday and Wednesday early morning time modules could be better utilized. The proposed modules demonstrate that finals would not overlap.

Points of Discussion

- Modules for Laboratory and Activity classes
- Meeting days for 3-unit, 2-day classes
- Morning modules for 3-unit, 2-day classes
- Meeting days and times for 4-unit, 3-day classes
- MWF modules
- Offsetting 2-day classes with 1-day classes
- Meeting days and times for 4-unit, 4-day classes

Discussion - Room utilization

Did the Math Department provide feedback for the 4 unit classes? The 4 unit classes will meet on 3 days. The department is only interested in the MWF modules. Chair Speak stated that they have agreed that the commonly taught GE courses, except for calculus, will be 3 unit courses.

Do we extend the two modules in MW morning? The opinions expressed were yes - that the MW morning modules should be extended. The point was made that MW a.m. module is often when the lecture rooms are empty.

Concern was expressed that the rooms would not be filled on Friday.

The point was made that the 3 unit lecture and 1 unit of activity the rooms would be filled on MW and Friday would be used for the activity portion of the course. Also, co-requisite activities could fill the space.

An observation was made that there are online classes that meet only once a week or less. The course takes a time module. This would allow for flexibility for room utilization. The problem of using the room is that right now the day of the on campus class is not defined.

One senator pointed out that in the case of room utilization, what happens is that we do not have classes on MW and we underutilize the space. The concern was expressed that the room may not be utilized on the corresponding Friday.

The point was made that the MW module might alleviate the conflicts for the TTH modules.

Provost denBoer expressed the concern that a MW module could create a problem with room utilization on Friday. The campus cannot under-utilize the classroom space or the campus will not be allocated new classroom buildings.

A senator stated that departments use space differently. Some departments use a twice a week class modules to achieve the learning objectives and others might benefit from a three day (MWF) module.

The point was made that there are a lot of classroom space available on MW morning. One option might be to schedule graduate courses at 8 a.m. It would give the graduate students an alternative to evening courses.

The meeting was adjourned at 4:46 p.m.

AA-001-145, Alcohol and Other Drugs Policy
Academic Senate Minutes 5-27-15 -- Attachment 1

ALCOHOL AND OTHER DRUGS POLICY (INTERIM)

POLICY HEADER

Subject: Alcohol and Other Drugs Policy
Number: Administrative 1.5
Effective Date: January 31, 2013 (Interim Policy)
Initiating Entity: Alcohol, Tobacco and Other Drugs Advisory Council (ATODAC)
Affected Entities: Campus Community
Responsible Entity: Chair, ATODAC
Revisions if any: Supersedes AOD Policy adopted January 21, 1998; revised March 5, 1999

POLICY STATEMENT

The unlawful possession, use, manufacture, distribution, or sale of illicit drugs or drug-related paraphernalia, tobacco or alcohol, and the misuse of legal pharmaceutical drugs or alcohol by any faculty, staff, recognized auxiliary employee, student, registered student club or organization, campus entity, visitor or visiting organization is strictly prohibited in the workplace, on University premises, at University activities, or on University business, on campus or off. Any faculty, staff, student or student organization, campus entity, visitor or visiting organization that violates this policy is subject to disciplinary action as set forth in the following and/or will be referred to the appropriate authorities for legal prosecution.

DESCRIPTION OF UNIVERSITY POLICY

Purpose

This policy is created to comply with the Drug-Free Workplace and Drug-Free Schools & Communities Act Amendments of 1989 (Public Law 101-226), which requires the University to adopt and implement a program to prevent the unlawful use and/or abuse of drugs or alcohol by faculty, staff and students and to set forth standards to provide a safe, healthy, and productive community setting for work and study.

The purpose of this policy is to describe University standards of conduct concerning alcohol and drugs, communicate the health risks and other legal and disciplinary consequences of failing to adhere to University standards of conduct, and provide information as to available assistance and resources.

Philosophy

California State Polytechnic University, Pomona (University or Cal Poly Pomona), as an institution of higher education, seeks to create and nurture a campus community where healthy lifestyle choices are fostered and promoted. The University accepts responsibility for maintaining and advancing a safe and productive educational and work environment free from both the illegal and the harmful use of alcohol and drugs. The University prohibits the illegal use of alcohol or other drugs, takes positive steps to reduce the abuse of alcohol and other drugs, and will not promote or condone their misuse.

Definitions

The term "alcohol" includes alcohol, spirits, liquor, wine, beer, and every liquid or solid containing alcohol, spirit, wine, or beer, and which contains more than one-half of 1 percent of alcohol by volume and which is fit for beverage purposes either alone or when diluted, mixed or combined with other substances (Business and Professions Code, Section 23004).

AA-001-145, Alcohol and Other Drugs Policy

Academic Senate Minutes 5-13-15 -- Attachment 1

The term "illicit drug" includes any dangerous drug, restricted drug, or narcotic as those terms are used in California statutes, and all substances regulated under federal law through the Controlled Substances Act, including but not limited to marijuana, cocaine derivatives, "crack," heroin, amphetamines, barbiturates, LSD, PCP, and substances typically known as "designer drugs" such as "ecstasy."

See Appendix A for more definitions of terms found in this policy.

Standards of Conduct

The unlawful possession, use, manufacture, distribution, or sale of illicit drugs or drug-related paraphernalia, tobacco or alcohol, and the misuse of legal pharmaceutical drugs or alcohol by any faculty, staff, recognized auxiliary employee, student, registered campus organization, campus entity, visitor or visiting organization is strictly prohibited in the workplace, on University premises, at University activities, or on University business, on campus or off.

California's Compassionate Use Act conflicts with federal laws governing controlled substances. The California State University, including Cal Poly Pomona, receives federal funding in the form of student financial aid and grants that would be in jeopardy if those federal laws did not take precedence in our policies. Thus, the manufacture, possession, or use of marijuana on campus, or off campus while on University business or participating in University sponsored function violates the CSU Student Conduct Code. The California Compassionate Use Act does not apply at the California State University or Cal Poly Pomona.

Authorized Use of Alcohol

The responsible use of alcohol must be in compliance with all federal, state, and local laws.

While Cal Poly Pomona and its recognized auxiliary organizations are each separate legal entities, this policy addresses shared legal obligations, guidelines and procedures regarding the use of alcohol at Cal Poly Pomona, the Cal Poly Pomona Foundation, Inc. and Associated Students, Inc.

The Board of Trustees of the California State University approved the use and sale of beer and wine on campuses in the 1970's and delegated authority to the President to regulate its use in compliance with all applicable provisions of law. The President, pursuant to Title V, California Code of Regulations 41301, issued the following Presidential Order:

"Possession or consumption of alcoholic beverages on campus by persons under the age of 21 is strictly prohibited. The use of alcoholic beverages by persons 21 years of age or older is permitted only in student residential areas as designated by the Director of University Housing Services or the Director of the Cal Poly Pomona Foundation, Inc. Kegs of alcoholic beverages, regardless of type or size, are prohibited in student residences. Alcoholic beverages may be purchased in designated food service operations, and may be served at specified events upon the approval of the Vice President for Student Affairs."

Refer to University Housing Services webpage: <http://www.cpp.edu/~housing/forms-policies/license-agreement.shtml> and Foundation Housing website: <http://foundation.csupomona.edu/village/forms.aspx> for current policies

In 2005, The Board of Trustees of the California State University prohibited sales of alcoholic beverages in conjunction with any athletic events held in University owned or operated facilities (Executive Order 966, <http://www.calstate.edu/eo/EO-966.pdf>).

The following campus entities are authorized by the President to serve alcoholic beverages in accordance with all local and state laws, under regulation of the California Department of Alcoholic Beverage Control (ABC), and in compliance with all CSU executive orders.

1. The Cal Poly Pomona Foundation, Inc. in ABC licensed restaurants and events.
2. The Cal Poly Pomona Foundation, Inc. on the balance of the campus subject to specified guidelines (see Appendix B).
3. University entities or departments in the context of academic or educational purposes as approved by the President or designee.
4. Official University-sponsored events as approved by the President or designee.

AA-001-145, Alcohol and Other Drugs Policy

Academic Senate Minutes 5-13-15 -- Attachment 1

Alcoholic beverages served on campus by or for faculty, staff or students at informal gatherings or departmental activities are strictly prohibited, unless approved by the President or designee. All on-campus registered student club and organization events must be alcohol-free. Official University-sponsored events on campus with 25% or more student attendees must be alcohol-free unless approved by the President or designee.

The possession, manufacturing, distribution, sale, and use of alcohol in campus facilities, designated workplace, or off-campus at University sponsored activities must have approval by the appropriate administrator as outlined under the Enforcement section of this policy.

Advertising, Marketing and/or Sponsorship

In 2005, The Board of Trustees of the California State University limited alcohol advertising to beer and wine on CSU campuses. Cal Poly Pomona prohibits sponsorship of any University activity or event by alcohol beverage manufacturers and/or the marketing or advertising of alcoholic beverages on the campus except under the following circumstances.

- A. In authorized food service facilities, in accord with all local and state laws, under regulation of the California Department of Alcoholic Beverage Control, and in compliance with CSU specified guidelines (Executive Order 966), or
- B. In the Collins College, when associated with the wine, beer and spirits program or official College-sponsored events, and in compliance with CSU specified guidelines (EO 966), or
- C. In very limited circumstances, approved by the President or designee, where the University realizes some other substantial benefit, and in compliance with CSU specified guidelines (EO 966).

Advertisements shall not solely feature alcohol as an inducement to participate in any event. No reference shall be made to the amount of alcoholic beverages that will be available. The availability of nonalcoholic beverages must also be advertised.

AFFECTED AND RESPONSIBLE ENTITIES

Any faculty, staff, recognized auxiliary employee, student, registered campus organization, campus entity, visitor or visiting organization must comply with this policy. The University's Alcohol, Tobacco and Other Drugs Advisory Council is responsible for the distribution of this policy and for working with appropriate educational, intervention and enforcement entities throughout the campus community.

CONSEQUENCES OF NON-COMPLIANCE

Any faculty, staff, recognized auxiliary employee, student, registered campus organization, campus entity, visitor or visiting organization found to be in violation of federal, state and/or local law, or who violates the University's standards of conduct may be subject to disciplinary action as set forth in the following and/or referred to the appropriate authorities for legal prosecution.

See Appendix C for a summary of federal and state laws governing alcoholic beverages and controlled substances.

Disciplinary Sanctions

Faculty, staff, recognized auxiliary employees, and student employees found to be in violation of the University's standards of conduct may be subject to corrective action including required participation in an approved counseling or treatment program and/or termination. See detailed Human Resources information in Appendix E.

Individual students found to be in violation of the University's standards of conduct may be subject to disciplinary sanctions including warning, disciplinary probation, loss of privileges and exclusion from activities and/or from areas of the campus, referral to a required alcohol or other drug education program, interim suspension, suspension, or expulsion. See Judicial Affairs website (<http://www.cpp.edu/~judicialaffairs/index.shtml>) for Student Disciplinary Procedures.

AA-001-145, Alcohol and Other Drugs Policy

Academic Senate Minutes 5-13-15 -- Attachment 1

Registered student clubs or organizations found to be in violation of the University's standards of conduct may be restricted from use of campus services and/or resources to support their organizational activities, and may be placed on probation or suspension through the Office of Student Life and Cultural Centers.

Visitors or visiting organizations found to be in violation of the University's standards of conduct may be excluded from participation in campus events and/or further use of the campus. This may also include referral to the appropriate authorities for legal prosecution.

Campus entities, including University departments and colleges, as well as recognized auxiliary organizations, found in violation of this policy may be referred to the appropriate University administrators.

Education and Enforcement

Enforcement of the AOD Policy is the responsibility of the President of the University, or designee. Violations will be directed to the appropriate vice president in conjunction with the respective auxiliary or state human resources department for resolution. When appropriate, the University, in consultation with the ATODAC, will seek to provide educational opportunities and feedback to those in violation of this policy. Members of the campus community may forward concerns to the designated vice president.

"Safety First"

The goal of "Safety First" is to ensure that students receive prompt medical attention for any health or safety emergency, and to ensure there are no impediments to reporting incidents of alcohol or other drug intoxication, harassment, violence or assault (including physical or sexual). A Safety First policy benefits our campus by encouraging students to make responsible decisions in seeking medical attention in serious or life-threatening situations that result from alcohol and/or other drug abuse and in any situation where medical treatment is reasonably believed to be appropriate. If a student is so intoxicated or drugged that the student is incoherent and/or unable to be awakened, letting the student "sleep it off" is not a reasonable alternative to getting the student the necessary medical help. Failing to seek assistance for a fellow student who appears to be dangerously impaired due to drug or alcohol abuse may result in sanctions.

Health Risks and Other Consequences

Cal Poly Pomona is committed to educating the campus community regarding the health risks and other consequences associated with alcohol and/or drug use and abuse, and promoting responsible and safe drinking behaviors for those who engage in the lawful consumption of alcohol.

The use of illicit drugs or tobacco, and the illegal use or abuse of alcohol have all been shown to cause serious health consequences, including damage to the heart, lungs, and other organs. Alcohol-related accidents are a major cause of death among persons under age 25¹. The most significant long-term health risk, besides death, is addiction. In addition to direct physical consequences, the abuse of alcohol and other drugs has been associated with impaired learning and increased risks of violence, physical injuries, accidents, acquaintance rape, unintended pregnancy, and sexually transmitted diseases.

For more detailed information on Health Risks see Appendix F.

RESOURCES

The University recognizes alcohol and other drug dependency as treatable conditions and offers educational and counseling assistance and/or referrals to employees and students to aid them in dealing with problems associated with substance abuse.

All faculty, staff and students are encouraged to be proactive in their response to perceived alcohol abuse or drug dependency by initiating discussions with individuals whose behavior is not in accordance with the Cal Poly Pomona Alcohol and Other Drugs Policy. In situations where a member of the campus community is

¹ National Highway Traffic Safety Administration: Traffic safety facts: Crash stats. Alcohol-related fatalities and alcohol involvement among drivers and motorcycle operators in 2005. August 2006. DOT HS 810 644. Available from: <http://www.nhtsa.gov>.

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uncomfortable approaching an individual perceived to have a problem with alcohol/drug abuse, Human Resources, Judicial Affairs, the University Ombuds Office or University Police are appropriate resources for assistance.

For students, Student Health and Counseling Services is the campus resource for treatment of alcohol/drug related problems, as well as for advice in assisting students with related issues.

For faculty and staff, the Employee Assistance Program (EAP) is a campus resource that can provide appropriate referrals for assistance with drug or alcohol related problems. Benefits-eligible employees may have coverage in their medical benefits packages for counseling and the treatment of alcohol/drug related problems. The Human Resources EAP website (see below) contains referrals to resources.

Auxiliary employees and volunteers should contact the Human Resources representative in their respective auxiliary.

Health Services
Building 46
(909) 869-4000
<http://www.cpp.edu/~healthcounseling>

Counseling Services
Building 66, Room 116 (Bookstore Building)
(909) 869-3220
<http://www.cpp.edu/~healthcounseling>

Employee Assistance Program (CPPLifeMatters by Empathia)
Hotline (800) 367-7474
<http://www.cpp.edu/~employee-assist>

CONSULTED ENTITIES AND TIME PERIODS

The ATODAC is comprised of administrative, faculty, staff and student representatives from across the University, the Cal Poly Pomona Foundation, and ASI. This policy revision was drafted by a subcommittee of the AODAC in 2011 and approved by the AODAC in 2012. A draft was presented to Student Affairs Cabinet on 9/12/12, with revisions made and posted for all campus review through Blackboard during the period 11/13/12—12/21/12. Revisions presented to President's Cabinet on 1/31/13 were approved for publication on the University website. In June of 2013, the council name was changed from AODAC to ATODAC to incorporate "Tobacco." The interim policies were then sent for Academic Senate approval in July of 2014 and reviewed by a subcommittee on 3/3/15. The ATODAC policy subcommittee met on 3/17/15 to finalize suggested edits from Academic Senate. Additional edits made by AVP and VP of Student Affairs 3/27/15.

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APPENDIX A

DEFINITIONS OF TERMS

- Auxiliary:* An entity that meets the definition provided for in the Education Code (California Code of Regulations, Title 5, Article 1, Section 42400), and meets the specific criteria and requirements as set forth by the CSU Board of Trustees. At Cal Poly Pomona, the recognized auxiliaries are the Cal Poly Pomona Foundation Inc. (Foundation), and the Associated Students Incorporated (ASI).
- Employee:* Shall include Cal Poly Pomona faculty, administrators, professional, support staff, part-time staff, student employees, volunteers, employees and agents of its recognized auxiliaries (ASI or Foundation).
- Workplace:* Any property owned, controlled, leased from or by California State Polytechnic University, Pomona as a site for the performance of work by employees of Cal Poly Pomona or its recognized auxiliaries (ASI or Foundation) or any meeting place deemed to be the location for official business of the University.
- Conviction:* The term "conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violation of Federal or State criminal statutes.
- Student:* As defined by the Chancellor's Office, student means an applicant for admission to the CSU, an admitted CSU student, an enrolled CSU student, a CSU extended education student, a CSU student between academic terms, a CSU graduate awaiting a degree, and a CSU student who withdraws from school while a disciplinary matter (including investigation) is pending.
- Substances:* The term "substances" includes both illegal and legal substances:
1. Illegal Substances—Controlled substances means those substances as listed in schedules I through V of the Federal Controlled Substances Act (21 U.S.C.812) and further defined by regulations (21 CFR 1308), which are obtained illegally.
 2. Legal substances are:
 - a. Alcoholic beverages, for persons age 21 or older.
 - b. Controlled substances as listed in the Federal Controlled Substances Act, which are prescribed or administered by a licensed physician or health-care professional.
 - c. Over the counter drugs/products.

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APPENDIX B

GUIDELINES FOR AUTHORIZED USE OF ALCOHOL ON CAMPUS

The lawful sale or service of alcoholic beverages on campus must adhere to the following guidelines:

1. The consumption of alcoholic beverages outside of Alcoholic Beverage Control (ABC) licensed food facilities is not permitted on campus unless associated with an approved campus event.
2. All registered student club or organization events must be alcohol-free.
3. University sponsored events must have approval by the President or designee to host an event where alcohol will be present.
4. All persons or groups requesting to serve alcohol at an on-campus event must submit a written request for authorization with an appropriate facility lease application.
5. Decisions for authorization to use alcoholic beverages will be made by the President or designee, unless otherwise stated in this policy, and based upon the request submitted with the appropriate lease application.
6. Consumption of alcohol is permitted only within the established and approved area designated for the event.
7. Properly marketed and displayed non-alcoholic beverages must be available at the same place as the alcoholic beverages and must be featured as prominently as the alcoholic beverage.
8. Food must be provided when alcohol is being served. A minimum of 30% of the event's budget shall be assigned to the purchase of food items.
9. No event shall include any form of "drinking contest" or use of bulk quantities (e.g., kegs, party balls). The service of shooters, shots or doubles is prohibited at any campus event.
10. The lawful sale or service of alcoholic beverages will be conducted solely by employees or agents of the Cal Poly Pomona Foundation, Inc.
11. For events taking place outside of an ABC licensed facility, a one-day Caterer's Permit from the Department of ABC for the event is obtained by the Cal Poly Pomona Foundation, Inc. Any and all fees for this permit are the responsibility of the sponsoring organization for the event.
12. The University Police must be notified in writing two weeks in advance of any event where alcohol is being served. At the discretion of the Chief of Police or designee, one or more police officers may be assigned to events. The organizer of the event will be responsible for all costs associated with University Police presence at these events.
13. Failure to abide by University Policy and the above mentioned guidelines may result in immediate termination of the event, disciplinary proceedings and/or criminal prosecution, and restriction from future use of campus facilities.

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APPENDIX C

The following is not a comprehensive list and summarizes only a few laws that govern alcoholic beverages and controlled substances. Laws may change over time and individuals are expected to be aware of current federal, state, and local laws.

FEDERAL LAWS GOVERNING CONTROLLED SUBSTANCES

(See United States Code 21, Sections 811, 844, 853, 881)

- A. The unlawful possession, use, manufacture, sale, or distribution of alcohol or all scheduled (illicit) drugs may lead to prosecution, and depending on the nature of the offense, may be categorized as a misdemeanor or felony and may be punished by fine and/or imprisonment.
- B. Examples of illicit drugs include narcotics, barbiturates, amphetamines, cocaine, cannabis, hallucinogens, and synthetic drugs, e.g. PCP.
- C. First offense penalties for the illegal possession of a controlled substance range from up to 1 year in prison and a fine of at least \$1,000 but not more than \$250,000, or both. Second and subsequent convictions can include increased imprisonment and fines.
- D. Depending on the amount, first offense maximum penalties for trafficking marijuana range from 5 years in prison and a fine of \$250,000 to life imprisonment and a fine of \$4 million.
- E. Depending on the amount, first offense maximum penalties for trafficking class I and II controlled substances (methamphetamine, heroin, cocaine, cocaine base, PCP, LSD, fentanyl, etc.) range from 5 years to life imprisonment and fines from \$2 to \$4 million.
- F. Property including vehicles, vessels, aircraft, money, securities, or other things of value which are used in, intended for use in, or traceable to transactions that involve controlled substances in violation of federal law are subject to forfeiture to the United States.
- G. Persons convicted of possession or distribution of controlled substances can be barred from receiving benefits from any and all federal programs including student grants and loans, except some long term drug treatment programs.
- H. The federal Drug-Free Workplace Act of 1988 (41 U.S.C. 701) requires that University employees directly engaged in the performance of work on a Federal contract or grant shall abide by this Policy as a condition of employment and shall notify the Principal Investigator and/or the Chair of the sponsoring department or unit within five days if they are convicted of any criminal drug statute violation occurring in the workplace or while on University business. In turn, the Principal Investigator or Chair shall notify the administrative head of the Office of Research and Sponsored Programs. That administrator is then obligated to notify the Federal contracting or granting agency within ten days of receiving notice of such conviction, and to take appropriate corrective action or require the employee to participate satisfactorily in an approved drug abuse assistance rehabilitation program.

CALIFORNIA LAW GOVERNING CONTROLLED SUBSTANCES

California law regarding controlled substances is, in many respects, similar to federal law. Violations can result in imprisonment, fine, or both.

APPENDIX C (continued)

CALIFORNIA LAW GOVERNING MARIJUANA

Possession of not more than 28.5 grams (1 ounce) of marijuana is a misdemeanor, which is punishable by a fine of not more than \$100.00. Possession of more than 28.5 grams of marijuana shall be punished by imprisonment in the county jail for a period no more than six months or by a fine of not more than \$500.00, or by both. The cultivation, the possession for sale, or the sale of marijuana constitutes a felony. A felony conviction can involve serving time in a state prison. (California Health and Safety Code sections 11357- 11362.9)

The California Compassionate Use Act of 1996 removed state-level criminal penalties for the use, possession, and cultivation of marijuana for personal medical purposes approved by a physician for qualified patients and/or their primary caregivers. (California Health and Safety Code section 11362.5) California's Compassionate Use Act conflicts with federal laws governing controlled substances. The California State University, including Cal Poly Pomona, receives federal funding in the form of student financial aid and grants that would be in jeopardy if those federal laws did not take precedent in our policies. Thus, the use and possession of marijuana in any form or amount violates the CSU Student Conduct Code and the California Compassionate Use Act does not apply at the California State University or Cal Poly Pomona.

CALIFORNIA LAW GOVERNING ALCOHOLIC BEVERAGES

- A. No person may sell, furnish, give, or cause to be sold, furnished or given away, any alcoholic beverage to a person under the age of 21, and no person under the age of 21 may purchase alcoholic beverages (California Business and Professions Code section 25658).
- B. It is unlawful for any person under the age of 21 to possess alcoholic beverages on any street or highway or in any place open to public view (California Business and Professions Code section 25662).
- C. It is a misdemeanor to sell, furnish, or give away an alcoholic beverage to any person under the age of 21 (California Business and Professions Code 25658) or to any one obviously intoxicated (California Business and Professions Code section 25602).
- D. It is unlawful for any person to drink while driving, or to have an open container of an alcoholic beverage in a moving vehicle. With a blood alcohol level of .08 or higher, a driver is presumed under the influence of alcohol. Between .04% and .08% a person may be found guilty of driving under the influence (California Vehicle Code section 23152).
- E. It is unlawful for any person under the age of 21, who has 0.05 percent or more by weight of alcohol in their blood, to drive a vehicle (California Vehicle Code section 23140).

OTHER CALIFORNIA LAWS

Every person who is found in any public place under the influence of intoxicating liquor, any drug, controlled substance or any combination of any of the above and is in such a condition that that person(?) is unable to exercise care for their own safety or the safety of others is guilty of a misdemeanor (California Penal Code section 647(f)).

APPENDIX D

HEALTH AND SAFETY EMERGENCY SITUATIONS

Generally, the University may not disclose student education records and personal information, including but not limited to, disciplinary violations and/or proceedings, without the student's consent under the California Information Practices Act (IPA) (California Civil Code § 1798 et seq.) and the Family Educational Rights and Privacy Act (FERPA) (34 CFR § 99 et seq.). Notwithstanding, the University may disclose a student's education records and personal information to appropriate parties, without the student's consent, if the University determines that compelling circumstances exist, which affect the health or safety of the student to whom the information pertains and/or other individuals, and provided that, upon the disclosure, notification is transmitted to the student to whom the information pertains at their last known address.

The Director of Judicial Affairs, or designee, may notify the emergency contact person listed in the student's education records in circumstances involving alcohol and/or other drugs deemed by the University to pose a danger to the health or safety of a student and/or other individuals in the campus community. All possible circumstances that would meet the health and safety exception cannot be listed, but examples would include, but are not limited to:

1. The student was required to be transported to a medical facility because of alcohol or other drug use.
2. The student has caused harm to him/herself or another while under the influence of alcohol or other drugs.
3. The student has shown a pattern of behavior or violations that indicate a severe physical or emotional problem with alcohol or other drugs

APPENDIX E

HUMAN RESOURCES INFORMATION

Employees are expected to be in a condition fit to perform the normal and reasonable duties of their positions at all times. The consumption of alcohol or use of drugs which impairs one's ability, either prior to the start of a work shift, during the work shift or during meal breaks, is prohibited.

Assistance for Employees

- A. When an employee has drug or alcohol related issues or concerns, the employee is encouraged to seek assistance. The University Employee Assistance Program is a campus resource that can provide appropriate referrals for assistance with drug or alcohol related problems. Benefits eligible employees may have coverage in their medical benefits package for counseling and the treatment of alcohol/drug related problems. Auxiliary employees and volunteers should check with the Human Resources Representative in their respective auxiliary. The employee may request a leave of absence to attend counseling, treatment or employee support programs outside of regular work hours, in addition to using approved vacation or sick leave for this purpose. The Human Resources Employee Assistance Program, LifeMatters web site contains referrals to resources.
- B. For student employees, additional resources are available through Student Health and Counseling Services for assistance with alcohol/drug related problems, as well as for advice in assisting students with related issues.

Identification, Referral and Reporting of Abuse

- A. All faculty, staff and students employees are encouraged to be proactive in their responses to perceived alcohol abuse or drug dependency. If any member of the campus community judges that an individual is suffering from the abuse of alcohol or other drugs, they are encouraged to initiate discussions with the individual and/or other appropriate party, and refer to the Cal Poly Pomona Alcohol and Other Drugs Policy, and note the consequences of alcohol or drug abuse relating to health and well-being.
- B. In situations where an individual as either supervisor or member of the campus community is uncomfortable approaching the individual who is perceived to exhibit alcohol/drug abuse, Human Resources, Judicial Affairs, PolyCARES, or University Police are viable alternatives to contact.
- C. The supervisor has an obligation to bring work performance concerns to the attention of the employee and to take appropriate action to address the situation.

Employee Job Performance

- A. When an employee's job performance appears to be compromised by behavioral or performance issues related to the use of an illegal substance or the abuse of a legal substance, including alcohol, the supervisor is obligated to take appropriate action to address the situation, which may include notifying and seeking advice from Human Resources (for staff or student employees), Academic Affairs (for faculty). Appropriate action is determined on a case-by-case basis and may include, but is not limited to, supervisory referral to the Employee Assistants Program, corrective action, or University Police Department intervention.

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APPENDIX E (continued)

- B. Corrective action for employees found to be in violation of this policy may include, but is not limited to, dismissal, referral for prosecution, and/or referral for rehabilitation. In addition to, or in lieu of corrective action, an employee may be required to participate in an approved counseling or treatment program. Attendance in counseling or treatment programs does not relieve an employee from the obligation to maintain acceptable work standards nor should it delay appropriate corrective action.
- C. Any person covered by this policy who is convicted of a drug or alcohol-related offense committed on campus, at the workplace, on other institutional property, or at an institutional function, shall report the conviction to their respective Vice President. Auxiliary employees and volunteers report to the Human Resources Representative in the respective auxiliary. Cabinet level administrators report to the President.
- D. Employees who are subject to the requirements of the Federal Omnibus Transportation Employee Testing Act must comply with the required drug testing provisions, as defined by the program and administered by the Department of Human Resources.

Prescription Medication

- A. An employee using a legally prescribed drug (e.g. muscle relaxant, pain medication) who has been advised by the employee's physician, or who has reason to believe, the drug may affect their ability to perform their job duties safely or efficiently, is required to report any safety issues and requests for accommodation while taking the drug. A medical certification will also be required, but should only list the need for accommodation, not a diagnosis.
- B. The immediate supervisor and employee will confer with Human Resource Services (for staff or student employees) or Academic Affairs (for faculty), to discuss the request for accommodation. Consultation with the employee's physician may be required to determine whether or not an accommodation can be made, as well as appropriate responses to the request, without risk to safety or loss of efficiency. This is a confidential process; the doctor should not discuss the diagnosis with the University, but should only discuss the possible ways to accommodate the employee.

Enforcement of Regulations

- A. Disciplinary Action—If an employee or student employee is suspected with good reason of the unlawful manufacturing, distributing, dispensing, possessing or using of illicit drugs or is in violation of an alcoholic beverage statute on University property, or in connection with University activities, the University will investigate and take appropriate action.
 - 1. *Faculty and staff members will be referred to their immediate supervisor with assistance from Academic Affairs and Human Resources respectively and/or University Police.*
 - 2. *Supervisors and members of the campus community should report concerns or issues about student employees to Human Resources and/or University Police. Human Resources may refer student employees to Judicial Affairs for student disciplinary actions.*
 - 3. *Student organizations will be referred to the Office of Student Life and/or University Police.*
- B. In situations in which individuals assume multiple roles within the campus community (e.g., researcher/lecturer, student/staff person, faculty/federal contract researcher), it is recommended that each entity serve as a resource for counsel and clarification of strategies to best resolve the situation.

APPENDIX E (continued)

Confidentiality

All medical records related to the diagnosis or treatment of drug or alcohol abuse program involving a Cal Poly Pomona employee or student employee are confidential. This information is subject to protection under Federal and State laws and may not be disclosed without specific authorization by the employee.

APPENDIX F

Appendix F

HEALTH RISKS

Associated with the Use of Alcohol and Other Drugs

The following information is meant to be used as a guide to inform you of potential drug and alcohol problems. This information should not be used as a diagnostic tool, nor is the information definitive of substance abuse. If you have concerns about a person's behavior, please utilize the resources provided in Appendix E.

Alcohol:

Alcohol is a depressant that reduces activity in the central nervous system. It can decrease heart rate, lower blood pressure, and decrease respiration rate. Alcohol intoxication lowers inhibitions, impairs judgment, slows reaction times and causes loss of fine motor coordination.

When a person drinks too much, their capacity to process information and make safe decisions is impaired. The risks associated with alcohol misuse include hangover, overdose and addiction. Alcohol misuse and abuse places you at increased risk for physical injury, driving under the influence, sexual assault and other violent behavior. Misusing alcohol can also have a negative impact on academic success, work performance, friendships and family relationships.

Numerous health risks are associated with drinking. Alcohol can interact with many over-the-counter, prescription, and illegal drugs, intensifying the effects of these drugs and leading to potential organ failure or death. Long-term excessive drinking can lead to a variety of health problems such as: decreased brain function; impaired sensation, memory lapses or blackouts, organ damage, and addiction. Research indicates that adult children of alcoholics have as much as a four to six times greater risk of becoming an alcoholic or having a problem with other drugs.

Excessive drinking can result in alcohol poisoning. On average, it takes over an hour to eliminate the alcohol content of one drink from the body. Nothing can speed up this process- not even coffee or cold showers. Drinking too much or drinking a large quantity of alcohol quickly raises one's blood alcohol content to the point where their body cannot effectively process the alcohol. This can result in overdose and possibly coma or death.

Marijuana:

Effects of THC (the active ingredient in marijuana) vary depending on the person, setting, dose, and/or expectation of the user. Marijuana can make it harder to function and succeed in an academic or work setting, particularly when tasks require close attention and thoughtful decision-making. Using marijuana may impair one's short-term memory, reading comprehension, and capacity to solve verbal and mathematical problems. Increased heart rate and uncomfortable feelings such as paranoia and panic are often experienced with marijuana use. Additionally, regular use may lead to "amotivational syndrome" with symptoms of listlessness, fatigue, inattention, withdrawal and apathy, making it difficult to achieve academic and personal goals.

Coordination is greatly affected by marijuana use since it slows reflexes and impairs visual perception. Driving while under the influence (or being driven by someone else under the influence) can be as dangerous as driving under the influence of alcohol. Regular use can lead to a variety of health problems such as elevated blood pressure and decreased body temperature; irritation of the mouth, throat, and lungs, and aggravation of asthma, bronchitis, and emphysema; chronic lung disease and cancer. Additionally, one can test positive for marijuana up to 3 months after use.

APPENDIX F (continued)

Inhalants:

Inhaling fumes (also known as “huffing”) from chemicals such as paint thinners, glue, gasoline, propane, butane, nitrous oxide, and others can be extremely risky and can cause death. Other health consequences include loss of inhibition, loss of motor coordination and/or muscle weakness, headache, nausea or vomiting, cramps, slurred speech, wheezing, unconsciousness, depression, memory impairment, and/or damage to heart and nervous system.

Tobacco:

The ingestion of nicotine through cigarette smoking is highly toxic, addictive, and can result in heart disease, emphysema and cancer. Emphysema destroys the lung’s capacity to expand and contract which causes decreased oxygen intake leading to organ damage. Smoking has been linked to cancers of the lung, mouth, throat, pancreas, cervix, kidney, and bladder. Smoking cigarettes can also affect the health of non-smokers. Environmental tobacco smoke contains many of the toxic substances the smoker inhales. Chewing tobacco and snuff are not safe alternatives to cigarettes. They are highly addictive, contain more nicotine than cigarettes, and cause rapidly-spreading cancers of the mouth, head, and neck.

Ecstasy (MDMA):

Ecstasy (MDMA) is a hallucinogenic-amphetamine that can lead to a variety of physical problems such as cardiac difficulties, dangerously high body temperature, severe thirst and heat exhaustion, sensory distortion and heightened arousal. Even with limited use, it can permanently alter serotonin levels in your brain, which can increase the risk of chronic depression.

Steroids:

Anabolic steroids are synthetic versions of the hormone testosterone. Used medically to supplement normal hormonal levels after injury or disease, others use steroids to gain an edge (albeit illegally) in athletic endeavors. Steroid use can lead to a variety of health problems including high blood pressure, liver disease and cancer. Male users experience testicular atrophy, breast growth, impotence, sexual dysfunction, acne, and aggression (‘roid rage). Female users experience enlarged clitoris, deepened voice, male pattern baldness, and acne. Most of these effects are permanent even after steroid use has ended.

Cocaine:

Cocaine is a highly addictive stimulant that can lead to serious health problems such as heart attack, respiratory failure, strokes, seizure, and/or death. Common effects of cocaine include damaged nasal tissues, malnutrition, intense anxiety and anger, violent behavior, restlessness, fear, paranoia, depression, and hallucinations.

Amphetamines:

Amphetamines are highly addictive stimulants that can have severe health consequences, including death. Even limited use can lead to many physical symptoms including increased heart rate and blood pressure; heart, brain, and lung damage, stroke, chronic fatigue and malnutrition. Psychological effects include anxiety, depression, mood swings, hallucinations, paranoia and psychosis.

APPENDIX F (continued)

LSD:

LSD (acid) can dramatically alter one's thought processes, mood, and perceptions. Initial effects of LSD are mostly physical and include dilated pupils, muscular weakness, rapid reflexes, decreased appetite, increased blood pressure and increased body temperature. As effects continue, the user begins to experience visual and other sensory distortion, which can result in unusual or frightening hallucinations. LSD can trigger more serious problems such as psychosis for individuals with a history of psychological problems. Effects may recur days or weeks later without further use (flashbacks).

Heroin:

Heroin is a highly addictive opiate that can be lethal in high doses. Health effects of heroin use include drowsiness and loss of appetite, addiction with severe withdrawal symptoms, impaired mental functioning, slowing of reflexes and physical activity; infection, hepatitis, and HIV (from needle sharing), or death from overdose.

Predatory Drugs:

These drugs are given to another person without them knowing, usually by slipping the drug into a drink. Rohypnol (aka. Roofies), is a potent tranquilizer that has been used to facilitate sexual assaults. Effects of the drug occur 20 to 30 minutes after ingestion and leave the person feeling drowsy, dizzy, and disoriented, rendering them helpless and immobile. In addition to these sedative effects, impaired balance and/or speech, and memory loss are common. Like rohypnol, GHB has also been associated with sexual assault. In its clear liquid form, it can easily be slipped into someone's drink. Effects of the drug can be felt in 15-20 minutes and include dizziness, heavy drowsiness, and confusion.

Some people use GHB to enhance the effects of alcohol or other drugs. This combination can be especially life-threatening due to synergistic effects of the drugs. GHB use can lead to a variety of physical problems such as dizziness, nausea, breathing problems, memory loss, seizures, unconsciousness, and in some cases, death. Originally used as an animal tranquilizer, ketamine is now used as a club drug due to its hallucinogenic effects. Many negative effects can result from ketamine use including vomiting, numbness, loss of muscle control, paranoia, and aggression. In larger doses, effects may include convulsions, decreased oxygen to the brain, coma and even death. Individuals who use ketamine are at increased risk for sexual and physical assault since their loss of muscle control and mental state make them vulnerable to assault.

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(GE Sub-areas B1 and B3)
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**ATTACHMENT 1 – GE-001-145, CHM 101/101L, CONSUMER CHEMISTRY
(GE SUB-AREAS B1 AND B3)**

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
EXPANDED COURSE OUTLINE**

Subject Area/Catalog #:	CHM 101
Course Title:	Chemistry in Our World
Units:	3
CS #:	C1
Component:	Lecture
Grading Basis:	Graded
Preparation:	11/28/11
Prepared by:	Dr. Edward Walton
Date of Last Revision:	03/10/15

I. Catalog Description

CHM 101 Chemistry in Our World (3)

Analysis of important concepts, principles and applications of chemistry for non-science-majors. Topics include atomic theory, organic and biochemistry with application to foods, drugs, medicines, fossil fuels and energy production, polymers, plastics and fibers. This course is not intended for science majors. Designed to satisfy requirements in GE Physical Science (B1). 3 lecture hours. Staff.

II. Required Background or Experience

Prerequisite: None. Prior experience with high school chemistry is not required. This course is not open to students who have credit in CHM 121.

III. Expected Outcomes

- Students shall be able to describe both qualitatively and quantitatively the basic chemistry that is needed to understand issues of science that are of public interest.
- Students will be able to use this knowledge of chemistry to describe a real world issue such as energy, foods, drugs, and pollution.
- Students shall be able to make informed decisions as they relate to public concerns about science and its applications.
- The student shall be able to explain the relationship between experiment, scientific developments and application of science in general and chemistry in particular.

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IV. Text and Readings

Recommended Text:

CHM 101 Text: *Chemistry in Context: Applying Chemistry to Society, a project of the American Chemical Society* by Catherine Middlecamp, Steve Keller, et al. (McGraw Hill, 2012).

Supplemental Reading Materials:

Additional readings include current newspaper articles, as well as online materials related to our science topics. Examples: Marc Stuckey* and Ingo Eilks*, “Chemistry under Your Skin? Experiments with Tattoo Inks for Secondary School Chemistry Students” *J. Chem. Educ.* **2015**, 92, 129–134; Sarah L. Garvey, Golbon Shahmohammadi, Derek R. McLain, and Mark L. Dietz*, Determination of Calcium in Dietary Supplements: Statistical Comparison of Methods in the Analytical Laboratory, *J. Chem. Educ.* **2015**, 92, 167–169.

Lecture notes and handouts will be available on Blackboard.

V. Minimum Student Material

Assigned text, personal response system (e.g. i-Clicker or similar technology) and access to the Internet and websites.

VI. Minimum College Facilities

This course (CHM 101) may be presented as an online course, hybrid, or face-to-face course requiring either online teaching capability or an on-campus lecture room with seating capacity of up to 96 that is equipped with computer capabilities, white board or blackboard, overhead projector, wall-size periodic table, and instructor table (laboratory bench ideal, but not required).

VII. Course Outline

Week #	Major Topics	CHM 101
1	Introduction	The Nature of Science and Chemistry, Elements and Compounds, Atoms and Molecules
2-3	Air and gases	Classifying Matter: Mixtures, Elements, and Compounds Gas Laws

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		The Oxygen–Ozone Ultraviolet Screen Air Pollution and Issues
4	Water	Water as a Molecule Molecular Structure and Physical Properties of Water Water as a Solvent Names/Formulas of Ionic Compounds Water Pollution and Clean water
5	Acids and Bases	What are Acid and Bases? Neutralization: Antacids Are Bases Acid Solutions and pH Acid Rain
6	Energy from Combustion	Energy, Work, and Heat The Nature of Fossil Fuels Energy Changes at the Molecular Level New Fuels
7	Nuclear Energy	The Atomic Nucleus Isotopes Radioisotopes in Medicine Nuclear Reactions How Nuclear Reactors Produce Electricity Risks and Benefits of Nuclear Power
8	Organic Chemistry and Polymers	Carbon Chemistry Structures and Isomers Carbon Chains Plastics
9-10	Biochemistry	The structure and functions of Carbohydrates, Proteins, Lipids and Nucleic Acids (DNA and RNA) The Genetic code Genetically Engineered Agriculture Drugs and Medicines

VIII. Instructional Methods

Instructional methods will include active and collaborative learning strategies including small group discussions, role playing advocacy, student input via personal response systems, student presentations and papers, and peer review of writing assignments.

IX. Evaluation of Outcomes

Suggested distribution of the weighting of assignments in assigning the grade in the course:
20% for class discussion/survey/class participation
20% 2 Midterms

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- 20% Final Exam
- 20% Paper/Project (5% for revision input)
- 20% Student Presentations to Class (5% for revision input)

Students will receive feedback on their presentations and topic papers from the instructor and other students, prior to revision. Students will analyze how the course material can be useful within their major field of study. Student assignments will be designed to assess their abilities to apply this learning to public and professional issues. Use of pre-tests and a post-tests will measure student achievement of stated learning outcomes.

X. Relationship to Program Objectives

The CHM 101 course will allow students to meet some of the measureable goals and outcomes for the GE program at Cal Poly Pomona. Specifically, this course is designed to meet the requirements for a B1, physical science course.

B1 Courses meet GE Program Outcomes Ic, Id, and IIa	CHM 101
<ul style="list-style-type: none"> • Goal I (Acquire foundational skills and capacities), item c: (Construct arguments based on sound evidence and reasoning to support an opinion or conclusion). 	Written topic papers prepared for instructor and peers. Student presentations for instructor and peers to review.
<ul style="list-style-type: none"> • Goal I (Acquire foundational skills and capacities), item d (Apply and communicate quantitative arguments using tables, and graphs (and equations as appropriate). 	Use of scientific data and equations in supporting arguments of scientific opinions/trends.
<ul style="list-style-type: none"> • Goal II (Develop an understanding of various branches of knowledge and their interrelationships), item a (Apply scientific methods and models to draw quantitative and 	Examine popular cultural ideas of scientific phenomena for validity with scientific facts (this can be from areas such as politics or business as it relates to science or even between areas of science). Articulate opinions based on

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qualitative conclusions about the physical and natural world).	scientific principles in written and visual presentations. Use of newspaper/magazine articles; journals, websites to present and analyze scientific concepts.
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Assignment Alignment with GE Student Learning Outcomes	Ic	Id	IIa	Written Communication	Oral Communication
Midterms	x	x	x		
Final	x	x	x		
Class Discussions	x	x	x		x
Role-Play Advocacy	x	x	x		x
Presentations	x	x	x	x	
Paper	x	x	x	x	
Peer Review	x		x	x	

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**ATTACHMENT 2 – GE-001-145, CHM 101/101L, CONSUMER CHEMISTRY
(GE SUB-AREAS B1 AND B3)**

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
EXPANDED COURSE OUTLINE**

Subject Area/Catalog #:	CHM 101L
Course Title:	Chemistry in Our World Laboratory
Units:	1
CS #:	C16
Component:	Laboratory
Grading Basis:	Graded
Preparation:	11/28/11
Prepared by:	Dr. Edward Walton
Date of Last Revision:	03/10/15

I. Catalog Description

CHM 101L – Chemistry in Our World Laboratory (1)

In this optional laboratory to accompany CHM 101, students will explore chemistry concepts, principles, and applications through experiments. This course will satisfy the general education requirements for a laboratory course (B3), 1 three-hour laboratory. Staff.

II. Required Background or Experience

Prerequisite: CHM 101 or concurrent enrollment in CHM 101.

III. Expected Outcomes

- Students shall be able to describe how matter can be changed through chemical reactions.
- Students shall demonstrate safe practices for working in a laboratory.
- The student shall gather data, make observations, interpret their experimental results in the context of chemical concepts, and present those findings in written or oral formats.
- Students shall be able to describe the half-life of an isotope.

IV. Text and Readings

The optional CHM 101L laboratory will use *“The Best of WonderScience”* chemical activity book by the ACS as well as in-house written experimental protocols.

Supplemental Reading Materials:

Additional readings include current newspaper articles, as well as online materials related

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to our science topics. Examples: Marc Stuckey* and Ingo Eilks*, “Chemistry under Your Skin? Experiments with Tattoo Inks for Secondary School Chemistry Students” J. Chem. Educ. **2015**, 92, 129–134; Sarah L. Garvey, Golbon Shahmohammadi, Derek R. McLain, and Mark L. Dietz*, Determination of Calcium in Dietary Supplements: Statistical Comparison of Methods in the Analytical Laboratory, J. Chem. Educ. **2015**, 92, 167–169.

Laboratory experimental instructions shall be made available on Blackboard.

V. Minimum Student Material

Access to a computer, printer and the Internet, ANSI approved safety goggles and a lab coat, and an American Chemical Society’s science experiments book. Product fee may apply.

VI. Minimum College Facilities

CHM 101L will require a chemistry laboratory with seating up to 24, equipped with basic laboratory furniture (lab benches) and equipment (balances, fume hood, eyewash, safety shower).

VII. Course Outline

Week #	Major Topics	CHM 101L (Optional)
1	Introduction	Introduction to Safety, waste disposal, and laboratory notebook use
2	Matter	Golden Penny (elements, compounds, and mixtures): Pennies are cleaned and examined, coated with a layer of zinc, then heated to create an alloy (brass).
3	Gases and Air	Making Gases (O ₂ , CO ₂ and NO ₂): Gases are formed and captured during chemical reactions and their properties examined.
4	Water	Water’s polarity is explored via mixing with other chemicals that are polar, ionic and non-polar. Water samples containing ions are analyzed.
5	Energy	Chemical Energy (combustion of Bio-mass): The energy content of a variety of foods will be examined via calorimetry and then compared to see which foods contain the most energy.
6	Nuclear Chemistry	Half Life Simulation: Rates of nuclear decay will be explored during this simulation. Students will investigate and write a report about the medicinal use of a radioisotope.
7	Acids and Bases	Titration of Antacids: Different commercial antacids will be titrated to determine their effectiveness as antacids. Natural pH Indicators will be prepared and then used during the titrations.
8	Polymer Chemistry	A variety of polymers will be synthesized and their chemical and physical properties compared.

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9-10	Biochemistry	Food Testing for Carbohydrates, Lipids, and Proteins. A variety of chemical methods will be used to test for the presence of each type of biological polymer and various types of foods will be examined for polymer presence. Check-out and Review
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VIII. Instructional Methods

The instructional methods used in this course will include active and collaborative learning in a laboratory setting. Students will collect, present, and interpret data via reports and presentations. Class discussions will enhance the exposure to information, ideas, and issues.

IX. Evaluation of Outcomes

Students will receive feedback on their reports and any presentations from the instructor and from other students. At least one laboratory report will be peer and instructor reviewed prior to revision and resubmission.

X. Relationship to Program Objectives

The CHM 101L course will allow students to meet some of the measurable goals and outcomes for the GE program at Cal Poly Pomona. Specifically, this course is designed to meet the requirements for a B3, laboratory activity.

GE Outcomes	CHM 101L
B3 Courses shall minimally meet GE Outcomes Ic, Id, and IIa	
<ul style="list-style-type: none"> Goal I (Acquire foundational skills and capacities), item c: (Construct arguments based on sound evidence and reasoning to support an opinion or conclusion). 	Analyze data from experiments, synthesize conclusions, test hypotheses. Communicate results in written laboratory reports or presentations. Analyze peers arguments and conclusions.
<ul style="list-style-type: none"> Goal I (Acquire foundational skills and capacities), item d (Apply and communicate quantitative arguments using tables, graphs, and equations as appropriate). 	Organize and present data gathered in both tabular and graphical formats. Use these to communicate and support conclusions in written lab reports.
<ul style="list-style-type: none"> Goal II (Develop an understanding of various branches of knowledge and their interrelationships), item a (Apply scientific methods and models to draw quantitative and 	From examination of laboratory data collected, as well as analysis of others' data and findings, use

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qualitative conclusions about the physical and natural world).	scientific method to draw qualitative and quantitative conclusions and relate to chemical knowledge in the world.
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Assignment Alignment with GE Student Learning Outcomes	Ic	Id	IIa	Written Communication	Oral Communication
Laboratory Reports	x	x	x	x	
Class Discussions	x	x	x		x
Paper	x	x	x	x	
Peer Review of Paper	x		x	x	

**California State Polytechnic University, Pomona
 College of Business Administration
 Undergraduate Expanded Course Outline (ECO)**

Course Subject Area:	BUS
Course Number:	101
Course Title:	Business Freshman Experience
Units:	4
C/S Classification #:	C-2
Component:	Lecture-discussion, activity
Grading Basis: (graded only, CR/NC only, student's choice)	Graded Only
Repeat Basis: (may be taken once, taken multiple times, taken multiple times only with different topics)	N/A
Cross Listed Course: (if offered with another department)	N/A
Dual Listed Course: (if offered as lower/upper division or undergraduate/graduate)	N/A
Major course/Service course/GE Course: (pick all that apply)	GE
General Education Area/Subarea: (as appropriate)	Area E
Date Prepared:	May 6, 2014
Prepared by:	College of Business Administration (CBA) First Year Experience Committee – Pam Adams (College of Business Administration Student Success Center), Anna Carlin (Computer Information Systems), Dr. Ekaterina Chernobai (Finance, Real Estate, and Law), Dr. Kazem Darbandi (Technology and Operations Management), Dr. Kevin Farmer (Management and Human Resources), Dr. Robert Fabrice (International Business and Marketing), Dr. Hong Pak (Accounting), and Dr. Larisa Preiser-Houy (College of Business Administration, Dean's Office)

Date of last revision: 4/17/2015

I. Catalog Description:

BUS 101 Business Freshman Experience (4)

Introduction to University life and the development of skills needed to be a successful student and lifelong learner. Students will learn how to maximize personal and academic performance, appreciate their ethical responsibility and gain an understanding of the business environment. 4 Lecture-discussion, activity.

Prerequisites: None

II. Required Background or Experience:

None. This course is open to all students regardless of their academic standing.

III. Expected Outcomes:

This course is for College of Business Administration (CBA) freshmen and satisfies GE Area E requirements as described in EO 1065:

A minimum of three semester units or four quarter units in study designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of the study elements described herein.

The course also satisfies the requirements for a First Year Experience (FYE) course as evidenced by the table below.

The focus of the course is in developing students as lifelong learners, who understand the impact of the business discipline on society. Students will examine behaviors and skills (including relationships and other social aspects) that will produce a successful outcome. Stress and other health-related factors are also discussed in the context of lifelong success.

The table below details the mapping of the BUS101 Student Learning Outcomes to the GE Area E Student Learning Outcomes (Dated March 4, 2015 in Appendix A) and FYE Outcomes (found in Appendix B).

BUS101 SLO GE and FYE SLO	Commitment to my collegiate success	Commitment to myself	Commitment to society	Commitment to learning	Commitment to knowledge of my discipline
GE Area E SLO Ia: Write effectively for various audiences.	<ul style="list-style-type: none"> • Academic Skills • Faculty Interaction • College Resources 		<ul style="list-style-type: none"> • Student collaboration 	<ul style="list-style-type: none"> • Information literacy • Learning integrity • Communication 	
GE AREA E SLO IVa: Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental	<ul style="list-style-type: none"> • Learning Styles 	<ul style="list-style-type: none"> • Self-confidence and self esteem • Wellness and stress management • Time management • Financial awareness and responsibility • Cyber wellness • University resources 			
GE Area E SLO IVb: Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.			<ul style="list-style-type: none"> • Learning community • Team Building • Ethics and professional integrity • Extra-curricular activities • Professional student organizations 	<ul style="list-style-type: none"> • Information literacy • Learning integrity 	<ul style="list-style-type: none"> • Educational value • Contribution to your field of study

BUS101 SLO GE and FYE SLO	Commitment to my collegiate success	Commitment to myself	Commitment to society	Commitment to learning	Commitment to knowledge of my discipline
GE Area E SLO IVc: Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.	<ul style="list-style-type: none"> • Campus Engagement 		<ul style="list-style-type: none"> • Learning community • Profession al student organizatio ns 		<ul style="list-style-type: none"> • Contributio n to society
FYE 1: Students will demonstrate a commitment to and a responsibilit y for their own education	<ul style="list-style-type: none"> • Academic Skills • College resources • Learning style self- assessme nt • Faculty interaction 	<ul style="list-style-type: none"> • Time managemen t 			
FYE 2: Students will understand the relationship of their education to their personal and professional developmen t	<ul style="list-style-type: none"> • Learning style self- assessme nt • Academic skills 	<ul style="list-style-type: none"> • Wellness and stress managemen t • Managemen t of personal life • University resources • Financial awareness and responsibilit y 	<ul style="list-style-type: none"> • Profession al student organizatio ns • Learning community 		<ul style="list-style-type: none"> • Contributio n to society • Contributio n to your field of study

BUS101 SLO GE and FYE SLO	Commitment to my collegiate success	Commitment to myself	Commitment to society	Commitment to learning	Commitment to knowledge of my discipline
FYE 3: Students will develop the skills to work cooperatively in diverse communities and build a strong support network of faculty, staff, and peers	<ul style="list-style-type: none"> • Faculty interaction 		<ul style="list-style-type: none"> • Team building • Learning community • Student collaboration • Extra-curricular activities • Professional student organization 	<ul style="list-style-type: none"> • Communication 	
FYE 4: Students will develop information literacy skills to enhance their academic and personal success	<ul style="list-style-type: none"> • College resources 	<ul style="list-style-type: none"> • University resources 		<ul style="list-style-type: none"> • Information literacy • Learning integrity 	
FYE 5: Students will develop an appreciation of Intellectual inquiry	<ul style="list-style-type: none"> • Academic skills • Learning style self-assessment 		<ul style="list-style-type: none"> • Learning community • Team building • Ethics and professional integrity • Extra-curricular activities • Professional student organizations 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Contribution to society • Contribution to your field of study

Five main learning outcomes with an overview are provided below. Within each learning outcome, sub outcomes detail how students will achieve the main outcomes.

The student outcomes which will be developed by this course are:

1.) Commitment to my collegiate success

Students will demonstrate a sense of commitment and responsibility to their academic endeavors to achieve a growing understanding of and respect for themselves and their education.

Academic skills – Students will identify those skills needed for an enriching college experience and lifelong learning. Class assignments requiring research, writing, and presentations will practice those skills.

Learning style self-assessment – Students will explore learning styles (e.g., visual, aural, verbal, physical, logical, social, solitary, or combinations thereof) to identify the most appropriate approaches for their success. They will compare and contrast the learning styles in order to match their learning styles with the teaching style used in a course.

College resources – Students will demonstrate the ability to identify and use college resources. Students will visit the advisors in the Student Success Center in the College of Business Administration and construct a roadmap (or success plan) based on their needs and abilities resulting in graduation and a career in the corporate environment.

Faculty interaction – Students will be prepared to interact regularly with their instructors during class time and office hours to discuss grades or assignments, receive prompt feedback on their performance, and to explore career plans. Students will be required to interview one of their instructors outside of class and prepare a short essay on why students should attend office hours.

Campus engagement – Students will demonstrate awareness of the importance of being immersed in the collegiate environment so that they may take full advantage of the resources available to them. Class assignments will require exploration of a specific university resource and explain its benefit to the campus community.

2.) Commitment to myself

Students will practice positive attitudes and productive behaviors that will result in academic success as the precursor to lifelong success.

Self-confidence and self-esteem – Students will develop confidence in their progress and their ability to succeed both academically and throughout their lives by soliciting feedback on goals, sharing experiences, and managing expectations with their team and instructors.

Wellness and stress management – Students will define good health and wellness practices and identify stress-reduction methods. Students will identify the university and off-campus support services for physical and mental wellness.

Time management - Students will apply time management techniques in order to devote the appropriate amount of time and effort to achieve academic success.

Management of their personal life – Students will become effective in managing the various aspects and risks in their personal life, including personal commitments, balancing between work and continuous enrollment through graduation, interaction with family and friends, and unsafe behavior.

Financial awareness and responsibility – Students will practice ways to competently manage their lifelong personal finances.

Cyber wellness – Students will demonstrate how to become a positive online presence by creating meaningful and responsible relationships online. Networking techniques, including the use of LinkedIn, will be applied to create a professional network.

Digital persona – Students will use the tools to identify their own online content and develop an online strategy to manage their online reputation. During the course, students will prepare an online portfolio of classwork products to share with prospective employers as they seek internships and those first career opportunities.

University resources – Students will locate those university resources providing critical support and guidance to students such as the university library, the disability resource center, learning resource center, tutor centers within different departments, children's center, international center, university writing center, student health center, wellness center, and counseling services.

3.) Commitment to society

Students will develop a sense of their place in a global environment and the mutual support they have with each other. They will gain an understanding of their chosen profession and their responsibility to society. Students will be able to demonstrate awareness of the ethical aspects of the business environment.

Learning community – They will develop relationships among peers and professionals to create or expand their learning opportunities. Careers of interest will be explored to understand how these fit in a global business environment and presented to the class.

Team building – Students will develop skills for effective team building capabilities in interdependent teams with diverse cultures, ethnicities, and genders.

Student collaboration – Students will practice supporting one another and encouraging academic collaboration by engaging with their peers. By regularly and effectively communicating in group study and collaborative learning, students will develop effective oral and written communication skills and support one another in academic engagement.

Ethics and professional integrity – Students will demonstrate awareness of the ethical responsibilities of positions in both academic and business environments.

Extra-curricular activities – Students will actively explore and review a variety of extracurricular activities to broaden their experience beyond the classroom (e.g., taking part in internships, study abroad, national competitions, alumni networks,

attendance of guest lectures by industry professionals, and service learning opportunities). These activities will foster a meaningful connection with the community.

Professional student organizations – Students will identify the benefits of active participation in student organizations and alumni networks, particularly those related to their chosen profession and identify leadership opportunities in those organizations.

4.) Commitment to learning

Students will develop a commitment and responsibility for their own education and learning. They will identify those informational literacy skills that will contribute to future growth in their interests, abilities, and goals. Students will develop critical reading, speaking, and reasoning skills using a variety of disciplinary perspectives.

Information literacy – Students will describe the information literary resources available to find accurate and credible information from experts. Students will develop strategies to effectively locate, evaluate, and use information as the basis for lifelong learning that is common to all disciplines.

Learning integrity – Students will define what plagiarism is, how to avoid it, and describe Cal Poly's policies on academic dishonesty.

Communication – Students will build a foundation of oral and written communication skills necessary for academic success and future careers.

5.) Commitment to knowledge of my discipline

Students will discuss the business world from an international, national, regional, and local perspective. Students will identify their place in the professional world and explore their role as a member of the global community. Students will also recognize the impact of globalization and diversity on the business environment and the implications of current global issues.

Contribution to society – Students will give examples of global impacts and the role of technology as it continues to expand within organizations and society, making the world smaller and more competitive. Students will explore the field's or discipline's connection to society and its impact on society.

Educational value – Students will describe the rewards and opportunities that professional success will bring to their lives through the history of their discipline and its value to a student's career path.

Contribution to your field of study – Students will explore and describe trends and developments in their chosen discipline as appropriate to their interests, abilities, and goals.

IV. **Instructional Materials:**

Open source resources will be researched for topics covered in this course

Becoming A Master Student (current edition) by Dave Ellis (or comparable text)

New Perspectives: Portfolio Projects for Soft Skills (current edition) by Beverly Amer (or comparable text)

Oral Communication: Skills, Choices, and Consequences (current edition) by Kathryn Young and Howard Travis (or comparable text)

FYE Common Read Requirement: Updated annually (In 2014-15, this text is *Where am I Wearing: A Global Tour to the Countries, Factories, and People that Make Our Clothes* by Kelsey Timmerman).

Campus Resources:

University library, the disability resource center, learning resource center, tutor centers within different departments, children's center, international center, university writing center, student health center, wellness center, and counseling services. University FYE Teaching Partners and Faculty from various Business and related disciplines will be invited to give class presentations and/or suggest assignments.

V. Minimal Student Materials:

Course textbooks, writing materials, Internet access, calculator, and file storage device (e.g., USB drive or university provided online storage)

VI. Minimal College Facilities:

Email, Blackboard, white boards, overhead screen, computer projector, Smart classroom, microphone, laser pointer, and markers

VII. Course Outline

Week #	Theme/Topic
1	<p>Introduction</p> <ul style="list-style-type: none">• Course Purpose and Content• Grasping How Academic Skills lead to Lifelong Learning and Success• Developing Learning skills (e.g., note taking, reading, studying, math) <p>Commitment to my Collegiate Success: Learning About Me</p> <ul style="list-style-type: none">• Discovering my Learning Style• Student Self-assessment• Strengths and Weaknesses• Motivation (e.g., being self-motivated, understanding rewards,

	benefitting from feedback)
2	<p>Commitment to my Collegiate Success: Exploring the University</p> <ul style="list-style-type: none"> • College and University Resources (e.g., University Library, Campus experts, FYE Teaching Partners) • Effective Student/Faculty Interactions • Collegiate Environment beyond the classroom • Business Disciplines and Career Management (e.g., effectively managing the college career for professional success)
3	<p>Time Management</p> <p>Personal Management</p> <ul style="list-style-type: none"> • Valuing Commitments • Balancing Commitments • Avoiding Dangerous Commitments <p>Team Building</p> <ul style="list-style-type: none"> • Participating as a member of a team • Interaction/communication among team members of different ethnicities, gender, cultures, and abilities • Group decision skills • Accountability to team
4	<p>Ethics and Professionalism</p> <ul style="list-style-type: none"> • Ethics • Becoming Familiar With The Academic Integrity Policy (including but not limited to avoiding plagiarism) • Professionalism (e.g., integrity, etiquette, professional responsibility) <p>Information Literacy</p> <ul style="list-style-type: none"> • Locating scholarly resources • Credibility of information sources (e.g., web sites, books, people, articles, and other media) • Copyright issues (plagiarism)
5	<p>Communicating for Lifelong Success</p> <ul style="list-style-type: none"> • Developing Written Communication Skills <ul style="list-style-type: none"> - Overview of effective writing of professional documents (e.g., resume, cover letter, business writing) - Online communication (e.g., professional netiquette, email, social media, blogging, wikis, and Twitter) • Developing Oral Communication Skills <ul style="list-style-type: none"> - What makes for an effective/persuasive speaker? - Importance of "visuals" using tools such as Excel - Presentation tools (e.g., PowerPoint and Prezi)
6	<p>Self-Esteem</p> <ul style="list-style-type: none"> • Assessment • Development <p>Wellness Practices</p> <ul style="list-style-type: none"> • Stress Reduction

	<ul style="list-style-type: none"> • Health Monitoring • University and outside support services <p>Identifying University Support Services</p>
7	<p>Financial Awareness and Responsibility</p> <ul style="list-style-type: none"> • Stress of financial difficulty • Managing finances (e.g., budgeting, checking account, loans, credit cards, credit scores, credit reporting) • Student scholarship opportunities • Beginning philanthropy and charity
8	<p>Cyber Wellness & Digital Persona</p> <ul style="list-style-type: none"> • Assess your cyber wellness • Responsible usage (e.g., social engineering, preventing cyber attacks, and proper media disposal) • University resources for safe computing • Developing safe and effective online strategies • Evaluate existing online persona, intended online persona, and gap analysis
9	<p>From College to the Business World</p> <ul style="list-style-type: none"> • Developing a living portfolio of work and class products • Building your professional network (e.g., invite alumni, guest speakers) • Finding a mentor
10	<p>Social Value of Extra-curricular Activities</p> <ul style="list-style-type: none"> • Domestic and international internship programs • Service learning opportunities • Professional student organizations

VIII. Instructional Methods:

A variety of instructional methods will be used to help students achieve expected course outcomes. They include the following:

1. Lecture
2. Guest presentations from FYE Teaching Partners, Faculty, Subject matter experts, Alumni, upper division students, and representatives of student clubs
3. Writing assignments
4. Small and whole group discussion of assigned readings
5. Small group activities
6. Experiential learning
7. In class presentations
8. Student feedback on presentations

Faculty will be provided with training before teaching this course.

IX. Methods of Evaluating Outcomes:

Student evaluation will be based on the following:

1. Multiple short individual assignments involving oral and written components.
2. Assessment of personality, interests, values and learning styles.
3. Students will form into teams to develop presentations on careers/topics of interest to the group.
4. Written exercises or journal entries in which students assess their current behavior and make plans for improvement.
5. Completion of an educational plan roadmap to match career goals.
6. Development of a personal wellness plan based on assessment of personal behavior in the areas of nutrition, exercise, avoiding addictions, stress management, and time management.
7. They will collaborate to develop networking skills (both online and in person), beginning with each other and then providing connections to others in the team. Students will write reflection papers in which they compare their networks at the beginning of the term with the networks they have formed by the end of the term.
8. Students will watch the series of Judicial Affairs videos on Academic Integrity. A reflection paper on the videos will be written to include an ethical dilemma they confronted and their response to that dilemma.
9. Students will include in their group presentations a discussion of ethics and professional integrity issues and challenges about the careers they explore from articles, cases, and/or videos.
10. Students will be asked to select a variety of activities on campus to participate in, which may include: A CPP student club meeting, meeting with a professor during office hours, attending a renowned speaker presentation occurring on the campus, participating in a CPP sponsored community service event, or joining a professional student organization. Students will be asked to write a brief summary on the value of those activities to them. This reflection is a critical part of processing for an individual.
11. Exam(s) on assigned subject areas.
12. Compiling a portfolio documenting the student's understanding of effective college and life-long learning techniques and the myriad of student success services offered on campus. Sample items in the portfolio may include:
 - a. A reflective paper on "Why I want to be in business" or "My understanding of the impact of the business discipline on society"
 - b. A multi-year academic plan that leads to graduation
 - c. Two reports, each recording their observations at the meeting of different student clubs, at least one in their major
 - d. A brief summary of a meeting with a business professor (other than the instructor or advisor) or a business professional or entrepreneur
 - e. Resume
13. Class Attendance and Participation

Matrix of Methods for Evaluating Outcomes

Outcomes \ Methods	Research Paper, Research Questions	Experiential Exercises, Class Reports	Individual, Group Presentations	Exams (E), Quizzes (Q)	Class Participation	Individual Writing Assignments
Commitment to my collegiate success:						
Academic skills	X			X	X	X
Learning style self-assessment	X					X
College resources		X	X		X	
Faculty interaction		X	X		X	
Campus engagement				X		X
Commitment to myself:						
Self-confidence and self-esteem		X			X	
Wellness and stress management				X		
Time management		X				X
Management of their personal life		X				X
Financial awareness and responsibility				X		X
Cyber wellness		X	X	X		X
Digital persona	X	X				X
University resources		X		X		X
Commitment to society:						
Learning community		X			X	X
Team building	X	X	X		X	
Student collaboration		X				X
Ethics and professional integrity		X	X	X	X	X
Extra-curricular activities		X				X
Professional student organizations		X		X		X
Commitment to learning:						
Information literacy		X	X	X	X	
Learning integrity		X	X	X	X	X
Communication	X		X	X	X	X
Commitment to knowledge of my discipline:						
Contribution to society	X		X	X		
Educational value	X			X		X
Contribution to your field of study	X		X			X

Appendix A – GE Area E Learning Outcomes Dated March 4, 2015

Mapping of GE SLO's to GE SubAreas

Area	Program Student Learning Outcomes														Total	
	1a	1b	1c	1d	1e	2a	2b	2c	2d	3a	3b	4a	4b	4c		
A1	1	1	1									1			4	Oral Communication
A2	1		1									1			3	Written Communication
A3	1		1	1									1		4	Critical Thinking
B1	1				1	1	1								4	Physical Sciences
B2	1				1	1	1								4	Life Sciences
B3	1	1			1	1	1								5	Laboratory Activity
B4	1				1	1	1						1		4	Quantitative Reasoning
B5	1	1	1	1	1	1			1						7	Science and Technology Synthesis
C1	1						1						1		3	Visual and Performing Arts
C2	1		1	1							1				3	Philosophy and Civilization
C3	1			0			1			1			1		4	Literature and Foreign Languages
C4	1	1	1	1				1	1						7	Arts and Humanities Synthesis
D1	1	1	1				1	1			0				6	US History and American Ideals
D2	1	1	1				0	1			0	1		1	6	US Constitution and California Government
D3	1	1	1				0	1		1	1	1	1		6	The Social Sciences
D4	1	1	1	1			0	0	1	1	1			0	7	Social Sciences Synthesis
E	0											0	0	0	4	Lifelong Understanding and Self Development
Total	17	7	10	8	5	5	5	3	3	5	4	4	5	2		

1 Mapping Added
0 Mapping Removed

Cal Poly Pomona General Education

Mission

CPP's General Education Program is designed to help students to succeed in their chosen field, adapt to a changing workplace, be engaged citizens in their communities, and become lifelong learners. It provides essential skills and knowledge through a framework which enhances students' understanding of basic disciplines and encourages an appreciation of the complexity of all knowledge.

Goals and Measurable Outcomes

- I. **Acquire foundational skills and capacities.**
 - a. Write effectively for various audiences.
 - b. Speak effectively to various audiences.
 - c. Find, evaluate, use, and share information effectively and ethically.
 - d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.
 - e. Apply and communicate quantitative arguments using equations and graphical representations of data.
- II. **Develop an understanding of various branches of knowledge and their interrelationships.**
 - a. Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world.
 - b. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.
 - c. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.
 - d. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.
- III. **Develop social and global knowledge.**

- a. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.
- b. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

IV. Develop capacities for continued development and lifelong learning.

- a. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)
- b. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.
- c. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

GE Assessment Committee
GE Committee and GE Assessment Committee

Approved by President May 20, 2013
Revised March 4, 2015

Appendix B – First Year Experience Outcomes

Source URL: <http://www.cpp.edu/~academic-programs/fye/fye-outcomes.shtml> on April 15, 2015:

First Year Experience Outcomes

Home » Academic Programs » First Year Experience » First Year Experience Outcomes

First Year Experience Mission

To support the university's efforts to increase undergraduate retention and academic success by providing programs that facilitate the students' transition to the university through experiences that outline the university's academic expectations, support services, social resources and opportunities.

First Year Experience Outcomes

Students will demonstrate a commitment to and a responsibility for their own education.

Students will:

1. establish a personal roadmap to attain graduation based on their needs, interests, abilities, and goals.
2. explain how continuous enrollment and maintenance of GPAs of 2.2 or higher contribute positively to progress to completing degree requirements.
3. determine the most appropriate active learning strategies and time management techniques for their success.
4. summarize the expectations of their college, department, and instructors.

Students will understand the relationship of their education to their personal and professional development.

Students will:

1. engage in self-assessment to explore their interests, abilities, and goals.
2. explore careers in their major and the paths to those careers.
3. demonstrate the importance of wellness and stress management.
4. relate the importance of financial management to completing degree requirements.

Students will develop the skills to work cooperatively in diverse communities and build a strong support network of faculty, staff, and peers.

Students will:

1. interact with faculty and students in class and during office hours.
2. participate in curricular and co-curricular activities with faculty, staff, and students.
3. participate in service learning and other civic engagement opportunities
4. explain the importance of pluralism, civility, and effective interpersonal skills in a diverse community.

Students will develop information literacy skills to enhance their academic and personal success.

Students will:

1. locate scholarly resources.
2. locate and demonstrate their understanding of Cal Poly Pomona academic policies, procedures, and deadlines.
3. locate information about programs, resources, and services at Cal Poly Pomona.

Students will develop an appreciation of intellectual inquiry.

Students will:

1. engage in intellectually challenging discussions.
2. engage in exercises that develop the tools of academic study.
3. develop communication, critical thinking, and problem-solving skills

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A list of all courses *required* for the major, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

IAM 557: Global Apparel Markets and Competition (4)

The economic, competitive, and structural dynamics of the international apparel production and retail sectors. Patterns of production, distribution and consumption at the global, regional, national, and company level are examined. The outlook for the apparel complex is considered. 4 lectures/ problem solving. Pre-requisites: IBM 301 or GBA 517, or equivalent.

IAM 560: Advanced Technologies in Fibers, Textiles and Apparel (4)

Current advances in textile and apparel materials, processes and business technologies. Application of innovative materials in apparel and related end-uses. Emerging technologies used in the fashion industry for communications, product development, manufacturing, logistics and retail management are explored. 4 lectures/ problem solving. Pre-requisite: AMM 160/L or equivalent.

IAM 580 Seminar in International Apparel Management (1 - 4)

Seminars, case studies and speakers on current and emerging issues and best practices in the international apparel business. Identify and evaluate strategic challenges and opportunities facing managers and propose solutions which involve the various functional areas of business. 4 seminars, case studies. 1 unit per quarter. May be repeated up to 4 units. Prerequisites: Graduate Student Standing.

IAM 685 Research Proposal (4).

This course is for all master's students. The emphasis of this course is on the development a research proposal. Students are required to complete the first three chapters of their master's project or thesis: Introduction, Literature Review, and Methodology. 4 lectures. Pre-requisites: HRT 601 or GBA 683, HRT 602, consent of instructor, unconditional standing.

HRT 601 - Research Methods in Hospitality Management (4).

To orient students to graduate-level research in the tourism and hospitality industry, including both qualitative and quantitative methods. Students will be able to identify, discuss, and experience major ways of conceptualizing and designing research. Prerequisite: Graduate Student Standing.

OR

GBA 683 Business Research Methods (4)

Identification and investigation of business problems. Stating hypotheses, problem statements, defining and collecting data, and selecting appropriate analysis techniques. Examination of types of business research (ex post facto, laboratory, field, Delphi or survey) and limitations for inference. 4 lectures/problem solving. Unconditional standing required. Prerequisites: Completion of all MBA prerequisite courses and personal computer proficiency.

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HRT 602 - Research Applications and Data Analysis in Hospitality Management (4).

Introduction to data analysis and statistical methodology, and stresses their importance for decision-making in the hospitality industry. It includes empirical research methods used in hospitality service; how to choose and apply selective statistical methods and software packages; analysis of data and information; and reporting results. Prerequisite: HRT 601 or GBA 683.

List of *elective* courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

INTERNATIONAL APPAREL MANAGEMENT ELECTIVES

IAM 545: Apparel Consumer Behavior (4)

Understanding of the basis of consumer needs and the consumer buying process based on various consumer cohorts. Unique characteristics of fashion products and consumer behavior in apparel product purchase situations are discussed. 4 lectures/ problem solving. Pre-requisites: IBM 301 or GBA 517, or equivalent, or consent of instructor.

IAM 550: Apparel Market Forecasting and Product Line Management (4)

The characteristics of demand forecasting for markets characterized by fragmenting consumer requirements, high sensitivity to economic fluctuations, and shortening fashion life cycles. Forecasting for effective product line planning is explored in the context of the industry's extended supply chain. 4 lectures/ problem solving. Pre-requisite: STA 120 or equivalent.

IAM 552: Apparel and Textile Sourcing (4)

Examination of the management tasks and challenges associated with sourcing of apparel and textile products. Factors influencing sourcing are explored. Planning, replenishment, and vendor management are discussed. The sourcing policies of international retailers and apparel vendors are evaluated. 4 lectures/ problem solving. Prerequisite: graduate standing. Pre-requisite: AMM 330 or equivalent.

IAM 610: Apparel Product Innovation (4)

The management of product and process innovation as a strategic activity in the apparel industry through the fusion of creative, entrepreneurial and technological functions to meet latent market needs. Case studies of retailers and manufacturers that have pioneered game-changing innovations. 4 lectures/ problem solving. Pre-requisites: AMM 160/L or equivalent, IAM 560.

IAM 630: Apparel Brand Management (4)

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How to build and sustain innovative apparel brands. The value, equity, and psychological relations that brands make with apparel consumers. Issues including multi-channel branding and global branding strategy are discussed. 4 lectures/ problem solving. Pre-requisites: IBM 301 or GBA 517, or equivalent; IAM 545.

IAM 650 Apparel Financial Management (4)

Financial management decisions for the apparel production and distribution sectors. Evaluation of cases in operational budgeting, product costing, product line pricing, asset valuation, capital budgeting, capital structure, raising capital, business performance, and corporate control. 4 lectures/ problem solving. Prerequisites: ACC 207/A or GBA 510 or equivalent; GBA 546 or equivalent.

IAM 653: Apparel Supply Chain Management/ Logistics (4)

Analysis of apparel supply chains and logistics in the context of a global economy and technological change. 4 lectures/ problem solving. Pre-requisites: STA 120, TOM 302 or GBA 514, TOM 301 or GBA 531, or equivalents.

IAM 671 Fashion Retail Strategy (4)

Critical issues faced by retailers and best practices in retail strategic management. Topics include: management decision making, human resource management, use of IT systems, customer relationship management, multichannel retailing, retail entrepreneurship and globalization of apparel retailers. 4 lectures/ problem solving. AMM330 or equivalent.

IAM 695 Applied Research Project (4) – (Professional Option only).

A quantitative or qualitative study of aspects of the apparel industry through primary or secondary research. This course is for master's candidates pursuing a professional career in the industry who choose the non-thesis option. Directed research. Pre-requisites: HRT 601 or GBA 683, HRT 602, IAM 685, unconditional standing.

IAM 696 - Master's Thesis (4) (Thesis Option only).

The scientific study of the various aspects of the apparel business through primary research to complete a master's thesis. A final thesis defense and submission to a peer reviewed journal is required. This course is for master's candidates who choose the thesis option. Directed research. Pre-requisites: HRT 601 or GBA 683, HRT 602, IAM 685, unconditional standing.

IAM 699 - Master's Project/ Thesis Continuation (0)

Enrollment in this course allows master candidates that have enrolled in the maximum number of thesis units (8) to maintain resident status in order to receive university service. Directed research. Pre-requisites: HRT 601 or GBA 683, HRT 602, IAM 685, IAM 695 or IAM 696.

BUSINESS ADMINISTRATION ELECTIVES

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GENERAL MANAGEMENT

GBA 514 Managerial Statistics (4)

Decision making using classical techniques, non-parametric tests, Bayesian analysis, utility theory, index numbers, and time-series analysis. Sampling and sampling distributions, estimation, hypothesis- testing, variance analysis, regression, correlation and multiple regression. 4 lecture discussions. Prerequisite: STA 120, equivalent, or consent of instructor. GBA 514 requirement met by TOM 302 or equivalent.

EC 521 Business Economics (4)

The role of business firms in the resources allocation process. The behavior and decision-making process of firms in a variety of market structures. New approaches in the theory of the firm. 4 seminars. Prerequisites: Graduate standing; for non-economics students only. Requirement met by: EC 201 and EC 202 Micro and Macro Economics or equivalent.

GBA 530 Legal Environment of Business (4)

Analysis of the essential legal aspects of the business environment dealing with contracts, business-related torts, agency, employment law, and corporations. Function and operation of the courts and administrative agencies. Risk analysis and preventative law approach. 4 lecture discussions. Requirement met by FRL 201 and FRL 302 or equivalent.

GBA 654 Business Forecasting (3)

Forecasting techniques. Principles and methods. Evaluation of reliability of existing forecasting techniques. Emphasis on their application and interpretation of results. Numerous computer applications in modeling and forecasting. 3 lectures/problem solving. Concurrent enrollment in GBA 655 required. Prerequisites: STA 120 or equivalent, TOM 302 or GBA 514 or equivalent, EC 201 and EC 202 or EC 521 or equivalent.

GBA 655 Directed Study in Business Forecasting (1)

Independent investigation of advanced topics in business forecasting under the direction of a faculty member. 1 seminar. Concurrent enrollment in GBA 654 required.

HUMAN RESOURCES & LEADERSHIP

GBA 535 Organizational Management, Principles, and Behavior (4)

Integration of management functions and behavioral processes as they relate to the operation of total enterprise. 4 lecture discussions, case studies, experiential exercises. Requirement met by MHR 301 and MHR 318 or equivalent.

GBA 562 Strategic Human Resources Management (4)

Analytical and descriptive overview of all the main sub-fields within personnel (human resources) management. Typical personnel problems of diverse

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organizations and their solutions, using contemporary techniques in accordance with legal requirements. 4 lectures/problem solving. Prerequisite: GBA 535.

GBA 563 Executive Development (4)

Analysis of the factors endemic to the successful executive and how these skills and traits can be acquired. 4 seminars.

AP-008-145, Proposed Master's Degree Structure Under
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Structure of Master's Degree Programs in the Semester Calendar

1. General Structure

All graduate degrees shall be a minimum of 30 semester unitsⁱ of approved graduate work completed within a maximum of seven yearsⁱⁱ, with the restrictions that:

- a. At least 70% of the units shall be completed in residenceⁱⁱⁱ;
- b. At least 70% of the units shall be in stand-alone graduate level courses (those not scheduled to meet at the same time, in the same room and with the same instructor as an undergraduate level course);^{iv}
- c. All courses shall be at the 400 level or higher. ^v
- d. No more than 6 units may be designated for the culminating experience.^{vi}

2. Options and Emphases^{vii}

- a. An emphasis is a specific body of knowledge supported by a core of courses at the graduate level. Emphases shall not be formally declared, shall not be tracked in PeopleSoft, and shall not appear on transcripts or diplomas.
- b. An option is a broad set of knowledge at an advanced level based on the knowledge gained in a specific graduate degree. Options shall be tracked in PeopleSoft and shall appear on transcripts and diplomas.
- c. Programs with no options (but possibly emphases) shall contain a core, a collection of specified courses that all students in the program complete for the degree, exclusive of the culminating experience. The number of units in the core shall be defined by the offering department/college.
- d. Programs that have options shall not be required to have a core common to all options. Each of the options shall contain a core that all students in the option complete for the degree. The number of units in the core shall be defined by the offering department/college.

3. Culminating Experiences

a. Selection of Culminating Experience

Students shall select their culminating experience with guidance from their advisor before advancement to candidacy. Students may attempt the chosen culminating experience a maximum of two times. Once enrolled in a particular culminating experience, students may not switch to an alternative experience.

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b. Writing Proficiency

Graduate study deals with more complex ideas and demands more sophisticated techniques, searching analysis, creative thinking, and time than undergraduate study. The research required is extensive in both primary and secondary sources and a high quality of writing is expected. Demonstration of advanced-level writing proficiency shall be completed through fulfillment of the Graduation Writing Test requirement before Advancement to Candidacy.^{viii}

c. Theses

The written product of a systematic study of a significant problem that defines a problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished project [product] evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.^{ix}

A thesis is distinguished by certain elements such as an introduction to the study, a review of the literature, a methodology section, results, summary, and recommendations for further research. There may be a difference between the elements found in a quantitative thesis versus those found in a non-quantitative (qualitative) thesis. The thesis committee will be most concerned with the manner in which the material is researched, organized, developed, and presented.

An oral defense of a thesis shall be required. It will include a presentation by the master's candidate to the Thesis Committee. The Committee chair may approve oral defenses undertaken partly or wholly in mediated environments, including via conference call or on-line, provided that the defense takes place in "real time." Any member of the University community may attend the defense. The oral defense shall be graded pass/fail. It shall be documented by a signed statement attesting to the outcome of the defense.

d. Guidelines for Master's Thesis Committees^x

The master's thesis committee provides guidance to students in the planning and execution of the thesis. The committee should be comprised of individuals with expertise directly related to the thesis research.

(1) Composition of Committee

- i. The thesis committee shall be comprised of three faculty members.
- ii. The thesis committee chair must hold a full-time permanent (tenured or tenure track) faculty appointment in the department in which the student's degree is offered.

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- iii. A second committee member must have a full-time permanent faculty appointment at Cal Poly Pomona. It is recommended, but not required, that the second member have a full-time permanent faculty appointment in the department in which the student's degree is offered.
 - iv. It is recommended but not required that the third member of the thesis committee be from outside the department.
 - v. FERP and Emeritus faculty may serve as the second or third committee member.
 - vi. Lecturers may serve as the second (if full time) or third committee member.
 - vii. Off-campus individuals may serve as the third committee member.
 - viii. Changes to the composition of the thesis committee can be made via petition and approval by the Graduate Director/Coordinator.
- (2) Qualifications of Committee Members
- i. The thesis committee chair shall have specific expertise (theoretical, methodological, or topical) in the area of the proposed thesis.
 - ii. The thesis committee chair and a second committee member must hold a terminal degree or the equivalent in an appropriate discipline and be current in the field, as determined by the department.
 - iii. The third committee member must hold, at a minimum, a master's degree or equivalent in an appropriate discipline and be current in the field, as determined by the department.
 - iv. At least one member of the committee should regularly teach graduate level courses.
- (3) Responsibilities of Committee Chair^{xi}
- i. Advise the student in the selection of other members for the thesis committee, ensuring that the other members are appropriate to the proposed thesis effort.
 - ii. Be the major contact point with the student and shall oversee the other committee members' work with the student.
 - iii. Assure that the editorial and format standards appropriate to the mechanical preparation of a thesis are followed.
 - iv. Establish guidelines for the student and timetables to be followed to ensure completion of the thesis in a reasonable time.
 - v. Arrange for the oral defense of the thesis.
 - vi. Canvass the committee and reporting the grade agreed upon by its members.

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(4) Terms of Service

- i. All members of the committee shall sign an Agreement to Serve as a Member of a Master's Thesis Committee. A signature on this agreement signifies full participation through the completion of the process, which may span two or more years.
- ii. It is the responsibility of both the student and the committee member to ensure that the committee member will be available throughout the process.
- iii. If a faculty member resigns from the committee for any reason, the committee must be reconstituted to ensure that all guidelines are met. The graduate coordinator (or the department chair if the graduate coordinator is a member of the thesis committee) may require the reconstitution of a committee.

(5) Other

- i. Departments may institute guidelines concerning faculty eligibility and selection beyond those included here.
- ii. Students and their department graduate advisor are responsible for complying with all guidelines.
- iii. Requests to deviate from these guidelines must be submitted to the Associate Vice President for Academic Programs for approval.

e. Projects

A significant undertaking that a program outlines as appropriate to that discipline. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation.^{XII}

Culminating projects must demonstrate originality and critical thinking, and reflect the scholarly or artistic capability of the candidate. The Project Committee will be most concerned with the manner in which the material is researched, organized, developed, and presented. Types of projects include:

- A Creative Project: an original contribution to the verbal, visual, or performing arts. Examples include a music recital; a musical composition; an interactive multimedia project; a completed novel or play; a completed collection of short stories or poems; direction of a theatrical production; a gallery showing of works of art.
- A Research Project: a project that contributes to the professions, by adding to technical/professional knowledge in the professional field. Examples include building a device; designing an experiment; a field study; a case study.

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- A Rhetoric and Composition Portfolio Project: A collection of new and re-envisioned work including elements of revision, reflection, analysis, and application of theoretical concepts and practical strategies. This culminating project evidences significant growth in understanding and mastery of essential concepts and provides ample demonstration of the candidate's analytical, scholarly, and creative abilities.

A project must evidence originality and independent thinking, appropriate form, and organization. It must be described in a written document that summarizes the project's significance, objectives, methodology, and includes a conclusion or recommendation. This document shall be filed in the Library. In cases where the project is a manual or handbook, the project itself is placed in the appendix, while sections in the main body of the text are tailored to introduce, justify, and validate the study or creative effort.

An oral defense may be required, at the discretion of the program. An oral defense of a project shall include a presentation by the master's candidate to faculty capable of assessing the quality of the student's work, and/or a period of questioning directed to the master's candidate by said group of faculty

f. Comprehensive Exams^{xiii}

A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate a mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis, and accuracy of documentation.^{xiv} Comprehensive exams test a student's ability to think and write under a time constraint that parallels the demands student will face in their professional careers.

Departments that include the comprehensive exam as a culminating experience shall offer the exam at least once a year. Before administration of an exam, a minimum of two faculty shall evaluate the exam's quality and adequacy for a culminating experience. A minimum of two faculty will evaluate the student's responses.

Departments shall be responsible for developing and posting an implementation statement that includes the following elements:

- The format of the exam, written or oral, or some combination of the two.
- Frequency of offerings and length of the exam.
- The relative emphasis on breadth and depth of knowledge
- Procedures for students to prepare for the exam.
- Methods for development of the examination.
- Method of assessment of the examination.

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- Grading system (letter grade or credit/no credit) and grading criteria.
- Options for retaking a portion of or the entire exam in those instances where the student does not pass the exam.

4. Recertification

An extension of the time beyond the limit of seven years may be granted by the Associate Vice President for Academic Programs if warranted by individual circumstances and if the outdated work is validated by examination, in the relevant course or subject field of work or such other demonstration of competence as may be prescribed such as directly relevant work experience.^{xvi} Under no circumstances will the time limit be extended beyond 9 years. A maximum of nine (9) units may be recertified.^{xvii} Only Cal Poly Pomona coursework is eligible for recertification.

ⁱ Title 5 40510

ⁱⁱ Title 5 40510

ⁱⁱⁱ Title 5 40510 requires that 21 semester units shall be completed in residence. This is 70% of a 30 unit program. This document proposes that this percentage be applied to all master's programs.

^{iv} Title 5 40510 requires that 50% of the units required for the degree shall be in "courses organized primarily for graduate students." This document propose that this percentage be increased to 70%, and applies a definition for such courses that is currently being considered by the Chancellor's Office.

^v Currently, 300 level courses are accepted in all colleges except Business and Engineering. However, the catalog states that 300 level classes bear graduate degree credit upon the approval of the advisor, while 400 level courses bear advanced undergraduate or graduate students. The proposal is consistent with this.

^{vi} Title 5 40510

^{vii} The use of emphases and options is consistent with the use of the concentrations at the undergraduate level.

^{viii} EO 665 requires demonstration of writing proficiency before graduation. The catalog requires that this demonstration occur before advancement to candidacy.

^{ix} Title 5 40510

^x These guidelines are currently under consideration in the Academic Senate, AA-003-112.

^{xi} This section is not in the guidelines currently under consideration

^{xii} Title 5 40510

^{xiii} This replaces the policy on Graduate Comprehensive Exams (AS-851-923) previously approved by the Academic Senate in 1993.

^{xiv} Title 5 40510

^{xv} There are many questions about how to ensure the quality of such products. The Graduate Council will continue to investigate the inclusion of such products, but they are not included in this referral.

^{xvi} Title 5 40510

^{xvii} Science and Business currently allow 12 quarter units within nine years. Agriculture allows 18 quarter units within 10 years.

AA-003-145, Definition of Class Time Modules and Finals Schedule for
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General Provisions

University Hours is proposed to remain on Tuesdays and Thursdays 12:00-1:00 PM. No class shall be scheduled during the University Hours.

Two Day classes shall be offered on a Monday-Wednesday (MW), Wednesday-Friday (WF), Monday-Friday (MF), and Tuesday-Thursday (Tu-Th) schedules.

One day classes may be offered on any day of the week, Monday (M), Tuesday (Tu), Wednesday (W), Thursday (Th), Friday (F), Saturday (Sa), and Sunday (Su).

One unit lecture hours shall be scheduled into a two hour time period.

Two hour classes may be offered on one day or two day schedules only.

Four hour classes may be offered on one, two, three, or 4 days schedule.

Three hour classes may be offered on a one day, two days or three days, Monday-Wednesday-Friday (MWF), schedule.

Three and four hour classes on one day schedule may only be offered during the afternoon hours. Lectures, labs or activities that are offered in special-use space are exempted.

Six hour activity courses may utilize any consecutive time modules to reach six hours total per week.

Time Modules for 4 hour Classes

Two Days		One Day		
MW, WF, MF	Tu-Th	M, W, F	Tu,Th	Sa, Su
7:00-8:50 am	7:00-8:50 am	1:00-4:50 pm	1:00-4:50 pm	8:00-11:50 am
9:00-10:50 am	8:00 - 9:50 am	3:00-6:50 pm	3:00-6:50 pm	12:00-3:50 pm
11:00-12:50 pm	9:00-10:50 am	5:00-8:50 pm	5:00-8:50 pm	4:00-7:50 pm
1:00-2:50 pm	10:00-11:50 am	6:00-9:50 pm	6:00-9:50 pm	
3:00-4:50 pm	1:00-2:50 pm			
5:00-6:50 pm	3:00-4:50 pm			
6:00-7:50 pm	5:00-6:50 pm			
7:00-8:50 pm	6:00-7:50 pm			
8:00-9:50 pm	7:00-8:50 pm			
	8:00-9:50 pm			

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Time Modules for 4 hour Classes

Three Days				Four Days	
MW & (Tu/Th/F)	WF & (Tu/Th)	MF & (T/Th)	Tu-Th & (M/W/F)	MTWF	MWThF
7:00-8:06 am	7:00-8:06 am	7:00-8:06 am	7:00-8:06 am	7:00-7:50 am	7:00-7:50 am
8:30-9:36 am	8:30-9:36 am	8:30-9:36 am	8:30-9:36 am	8:00-8:50 am	8:00-8:50 am
10:00-11:06 am	10:00-11:06 am	10:00-11:06 am	10:00-11:06 am	9:00-9:50 am	9:00-9:50 am
1:00-2:06 pm	1:00-2:06 pm	1:00-2:06 pm	1:00-2:06 pm	10:00-10:50 am	10:00-10:50 am
2:30-3:36 pm	2:30-3:36 pm	2:30-3:36 pm	2:30-3:36 pm	11:00-11:50 am	11:00-11:50 am
4:00-5:06 pm	4:00-5:06 pm	4:00-5:06 pm	4:00-5:06 pm	12:00-12:50 pm	12:00-12:50 pm
5:30-6:06 pm	5:30-6:36 pm	5:30-6:36 pm	5:30-6:36 pm	1:00-1:50 pm	1:00-1:50 pm
7:00-8:06 pm	7:00-8:06 pm	7:00-8:06 pm	7:00-8:06 pm	2:00-2:50 pm	2:00-2:50 pm
			8:30-9:36 pm	3:00-3:50 pm	3:00-3:50 pm
				4:00-4:50 pm	4:00-4:50 pm

Time Modules for 3 hour Classes

Three Days	Two Days		One Day	
MWF	MW, WF, MF	Tu-Th	M, W, F	Tu, Th
7:00-7:50 am	7:00-8:15 am	7:00-8:15 am	1:00-3:45 pm	1:00-3:45 pm
8:00-8:50 am	8:30-9:45 am	8:30-9:45 am	2:30-5:15 pm	2:30-5:15 pm
9:00-9:50 am	10:00-11:15 am	10:00-11:15 am	4:00-6:45 pm	4:00-6:45 pm
10:00-10:50 am	11:30-12:45 pm	1:00-2:15 pm	5:30-8:15 pm	5:30-8:15 pm
11:00-11:50 am	1:00-2:15 pm	2:30-3:45 pm	7:00-9:45 pm	7:00-9:45 pm
12:00-12:50 pm	2:30-3:45 pm	4:00-5:15 pm		
1:00-1:50 pm	4:00-5:15 pm	5:30-6:45 pm		
2:00-2:50 pm	5:30-6:45 pm	7:00-8:15 pm		
3:00-3:50 pm	7:00-8:15 pm	8:30-9:45 pm		
4:00-4:50 pm				

Time Modules for 3 hour Classes

One Day
Sa, Su
8:00-10:45 am
11:00-1:45 pm

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2:00-4:45 pm
 5:00-7:45 pm

Time Modules for 2 hour Classes

One Day		
M, W, F	Tu, Th	Sa, Su
7:00-8:50 am	7:00-8:50 am	8:00-9:50 am
9:00-10:50 am	8:00-9:50 am	10:00-11:50 am
11:00-12:50 pm	9:00-10:50 am	12:00-1:50 pm
1:00-2:50 pm	10:00-11:50 am	2:00-3:50 pm
3:00-4:50 pm	1:00-2:50 pm	4:00-5:50 pm
5:00-6:50 pm	3:00-4:50 pm	6:00-7:50 pm
6:00-7:50 pm	5:00-6:50 pm	
7:00-8:50 pm	6:00-7:50 pm	
8:00-9:50 pm	7:00-8:50 pm	
	8:00-9:50 pm	

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Note:

Entries in each table show the day and time of the final exam (i.e. final exam for a MW class 7:00-8:15 am is on Monday of the finals week 7:00-8:50 am)

3 hours - 2 days

Class Time	Class Day			
	MW	WF	MF	Tu-Th
7:00-8:15 am	M 7:00-8:50 am	W 7:00-8:50 am	F 7:00-8:50 am	Tu 7:00-8:50 am
8:30-9:45 am	W 9:00-10:50 am	W 9:00-10:50	M 9:00-10:50 am	Th 7:00-8:50 am
10:00-11:15 am	M 11:00-12:50 pm	F 9:00-10:50 am	F 9:00-10:50 am	Tu 9:00-10:50 am
11:30-12:45 pm	W 11:00-12:50 pm	W 11:00-12:50 pm	F 11:00-12:50 pm	-
1:00-2:15 pm	M 1:00-2:50 pm	F 1:00-2:50 pm	F 1:00-2:50 pm	Tu 1:00-2:50 pm
2:30-3:45 pm	W 3:00-4:50 pm	W 3:00-4:50 pm	W 1:00-2:50 pm	Th 3:00-4:50 pm
4:00-5:15 pm	M 3:00-4:50 pm	F 3:00-4:50 pm	F 3:00-4:50 pm	Tu 3:00-4:50 pm
5:30-6:45 pm	W 5:00-6:50 pm	W 5:00-6:50 pm	M 5:00-6:50 pm	Tu 5:00-6:50 pm
7:00-8:15 pm	M 7:00-8:50 pm	F 7:00-8:50 pm	F 7:00-8:50 pm	Tu 7:00-8:50 pm
8:30-9:45 pm	-	-	-	Th 7:00-8:50 pm

3 hours – 1 day

Class Time	Class Day		
	M	W	F
1:00-3:45 pm	M 1:00-2:50 pm	W 3:00-4:50 pm	F 1:00-2:50 pm
2:30-5:15 pm	M 3:00-4:50 pm	W 3:00-4:50 pm	F 3:00-4:50 pm
4:00-6:45 pm	M 3:00-4:50 pm	W 5:00-6:50 pm	F 3:00-4:50 pm
5:30-8:15 pm	M 5:00-6:50 pm	W 5:00-6:50 pm	F 5:00-6:50 pm
7:00-9:45 pm	M 7:00-8:50 pm	W 7:00-8:50 pm	F 7:00-8:50 pm

3 hours – 1 day

Class Time	Class Day	
	Tu	Th
1:00-3:45 pm	Tu 1:00-2:50 pm	Th 1:00-2:50 pm
2:30-5:15 pm	Tu 3:00-4:50 pm	Th 3:00-4:50 pm
4:00-6:45 pm	Tu 3:00-4:50 pm	Th 5:00-6:50 pm
5:30-8:15 pm	Tu 5:00-6:50 pm	Th 5:00-6:50 pm
7:00-9:45 pm	Tu 7:00-8:50 pm	Th 7:00-8:50 pm

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3 hours – 1 day

Class Time	Class Day	
	Sa	Su
8:00-10:45 am	Sa 9:00-10:50 am	Su 9:00-10:50 am
11:00-1:45 pm	Sa 11:00-12:50 pm	Su 11:00-12:50 pm
2:00-4:45 pm	Sa 3:00-4:50 pm	Su 3:00-4:50 pm
5:00-7:45 pm	Sa 5:00-6:50 pm	Su 5:00-6:50 pm

3 hours – 3 days

Class Time	Class Day
	MWF
7:00-7:50 am	F 7:00-8:50 am
8:00-8:50 am	M 7:00-8:50 am
9:00-9:50 am	M 9:00-10:50 am
10:00-10:50 am	F 9:00-10:50 am
11:00-11:50 am	M 11:00-12:50 pm
12:00-12:50 pm	W 11:00-12:50 pm
1:00-1:50 pm	M 1:00-2:50 pm
2:00-2:50 pm	F 1:00-2:50 pm
3:00-3:50 pm	W 3:00-4:50 pm
4:00-4:50 pm	M 3:00-4:50 pm

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2 hours – 1 day

Class Time	Class Day		
	M	W	F
7:00-8:50 am	M 7:00-8:50 am	W 7:00-8:50 am	F 7:00-8:50 am
9:00-10:50 am	M 9:00-10:50 am	W 9:00-10:50 am	F 9:00-10:50 am
11:00-12:50 pm	M 11:00-12:50 pm	W 11:00-12:50 pm	F 11:00-12:50 pm
1:00-2:50 pm	M 1:00-2:50 pm	W 1:00-2:50 pm	F 1:00-2:50 pm
3:00-4:50 pm	M 3:00-4:50 pm	W 3:00-4:50 pm	F 3:00-4:50 pm
5:00-6:50 pm	M 5:00-6:50 pm	W 5:00-6:50 pm	F 5:00-6:50 pm
6:00-7:50 pm	M 5:00-6:50 pm	W 5:00-6:50 pm	F 5:00-6:50 pm
7:00-8:50 pm	M 7:00-8:50 pm	W 7:00-8:50 pm	F 7:00-8:50 pm
8:00-9:50 pm	M 7:00-8:50 pm	W 7:00-8:50 pm	F 7:00-8:50 pm

2 hours – 1 day

Class Time	Class Day	
	Tu	Th
7:00-8:50 am	Tu 7:00-8:50 am	Th 7:00-8:50 am
8:00-9:50 am	Tu 7:00-8:50 am	Th 7:00-8:50 am
9:00-10:50 am	Tu 9:00-10:50 am	Th 9:00-10:50 am
10:00-11:50	Tu 9:00-10:50 am	Th 9:00- 10:50 am
1:00-2:50 pm	Tu 1:00-2:50 pm	Th 1:00-2:50 pm
3:00-4:50 pm	Tu 3:00-4:50 pm	Th 3:00-4:50 pm
5:00-6:50 pm	Tu 5:00-6:50 pm	Th 5:00-6:50 pm
6:00-7:50 pm	Tu 5:00-6:50 pm	Th 5:00-6:50 pm
7:00-8:50 pm	Tu 7:00-8:50 pm	Th 7:00-8:50 pm
8:00-9:50 pm	Tu 7:00-8:50 pm	Th 7:00-8:50 pm

2 hours – 1 day

Class Time	Class Day	
	Sa	Su
8:00-9:50 am	Sa 7:00-8:50 am	Su 7:00-8:50 am
10:00-11:50	Sa 9:00-10:50 am	Su 9:00-10:50 am
12:00-1:50 pm	Sa 11:00-12:50 pm	Su 11:00-12:50 pm
2:00-3:50 pm	Sa 1:00-2:50 pm	Su 1:00-2:50 pm

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4:00-5:50 pm	Sa 3:00-4:50 pm	Su 3:00-4:50 pm
6:00-7:50 pm	Sa 5:00-6:50 pm	Su 5:00-6:50 pm

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4 hours – 1 day

	Class Day		
Class Time	M	W	F
1:00-4:50 pm	M 1:00-2:50 pm	W 1:00-2:50 pm	F 1:00-2:50 pm
3:00-6:50 pm	M 3:00-4:50 pm	W 3:00-4:50 pm	F 3:00-4:50 pm
5:00-8:50 pm	M 5:00-6:50 pm	W 5:00-6:50 pm	F 5:00-6:50 pm
6:00-9:50 pm	M 5:00-6:50 pm	W 5:00-6:50 pm	F 5:00-6:50 pm

4 hours – 1 day

	Class Day	
Class Time	Tu	Th
1:00-4:50 pm	Tu 1:00-2:50 pm	Th 1:00-2:50 pm
3:00-6:50 pm	Tu 3:00-4:50 pm	Th 3:00-4:50 pm
5:00-8:50 pm	Tu 5:00-6:50 pm	Th 5:00-6:50 pm
6:00-9:50 pm	Tu 5:00-6:50 pm	Th 5:00-6:50 pm

4 hours – 1 day

	Class Day	
Class Time	Sa	Su
8:00-11:50 am	Sa 9:00-10:50 pm	Su 9:00-10:50 pm
12:00-3:50 pm	Sa 1:00-2:50 pm	Su 1:00-2:50 pm
4:00-7:50 pm	Sa 5:00-6:50 pm	Su 5:00-6:50 pm

4 hours - 2 days

	Class Day			
Class Time	MW	WF	MF	Tu-Th
7:00-8:50 am	M 7:00-8:50 am	W 7:00-8:50 am	M 7:00-8:50 am	Tu 7:00-8:50 am
8:00-9:50 am				Tu 7:00-8:50 am
9:00-10:50 am	M 9:00-10:50 am	W 9:00-10:50 am	M 9:00-10:50 am	Tu 9:00-10:50 am
10:00-11:50 am				Tu 9:00-10:50 am

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11:00-12:50 pm	M 11:00-12:50 am	W 11:00-12:50 pm	M 11:00-12:50 pm	Tu 11:00-12:50 pm
1:00-2:50 pm	M 1:00-2:50 pm	W 1:00-2:50 pm	M 1:00-2:50 pm	Tu 1:00-2:50 pm
3:00-4:50 pm	M 3:00-4:50 pm	W 3:00-4:50 pm	M 3:00-4:50 pm	Tu 3:00-4:50 pm
5:00-6:50 pm	M 5:00-6:50 pm	W 5:00-6:50 pm	M 5:00-6:50 pm	Tu 5:00-6:50 pm
6:00-7:50 pm	M 5:00-6:50 pm	W 5:00-6:50 pm	M 5:00-6:50 pm	Tu 5:00-6:50 pm
7:00-8:50 pm	M 7:00-8:50 pm	W 7:00-8:50 pm	M 7:00-8:50 pm	Tu 7:00-8:50 pm
8:00-9:50 pm	M 7:00-8:50 pm	W 7:00-8:50 pm	M 7:00-8:50 pm	Tu 7:00-8:50 pm

4 hours – 4 days

Class Time	Class Day	
	MWTF	MWThF
7:00-7:50 am	F 7:00-8:50 am	F 7:00-8:50 am
8:00-8:50 am	M 7:00-8:50 am	M 7:00-8:50 am
9:00-9:50 am	M 9:00-10:50 am	M 9:00-10:50 am
10:00-10:50 am	F 9:00-10:50 am	F 9:00-10:50 am
11:00-11:50 am	M 11:00-12:50 pm	M 11:00-12:50 pm
12:00-12:50 pm	W 11:00-12:50 pm	W 11:00-12:50 pm
1:00-1:50 pm	M 1:00-2:50 pm	M 1:00-2:50 pm
2:00-2:50 pm	F 1:00-2:50 pm	F 1:00-2:50 pm
3:00-3:50 pm	W 3:00-4:50 pm	W 3:00-4:50 pm
4:00-4:50 pm	M 3:00-4:50 pm	M 3:00-4:50 pm

4 hours - 3 days

Class Time	Class Day			
	MW&(T/Th/F)	WF&(T/Th)	MF(T/Th)	Tu-Th&(M/W/F)
7:00-8:06 am	M 7:00-8:50 am	W 7:00-8:50 am	F 7:00-8:50 am	Tu 7:00-8:50 am
8:30-9:36 am	W 9:00-10:50 am	W 9:00-10:50 am	M 9:00-10:50 am	Th 7:00-8:50 am
10:00-11:06 am	M 11:00-12:50 pm	F 9:00-10:50 am	F 9:00-10:50 am	Tu 9:00-10:50 am
1:00-2:06 pm	M 1:00-2:50 pm	F 1:00-2:50 pm	F 1:00-2:50 pm	Tu 1:00-2:50 pm
2:30-3:36 pm	W 3:00-4:50 pm	W 3:00-4:50 pm	W 1:00-2:50 pm	Th 3:00-4:50 pm
4:00-5:06 pm	M 3:00-4:50 pm	F 3:00-4:50 pm	F 3:00-4:50 pm	Tu 3:00-4:50 pm
5:30-6:36 pm	W 5:00-6:50 pm	W 5:00-6:50 pm	M 5:00-6:50 pm	Tu 5:00-6:50 pm
7:00-8:06 pm	M 7:00-8:50 pm	F 7:00-8:50 pm	F 7:00-8:50 pm	Tu 7:00-8:50 pm
8:30-9:36 pm	-	-	-	Th 7:00-8:50 pm

Minutes

of the Academic Senate Meeting

June 3, 2015

PRESENT: Alex, Campa, Chan, Duran, Eskandari, Farhat, Farmer (Proxy-Shen), Garver, Ghazanfari, Guyse, Ibrahim, Kilduff, Kopplin (Proxy-Winer), LaMunyon, Lloyd, MacNevin, Mao, Nelson, Neto, Pearlman, Pettengill (Proxy-Ghazanfari), Polet (Proxy-Small), Prichard-Schmitzberger, Quinn, Salik, Salem, Sancho-Madriz, Shah-Fairbank (Proxy-Salem), Shen, Shih, Small, Speak, Swartz, Tang (Proxy-Mao), Von Glahn (Proxy-Wachs), Wachs, Winer

ABSENT: Halati

GUESTS: S. Coley, M. denBoer, L. Rotunni, P. Kelly, H. Evans, L. Dopson, S. Rudicel, Pinter-Lucke, B. Bahr

1. AP-005-145, New Self-Support Master of Science in International Apparel Management - SECOND READING

M/s to adopt AP-005-145, New Self-Support Master of Science in International Apparel Management - SECOND READING.

Senator Garver presented the report.

RECOMMENDATION

The Academic Programs Committee recommends approval of AP-005-145 New Self-Support Master of Science in International Apparel Management which includes the curriculum as follows – **ATTACHMENT 1**

Discussion—Peter Kilduff, Chair, AMM, explained that several of the courses in the College of Business were revised and the proposal reflects the changes.

The motion to adopt passed unanimously.

2. Emeritus Awards

Chair Speak recognized Senator Martin Sancho-Madriz, Chair of the Faculty Affairs Committee.

The Faculty Affairs Committee has unanimously approved nominating resolutions for the award of Emeritus to 25 distinguished members of the Cal Poly community. I move that these resolutions be received and filed as a permanent part of the Senate Archives.

M/s/p that these resolutions be received and filed as a permanent part of the Senate Archives.

M/s that these resolutions be adopted, and with adoption, they be proclaimed to the entire University community.

The motion passed unanimously.

Senator Sancho-Madriz will be presenting, in alphabetical order, the Emeritus Designees at the reception following the meeting at the Manor House. The emeritus resolutions are attached.

3. Resolution – David M. Speak

M/s to adopt the resolution for David M. Speak.

WHEREAS, Dr. David M. Speak served as Chair of the Academic Senate for three consecutive terms from June 18, 2012 to June 15, 2015, and prior to that as Vice Chair for two consecutive terms from June 18, 2010 to June 15, 2012; and

WHEREAS, His legacy of service to the Academic Senate dates back 1992 and continuously since 2000, serving on and/or chairing Academic Programs, General Education, Technology, and Elections and Procedures committees; and

WHEREAS, He effectively, passionately, and tirelessly represented the interests of the faculty, staff, and students of Cal Poly Pomona; and

WHEREAS, He strongly, yet in a collaborative and constructive fashion, advocated the principles of shared governance to local and statewide faculty and administrators; and

WHEREAS, He took an active role in all issues related to quarter-to-semester calendar conversion, strongly advocating for the role of the Academic Senate, and always ensuring that faculty perspectives are considered; and

WHEREAS, He provided strong and assiduous faculty representation by serving on the Semester Conversion Steering Committee, Cal Poly Pomona Foundation Board of Directors, Advisory Committee to the Trustees Committee for the Selection of the President, Ad Hoc Academic Planning Committee, and many others; and

WHEREAS, He has vigorously promoted the effectiveness and visibility of the Academic Senate in all matters that vitally affect the interests of the faculty, staff, students, and administration; and

WHEREAS, He has argued effectively, in small and large settings, for the legitimacy and indeed essentiality of the Academic Senate in all matters pertaining to the interests of the faculty, staff, students, and administration; and

WHEREAS, He conducted the Senate meetings in an organized, efficient, collegial, and inclusive manner with a feeling of tolerance and openness, clearly articulating the nature of the motions considered, demonstrating good judgement on all matters before the Senate, sharing his wisdom and vast institutional knowledge, and always promoting and fostering an informed Senate body; therefore, be it

RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona, express its sincere appreciation to Dr. David M. Speak for his leadership, and concern for faculty, staff, and students; and be it further

RESOLVED, That this resolution be permanently recorded in the Minutes and Archives of the Academic Senate in recognition of Dr. David M. Speak.

The motion to adopt passed unanimously.

4. Honoring Retiring Senators

Chair Speak thanked the following senators for their service:

<u>Recipient</u>	<u>College</u>	<u>Dates</u>
Peter Kilduff	Agriculture	2010 - 2015
Hassan Halati	Business	2000 - 2015
Seema Shah-Fairbank	Engineering	2012 - 2015
Alison Pearlman	Environmental Design	2012 - 2015
Ramzi Farhat	Environmental Design	2013 - 2015
Faye Wachs	CLASS	2008 - 2015
John Chan	Science	2012 - 2015
Craig LaMunyon	Science	2012 - 2015

3. Seating of New Senators

The following new senators were seated:

Joanne Sohn	Agriculture
Ruth Guthrie	Business
Shokoufeh Mirzaei	Engineering
Raymond Kampf	Environmental Design
Kent Dickson	CLASS
Steve Alas	Science
Mohammed Husain	Science

4. Election of Executive Committee

Phillip Ghazanfari, Chair of the Elections and Procedures Committee, conducted the election.

The following nominations were received at the May 13, 2015 meeting:

Agriculture	Martin Sancho-Madriz – DECLINED NOMINATION
Business	Phillip Ghazanfari
CEIS	Dorothy MacNevin
Collins	Vacant
Engineering	Yasser Salem
Environmental Design	Axel Prichard Schmitzberger
Science	Lisa Alex
Related Areas	Julie Shen
CSU Academic Senate	Francelina Neto

Letters, Arts, and Social Sciences – Vice Chair Sara Garver will represent the constituency

Nominations received since the May 13 meeting:

Agriculture	Joanne Sohn
Collins	Eddie Mao

Dr. Ghazanfari opened nominations from the floor.

M/s/p that David Speak, Immediate Past Chair, serve as a member of the Executive Committee.

The nominations were closed.

M/s/p to elect the slate of single candidate nominees for the 2015-16 Executive Committee by acclamation.

5. Voting on Degrees

M/s that the Academic Senate, on behalf of the Faculty at this University, recommend to the President that the degree candidates listed in the Registrar's List be awarded the appropriate degrees this June.

The motion passed unanimously.

6. Closing Comments/Adjournment

Chair Speak reminded the Senate that the Emeritus Ceremony and Reception is at the Manor House.

The meeting was adjourned at 3:25 p.m.

EMERITUS FACULTY 6-3-15

Jeffrey N. Brown

- WHEREAS, Dr. Jeffrey N. Brown, CEC, CCE, CHE, FMP has served The Collins College of Hospitality Management since 2003; and
- WHEREAS, He has in conjunction with the Research Chefs of America and Department of Food Science & Technology established a University minor in Culinology®, a nationally recognized certification for practitioners of culinary arts and food science; and
- WHEREAS, He served as the faculty advisor to the Association of Student Event Planners, on the College Assessment Committee and Department RTP Committee, as a faculty representative to the Honors College, as a faculty reader for the Graduation Writing Test; as a regular presenter at Preview Day and Showcase of Excellence; and
- WHEREAS, He served his profession as Chair of Professional Certification for the American Culinary Federation, and as a member of 12 professional culinary arts school accreditation team visits through the American Culinary Federation Educational Institute; and
- WHEREAS, He earned the prestigious recognition of his peers as the American Culinary Federation National Culinary Educator of the Year (2010) and recertification three times as a Certified Executive Chef, Certified Chef Educator, and as a Certified Hospitality Educator (2005) through the American Hotel & Lodging Association; and
- WHEREAS, He participated as a visiting scholar through a faculty exchange program with Petrodsvask University, Karelia Russia, (2005); and
- WHEREAS He maintains his long-standing enthusiasm as a respected chef-instructor who teaches “*Skills That Pay Bills*” and uses a “*Learn by Chewing*” approach to polytechnic education; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously expresses its deepest appreciation for the many years of untiring service to the students and faculty of the University; and be it further
- RESOLVED, That the title of “Professor Emeritus” be bestowed on this distinguished faculty member; and be it further
- RESOLVED, That this resolution be presented to Professor Jeffrey N. Brown in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Sylvian Castel de Oro

- WHEREAS, Professor Sylvian Castel de Oro has rendered distinguished service to the University, the College of Letters, Arts and Social Science, and the English and Foreign Languages Department since January, 1994; and
- WHEREAS, Having taught a wide variety of language courses to a diverse student body, he brought to the department invaluable expertise; and
- WHEREAS, He has tirelessly promoted the teaching of second languages at Cal Poly Pomona University; and
- WHEREAS, His dedication to and love of teaching are reflected in his continual engagement with students, faculty and staff; and
- WHEREAS, He has been consistently recognized and respected by his colleagues and students as a challenging, yet caring, faculty member who encourages students to strive for their highest potential; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously express its deepest appreciation for his many years of dedicated service to the students and faculty of the University; and be it further
- RESOLVED, That the title of “Lecturer Emeritus” be bestowed upon this distinguished faculty member; and be it further
- RESOLVED, That this resolution be presented to Professor Sylvian Castel de Oro in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Peter Dashner

- WHEREAS, Professor Peter A. Dashner has served as a professor of engineering since 1976 including distinguished service to California State Polytechnic University, Pomona for 33 years (1981–2014); and
- WHEREAS, He served as a faculty member in the Mechanical Engineering Department, including two years as department associate chair; and
- WHEREAS, He authored numerous publications in the area of theoretical continuum mechanics relating to both solids and fluids; and
- WHEREAS, He has authored one engineering textbook in Dynamics; and
- WHEREAS, He received both the Outstanding Advisor Award from the University recognizing his service to the students and to the university; and
- WHEREAS, He served in a variety of service roles to the department, college, and university, including chairing a number of standing and ad-hoc committees; therefore be it

RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously expresses its deepest appreciation for his many years of untiring service to the students and faculty of the University; and be it further

RESOLVED, That the title of “Professor Emeritus” be bestowed on this distinguished faculty member; and be it further

RESOLVED, That this resolution be presented to Professor Peter Dashner in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Stephen Davis

WHEREAS, Dr. Stephen Davis has faithfully served our University, the College of Education & Integrative Studies, and the Department of Education by providing the strong leadership necessary to establish his legacy as a Professor in the Department of Education at Cal Poly Pomona; and

WHEREAS, He has been an advocate and collaborative colleague in the Department of Education, supporting students, aiding and mentoring faculty, and community advisory groups, particularly in helping to support and sustain exemplary professional graduate programs and viable partnerships with local school districts over seven years; and

WHEREAS, He has secured funding for a highly competitive U.S. Department of Education Leadership Development Grant and developed a nationally recognized and innovative model of alternative leadership development in partnership with Pomona Unified School District known as the Great Leaders for Great Schools Institute and Academy in which he served as Director; and

WHEREAS, He has immensely strengthened the University’s relationship with Pomona Unified and has aided the district in identifying new teacher and administrative leaders for its schools and the district office and upgrade its mentoring and evaluation systems; and

WHEREAS, The work with Pomona Unified has changed the entire fabric of the district as it looks at leadership and preparing leaders for the future; and

WHEREAS, He has received national recognition as part of the Alliance for Reform in Educational Leadership (AREL) Network through the University of Texas; and

WHEREAS, The new strategies utilized in the Great Leaders for Great Schools Academy have been adopted by the Administrative Leadership Program at Cal Poly Pomona as cutting edge practices to accelerate the preparation of practice ready leaders; and

- WHEREAS, He has authored or co-authored seventeen research articles during his tenure at Cal Poly Pomona; and
- WHEREAS, He has delivered twelve scholarly papers and presentations during his tenure at Cal Poly Pomona; and
- WHEREAS, He has been a key member in the creation of California State Polytechnic University's new Doctoral Program in Educational Leadership; and
- WHEREAS, He has guided students in the dissertation process as Advisor, Chair, and Committee member; and
- WHEREAS, He served as Senior Editor for Educational Leadership and Administration: Teaching and Program Development and Editor of the International Journal of Teacher Leadership; and
- WHEREAS, He has also been recognized at the State Level by the Commission on Teacher Credentialing having been a part of the design team for the California Professional Administrative Credential Examination (CPACE); and
- WHEREAS, He has served as a member of California Commission on Teacher Credentialing, Board of Institutional Reviewers; and
- WHEREAS, He has been invited to be part of a prestigious Task Group that has redesigned both the Preliminary and Clear Administrative Credentials for the entire state; and
- WHEREAS, He continues to serve the Commission on Teacher Credentialing and other Task Groups in an advisory role; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona, unanimously express its deepest appreciation for his seven years of dedicated service to the students, the community, and his colleagues at this University and in the Department of Education; and be it further
- RESOLVED, That the title of "Professor Emeritus" be bestowed upon him; and be it further
- RESOLVED, That this resolution be presented to Dr. Stephen Davis, in recognition of his ability to touch the future by his sustained commitment, in word and deed, to the visionary development of education at all levels and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Hany Farran

- WHEREAS, Professor Hany J. Farran has rendered distinguished service to California State Polytechnic University, Pomona for 30 years (1985–2015); and
- WHEREAS, He served as a faculty member (with emphasis on Structural Engineering) in the Civil Engineering Department and taught a large array of courses; and

WHEREAS, He was actively involved with the graduate program in Aerospace Engineering for the past 28 years, offering courses for the Aerospace Engineering Program as well as the United States Air Force; and

WHEREAS, He brought in funded research contracts from the California Department of Transportation (Caltrans) Division of Structures to Cal Poly Pomona for the period 1989-1991 after working for the Department of Transportation during the summers of 1987 and 1988 as a research and development engineer on cable-stayed bridges and long-span suspension bridges; and

WHEREAS, He pursued visiting professorships at Massachusetts Institute of Technology (MIT), Swiss Federal Institute of Technology, Stanford University, Auckland Institute of Technology in New Zealand as well as California Institute of Technology; and

WHEREAS He was the first faculty member from the College of Engineering to do the Study Abroad Program in the United Kingdom in 2007. He and his students visited historical bridges and buildings in England, Scotland and Wales; and

WHEREAS, He served as faculty advisor for the American Society of Civil Engineers (ASCE) Student Chapter, Chi Epsilon the Civil Engineering Honor Society, the Society of Hispanic Professional Engineers, Tau Beta Pi, as well as the Lebanese Student Association for numerous years. He also served as a Keynote Speaker for numerous banquets at the professional level, student level as well as the social level; therefore be it

RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously expresses its deepest appreciation for his many years of untiring service to the students and faculty of the University; and be it further

RESOLVED, That the title of “Professor Emeritus” be bestowed on this distinguished faculty member; and be it further

RESOLVED, That this resolution be presented to Professor Hany J. Farran in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Terrance Fujimoto

WHEREAS, Professor Terry Fujimoto has rendered distinguished service to the California State Polytechnic University, Pomona for 35 years (1979-2014); and,

WHEREAS, He is an alum of University of Hawaii, earning a B.S. degree in Horticulture in 1974, a M.S. degree in Horticulture in 1977 and a Ph.D. in Horticulture in 1979; and

WHEREAS, He has served the Department of Plant Sciences, the College of Agriculture, and this University with great distinction, as a lecturer, an Assistant Professor, Associate Professor and Professor between 1979 and 2014; and

WHEREAS, He has served as a model for community service, providing his horticultural expertise to the Los Angeles County Fair, the Los Angeles County Department of Education, the Future Farmers of America, the College of Agriculture Pumpkin Festival and also to numerous international students who studied at Cal Poly Pomona; and

WHEREAS, He was vital in the development and success of the Horticulture program at Cal Poly Pomona, training hundreds of students who have had a major impact on the horticulture industry in California and elsewhere; and

WHEREAS, He developed the Hydroponics program at Cal Poly Pomona, training students in the production and management of this new and novel horticultural technique; and

WHEREAS, He has served as advisor to the Los Robles Horticulture Club in the College of Agriculture at Cal Poly Pomona for many years, and also served as a member of the University RTP committee, and the Plant Science Department Scholarship Committee, and served as a faculty mentor for many students who participated in national horticultural competitions; and

WHEREAS, He was active in horticultural research, tirelessly mentoring many undergraduate and graduate students in the Plant Science Department, and also was active in finding meaningful internships for student participation; therefore be it

RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously express its deepest appreciation for his many years of dedicated service to the students, staff and faculty of the University; and be it further

RESOLVED, That the title of “Professor Emeritus” be bestowed upon this distinguished faculty member; and be it further

RESOLVED, That this resolution be presented to Professor Terry Fujimoto in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Daniel Hostetler

WHEREAS, Professor Daniel G. Hostetler has rendered distinguished service to the California State Polytechnic University, Pomona for 38 years (1976-2014); and,

- WHEREAS, He is an alum of Cal Poly Pomona, earning a B.S. degree in Agronomy in 1975, an M.S. degree in Agricultural Science in 1982, and he served as a staff member at Cal Poly Pomona as Farm Supervisor (1976-80); and
- WHEREAS, He has served the Department of Plant Sciences, the College of Agriculture, and this University with great distinction, as Assistant Professor from 1980-82, Associate Professor from 1982-86, and Professor from 1987-2014; and
- WHEREAS, He served as Chair of the Department of Plant Sciences from 1992-2002, skillfully merging two departments: Plant and Soil Science and Horticulture/Park Administration comprising 7 different academic majors and he served for three years as Interim Chair of Agribusiness and Food Industry Management & Agricultural Education (2009-2012); and
- WHEREAS, He worked tirelessly to support student success through student recruitment, academic advising, meeting with prospective students and their parents, visiting community college and high schools, mentoring FFA students, and supervising student employees on the Campus Farm; and
- WHEREAS, He served as advisor to the Los Rancheros Agronomy/Soils Club from 1980-2014 and coached the IRA Crops Judging Team from 1983-2015, in addition to hosting numerous student activities at both the high school and collegiate level such as field days, agricultural tours, and judging Competitions; and
- WHEREAS, He generated impressive scholarship funding from alumni donations, industry groups, and community organizations, ultimately accruing over \$80,000 annually in scholarship funding for students in the Plant Sciences alone; and
- WHEREAS, As Farm Manager, he developed, numerous facilities and activities that form a significant public face of Cal Poly Pomona to the community including the annual Pumpkin Festival, the Farm Store and associated AGRIscares facility, new horticultural greenhouses, and the campus vineyards; and
- WHEREAS, He is a tireless fundraiser for the College of Agriculture, maintaining relationships with alumni, industry and the greater community resulting in millions of dollars raised for the College of Agriculture; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously express its deepest appreciation for his many years of dedicated service to the students, staff and faculty of the University; and be it further
- RESOLVED, The title of “Professor Emeritus” be bestowed upon this distinguished faculty member; and be it further

RESOLVED, That this resolution be presented to Professor Daniel Hostetler in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Margaret Kelly

WHEREAS, Dr. M.G. (Peggy) Kelly has faithfully served our University, the College of Education & Integrative Studies, and the Department of Education by providing the exemplary leadership necessary to establish her legacy as the Dean of the College and Professor in the Department of Education at Cal Poly Pomona; and

WHEREAS, She has been an advocate for the promotion and assessment of innovative pedagogical and co-teaching methodologies in the Multiple Subject, Single Subject, Education Specialist Credential Programs for pre-service teachers and their in-service public school classroom supervising teachers during Clinical Practice; and

WHEREAS, She has championed the cause for making learning accessible to all students in public schools throughout the region by supporting the targeted, rigorous preparation of Teacher Candidates to provide access to academic literacy across the disciplines for all K-12 students, particularly English Language Learners, students with special needs, and students historically underrepresented in higher education; and

WHEREAS, She has actively engaged in helping to facilitate the success of Cal Poly Pomona students seeking to complete the requirements necessary to become credentialed teachers by supporting the Partners in Education scholarship program designed to provide financial assistance for Teacher Candidates during the full-time, two-quarter-long assignment to teach at local school sites under the supervision of a qualified teacher for the required Clinical Practice culminating experience of the credential program; and

WHEREAS, She has supported the annual Credential Celebration, an event held to honor Teacher Credential Candidates and their families, upon completion of the credential program since it is a post-baccalaureate accomplishment and not formally included as an aspect of the traditional commencement ceremony; and

WHEREAS, She has been a tireless advocate and collaborative colleague in the Department of Education, supporting students, faculty, and community advisory groups, particularly in helping to support and sustain exemplary professional credential and graduate programs and viable partnerships with local school districts over many years; and

WHEREAS, She has made two historically unprecedented contributions to expanding and enriching the significance and substance of the leadership mission of the Department of Education at Cal Poly Pomona by: 1) with funding from Cal Poly

Pomona supporters, Art and Sarah Ludwick, helped develop a new Bachelor of Arts degree in Early Childhood (birth to age eight) proposed for a 2016 launch; 2) championing the development of the Ed.D. in Educational Leadership Program, the legislative-authorized, WASC-approved CSU independent doctorate that was launched at Cal Poly in 2012 and will graduate its first cohort of students in 2015; therefore be it

RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona, unanimously express its deepest appreciation for her seven years of dedicated service to the students, the community, and her colleagues at this University and in the Department of Education; and be it further

RESOLVED, That the title of “Professor Emerita” be bestowed upon our Dean; and be it further

RESOLVED, That this resolution be presented to Dr. M.G. (Peggy) Kelly, in recognition of her ability to touch the future by her sustained commitment, in word and deed, to the visionary development of education at all levels and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Michael Keith

WHEREAS, Professor Michael L. Keith has rendered distinguished service to the California State Polytechnic University for 31 years (1984-2015); and

WHEREAS, He has served the Chemistry and Biochemistry Department, the College of Science, and this University with great distinction; and

WHEREAS, He has 31 years teaching General Chemistry, Biochemistry, and Clinical Chemistry spanning 30 different lecture and laboratory preparations; and

WHEREAS, He created and developed the undergraduate course Recombinant DNA Biochemistry and three graduate level courses including Post-Translational Modification of Protein, Gene Expression, and Advanced Lipid Metabolism; and

WHEREAS, As a research advisor he supervised 20 research projects, resulting in the completion of 19 senior projects and 1 MS thesis; and

WHEREAS, He served as advisor to the Student Affiliates of the American Chemical Society (SAACS) student club for more than 15 years; and

WHEREAS, He served as Department Associate Chair (1998-2003) and then as Chair (2003-2007) under incredibly difficult budget times; and

WHEREAS, He served as the Graduate Advisor and Coordinator from 1996-2003, during which time he wrote the first Chemistry Department Graduate Handbook, and

- WHEREAS, He chaired the Central Advising Committee for 7 years, and served as the Chemistry Department Special Academic Advisor for 11 years; and
- WHEREAS, He was awarded the College of Science Outstanding Advisor of the Year for the 1999-2000 academic year; and
- WHEREAS, He served the Department as Course Scheduler for 11 years; and
- WHEREAS, He served as the Department Representative of the California Faculty Association for Representative 25+ years; and
- WHEREAS, He represented the University as a founding member of CSUPERB, and he continued to serve as the Chemistry and Biochemistry Department representative for 6 years; and
- WHEREAS, He was a member of the College of Science Building 3 Renovation Committee; and
- WHEREAS, He has served as a member of the Academic Senate, including service on the Academic Affairs Standing Committee; and
- WHEREAS, He has attended the College of Science Commencement ceremonies for 30 consecutive years (and counting); and
- WHEREAS, He has been an outspoken, rational, and extremely passionate advocate for the students, faculty, and staff of the Chemistry and Biochemistry Department; and
- WHEREAS, He has been an energetic, dedicated, and humorous teacher; therefore be it
- RESOLVED, That the Academic Senate of the California State Polytechnic University, Pomona, express its appreciation for his many years of untiring service to the students, faculty, and staff of the University; and be it further
- RESOLVED, That the title "Professor Emeritus" be bestowed on this distinguished educator, friend, and mentor; and be it further
- RESOLVED, That this resolution be presented to Dr. Michael L. Keith, Professor, Chemistry and Biochemistry Department, in recognition of his many accomplishments, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

John Knox

- WHEREAS, Dr. John Knox has rendered distinguished service to California State Polytechnic University, Pomona for 25 years (1989–2014); and
- WHEREAS, He served as a faculty member in the Technology and Operations Management (TOM) Department, including one year as interim department chair; and

- WHEREAS, He served one year as interim associate dean of the College of Business; and
- WHEREAS, He served in a variety of service roles to the department, college, and university, including chairing a number of standing and ad-hoc committees; and
- WHEREAS He provided the undergraduate and graduate students in the College of Business Administration and the TOM Department with consistently high quality teaching in a variety of courses and subject matter; and
- WHEREAS, He brought to the department expertise in the areas of Quality Management and Business Statistics, which has greatly benefited the students; and
- WHEREAS, He has mentored, encouraged, and supported his colleagues in their professional and academic development; and
- WHEREAS, He has served as mentor and advisor to many students; and
- WHEREAS, He has been a most highly valued colleague and friend; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously expresses its deepest appreciation for his many years of untiring service to the students and faculty of the University; and be it further
- RESOLVED, That the title of “Professor Emeritus” be bestowed on this distinguished faculty member; and be it further
- RESOLVED, That this resolution be presented to Dr. John Knox in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

James Koga

- WHEREAS, Librarian James S. Koga has rendered distinguished service to California State Polytechnic University, Pomona and the University Library for 35 years, from 1979 to 2014; and
- WHEREAS, He played a major role in the University Library’s transition from paper and print based systems to the modern digital Library we know today with long service on the Library Web Team and significant contributions to every evolution of the Library’s web presence; and
- WHEREAS, He established the Library’s first Online Search Center in 1980, was an exceptional online researcher familiar with numerous retrieval systems and databases, and is currently acknowledged as the Library expert with databases across the disciplines; and

- WHEREAS, He served with distinction as Subject Librarian and Library Liaison for the College of Science and the College of Agriculture; and
- WHEREAS, He ably and conscientiously provided reference services and research help to our faculty, students, and staff for 35 years; and
- WHEREAS, He worked diligently to translate complex information about Library resources and answers to frequently asked questions into succinct, accurate, and timely information guides; and
- WHEREAS, He was a member of many campus and Library committees including the University RTP Committee, Academic Senate, and served three terms as chair of the Cal Poly Pomona Librarians group; and
- WHEREAS, He is known as the Library expert on RTP having served numerous terms on the Library RTP committee, chairing the Committee for most of those years, and overseeing all recent revisions of LRTP procedures and criteria; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously express its deepest appreciation for his many years of dedicated service to the students, the Library, the University and the community; and be it further
- RESOLVED, That the title of "Librarian Emeritus" be bestowed upon this faculty member; and be it further
- RESOLVED, That this resolution be presented to James S. Koga in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Ramesh Kumar

- WHEREAS, Professor Ramesh Kumar has rendered distinguished service to the California State Polytechnic University, Pomona for 35 years (1980-2015); and
- WHEREAS, He is an alum of Punjab Agricultural University, earning a B.S. degree in Agricultural Engineering in 1970, and an alum of UC Davis, earning a M.S. degree in Agricultural Engineering in 1975 and a Ph.D. in Agricultural Engineering in 1978; and
- WHEREAS, He has served the Department of Plant Sciences, the College of Agriculture, and this University with great distinction, as a lecturer, an Assistant Professor, Associate Professor and Professor between 1980 and 2015; and
- WHEREAS, He served as Acting Chair of the Ag Engineering Department in 1981, and the Chair of the Department of Agricultural Engineering from 1992-1995; and

WHEREAS, He was vital in the development and success of the Center for Turf, Irrigation and Landscape Technology, (CTILT), an asset to the turf and irrigation curriculum, and a focal point for the turf and irrigation industry in southern California, and also was instrumental in the development of the CTILT Advisory Committee; and

WHEREAS, He served as advisor to the Irrigation and Water Management Science Club, and was named to the Faculty Institute on Spatial Analyses and Geographic Information Systems, was the Water Resources Policy Initiative representative for the College of Agriculture, and served on the Extended Graduate Council and numerous RTP committees; and

WHEREAS, He generated continuous scholarship funds from industry partners to support undergraduate and graduate student achievement and faculty professional development in the areas of irrigation and water management; and

WHEREAS, He received grant funding on a continuing basis from the turf and irrigation industry and from the Agricultural Research Institute, and completed numerous research projects involving irrigation science and agricultural technologies, the results of which were published in peer-reviewed journals; and

WHEREAS, In addition to his graduate education, he pursued and holds certifications as a Certified Golf Irrigation Auditor, a Certified Landscape Irrigation Auditor, Certified Irrigation Contractor and a Certification Irrigation Designer; and therefore be it

RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously express its deepest appreciation for his many years of dedicated service to the students, staff and faculty of the University; and be it further

RESOLVED, That the title of “Professor Emeritus” be bestowed upon this distinguished faculty member; and be it further

RESOLVED, That this resolution be presented to Professor Ramesh Kumar in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Audrey Lamprey

WHEREAS, Professor Audrey Lamprey has rendered distinguished service to the California State Polytechnic University, Pomona since 1983; and

WHEREAS, She is a respected senior lecturer of the Music Department; and

WHEREAS, Her dedication to and love of teaching are reflected in her continual engagement with students; and

WHEREAS, She was an active performer as a soloist and chamber music performer; and

- WHEREAS, She was tenured member of the Redlands Symphony, San Bernardino Symphony and the Riverside Philharmonic; and
- WHEREAS, She was a mentor and role model for students through her teaching and performing; and
- WHEREAS, She was a constant source of wisdom, good-heartedness, and advice to part time faculty and students alike; and
- WHEREAS, She is recognized by professional organizations and the community for her teaching and performing; and
- WHEREAS, Her impact on her colleagues as a sincere and helpful friend and her dedication to the teaching profession and department will be sorely missed; therefore be it
- RESOLVED, That the Academic Senate of the California State Polytechnic University, Pomona unanimously express its deepest appreciation for her many years of untiring service to the students and faculty of the University; and be it further
- RESOLVED, That the title of “Lecturer Emerita” be bestowed upon this distinguished faculty member; and be it further
- RESOLVED, That this resolution be presented to Professor Audrey Lamprey in recognition of her many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Richard Lapidus

- WHEREAS, Professor Richard Lapidus has served the University with distinction as the dean of College of Business Administration and a member of the faculty of the International Business and Marketing Department; and
- WHEREAS, He has led the College of Business Administration (CBA) through two successful accreditations by AACSB (Association to Advance Schools of Business); and
- WHEREAS, He raised over \$22 million from CBA donors and corporate partners surpassing the CBA’s Campaign for Cal Poly Pomona goal; and
- WHEREAS, He oversaw the successful construction of the new College of Business Administration Building Complex; and
- WHEREAS, During his tenure as the CBA dean, the college experienced the growth of the Center for Information Assurance, designated as a National Center of Academic Excellence by the National Security Agency (NSA), the growth of the Center for Entrepreneurship, highlighted by the Bronco Startup Challenge, a business plan competition consisting of interdisciplinary teams across campus and funded by donor support; the establishment of the new Mitchell C. Hill Center for Applied

Business Information Technology, a data center using Microsoft cloud technologies; and

WHEREAS, He established the new Executive Mentor Program sponsored by A. Barry Hirschfeld and Access Partners; the focus of which is to develop leaders prepared for today's business environment by providing opportunities for meaningful interactions between students and industry professionals; and

WHEREAS, He started the Leadership Forum Speakers Series funded by the Gregoire Family Trust, which have been very well attended by students, faculty and members of the community; and

WHEREAS, He launched the accelerated Masters of Science in Accountancy, a program that can be completed in one calendar year, targeted for early career professionals; and

WHEREAS, He formed the Dean's Advisory Council; and

WHEREAS, With his background in Marketing, he refreshed the College's branding, as well as the College's marketing and communications plan with a new magazine, e-newsletter, website, web videos and social media; and

WHEREAS, He increased the amount of student scholarships by over \$340,000; and

WHEREAS, He strengthened student learning through the assessment of undergraduate programs. He implemented the Assessment Associates Program in which faculty devised a more robust and systematic assessment process resulting in several curricular changes to improve student learning in business core courses; and

WHEREAS, He expanded support for faculty scholarship by implementing a scholarship incentive program which resulted in an increase of number and quality of peer-reviewed publications by faculty; establishing revenue sharing model for Summer Quarter revenues which gave departments the discretionary funds to support important teacher-scholar initiatives; therefore be it

RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously express its deepest appreciation for his years of untiring service to the students and faculty of the University; and be it further

RESOLVED, That the title of "Professor Emeritus" be bestowed upon this distinguished faculty member; and be it further

RESOLVED, That this action be duly recorded in the Minutes and Archives of the Academic Senate; and be it further

RESOLVED, That a copy of this resolution be presented to Richard Lapidus in recognition of his many contributions and accomplishments

Steve Lindsey

- WHEREAS, Professor Stephen Lindsey has served the University with distinction as a faculty member (lecturer) in the Finance, Real Estate and Law Department for 29 years (1986 - 2015); and
- WHEREAS, Stephen Lindsey served the Finance, Real Estate and Law Department well by teaching a wide variety of law classes during his career including: Law for Everyday Living; Legal Environment of Business Transactions; Legal Environment of Business Organizations; Legal Aspects of International Business; and
- WHEREAS, He has diligently served the Finance, Real Estate and Law Department by mentoring new adjunct faculty members; and
- WHEREAS, He received the Advisor of the Year Award in the Finance, Real Estate and Law Department for both the 2006-2007, and the 2012-2013 academic years; and
- WHEREAS, He has also served as a professor in the Business Department at Citrus College for the past 29 years, twelve of which he served in the capacity of dean; and
- WHEREAS, He has been a steady and thoughtful colleague; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously express its deepest appreciation for his many years of untiring service to the students and faculty of the University; and be it further
- RESOLVED, That the title of “Lecturer Emeritus” be bestowed upon Stephen Lindsey; and be it further
- RESOLVED, That this action be duly recorded in the Minutes and Archives of the Academic Senate; and be it further
- RESOLVED, That a copy of this resolution be presented to Stephen Lindsey in recognition of his many contributions and accomplishments.

Dennis Loo

- WHEREAS, Professor Dennis Loo has served Cal Poly Pomona University, the College of Letters, Arts, and Social Sciences, the Department of Psychology and Sociology, and most notably our students since 1998; and
- WHEREAS, He has been an enthusiastic and well-respected instructor, teaching a broad spectrum of classes within the Department of Psychology and Sociology; and

- WHEREAS, He has made significant contributions to research in sociology focusing on media and crime, social movements, social problems, and social theory; and
- WHEREAS, He has authored more than 60 professional publications, presented more than 60 professional talks at conferences, and participated in more than 100 public speaking engagements; and
- WHEREAS, He has mentored many Cal Poly Pomona undergraduate students, some of them as co-authors on presentations, and has endeavored to instill in them an appreciation for, and an ability to engage in, the research process in sociology; and
- WHEREAS, He has demonstrated collegiality, cooperation, and helpfulness, and has been an outstanding role model for junior faculty, providing guidance, advice, and mentorship for them in the areas of teaching, research, and service; and
- WHEREAS, He has engaged in a lifetime of service, including many years of editorial and professional work in his field; service to the California Faculty Association, serving as a McNair Scholar Program mentor, and engaging in other distinguished service at the department, college, and university levels; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously express its deepest appreciation for his many years of untiring service to the students and faculty of the University; and be it further
- RESOLVED, That the title of “Professor Emeritus” be bestowed upon this distinguished faculty member; and be it further
- RESOLVED, That this resolution be presented to Professor Dennis Loo in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Robert McClure

- WHEREAS, Lecturer Robert F. McClure has rendered distinguished service to California State Polytechnic University, Pomona for 8 years (2007-2015); and
- WHEREAS, He served as a faculty member in the Finance, Real Estate and Law Department; and
- WHEREAS, He was named “Advisor of the Year” four times in the last five years; and
- WHEREAS, He consistently received superior rankings in both faculty and student evaluations; and
- WHEREAS, He substantially revised and updated the content for FRL 420, making the class a relevant survey of Entrepreneurial Finance; and

- WHEREAS, He made current issues in finance and investing an integral part of his classroom lectures, bringing his experience in running a successful investment management company into the classroom; and
- WHEREAS, He brought in guest lecturers in investments, real estate finance, brokerage firm management, mutual fund wholesales and behavioral finance to clearly illustrate the divergence (and overlap) in practice and theory; and
- WHEREAS, He regularly extended office hours to accommodate student's career and workplace questions in addition to their inquiries regarding classroom material; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously expresses its deepest appreciation for his many years of untiring service to the students and faculty of the University; and be it further
- RESOLVED, That the title of "Lecturer Emeritus" be bestowed on this distinguished faculty member; and be it further
- RESOLVED, That this resolution be presented to Professor Robert F. McClure in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Eric McLaughlin

- WHEREAS, Professor Eric J. McLaughlin has rendered distinguished service to California State Polytechnic University, Pomona for 34 years; and
- WHEREAS, He has served the Finance, Real Estate and Law Department, the College of Business Administration, and this University with distinction; and
- WHEREAS, He conscientiously served Cal Poly Pomona students and has been recognized by the department, the Graduate Program, and the College of Business Administration as an excellent instructor, having earned The "Outstanding Faculty" award numerous times; and
- WHEREAS, His academic credentials and professional experience in finance, and in particular, health care finance, has fostered the Cal Poly Pomona tradition of applying practical examples to the theoretical material of the discipline of finance; and
- WHEREAS, He continuously advanced unique teaching pedagogies to include team teaching with three different Accounting faculty members, produced ten video programs for graduate audiences, has produced innovative active-learning modules, labelled "brief cases" which are used nationwide in the education of finance, and taught graduate-level courses in professional presentations for students from all majors at the University; and

- WHEREAS, He has served the Finance, Real Estate and Law Department over numerous years in the capacity as advisor to students with academic difficulties, both "Subject to Disqualification" and "Probationary" status; and
- WHEREAS, He has taught 22 different courses, including graduate and undergraduate courses, has made over 70 professional presentations, 16 conference proceedings, 22 professional peer-reviewed journal articles including publishing in the highest-tier journal in his academic area; and
- WHEREAS, He has advanced the application of visual media with the development, and production of finance videos and the production of PowerPoint material for one of the leading corporate finance textbooks used today throughout the United States; and
- WHEREAS, For six years as Associate Dean for Administration for the College of Business Administration he assisted in the obtaining of the first national AACSB accreditation; and
- WHEREAS, As the Associate Dean for Administration, he was instrumental in the procurement of personal computers for each of the faculty in the College and he developed the model of "Computer a la Cart" for mobile computer and projection equipment made available to classrooms with no technology; and
- WHEREAS, As the Associate Dean, he was responsible for the organization of numerous College of Business Administration commencement ceremonies comprising over 1,000 undergraduate and graduate students and over 10,000 family and guest members; and
- WHEREAS, He served as Director of Graduate Studies in the College of Business Administration for eleven years advancing the quality of graduate students admitted into the MBA and MSBA programs; and
- WHEREAS, He served as Chair or Reader for over four dozen MBA theses or projects; and
- WHEREAS, He developed and maintained eight off-campus MBA program sites, with WASC approval, providing corporations throughout Southern California the opportunity to advance the education of their managers in an efficient educational mode: bringing the faculty to the Corporate Boardroom; and
- WHEREAS, His Professional MBA sites, working in cooperation with the College of Business Administration and the College of the Extended University generated over \$700,000 in annual revenues yielding over \$200,000 in profits which was split between the two colleges; and

- WHEREAS, He developed and personally travelled to Ho Chi Minh City, Vietnam to successfully launch the first government approved United States educational graduate degree program for qualified students in Vietnam; and
- WHEREAS, He represented Cal Poly Pomona's President with the presentation of an award recognizing the merits of President Gannady Laseriv of the Vladivostok State University of Economics for his institution's 75th year of leadership as a graduate business institution in Russia; and
- WHEREAS, He served for over thirty years supporting the Graduation Writing Test Faculty Evaluations in his role as Reader, Table Leader, Co-Chief and Chief Reader; and
- WHEREAS, He has demonstrated his commitment to education with his support of Early Childhood Education with his service to the University of La Verne/Fairplex Child Development Center in his roles as Board of Director's member, 10 years on the Finance Committee, 24 years as a member of the CDC Auction Steering Committee and Auction Committee Chair of the Silent Auction; and
- WHEREAS, It is recognized that his contributions to the university community, to the education of Cal Poly Pomona students, and his overall professional accomplishments exemplifying quality administrative leadership; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously express its deepest appreciation for his many years of untiring service to the students and faculty of the University; and be it further
- RESOLVED, That the title of "Professor Emeritus" be bestowed upon this distinguished faculty member; and be it further
- RESOLVED, That this resolution be presented to Professor Eric J. McLaughlin in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Doreen Nelson

- WHEREAS, Doreen Gehry Nelson has faithfully served our University, the College of Education & Integrative Studies since 1994, and the Department of Education by providing the strong leadership necessary to establish her legacy as a Professor in the Department of Education at Cal Poly Pomona; and
- WHEREAS, She was tenured as a Professor in the College of Environmental Design where she served for 8 years starting in 1986; and

- WHEREAS, She founded the master's degree and Certificate Programs in Design-Based Learning at Cal Poly Pomona, the only such programs in the country, the Doreen Nelson Method of Design-Based Learning called Backwards Thinking™ is a pedagogy focused on critical and creative thinking through experiential learning; and
- WHEREAS, She has been dedicated, devoted and painstaking in guiding her students in the master's program in Design-Based Learning as Professor, Advisor, and Thesis/Project Chair; and
- WHEREAS, She has required that her students, who are classroom teachers, demonstrate the Design-Based Learning pedagogy in their classroom practice and become innovative curriculum designers; and
- WHEREAS, She received the prestigious California State University Wang Award for Excellence in Education in 2006 for her innovative contributions; and
- WHEREAS, She was awarded a lifetime Honorary Membership in the American Institute of Architects; 1996, the highest honor for a non-architect; and
- WHEREAS, Archival materials representing more than forty years of the history and practice of her method of Design-Based Learning formerly known as City Building Education were accepted by the UCLA Library Special Collections in 2014 and in 2015 became a completed archive with an oral history; and
- WHEREAS, She has strengthened the University's relationship with the community, which enabled her to provide professional development programs for hundreds of practicing K-12 teachers in dozens of school districts for over twelve years in a partnership with Art Center College of Design in Pasadena, California; and
- WHEREAS, Pasadena Unified School District made a commitment to Design-Based Learning by providing training for all their administrators and by designating pathway visitation sites at three schools: elementary, middle and high; and
- WHEREAS, Walnut Unified School District recognized Design-Based Learning by constructing a building dedicated to featuring Design-Based Learning pedagogy, a program- initiated by a distinguished DBL grad in 1995 at Chaparral Middle School; and
- WHEREAS, Her published works are *Transformations: Process and Theory*, *City Building Education: A Way to Learn*, *Change and Creativity*, a guidebook for teachers, and the *Teachers' Guide for SimCity* the award-winning computer game; and
- WHEREAS, She wrote, directed and produced films that include *Classroom City*, a ten-year longitudinal study film that surveys DBL in various classroom settings: 1981,

and *City Building: A Way to Learn* made through the Office of Ray and Charles Eames, 1976; and

- WHEREAS, She worked with Apple Computers' Learning Concepts Group led by Apple Fellow Alan Kay from 1986 to 1993 , to explore how the transfer of learning takes place in the intersection between technology and hands-on learning; and
- WHEREAS, She has secured funding for scholarships to sponsor two distinguished Design-Based Learning graduates as doctoral candidates in the Ed.D. in Educational Leadership program at Cal Poly Pomona; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona, unanimously express its deepest appreciation for her dedicated service to the students, the community, and her colleagues at this University and in the Department of Education, and be it further
- RESOLVED, That the title of "Professor Emerita" be bestowed upon her; and be it further
- RESOLVED, That this resolution be presented to Doreen Gehry Nelson, in recognition of her ability to touch the future by her sustained commitment, in word and deed, to the visionary development of education at all levels and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Marshall Osman

- WHEREAS, Professor Marshall K. Osman has rendered distinguished service to California State Polytechnic University, Pomona for 31 years (1983–2014); and
- WHEREAS, He served as a valued faculty member in the Philosophy Department; and
- WHEREAS, He has co-authored with a former student a text on the philosophy of love and sex; and
- WHEREAS, Dr. Osman willingly taught a variety of courses for the department throughout his many years of service; and
- WHEREAS, He worked tirelessly for our students, often offering independent reading groups in his home during the academic year and summer; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously express its deepest appreciation for his many years of untiring service to the students and faculty of the University; and be it further
- RESOLVED, That the title of "Professor Emeritus" be bestowed on this distinguished faculty member; and be it further

RESOLVED, That this resolution be presented to Professor Marshall K. Osman in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Stephen Rudicel

WHEREAS, Stephen Rudicel has rendered distinguished service to the University as a faculty member in the Interdisciplinary General Education (IGE) Department since 1999; and

WHEREAS, He has gone far above and beyond the expected duties of a lecturer; and

WHEREAS, Specifically, his humanity, compassion, and dedication as well as his thoughtful, creative, insightful, challenging, and deeply engaged teaching has outstandingly served generations of IGE students; and

WHEREAS, He has excellently taught every course in IGE's curriculum; and

WHEREAS, He has contributed to IGE's curriculum development in ways too numerous to count, a few examples of which are co-authoring IGE's upper level GE synthesis course, thoughtfully and imaginatively revising the group project for IGE 223, co-authoring a musical activity for IGE 221 which is an enduring favorite among students and faculty alike, and in general inventing creative thoughtful activities as well as suggesting well-chosen texts for every IGE course, and participating centrally in many many departmental curricular conversations; and

WHEREAS, He is legendary for his collegiality toward lecturers, tenure-track, and tenured faculty alike; and

WHEREAS, For example, he has outstandingly mentored many of IGE's current and previous faculty into IGE courses via team teaching, and has thoughtfully and actively participated in IGE department meetings, torch-passings, and retreats, as well as hosted many of the torch-passings and retreats, his voice valued by all because of his institutional memory of and depth of experience with the program; and

WHEREAS, He participated actively in the Cal Poly Lecturers Center, serving on panels several times at annual CSU Lecturers Conferences hosted by the Center; and

WHEREAS, His micro-dairy has won wide acclaim in the local urban agriculture community and been featured in publications such as the *LA Times*, *LA Weekly*, *Pasadena Weekly*, and *Sunset Magazine*, and on KPCC, KCRW, and the Disney Channel, and has enriched not only his teaching in IGE 223 but also his community, and demonstrates his commitment to a sustainable future as well as his personification of IGE's goals of integrated learning, lifelong learning, and active citizenship; and

- WHEREAS, The sobriquet “Renaissance person” aptly describes Steve and his many talents and interests, which he generously shared in IGE for 15 years; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously express its deepest appreciation for his many years of untiring service to the students and faculty of the University; and be it further
- RESOLVED, That the title of “Lecturer Emeritus” be bestowed upon this distinguished faculty member; and be it further
- RESOLVED, That this action be duly recorded in the Minutes and Archives of the Academic Senate; and be it further
- RESOLVED, That a copy of this resolution be presented to Stephen Rudicel in recognition of his many contributions and accomplishments.

Anwar Salimi

- WHEREAS, Professor Anwar Y. Salimi has faithfully served our University, the College of Business Administration, the Accounting Department, and most notably, our students, since 1981; and
- WHEREAS, He has served two terms as Chair of the Accounting Department and made significant contributions to the efficient and effective functioning of the department; and
- WHEREAS, He has served as a member and Chair of the Accounting Department RTP Committee, Faculty Recruiting Committee, Scheduling Committee and has served on many other committees at the department, college, and university level; and
- WHEREAS, He has served as Director of the E-Business program in the College of Business Administration in the early years of the E-Business program; and
- WHEREAS, He has participated in innovations in curriculum development and developed new materials for many accounting courses in the Accounting Department including online courses; and
- WHEREAS, He has received several teaching awards from student organizations at Cal Poly Pomona; and
- WHEREAS, He has published numerous articles in refereed publications and proceedings and made presentations at many conferences and published two accounting practice sets for a national publisher; and
- WHEREAS, He has supervised over thirty Masters Theses and one hundred senior projects; and

- WHEREAS, He has received awards for research from academic organizations and has provided service and leadership to academic accounting organizations; and
- WHEREAS, He has received numerous research grants; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona, unanimously express its deepest appreciation for his many years of dedicated service to the students and his colleagues at this University; and be it further
- RESOLVED, That the title of “Professor Emeritus” be bestowed upon this faculty member; and be it further
- RESOLVED, That this resolution be presented to Professor Anwar Y. Salimi in recognition of his many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Anne Simpson

- WHEREAS, Professor Anne B. Simpson has served the English and Foreign Languages Department, the College of Letters Arts, and Social Sciences, and the University with distinction since 1989; and
- WHEREAS, She has, for all these years worked tirelessly as an Assistant, Associate, and full Professor of English; and
- WHEREAS, She has served on the Department Retention, Tenure and Promotion Committee, the Graduate Committee, the Assessment Committee, the Emphasis II Committee and the Committee on English Standards; and
- WHEREAS, She has served as the Co-chair of the Retention, Tenure and Promotion Committee, the Co-Chair of the Student Life Committee, and Assistant Chair of the EFL Department; and
- WHEREAS, She has served as Chair of the Search Committee in 1998-1999 and the Chair of the Scheduling Committee from 2003 to the present; and
- WHEREAS, She has served as Faculty Advisor to the Rho Xi Chapter of Sigma Tau Delta, The English Honor Society; Faculty Advisor to *Portfolio*; and Faculty Advisor to the English Club; and
- WHEREAS, She has consistently nurtured the growth of students in both the undergraduate and graduate programs, providing support that has enabled them to realize their potential as scholars, writers, teachers and administrators; and
- WHEREAS, She has written and evaluated numerous comprehensive examinations in the Graduate Program; and

- WHEREAS, She has served as a Thesis Director from 1989 to 2013, directing eleven Master’s Theses, serving as the second reader on four other theses, and conducting independent studies with four undergraduate students; and
- WHEREAS, She was selected as Graduate Teacher of the Year by the EFL students for 1999 and 2002; and
- WHEREAS, She has published nine essays in major journals and made thirteen conference presentations; and
- WHEREAS, She has co-edited *Seeing Double: Revisioning Edwardian and Modernist Literature*, which was published by St. Martin’s Press in 1996; and
- WHEREAS, She has written *Territories of the Psyche: The Fiction of Jean Rhys*, which was Published by Palgrave Macmillan in 2005; and
- WHEREAS, She has earned a second Ph.D., in Psychoanalysis awarded by the New Center for Psychoanalysis in Los Angeles in 2012; and
- WHEREAS, Her dissertation on “Feeling Real: Psychoanalysis, Disability, and Selfhood” earned the Dissertation of Exceptional Excellence Award for 2012; and
- WHEREAS, She has been an exemplary and admired colleague throughout her entire career at the University; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona, unanimously express its deepest appreciation for her many years of dedicated service to the students and to her colleagues at this University; and be it further
- RESOLVED, That the title of “Professor Emerita” be bestowed upon this faculty member; and be it further
- RESOLVED, That this resolution be presented to Professor Anne B. Simpson in recognition of her many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Wendy Slatkin

- WHEREAS, Dr. Wendy Slatkin has served the University as a lecturer for the College of Environmental Design and the Department of Art since 1998; and
- WHEREAS, She has taught a wide variety of art history courses for the Department of Art including: Introduction to Visual Arts, the Survey of Western Art History, Art of the Italian Renaissance, Art of the Baroque Period, the Visual Arts of the Twentieth Century, and Contemporary Art; and

- WHEREAS, She was the lead faculty for ENV 115, a team-taught course for the College of Environmental Design; and
- WHEREAS, She created the general education synthesis course “Gender and Western Art”; and
- WHEREAS, She has authored three textbooks about women in Western art history: *Women Artist in History: From Antiquity to the Present* (fourth edition, 2001), *The Voices of Women Artists* (1993) and *In her Own Words: A Primary Source book of Autobiographical Texts by Women Artists from the Nineteenth and Twentieth Centuries* (2010); and
- WHEREAS, She has numerous scholarly articles and has participated in professional conferences; and
- WHEREAS, She has served as an advisor and mentor to Cal Poly Pomona students in the Department of Art, the College of ENV, and throughout the University; and
- WHEREAS, She has actively supported the art history’s program development and assessment; and
- WHEREAS, She has been a steady and thoughtful colleague; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona, unanimously express its deepest appreciation for her many years of dedicated service to the students and her colleagues at this University; and be it further
- RESOLVED, That the title of “Lecturer Emerita” be bestowed upon this faculty member; and be it further
- RESOLVED, That this resolution be presented to Dr. Wendy Slatkin in recognition of her many accomplishments and contributions, and that it be permanently recorded in the Minutes and Archives of the Academic Senate.

Lester Young

- WHEREAS, Professor Lester C. Young served the University with distinction for 36 years as a faculty member in the Plant Science Department since 1978; and as Dean or Associate Dean of the College of Agriculture from 2003-2014 and Interim Associate VP of Student Affairs from July 2006-September 2007; and
- WHEREAS, Lester Young served the Plant Science Department well by teaching hundreds of students more than 15 Agricultural Biology classes during his career including: pest management, introduction to arthropods, bee science, insect population behaviors, insects and civilization, insect population ecology, advanced pest management, urban entomology, biological control; and

- WHEREAS, He diligently served the Department of Plant Science by his contributions on RTP, curriculum and search committees; and
- WHEREAS, He served the College of Agriculture by providing excellent leadership, support of faculty, staff and students, and steering the College through financially difficult times to a state of financial stability; and
- WHEREAS, He has been a mentor to students having served as a Faculty Student Mentor from 1988-1991; and
- WHEREAS, He assisted students through his participation in the Summer orientation program and other summer outreach programs aimed at helping underrepresented students; and
- WHEREAS, He worked with high school students serving as a role model through his volunteer work as a Future Farmers of America (FFA) Judge; and
- WHEREAS, He served as faculty advisor for the AG Bio Club and was active in the Pacific Islander student group on campus always lending his heart and time to listen to and support students; and
- WHEREAS, His contributions to agricultural literature include: *Field estimation of the functional response of Itopectis behrensii, Parasite of Phryganidia California* in Environmental Entomology , 1979 and *A key to the parasite of the California Oakworm*, in Pan-Pacific Entomologist, 1979; and
- WHEREAS, He has been a dependable and considerate colleague; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona unanimously express its deepest appreciation for his many years of untiring service to the students and faculty of the University; and be it further
- RESOLVED, That the title of “Professor Emeritus” be bestowed upon this distinguished faculty member; and be it further
- RESOLVED, That this action be duly recorded in the Minutes and Archives of the Academic Senate.

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A list of all courses *required* for the major, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

IAM 557: Global Apparel Markets and Competition (4)

The economic, competitive, and structural dynamics of the international apparel production and retail sectors. Patterns of production, distribution and consumption at the global, regional, national, and company level are examined. The outlook for the apparel complex is considered. 4 lectures/ problem solving. Pre-requisites: IBM 301 or GBA 517, or equivalent.

IAM 560: Advanced Technologies in Fibers, Textiles and Apparel (4)

Current advances in textile and apparel materials, processes and business technologies. Application of innovative materials in apparel and related end-uses. Emerging technologies used in the fashion industry for communications, product development, manufacturing, logistics and retail management are explored. 4 lectures/ problem solving. Pre-requisite: AMM 160/L or equivalent.

IAM 580 Seminar in International Apparel Management (1 - 4)

Seminars, case studies and speakers on current and emerging issues and best practices in the international apparel business. Identify and evaluate strategic challenges and opportunities facing managers and propose solutions which involve the various functional areas of business. 4 seminars, case studies. 1 unit per quarter. May be repeated up to 4 units. Prerequisites: Graduate Student Standing.

IAM 685 Research Proposal (4).

This course is for all master's students. The emphasis of this course is on the development a research proposal. Students are required to complete the first three chapters of their master's project or thesis: Introduction, Literature Review, and Methodology. 4 lectures. Pre-requisites: HRT 601 or GBA 683, HRT 602, consent of instructor, unconditional standing.

HRT 601 - Research Methods in Hospitality Management (4).

To orient students to graduate-level research in the tourism and hospitality industry, including both qualitative and quantitative methods. Students will be able to identify, discuss, and experience major ways of conceptualizing and designing research. Prerequisite: Graduate Student Standing.

OR

GBA 683 Business Research Methods (4)

Identification and investigation of business problems. Stating hypotheses, problem statements, defining and collecting data, and selecting appropriate analysis techniques. Examination of types of business research (ex post facto, laboratory, field, Delphi or survey) and limitations for inference. 4 lectures/problem solving. Unconditional standing required. Prerequisites: Completion of all MBA prerequisite courses and personal computer proficiency.

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HRT 602 - Research Applications and Data Analysis in Hospitality Management (4).

Introduction to data analysis and statistical methodology, and stresses their importance for decision-making in the hospitality industry. It includes empirical research methods used in hospitality service; how to choose and apply selective statistical methods and software packages; analysis of data and information; and reporting results. Prerequisite: HRT 601 or GBA 683.

List of *elective* courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

INTERNATIONAL APPAREL MANAGEMENT ELECTIVES

IAM 545: Apparel Consumer Behavior (4)

Understanding of the basis of consumer needs and the consumer buying process based on various consumer cohorts. Unique characteristics of fashion products and consumer behavior in apparel product purchase situations are discussed. 4 lectures/ problem solving. Pre-requisites: IBM 301 or GBA 517, or equivalent, or consent of instructor.

IAM 550: Apparel Market Forecasting and Product Line Management (4)

The characteristics of demand forecasting for markets characterized by fragmenting consumer requirements, high sensitivity to economic fluctuations, and shortening fashion life cycles. Forecasting for effective product line planning is explored in the context of the industry's extended supply chain. 4 lectures/ problem solving. Pre-requisite: STA 120 or equivalent.

IAM 552: Apparel and Textile Sourcing (4)

Examination of the management tasks and challenges associated with sourcing of apparel and textile products. Factors influencing sourcing are explored. Planning, replenishment, and vendor management are discussed. The sourcing policies of international retailers and apparel vendors are evaluated. 4 lectures/ problem solving. Prerequisite: graduate standing. Pre-requisite: AMM 330 or equivalent.

IAM 610: Apparel Product Innovation (4)

The management of product and process innovation as a strategic activity in the apparel industry through the fusion of creative, entrepreneurial and technological functions to meet latent market needs. Case studies of retailers and manufacturers that have pioneered game-changing innovations. 4 lectures/ problem solving. Pre-requisites: AMM 160/L or equivalent, IAM 560.

IAM 630: Apparel Brand Management (4)

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How to build and sustain innovative apparel brands. The value, equity, and psychological relations that brands make with apparel consumers. Issues including multi-channel branding and global branding strategy are discussed. 4 lectures/ problem solving. Pre-requisites: IBM 301 or GBA 517, or equivalent; IAM 545.

IAM 650 Apparel Financial Management (4)

Financial management decisions for the apparel production and distribution sectors. Evaluation of cases in operational budgeting, product costing, product line pricing, asset valuation, capital budgeting, capital structure, raising capital, business performance, and corporate control. 4 lectures/ problem solving. Prerequisites: ACC 207/A or GBA 510 or equivalent; GBA 546 or equivalent.

IAM 653: Apparel Supply Chain Management/ Logistics (4)

Analysis of apparel supply chains and logistics in the context of a global economy and technological change. 4 lectures/ problem solving. Pre-requisites: STA 120, TOM 302 or GBA 514, TOM 301 or GBA 531, or equivalents.

IAM 671 Fashion Retail Strategy (4)

Critical issues faced by retailers and best practices in retail strategic management. Topics include: management decision making, human resource management, use of IT systems, customer relationship management, multichannel retailing, retail entrepreneurship and globalization of apparel retailers. 4 lectures/ problem solving. AMM330 or equivalent.

IAM 695 Applied Research Project (4) – (Professional Option only).

A quantitative or qualitative study of aspects of the apparel industry through primary or secondary research. This course is for master's candidates pursuing a professional career in the industry who choose the non-thesis option. Directed research. Pre-requisites: HRT 601 or GBA 683, HRT 602, IAM 685, unconditional standing.

IAM 696 - Master's Thesis (4) (Thesis Option only).

The scientific study of the various aspects of the apparel business through primary research to complete a master's thesis. A final thesis defense and submission to a peer reviewed journal is required. This course is for master's candidates who choose the thesis option. Directed research. Pre-requisites: HRT 601 or GBA 683, HRT 602, IAM 685, unconditional standing.

IAM 699 - Master's Project/ Thesis Continuation (0)

Enrollment in this course allows master candidates that have enrolled in the maximum number of thesis units (8) to maintain resident status in order to receive university service. Directed research. Pre-requisites: HRT 601 or GBA 683, HRT 602, IAM 685, IAM 695 or IAM 696.

BUSINESS ADMINISTRATION ELECTIVES

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GENERAL MANAGEMENT

GBA 514 Managerial Statistics (4)

Decision making using classical techniques, non-parametric tests, Bayesian analysis, utility theory, index numbers, and time-series analysis. Sampling and sampling distributions, estimation, hypothesis- testing, variance analysis, regression, correlation and multiple regression. 4 lecture discussions. Prerequisite: STA 120, equivalent, or consent of instructor. GBA 514 requirement met by TOM 302 or equivalent.

EC 521 Business Economics (4)

The role of business firms in the resources allocation process. The behavior and decision-making process of firms in a variety of market structures. New approaches in the theory of the firm. 4 seminars. Prerequisites: Graduate standing; for non-economics students only. Requirement met by: EC 201 and EC 202 Micro and Macro Economics or equivalent.

GBA 530 Legal Environment of Business (4)

Analysis of the essential legal aspects of the business environment dealing with contracts, business-related torts, agency, employment law, and corporations. Function and operation of the courts and administrative agencies. Risk analysis and preventative law approach. 4 lecture discussions. Requirement met by FRL 201 and FRL 302 or equivalent.

GBA 654 Business Forecasting (3)

Forecasting techniques. Principles and methods. Evaluation of reliability of existing forecasting techniques. Emphasis on their application and interpretation of results. Numerous computer applications in modeling and forecasting. 3 lectures/problem solving. Concurrent enrollment in GBA 655 required. Prerequisites: STA 120 or equivalent, TOM 302 or GBA 514 or equivalent, EC 201 and EC 202 or EC 521 or equivalent.

GBA 655 Directed Study in Business Forecasting (1)

Independent investigation of advanced topics in business forecasting under the direction of a faculty member. 1 seminar. Concurrent enrollment in GBA 654 required.

HUMAN RESOURCES & LEADERSHIP

GBA 535 Organizational Management, Principles, and Behavior (4)

Integration of management functions and behavioral processes as they relate to the operation of total enterprise. 4 lecture discussions, case studies, experiential exercises. Requirement met by MHR 301 and MHR 318 or equivalent.

GBA 562 Strategic Human Resources Management (4)

Analytical and descriptive overview of all the main sub-fields within personnel (human resources) management. Typical personnel problems of diverse

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organizations and their solutions, using contemporary techniques in accordance with legal requirements. 4 lectures/problem solving. Prerequisite: GBA 535.

GBA 563 Executive Development (4)

Analysis of the factors endemic to the successful executive and how these skills and traits can be acquired. 4 seminars.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
College of Letters, Arts, and Social Sciences
History
Expanded Course Outline

Course Subject Area:	HST
Course Number:	3340
Course Title:	History of American Institutions and Ideals, 1877-present
Units:	3
C/S Classification #:	C2
Component:	Lecture/discussion
Grading Basis: (graded only, CR/NC only, student's choice)	Graded
Repeat Basis: (may be taken once, taken multiple times, taken multiple times only with different topics)	May be taken once
Cross Listed Course: (if offered with another department)	No
Dual Listed Course: (if offered as lower/upper division or undergraduate/graduate)	No
Major course/Service course/GE Course: (pick all that apply)	GE
General Education Area/Subarea: (as appropriate)	Sub-area C4
Date Prepared:	5/15/2015
Prepared by:	Eileen V. Wallis, John Lloyd

I. Catalog Description

Formation and development of the United States and its institutions from the end of Reconstruction to the present with an emphasis on the social, economic, political, and cultural contributions of its diverse population.

II. Required Coursework and Background

Completions of GE Area A and Sub-areas C1, C2, and C3

III. Expected Outcomes

Outcome 1: Knowledge

- Demonstrate a general knowledge of the significant events and influential trends in United States history.
- Helps fulfill the department's mission of offering undergraduate and graduate students and students in the university in general a broad, liberal education that informs them about the particular and the global past and the relevance of the past in today's world
- Relate specific events in United States history to trends and policies at the local, state, national, and international levels

- Recognize how different individuals, groups, organizations, societies, cultures, countries, and nations have interacted in the past and how those interactions have affected history.
- Develop an appreciation of themselves and of others through the study of the past in local, regional, national and global contexts.

Outcome 2: Analysis

- Develop an understanding of contemporary implications of historic patterns, especially as they apply to minorities, economic development, land and energy use, and government reform.
- Learn to evaluate and draw information from the narratives of past events that participants and observers produced.
- Recognize differences in the methods and techniques of historians and learn how to compare and critique them.
- Understand connections between history and major literary, philosophic, and artistic works of the era.

Outcome 3: Representation

- Argue historically and critically in discussions, presentations, and assignments.
- Develop a working knowledge of research tools available in the study of United States history.

Outcome 4: Pre-Credential Training

- Develop content knowledge in the areas identified by the Board of Education of the State of California as essential for secondary school teachers.
- Gain exposure to distinct, varied, and effective teaching methods.

1. Explain how the course meets the description of the GE subarea(s).

This course on United States History since 1877 fits within Area C: The Humanities because it demonstrates the continuity between historical and contemporary life as well as the relationships among the arts, the humanistic disciplines, self and society. HST 3340 also reflects the contributions to knowledge and civilization that have been made by both men and women, and by different cultural groups in the world.

2. Describe how the course meets each of the associated GE Student Learning Outcomes (SLOs):

The course, its content and the methods of assessments meet the GE Student Learning Assessment for Area C4 in the following ways:

1a: Write effectively to various audiences.

Students will describe United States history through written assignments. These assignments could be short essays or long ones.

1b: Speak effectively to various audiences.

Students will participate in class discussions.

1c: Find, evaluate, use, and share information effectively and ethically.

Students will analyze the social, economic, political, and historical factors using the assigned text as well as sources found through online databases. The assignments require the students to adhere to the highest ethical standards of using and sharing copyrighted material.

1d: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

All writing assignments will adhere to an essay format that requires a structured argument with an introduction, a discussion of evidence and a conclusion.

2b: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

Students will read and analyze different forms of primary sources such as memoirs, poetry, novels, paintings, photographs, and music and tie them to larger developments in United States history.

2d: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students will draw on concepts, examples, and theories from a multitude of disciplines in addition to History, such as Sociology, Urban Studies, Art History, Philosophy, and more, when analyzing sources, in written assignments, and in class discussions

3a: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Students will analyze the historical development of the United States' multicultural multiethnic population.

IV. Instructional Materials

A. As an upper division GE course, there generally will be no survey textbook assigned. Instead, instructors shall choose from (or may assign selections from) among the following historical monographs and scholarly works as key

secondary sources. If necessary, instructors may provide students with supplementary reading using a scholarly online source such as George Mason University's U.S. History Matters website (historymatters.gmu.edu).

- Bacevich, Andrew. *The Limits of Power: The End of American Exceptionalism* (2009)
- Boyle, Kevin. *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age* (2005)
- Burdick, Eugene and William J. Lederer, *The Ugly American* (1999)
- Coontz, Stephanie. *The Way We Never Were: American Families and the Nostalgia Trap* (2008)
- Cowie, Jefferson. *Stayin' Alive: The 1970s and the Last Days of the Working Class* (2010)
- Davidson, James West. "They Say" *Ida B. Wells and the Reconstruction of Race* (2007)
- Dawley, Alan. *Changing the World: American Progressives in War and Revolution* (2005).
- Dudziak, Mary. *Cold War Civil Rights: Race and the Image of American Democracy* (2011)
- Ford, Linda J. *Iron-Jawed Angels* (1991)
- Fraser, Steve and Gary Gerstle, eds. *Ruling America: A History of Wealth and Power in a Democracy* (2005)
- Fussell, Paul. *Wartime: Understanding and Behavior in the Second World War* (1990)
- Gilmore, Glenda. *Defying Dixie: The Radical Roots of Civil Rights, 1919-1950* (2008)
- Ginsberg, Allen. *Howl and Other Poems* (2014)
- Hofstadter, Richard. *The Age of Reform* (1955).
- Kline, Benjamin. *First Along the River: A Brief History of the US Environmental Movement*, 4th ed. (2011)
- May, Elaine Tyler. *Homeward Bound: American Families in the Cold War Era* (1990)
- McElvaine, Robert S. *The Great Depression: America 1929-1941* (1993)
- McGirr, Lisa. *Suburban Warriors: The Origins of the new American Right* (2001)
- Nasaw, David. *Children of the City: At Work and At Play* (2012)
- Perlstein, Rick. *Nixonland: The Rise of a President and the Fracturing of America* (2008)
- Seiler, Cotton. *Republic of Drivers: A Cultural History of Automobility in America* (2008)
- Sugrue, Thomas. *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North* (2009)
- Turse, Nick. *Kill Anything That Moves: The Real American War in Vietnam* (2013)
- Uchida, Yoshiko. *Desert Exile: The Uprooting of a Japanese-American Family* (1982)

Von Eschen, Penny M. *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War* (2006)
Wiebe, Robert H. *The Search for Order, 1877-1920* (1967)

B. Primary Source Readings: Instructors will choose readings from among the following literary selections and/or primary source material that reflect the key themes of the course. Instructors may also supplement audio, visual, and video sources illustrative of course themes.

Addams, Jane. *Twenty Years at Hull House* (2013)
The Autobiography of Malcolm X (1987)
Bell, Thomas. *Out of This Furnace* (1941)
Boggs, Grace Lee. *Living for Change: An Autobiography* (2013)
Caputo, Phillip. *A Rumor of War* (1996)
Choi, Roy. *LA Son: My Life, My City, My Food* (2013)
Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America* (2010)
Fanning, Rory. *Worth Fighting For: An Army Ranger's Journey Out of the Military and Across America* (2014)
Galarza, Ernesto. *Barrio Boy: A Chicano Youth Coming of Age in Mexico and America* (1971)
Hamper, Ben. *Rivethhead: Tales from the Assembly Line* (1992)
Himes, Chester. *If He Hollers Let Him Go* (1945)
Hollinger, David and Charles Capper, eds. *The American Intellectual Tradition*, vol.II 1865-present, 6th edition (2011)
Larson, Louise Leung. *Sweet Bamboo: A Memoir of a Chinese American Family* (1989)
Moody, Anne. *Coming of Age in Mississippi* (1968)
Okada, John. *No-No Boy* (1976)
Ponce, Mary Helen. *Hoyt Street: Memories of a Chicana Childhood* (1995)
See, Lisa. *On Gold Mountain: The One Hundred-Year Odyssey of My Chinese-American Family* (1995)
Steinbeck, John. *The Harvest Gypsies: On The Road to the Grapes of Wrath* (1936)
Terkel, Studs. *The Good War: An Oral History of World War II* (2011)

V. Minimum Student Material

Paper, pen, computer, assigned books, and supplementary readings.

VI. Minimum College Facilities

Smart classroom, chalkboard or whiteboard, library.

VII. Course Outline

- The Gilded Age and the New Corporate Order
- The American West: Region, People, and Cultural Symbol
- Race at Home and American Imperialism Abroad
- Separate But (Un)equal: American race relations in the early 20th Century
- Progressivism, Immigration, and the Search for Order
- WWI and the End of Progressivism
- Gender, Suffrage, and Mass Culture in the 1920s
- The Great Depression and the New Deal
- World War II
- America at Home and Abroad in The Cold War
- The long Civil Rights movement and other struggles for social equality
- Vietnam and American Fault Lines
- Foreign and Domestic Challenges of the 1970s
- The Rise of Modern Conservatism and the Culture Wars Since the 1980s
- Post-Cold War Social and Economic Trends in American Society
- America the Global: The US and the World in the 21st Century

VIII. Instructional Methods

Lecture, whole group and small group discussion, face-to-face and/or online

IX. Evaluation of Outcomes

Short essays will be based on analysis of primary and secondary sources assigned for class, and students will be given feedback on their writing for the purpose of improvement. Book reviews will require students to come up with an argument and to express themselves clearly and grammatically. Students will be required to write midterm and final exams.

Method of Assessment	Knowledge	Analysis	Representation	Pre-Credential Training
Exams	X			X
Short Essays	X	X	X	X
Long Essay or book review	X	X	X	X
Participation	X		X	X
Quizzes	X	X		X

1a: Write effectively to various audiences.

There are several writing assignments that reflect different levels of engagement in the writing process, as the difference between an exam and a take-home essay shows. Students will take a midterm and a final that test their grasp of the material. The different writing assignments train students to write historically.

1b: Speak effectively to various audiences.

Students will participate in class discussions. Oral presentations may also be required.

1c: Find, evaluate, use, and share information effectively and ethically.

The writing assignments require research in a variety of databases, some will be suggested and others will be located by the students on their own. Student will use the appropriate databases and locate and use the information to complete the assignments. These assignments will adhere to the highest ethical standards of using and sharing copyrighted material.

1d: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

There are various short essay assignments that could be assigned. As such, students must construct their arguments based on the evidence they encounter and present it in an appropriate fashion. Essay will adhere to the good essay format.

2b: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

Students complete written assignments based on studying passages from primary and secondary texts. Students analyze these documents and discuss how they are significant to their respective societies.

2d: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Student written assignments and discussions draw on concepts, examples, and theories from a multitude of disciplines in addition to History, such as Sociology, Urban Studies, Art History, Philosophy, and more.

3a: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.
 Student written assignments and/or exams analyze the historical development of the United States' multicultural multiethnic population.

Assessment methods aligned with GE SLOs:

Method of Assessment	SLO Ia	SLO Ib	SLO Ic	SLO Id	SLO IIb	SLO IIc	SLO IIIa
Exams	X			X		X	X
Short Essays	X		X	X	X	X	X
Long essay or book review	X		X	X	X	X	X
Participation		X	X	X	X	X	X
Quizzes	X			X			X

GE COURSE EXPANDED COURSE OUTLINE

I. Catalogue Description

ARC 111. An Introduction to the Theory and Practice of Description Geometry (4 units)
C2 (graded)

Introduction to major conventions of graphic representation. The principles of constructing orthographic, axonometric and perspectival projections. Introduction to the history of graphic representation in the Western European and non-Western-European traditions. Introduction to contemporary philosophical schools critical of Western European Vision centric cultures.

II. Required Background or Experience

Open to students from all departments. No prerequisite required. It is expected that the course will attract an especially large number of students from the College of Environmental Design, from the College of Engineering, as well as from a number of departments within the College of Science and the College of Letters, Arts and Social Sciences (especially the Departments of Communication, Geography and Anthropology, and Theatre and New Dance). However, the course will certainly attract and benefit students from all the other colleges and departments within the University.

The class will offer one or two Honors sections that will include more rigorous exercises and advanced readings

III. Expected Outcomes

Outcomes A (skills and abilities)

1. Understanding the concepts of the parallel projection (orthographic and axonometric representation) and of the "cone of vision" (perspective).
2. Development of basic skills in analogue and digital technical drawing, diagramming, and in free-hand sketching for non-art, non-architecture majors

Outcomes B

- 1b. (evaluate data employing information and communication technology)
 - Developing an ability to read technical drawings and understand visual data communication
- 2b. (analyze major literary, philosophical, historical, or artistic works and describe their aesthetic, historical, and cultural significance in society)
 - Development of basic understanding of the history of representation (proto-orthographic representation in Ancient Egypt, examples of early map-making around the world, the late-medieval architectural drawings, the Renaissance

- “invention” of perspective and orthographic representation, the evolution of representation in the early Modern and Modern world)
- Understanding of the impact of the described above methods on post-Renaissance cultures.
- 3b (Apply principles, methods, value systems, and ethics to social issues confronting local and global communities)
- Introduction to philosophical thought critical of Western European ocular-centric culture

IV. Texts and Readings

Frank Ching, *Drawing: A Creative Process*, New York: Van Nostrand Reinhold, 1990

Samuel Y. Edgerton, *The Heritage of Giotto's Geometry: Art and Science on the Eve of the Scientific Revolution*, Cheshire, Connecticut: Graphic Press, 1997

Robin Evans, *Translations from Drawings to Buildings*, Cambridge, Massachusetts: The MIT Press, 1997

Alberto Pérez-Goméz and Louise Pelletier, *Architectural Representation and Perspective Hinge*, Cambridge, Massachusetts: 1997

Edward Tufte, *Visual Explanations: Images and Quantities, Evidence and Narrative*, Cheshire, Connecticut: Graphics Press, 1997

V. Additional Instructional Materials

Additional instructional materials (tutorials and illustrations) will consist of the lecture slides and notes, tutorials, and additional readings. They will be developed for each lecture and a number of laboratory sessions and placed on the Blackboard

VI. Minimum Student Material

In order to complete the course-work students will be required to purchase drafting and drawing equipment and soft-ware not to exceed \$250.00

VII. Minimum College Facilities

Large lecture hall with blackboard / whiteboard, overhead projector, video / audio equipment and Internet connection. Regular classroom (labs) with blackboard / whiteboard, overhead projector, video / audio equipment and Internet connection

VIII. Instructional Methods

Face to face. 3 hours lecture (3 units) and 3 hours laboratory per week (1 units). Lectures will consist of tutorials in descriptive geometry methods and will cover major steps in the evolution of the discipline from the 15th century (the Renaissance “reinvention” of perspective) to Gaspar Monge’s formulation of the major rules of projective drawing (end of the 18th century) to the critique of perspectival vision by the architectural and artistic avant-garde in the course of the 20th century. Laboratories will cover in-class exercises exploring different techniques of visual representation and discussions of historic and cultural material covered in lectures (and, in honor section, of additional essays assigned specifically in these sections)

IX. Tentative Course Plan

Segment 1 (weeks 1-2): Understanding the essence of planar geometric projection.

Tutorials and Exercises:

- a. Constructing the third view of an object
- b. Understanding the oblique projection
- c. Determining the “true” length of a line, the “true” size of an object
- d. Sections of the solids (sphere, cylinder, cone)

Lectures and Discussion: Renaissance and the discovery of the concept of representation of depth in a 2-dimensional media

Reading: Excerpts from Robin Evans, *Translations from Drawings*

Segment 2 (weeks 3-4): Understanding Axonometric representation (Isometric, Dimetric, Trimetric projections, and Oblique elevation)

Tutorial and Exercises: Construct Isometric, Dimetric, Trimetric views of an object

Lectures and Discussion: Graphic representation in the 16th and the 17th centuries and the beginning of the Scientific and the Industrial Revolution

Reading: Excerpts from Samuel Edgerton, *The Heritage of Giotto’s Geometry* ...

Segment 3 (weeks 5-6): Understanding shades and shadows from the Sun and from artificial sources of light

Tutorials and Exercises: Construct shades cast by and on a complex object in a orthographic and an axonometric view of an object

Lectures and discussion: The Baroque and the Oblique

Reading: Excerpts from Alberto Perez-Gomez and Louise Pelletier, *Architectural Representation*

Segment 4 (weeks 7-8): Understanding linear perspective

Tutorials and Exercises: Understanding the notion of the “cone of vision” and of the “picture plane” and using them in constructing perspective views of simple objects

Lecture and discussion: The poetics of perspective

Reading: TBA

Segment 5 (weeks 9-10): Hand-Drawing vs. the Computer

Tutorials and Exercises: Understanding how hand-drawing skills can enhance the use of the digital tools—and vice-versa.

Lectures and discussion: Constructing the visual regime of Modernity. Conclusion

X. Evaluation of the Outcomes and Assessment

A. Students' learning outcomes will be evaluated based on both observable and measurable methods, which include:

1. Class attendance and participation in the discussions
2. The assignments (consisting of simple analogue and digital visual constructions) will be issued in the beginning and collected in the end of each of the 4 first segments (Outcomes A1)
3. Final drawing exercise (Outcomes A2 and B1b)
4. Term paper (5-6 pages) (Outcomes B2b and B3b)

B. General Education Outcome Assessment

The course will be evaluated in an ongoing manner. Students will be requested to provide feedback several times per term to determine the appropriateness of the pace, the adequacy of tasks, efficiency of the instructional materials and media. There will also be a survey of students evaluations of the course two and three years past its completion in order to determine the usefulness of the course for

STATUS OF ACADEMIC SENATE COMMITTEE REPORTS AS OF JULY 22, 2015

	NUMBER AND DATE REFERRED	DATE ISSUED TO COMMITTEE	DUE DATE	EXECUTIVE COMM ACTION	SENATE ACTION	SENATE DISPOSITION
<u>ACADEMIC AFFAIRS COMMITTEE:</u>						
Policy on Student Absences	AA-005-067			Sunset(07.15.15)		
University Manual: Editorial Changes to Existing Academic Policies	AA-005-910	11-4-09	2-17-10	re/f(04.29.15)	First Reading(05.13.15)	
President's Response – AS-2403-123/AA, University Manual: Deletion of Obsolete Academic Policies	AA-004-910			Returned to Committee 1-9-13		
Consultation Concerning Merger of Two Departments in the College of Agriculture	AA-003-123	05-08-13	11-13-13			
Proposed Length for Semesters (Fall & Winter), Breaks (Thanksgiving, Winter & Spring) for Calendar Conversion	AA-002-134			Returned to Committee 07.15.15		
Alcohol & Other Drugs Policy	AA-001-145	09-17-14	05-04-15	re/f(04.29.15)	un/ad(05.27.15)	AS-2477-145-AA
Definition of class time modules And finals schedule for CPP Semester calendar	AA-003-145	10-08-14	11-10-14	re/f(02-04-15)	First Reading(02.11.15)	
Update Process for Registration Appointment	AA-005-145	03-04-15	05-06-15			
Early Participation in Commencement Ceremonies for Graduate Students	AA-006-145	04-01-15	05-04-15			

ACADEMIC PROGRAMS COMMITTEE:

New Self-Support Master of Science in International Apparel Management	AP-005-145	11-05-14	03-02-15	re/f(05.06.15)	un/ad(06.03.15)	AS-2483-145-AP
Master of Science in Engineering- Proposed Master's Degree Structure Under Semester Calendar	AP-008-145	01-07-15	05-03-15	re/f(05.20.15)	DISCUSSION	
Discontinue Comparative Systems Analysis (CSA) Minor	AP-009-145	04-01-15	05-19-15	re/f(05.06.15)	un/ad(05.27.15)	AS-2478-145-AP
New Bachelor of Arts in Early Childhood Education	AP-010-145	04-01-15	05-19-15	re/f(05.20.15)	SECOND READING	
Discontinue Digital Social Sciences, Humanities and Arts (Digital Media) Minor	AP-011-145	04-01-15	05-19-15	re/f(05.20.15)	SECOND READING	
Discontinue International Studies Minor	AP-012-145	04-01-15	05-19-15	re/f(05.06.15)	un/ad(05.27.15)	AS-2479-145-AP
Discontinue Latin American Studies Minor	AP-013-145	04-01-15	05-19-15	re/f(05.20.15)	SECOND READING	

	DATE REFERRED	TO COMMITTEE	DUE DATE	COMM ACTION	ACTION	DISPOSITION
<u>BUDGET COMMITTEE</u>						
<u>ELECTIONS AND PROCEDURES COMMITTEE:</u>						
Representation for Part-Time Temporary Faculty	EP-001-134	04-23-14	11-12-14		Returned to Committee (2 nd time) – 05.06.15	
<u>FACULTY AFFAIRS COMMITTEE:</u>						
Clarification of Criteria for Early RTP Actions	FA-002-145	01-07-15	04-06-15	re/f(05.06.15)		un/ad(05.27.15) AS-2480-145-AP
<u>GENERAL EDUCATION COMMITTEE:</u>						
FN 205 – Personal and Consumer Nutrition (GE Area E)	GE-004-134	02-05-14	05-12-14			
FST 325 – Food Safety and Current Issues (GE Synthesis Area B5)	GE-006-134	02-05-14	05-12-14			
CHM 101/101L – Consumer Chemistry (GE Sub-areas B1 and B3)	GE-001-145	09-17-14	05-04-15	re/f(04.29.15)		un/ad(05.27.15) AS-2481-145-GE
BUS 101 – Business Freshman Experience (GE Sub-area E)	GE-002-145	09-17-14	05-04-15	re/f(04.29.15)		un/ad(05.27.15) AS-2482-145-GE
HST 340 - History of American Institutions and Ideals, 1877-Present (GE Synthesis C4)	GE-005-145	04-01-15	05-19-15	re/f(06.10.15)		FIRST READING
MU 424 Beatlemania (GE Interdisciplinary Synthesis C4/D4)	GE-006-145	04-01-15	05-19-15	re/f(06.10.15)		FIRST READING
PLS 420 – American Political Institutions and Behavior (GE Synthesis D4)	GE-007-145	04-01-15	05-19-15	re/f(06.10.15)		FIRST READING
ARC 466 – Architecture as Philosophy (GE Synthesis C4)	GE-008-145	04-01-15	05-19-15			
ARC 111-An Introduction to the Theory and Practice of Description Geometry (GE Sub-area C2)	GE-009-145	04-01-15	05-19-15	re/f(06.10.15)		FIRST READING
ARC 466 – Architecture as Philosophy (GE Synthesis C4)	GE-008-145	04-01-15	05-19-15			
ARC 111-An Introduction to the Theory and Practice of Description Geometry (GE Sub-area C2)	GE-009-145	04-01-15	05-19-15	re/f(06.10.15)		FIRST READING

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ACADEMIC SENATE REPORT STATUS AS OF JULY 22, 2015

	Committee Report Number	Academic Senate Report Number	President's Action or Other Action
<u>ACADEMIC AFFAIRS COMMITTEE:</u> Policy on Student Absences	AA-005-067	AS-2251-067/AA	Sunset 07.15.15

Naming Building 1 for Former President Julian A. McPhee	AA-003-011	AS-2388-112/AA	Sunset 07.15.15
Obsolete Academic Policies	AA-004-910	AS-2403-123/AA	EC Returned to Committee 1-9-13
Revision of Academic Standing			Not approved 02/26/15.
Criteria for Undergraduate Students/ Policy on Probation & Disqualification	AA-003-910	AS-2462-145/AA	Returned to Committee 02/25/15 Response Adopted 05.13.15 Returned to President 05.19.15
Guidelines for Course Number Assignments			
To Aid in Semester Conversion	AA-004-145	AS-2466-145/AA	Approved 06.02.15
Proposed Length for Semesters (Fall & Spring) Breaks (Thanksgiving, Winter & Spring) for Calendar Conversion	AA-002-134	AS-2467-145/AA	Modified 06.02.15 EC Returned to Committee 07.15.15
Master's Thesis Committee Guidelines	AA-003-112	AS-2468-145/AA	Request Delay (07.21.15)
Registration Priority Based on Remaining Units to Degree	AA-006-011	AS-2470-145/AA	
Alcohol & Other Drugs Policy	AA-001-145	AS-2477-145-AA	

ACADEMIC PROGRAMS COMMITTEE:

Change Name of Bachelor of Science in Engineering Technology to Bachelor of Science in Electromechanical System Engineering Technology	AP-002-145	AS-2473-145/AP	
Change Name of Bachelor of Science in Electronics and Computer Engineering Technology to Bachelor of Science in Electronic System Engineering Technology	AP-003-145	AS-2474-145/AP	
Master of Science in Engineering – New Emphasis in Materials Engineering	AP-007-145	AS-2476-145/AP	Approved(07.14.15)
Discontinue Comparative Systems Analysis (CSA) Minor	AP-009-145	AS-2478-145-AP	
Discontinue International Studies Minor	AP-012-145	AS-2479-145-AP	
New Self-Support Master of Science in International Apparel Management	AP-005-145	AS-2483-145-AP	

AD HOC COMMITTEE:

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ACADEMIC SENATE REPORT STATUS AS OF JULY 22, 2015

Committee Report Number	Academic Senate Report Number	President's Action or Other Action
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BUDGET COMMITTEE:

ELECTIONS AND PROCEDURES COMMITTEE:

FACULTY AFFAIRS COMMITTEE:

Clarification of Criteria for Early

RTP Actions

FA-002-145

AS-2480-145-FA

GENERAL EDUCATION COMMITTEE:

Policy for Removal of GE Attribute

GE-001-112

AS-2428-134/GE

Not approved. E.C. returned to
Committee for further.

Consideration 10-9-13

Response Adopted 05.13.15

Returned to President 05.19.15

Grade Minima for CSU GE

Golden Four Courses

GE-003-112

AS-2452-134/GE

President Requests Delay

MHR-318 – Organizational Behavior

(GE Synthesis D4)

GE-003-145

AS-2469-145/GE

CHM 101/101L – Consumer Chemistry

(GE Sub-Areas B1 and B3)

GE-001-145

AS-2481-145-GE

BUS 101 – Business Freshman

Experience (GE Sub-Area E)

GE-002-145

AS-2482-145-GE

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE

REPORT TO
THE ACADEMIC SENATE

AP-010-145

New Bachelor of Arts in Early Childhood Studies (BAECS)

Academic Programs Committee

Date: May 13, 2015

Executive Committee
Received and Forwarded

Date: May 20, 2015

Academic Senate

Date: May 27, 2015
FIRST READING

BACKGROUND

The purpose of the BA in Early Childhood Studies is to prepare students with appropriate knowledge, skills, and dispositions that reflect the perspective of quality, equity, and fairness in their work with children from birth to age eight and their families. While at Cal Poly Pomona, undergraduate students study processes important for early childhood development, identify implications of theory in the examination and application of principles and practices within diverse family, program, and community contexts.

The development of a BA in Early Childhood Studies is timely due to the increasing demand for Early Childhood Education (ECE) personnel with a minimum of a BA degree. Currently, 39 states and Washington, DC require that ECE lead teachers hold a BA degree; 28 of these states require a BA plus a specific ECE certification or credential (Bornfreund, 2011). In addition, the Head Start program has met and surpassed its mandated requirement that 50% of all lead teachers complete a baccalaureate degree by September, 2013. In fact, 62% of Head Start teachers nationwide had completed their baccalaureate-level education by May, 2013. In California alone, the percentage of Head Start teachers holding a BA degree nearly doubled from 27% in 2007-2008 to 48% in May, 2013 (Mongeau, 2013).

In California, with the increasing presence of transitional kindergarten, a program designed to prepare 4-year-olds for kindergarten, the need for higher levels of professional preparation in early childhood education has been acknowledged. More recently, the governor included in the 2014/15 budget funds targeting specialized education and training for teachers in publically subsidized early education programs and teachers working in transitional kindergarten.

In addition to educational programs for preschool age children, there is a great need for additional infant/toddler program services as well as a dramatically increased consensus that these programs must be staffed with well prepared, high quality Early Childhood Professionals. In 2013, in California alone, Early Head Start (for young children 0 to 3 years of age) programs served 24,652 children, nearly double the number that the state served of income-eligible infants and toddlers (0-3 years of age) in 2009 [14,410]. In addition to center-based programs for infants and toddlers, the use of innovative home visitation program strategies are also expanding as research demonstrates a positive impact on supporting family strengths and maximizing child development and learning.

The Program

The program has been designed to incorporate transfer students from community college Child Development/Early Childhood Education programs by providing a track for the approved Early Childhood Education Transfer Model Curriculum (ECE TMC) and/or the approved Curriculum Alignment Project (CAP) courses from the California Community Colleges, as well as to serve native CPP students. Transfer students who have completed the ECE Transfer Associate Degree (AS-T or AA-T) will be able to graduate in two years by completing the 90-quarter units of required coursework at Cal Poly Pomona. Native fulltime students will be able to graduate in four years by completing the 180-quarter units of required coursework. The program follows the general Cal Poly Pomona admission requirements.

The baccalaureate program contains a total of 180-quarter units including articulated transfer courses. Students who meet the requirements for general admission to the University can elect ECS as their major. Those students who have completed the lower division core courses (ECS

100, 110, 201/201A, 210/210A, 220, & 235) at Cal Poly Pomona or articulated from another Institution of Higher Education must have a C or better in each of these six lower division core courses in order to enter the major. Students are required to earn a grade of C or better in all major coursework in order to graduate. During the first two years of the program, students can only be admitted into the Early Childhood Studies Program during the Fall term (Fall 16 and Fall 17).

Core courses:

Lower Division Core Courses (Community College Articulation Course) (27 units)

ECS 100 – Child Growth and Development (4.5)
 ECS 110 – Child Family and Community (4.5)
 ECS 201 – Observation and Assessment (3)
 ECS 201A – Observation and Assessment Activity (1.5)
 ECS 210 – Clinical Practicum (1.5)
 ECS 210A – Clinical Practicum I Activity (3)
 ECS 220 – Principles and Practices of Teaching Young Children (4.5)
 ECS 235 – Introduction to Curriculum (4.5)

Upper Division Courses (40 units)

ECS 300 – Inquiry and Methodology (4)
 ECS 310 – Applied Infant/Toddler Studies (4)
 ECS 320 – Applied Preschool/Primary Studies (4)
 ECS 330 – Early Childhood Education Leadership and Social Justice (4)
 ECS 340 – Language and Literacy in Multilingual Families and Communities (4)
 ECS 350 – Contextual Approaches to Curriculum (4)
 ECS 360 – Emergent Literacy in First and Second Language Acquisition (4)
 ECS 410 – Clinical Practicum II (1)
 ECS 410A – Clinical Practicum II Activity (3)
 ECS 420 – Numeracy and Inquiry in Multilingual Contexts (4)
 ECS 430 – Working with Exceptional Children and their Families (4)

Elective Core Courses (at least 8 units from the following)

ECS 120 – Health, Safety and Nutrition for Early Childhood Education (4.5)
 ECS 230 – Teaching in a Diverse Society (4.5)
 ECS 240 – Administration of Early Childhood Programs I (4.5)
 ECS 250 – Administration of Early Childhood Programs II (4.5)
 ECS 260 – Supervising Adults in Early Childhood Settings (3)
 ECS 299/299A/299L – Special Topics for Lower Division Students (1-4/1-4/1-4)
 ECS 499/499A/499L – Special Topics for Upper Division Students (1-4/1-4/1-4)
 Other appropriate courses selected with CPP ECS Advisor's approval.

Emphases

Emphasis One. Leadership in Early Childhood (20 units)

ECS 370 – Assessment II (4)
 ECS 380 – Physical Growth and Health (4)

ECS 390 – STEAM: Project Approach to Integrated Learning (4)

ECS 400 – Dynamics of Early Childhood Play (4)

EWS 411 – Diversity, Education, and the Arts (4)

Emphasis Two. Early Childhood Equity and Program Administration (24 Units)

ECS 240 – Administration of Early Childhood Programs 1 (4.5)

ECS 250 – Administration of Early Childhood Programs 2 (4.5)

ECS 260 – Supervising Adults in Early Childhood Settings (3)

EWS 290 – Multicultural Leadership (4)

ECS 365 – Early Childhood Leadership in the 21st Century (4)

EWS 330 – Ethnicity and Family Life

EWS 360 – Cultures of Childhood (4)

Emphasis Three. Infant/Toddler Programs and Practices (20 units)

ECS 370 – Assessment II (4)

ECS 375 – Curricular Approaches for Working with Infants and Toddlers (4)

ECS 385 – Relationship-based Approaches in Home and Community Settings (4)

ECS 460 – Programs and Policies for Infants, Toddlers, and Their Families (4)

ECS 470 – Infant/Toddler, Family and Program Perspectives in Intervention (4)

Emphasis Four. General (20 units)

Select 20 units in consultation with and with approval from your CPP ECS Advisor.

RECOMMENDED RESOURCES:

Nancy Hurlbut, Dorothy MacNevin, Myriam Casimir, Aubrey Fine, Cesar Larriva, Peter Olson, Claudia Pinter-Lucke

RESOURCES CONSULTED

Nancy Hurlbut, Dorothy MacNevin, All Chairs and Associate Deans.

Upon our invitation Nancy Hurlbut and Dorothy MacNevin attended the Academic Programs Committee meeting on Wednesday, April 29, 2015.

DISCUSSION

During the consultation process, Perky Vetter of Kinesiology and Health Promotion Department emphasized their support for this program. David Horner of Psychology and Sociology Department expressed his support but cited two concerns:

The first is why the program is being called “Early Childhood Studies” rather than “Early Childhood Education.” It seems that the latter term better reflects the discipline in which it is being delivered, and therefore would reduce uncertainty in the minds of students. Using the

latter term would also assist in distinguishing the program should our department wish to develop a future “Early Childhood Psychology” program.

The second question was how the new course ECS 100 would differ from the current course PSY 206 (Child Psychology for Educators)? We would have some concerns if much of the current PSY 206 content was in the future taught by non-psychology faculty.

In response to David Horner’s first concern, we responded with the argument cited during the AP committee meeting by Nancy Hurlbut and Dorothy MacNevin: “ECE” acronym is already used by “Electrical and Computer Engineering Department,” therefore it was not available, although the proposers originally named their program “Early Childhood Education.”

In response to the second concern, Nancy Hurlbut and Dorothy MacNevin responded: “From looking at the course descriptions for PSY 206 and ECS 100, you are correct that they are similar courses. There are some differences that are important:

- ECS 100 was developed to directly articulate with the Community College Early Childhood Education Transfer Model Curriculum (TMC) course CDEV 100 (Child Growth & Development) as well as the CA Community College Child Development Curriculum Alignment Course (CAP Child Growth and Development course). This course is important to keep in the program so that the students’ complete Early Childhood Education TMC can transfer into the program as well as the complete CAP 8 course set. The articulation with Community Colleges is a key part of the CPP ECS program as it was designed to primarily be a transfer program and initially will only be a transfer program. However, Claudia Pinter-Lucke recommended that we develop the full lower division courses as well so that it is easy to articulate the courses and so that we could, at a later date, offer the full program if we wanted.
- ECS 100 will have a more applied focus than PSY 206.
- If we do offer the full 4 year program, it is anticipated that we will have a lot of students (Fullerton has about 1500 child development students and last year they grew by over 250 students). If the 4-year program is offered, this course will need to be offered every term and probably with multiple sections.
- Since ECS 100 and PSY 206 share content although ECS 100 has important application content that is missing from PSY 206, we would be happy to have psychology include this content in PSY 206 and then include PSY 206 in the program to meet the same requirement as ECS 100 and the community college CDEV 100.”

We forwarded this response to David Horner, and I talked to him in the phone. He suggests that making sure that this program’s name having “education” is important to avoid any confusion. So, they propose calling it “Education in Early Childhood (EEC), if that name and acronym can be approved. In addition, he wants to send a response early next week about the course overlap after checking with a few instructors teaching PSY 206 course. However, the department proposing this program feels that it is an adequate description of what they are proposing, and that it is consistent with usage at other CSU campuses.

There was one question in the AP committee meeting about Quarter to Semester conversion. We were all pleased to learn that all courses were design to lend themselves to direct conversion without any additional burden.

RECOMMENDATION

The Academic Programs Committee recommends approval of AP-010-145 New Bachelor of Arts Program in Early Childhood Studies which includes the curriculum as outlined below:

Core courses:

Lower Division Core Courses (Community College Articulation Course) (27 units)

ECS 100 – Child Growth and Development (4.5)
 ECS 110 – Child Family and Community (4.5)
 ECS 201 – Observation and Assessment (3)
 ECS 201A – Observation and Assessment Activity (1.5)
 ECS 210 – Clinical Practicum (1.5)
 ECS 210A – Clinical Practicum I Activity (3)
 ECS 220 – Principles and Practices of Teaching Young Children (4.5)
 ECS 235 – Introduction to Curriculum (4.5)

Upper Division Courses (40 units)

ECS 300 – Inquiry and Methodology (4)
 ECS 310 – Applied Infant/Toddler Studies (4)
 ECS 320 – Applied Preschool/Primary Studies (4)
 ECS 330 – Early Childhood Education Leadership and Social Justice (4)
 ECS 340 – Language and Literacy in Multilingual Families and Communities (4)
 ECS 350 – Contextual Approaches to Curriculum (4)
 ECS 360 – Emergent Literacy in First and Second Language Acquisition (4)
 ECS 410 – Clinical Practicum II (1)
 ECS 410A – Clinical Practicum II Activity (3)
 ECS 420 – Numeracy and Inquiry in Multilingual Contexts (4)
 ECS 430 – Working with Exceptional Children and their Families (4)

Elective Core Courses (at least 8 units from the following)

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 ECS 230 – Teaching in a Diverse Society (4.5)
 ECS 240 – Administration of Early Childhood Programs I (4.5)
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ECS 460 – Programs and Policies for Infants, Toddlers, and Their Families (4)
ECS 470 – Infant/Toddler, Family and Program Perspectives in Intervention (4)

Emphasis Four. General (20 units)

Select 20 units in consultation with and with approval from your CPP ECS Advisor.