Minutes
of the Academic Senate Meeting
February 14, 2018

PRESENT: Alex, Chan, Dickson, Duran-Quezada, Fisk, Garcia-Des Lauriers, Gonzalez, Guyse,
               Husain, Ibrahim, Jia, Kampf, Kumar, Landin, Lloyd, Merlino, Mirzaei, Myers, Nelson,
               Ortenberg, Pacleb, Polet, Puthoff, Schmitzberger, Shen, Small, Sohn, Speak, Sung,
               Urey, Von Glahn, Wachs

PROXIES: Senator Speak for Senator Hargis, Senator Polet for Senator Osborn, Senator
               Pacleb for Senator Quinn, Senator Small for Senators Sadaghiani, Salik and Shih,
               Senator Kampf for Senator Gonzalez after 4pm

GUESTS: A. Baski, T. Cruz-Soto, L. Dopson, S. Eskandari, S. Garver, T. Gomez, I. Levine, J. Passe,
               J. Rencis, , L. Rotunni, M. Sancho-Madriz, S. Shah, M. Woo

Academic Senate Chair Shen welcomed the new senator from the College of Business Administration, Jun
Myers.

1.   Academic Senate Minutes – January 17, 2018

       M/s/p, with one abstention, Academic Senate Meeting Minutes from January 17, 2018 as posted.

2.   Information Items
       a. Chair's Report

           Chair Shen introduced Thomas Cruz-Soto, Associate Vice President and Dean of Students.

           The 26th Annual Unity Luncheon is tomorrow, February 15, 2018, from 11am to 1pm in the Bronco
           Student Center – Ursa Major Suite. This year the luncheon is hosted by the Asian Pacific Faculty,
           Staff, & Student Association. The annual Unity Luncheon is an annual campus-wide event that
           celebrates our university's commitment to diversity, supporting inclusive activities and programs,
           and raising awareness of the issues affecting their communities.

           On March 15th there will be a tour of Campus South (AKA Lanterman) for all senators. An
           Outlook calendar invitation has gone out to all senators. Please take the time to RSVP to ensure
           that there is an accurate headcount for the tour.

           Chair Shen has invited representatives from Ayers Saint Gross, the architectural firm working on
           the Campus Master Plan, to present an update at either the March 7th or April 11th Academic
           Senate Meeting. For that meeting, Chair Shen requested only written reports to ensure there is
           enough time for Senate business and the Campus Master Plan update.

           There was a reminder to all senators whose terms are up in 2018 that nomination forms are due
           by February 23, 2018 in the Academic Senate Office or by email to senate@cpp.edu. She asked
           those who are not running for re-election to recommend a colleague and ask them to get their
           nomination forms in by the deadline.

           Chair Shen thanked all senators who attended the Academic Master Plan Town Hall on January
           30, 2018. She also encouraged all who attended to provide feedback via the website at
           http://www.cpp.edu/~academicplan/feedback.shtml. There will be a focus group for senators to

provide feedback on action items, specifically involving measurable objectives.

Chair Shen gave invited Sep Eskandari, Interim Associate Vice President of Academic Planning, to provide more information on the Focus Groups. Dr. Eskandari explained that during the Academic Master Plan Town Hall meeting, Provost Alva and Academic Senate Chair Shen presented the most up to date information on the Academic Master Plan; all of the elements that describe Cal Poly Pomona's Inclusive Polytechnic Education. The next phase is to come up with objectives for each of the active steps that were developed as a part of the Master Planning Process. The Steering Committee has made the decision to meet with multiple focus groups, including senators, deans, associate deans, and department chairs along with other leadership groups on campus to have conversations to ensure that the objectives developed through the process, which will help implement the Academic Master Plan, are the collective vision of the campus community.

b. <u>President's Report</u>

President Coley stated that on Monday, February 12, 2018, she was in Sacramento with three (3) other CSU presidents, along with the Chancellor and Vice Chancellor Ashley to meet with legislators and discuss the impact of governor's proposed budget on campus operations, faculty support and student access to classes. They met with a sub-group of senators who were interested in hearing about the budget's impact to the CSU campuses. President Coley was pleased with the response from the senators and is hopeful that there will be on-going conversations. Funding for the CSUs is in the discretionary section of the budget for California, so unfortunately there are tradeoffs between programs feeding children and higher education, or healthcare programs and higher education. President Coley stated that those are not the opposites that higher education wants to be a part of, but that is the reality in California. President Coley went on to say that senators were reminded of the investment that has taken place in the prison industry and pointed out the CSU is an antidote to the social ills of society.

President Coley will be traveling to Washington D.C. in March to advocate for funding for higher education. The proposals for new funding have significantly reduced support for Pell Grants and work study programs. President Coley's hope is that this is just the starting point for conversations that will eventually move the funding towards the reality of students' needs. President Coley asked all in attendance to take any opportunity that arises to plead the CSU's case to any of the local legislators.

President Coley will be meeting with Congresswoman Norma Torres on Thursday, February 15th to discuss the impact of the federal budget on the CSU campuses. In addition the congresswoman is very interested in what is happening with the Deferred Action for Childhood Arrivals (DACA) students.

The President expressed a big thank you to Provost Alva and her staff, the deans, faculty and staff in all of the colleges. The February "Pizza with the President" event visited all eight (8) colleges. The goal was to answer all questions in regards to Semester Conversion.

On February 28th there will be a Campus Master Plan Open Workshop on sustainability, from 1:00 to 3:30 pm in the England Evans Room at the Bronco Student Center. The open workshop aims to collect feedback about sustainability and to gauge viewpoints from the campus community about the university's efforts in that regard. The information will help shape a draft of the Campus Master Plan

In order to be proactive and keep people apprised of the traffic congestion and detours Vice President Manning and her staff have created a website called The Compass. The Compass will provide updates about construction projects, road closures, power shutdowns, mechanical malfunctions and maintenance work to help students, faculty, and staff avoid delays.

c. Provost's Report

The Provost reported that she had lunch with the recipients of the 2016-17 Provost's Awards for Excellence and the George P. Hard Award. The 2016-17 recipients are:

Excellence in Teaching
Professor Kamran Abedini
Industrial & Manufacturing Engineering

Excellence in Service
Professor David Speak
Political Science

Excellence in Scholarly and Creative Activities
Professor Nadia Shpachenko-Gottesman
Music

The George P. Hart Award for Outstanding Faculty Leadership
Professor Faye L. Wachs
Sociology

These individuals will be celebrated on March 8, 2018 from 3:00 to 5:00 p.m. in the Bronco Student Center, Ursa Major.

The Provost shared that the tenure track hiring plan for next year will be more than this year, will be two digits, and the first digit is a four (4). She did not have a specific number at this point in time but stated it will be in the mid-40s. The Provost commented that the cabinet has been working very diligently and intentionally to make this important investment in our future and increase the faculty tenure density.

Provost Alva mentioned that she and her staff have been working on how to incentivize students and faculty to ensure a very large and robust summer school session for 2018. Knowing that this is a short summer session, five weeks, we need to be very intentional about the courses that are offered, making sure there is a strong alignment between the schedule offered and the needs of the students.

d. Vice Chair's Report

Vice Chair Nelson reported.

NEW REFERRALS: (7)

AA-005-178	Alignment of Cal Poly Pomona Grade Forgiveness Policy with EO 1037
AA-006-178	Policy 1328 for Semesters – **Referral withdrawn because policy already updated for semesters**
AA-007-178	Modification to the Priority Registration Approval Policy
AP-017-178	Amicable Split: Early Childhood Studies and Department of Education to Become Two Separate Departments within the College of Education and Integrative Studies
AP-018-178	Amicable Split of Educational Leadership Doctoral Program and the Administrative Credential Certification program from the Department of Education to become their own separate Department of Educational Leadership
AP-019-178	Proposed English and Foreign Languages (EFL) Department Name Change to

        English and Modern Languages (EML)
BC-001-178   New Program Budget Worksheet

SENATE REPORTS FORWARDED TO PRESIDENT: (2)
AS-2763-178-GE   URP 4220 - The Just City
AS-2764-178-GE   KIN 2700 - Stress Management for Healthy Living

PRESIDENT RESPONSES TO SENATE REPORTS: (1)
AS-2760-178-AA   2018-2019 Academic Calendar by Semesters - **MODIFIED**
                         The response was that "Indigenous Peoples Day" cannot be used in lieu of "Columbus Day" because Cal Poly Pomona is bound by state law which explicitly designates the holiday as "Columbus Day". The Executive Committee accepted the modified response on 1/31/2018.

e. [CSU Academic Senate]

The CSU Academic Senate Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2017-18/01.17.18/ASCSU-January-Plenary.pdf.

Senator Speak reported.

Senator Speak stated that in order to impose a tuition increase in fall, the Board of Trustees (BOT) need to make the decision in March. Originally the March BOT Meeting had a tuition increase agenda item but the Chancellor has put this proposal on hold until the May meeting to wait for the outcome of the legislative outreach that President Coley and others are doing in regards to the budget. Senator Speak is convinced that the CSU Senate had an impact on Chancellor White's decision to put the tuition increase discussion on hold.

President Coley added that by law notification of a tuition increase must happen within a certain time period. This is in order to understand the impacts of the increase and the distribution of funds from the state on students' financial aid. She went on to say that it is helpful to have this discussion in May but it is also causing a significant amount of chaos on campuses because there are more students are on waiting lists because the funding is not yet allocated to add part time faculty to accommodate them.

f. [Budget Report]

The Budget Report and its associated documentation are located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2017-18/02.14.18/02.14.18.shtml.

Faculty Trends 2008-2017.pdf   Tenure_Density_CPP _2018-02-12.pdf

Senator Lloyd reported.

Senator Lloyd commented that during this period of time when higher education is under unprecedented budgetary pressure at both the state and federal level that it tremendously gratifying that President Coley is proactive and engaged in advocating for the university in order to obtain the resources it needs to educate the students. The body showed its appreciation with a loud round of applause.

Senator Lloyd reported that the Budget Committee has received a referral on the new program budget worksheet.

The Budget Committee met with Vice President and Chief Financial Officer Danielle Manning, Associate Vice President for Finance and Administrative Services Joseph Simoneschi and the Director of Budget Services Mark Lopez to get an update on the current budget status. President Coley, Provost Alva and Vice President Manning will be meeting with the Academic Senate Budget Committee on February 28, 2018. The Budget Committee also met with Provost Alva and Interim Associate Vice President of Academic Planning to discuss tenure density. The report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2017-18/02.14.18/Tenure_Density_CPP_2018-02-12.pdf. The tenure density numbers have been declining but the Budget Committee was gratified to learn that the Provost and the President are deeply committed to improving tenure density. Included in the conversation was the tenure density numbers across the CSUs. This report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2017-18/02.14.18/Faculty-Trends-2008-2017.pdf.

After the Budget Report there was a motion to move the time certain for the Academic Senate Reports until after all standing reports. The motion passed unanimously.

g. CFA Report

The CFA Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2017-18/02.14.18/CFA-Report-to-the-Academic-Senate---2-14-2018.pdf.

Dr. Weiqing Xie, CFA Pomona Chapter President reported.

Janus v. AFSCME Council 31 is the latest attempt to overturn Abood v. Detroit Board of Education to come before the Supreme Court. This case is instigated by the governor of Illinois, Bruce Rauner who filed the suit contending that union fees were unconstitutional. The Supreme Court will hear oral arguments on this case on February 26th, 2018.

On April 4, CFA will host an action in Sacramento urging the governor, lawmakers, and the state to allocate more funding for the CSU and to ensure that qualified California students can get into the CSU, afford to stay, get the classes they need, and help to advance California's society and economy.

h. ASI Report

Senator Landin reported.

Cameron Pastrano, ASI College of Letters, Arts, and Social Sciences Senator proposed a bill to implement gender inclusive bathrooms in the Bronco Student Center and it was approved.

i. Staff Report

Senator Gonzalez reported.

If interested in the Provost Awards for Excellence Celebration on March 8, 2018 please RSVP at https://www.eventbrite.com/e/2016-17-provosts-award-symposium-and-george-p-hart-award-tickets-40920026902.

Applications for Fee Waivers for spring 2018 are due February 22, 2018.

j. Semester Conversion Report

Dr. Francelina Neto, Director of Semester Conversion, reported.

Dr. Neto stated that there is continuing communication to students reminding them to talk to their advisors about semester conversion and its impact. There are student peer articles explaining why it is important to follow-up with advisors at this critical time.

Continuing to work with departments on Bridge and CAP courses. The Office of Academic Programs is in the process of cleaning up courses in PeopleSoft. Proofs of programs, without the prerequisites, have been sent to the departments for review. The prerequisites are still in work so the proofs can be reviewed in parallel to getting the prerequisites loaded.

k. WSCUC Report

Senator Alex, WSCSC Steering Committee Co-Chair, reported that feedback on the initial drafts of the essays has been received. The Working Groups are now looking at the feedback for incorporation into the essays.

3. New Business
   a. Resolution – Indigenous Peoples' Day – **FIRST READING**

Academic Senate Chair Shen introduced the resolution on Indigenous Peoples' Day and stated that the impetus of the resolution was approving the 2018-19 Academic Calendar with the motion to replace Columbus Day with Indigenous Peoples Day. There was widespread support of recognizing Indigenous Peoples Day instead of Columbus Day so a referral was written to make this change permanent at Cal Poly Pomona. President Coley's response, after extensive consultation with the CSU Office of General Counsel, was that Cal Poly Pomona cannot replace Columbus Day with Indigenous Peoples' Day because the university is bound by state law which explicitly designates the second Monday in October as Columbus Day. It was determined that although the referral could not proceed, a resolution could be written in support of this change. There will be a first and second reading of the resolution so it is afforded extensive consultation. The second reading of the resolution will be on May 30, 2018.

Senator Wachs, Chair of the Academic Affairs Committee, added that the committee was given the calendar referral about two weeks after Los Angeles made a proclamation that Indigenous Peoples' Day should replace Columbus Day. With Cal Poly Pomona being in Los Angeles County the committee thought that they should support the proclamation. As Chair Shen explained this was a bigger issue than the committee anticipated so they consulted with the Native American Student Center who provided the resolution from Los Angeles County which was used as the starting point for this resolution.

President Coley added that all CSUs were directed to recognize Native Americans through a resolution from Governor Brown approximately two years ago. President Coley stated that she will continue to work with the Senate Chair and Vice Chair but this action needs to come through the Board of Trustees. President Coley encouraged the body to think about how they would like to use October 12th on the campus in support of the underlying commitment to recognize Native American people.

Sandy Kewanhaptewa-Dixon, Professor in Ethnic and Women's Studies, introduced herself as a member of the Hopi Nation and stated that she appreciates that Cal Poly Pomona is interested in looking into the notion of Indigenous Peoples' Day. She went on to say that she appreciates that the second reading of the resolution has been scheduled for May 30th so that appropriate consultation can take place because she and other interested faculty and students were not consulted during on the original resolution. She brought up that there are some concerns in the Native American Community regarding the use of "indigenous" because of its overuse and it does not consider the Northern American tribal groups or the Native Americans located in California who are referred to as California Indians.

Academic Senate Chair Shen presented the first reading of the resolution.

Resolution in Support of Celebrating Indigenous Peoples' Day on the California State University Calendar

Whereas,   In 1937, the Knights of Columbus successfully lobbied for the creation of a new holiday called Columbus Day, and

Whereas,   Since 1937, a commitment to raising awareness of Columbus' legacy makes the renaming of this holiday an important step in recognizing native and indigenous history, and

Whereas,   Indigenous Peoples' Day is part of an international movement to address the legacy of colonialism, and

Whereas,   Three states -- Minnesota, Vermont, and Alaska -- celebrate Indigenous Peoples' Day instead of Columbus Day, and South Dakota celebrates Native Americans' Day instead of Columbus Day, and

Whereas,   The state of California currently celebrates Native American Day every year in September via a proclamation from the governor, and

Whereas,   Over fifty cities across the United States, including Berkeley, Burbank, Long Beach, San Francisco, San Fernando, San Luis Obispo, Santa Cruz, and Sebastopol celebrate Indigenous Peoples' Day instead of Columbus Day, and

Whereas,   Los Angeles County is home to over 500,000 people who identify as Indigenous, and the State of California has over 700,000 Native and Indigenous Peoples, and

Whereas,   Whereas, Cal Poly Pomona is located on the unceded territory of the Tongva, a Native American tribe recognized by the state of California and whose leaders are acknowledged by the California Native American Heritage Commission,

Whereas,   The Los Angeles County Board of Supervisors has voted to observe Indigenous Peoples' Day and Italian American Heritage Day instead of Columbus Day starting in 2019, and

Whereas,   The celebration of Columbus Day ignores the histories of our Native and Indigenous students, faculty, and staff, and

Whereas,   In 2014, the California Legislature adopted State Assembly Joint Resolution No. 42, which calls for "increased awareness, sensitivity, and respect for issues of sovereignty related to heritage of Native Americans and indigenous peoples," to express our state's commitment to the principles of the United Nations Declarations of the Rights of Indigenous Peoples, therefore, be it

Resolved,   That the Academic Senate of Cal Poly Pomona expresses its unified support for celebrating Indigenous Peoples' Day and removing Columbus Day from the Calendar; and be it further

Resolved,   That the Academic Senate of Cal Poly Pomona stands in solidarity with Native and Indigenous people in urging our State and Federal Congressional representatives to draft and pass state and federal legislation to celebrate Indigenous Peoples' Day and

removing Columbus Day from the calendar; and be it further

Resolved,   That this resolution be distributed to the President of Cal Poly Pomona, CSU Chancellor, CSU Board of Trustees, Academic Senate of the CSU, CSU Campus Senate Chairs, California Faculty Association (CFA) Statewide President, CFA Cal Poly Pomona Chapter President, California State Student Association, ASI President of Cal Poly Pomona, California U.S. Senators, and Regional U.S. Congressional Representatives for Districts.

4.   Consent Agenda

Chair Shen stated that items put on the consent agenda are considered non-controversial and since all reports on the consent agenda are first readings, adopting the consent agenda means receiving and filing all reports. Per procedure, any senator can request that an item be removed from the consent agenda.

a.   AP-004-178   Discontinuation of Agriculture, M.S. – Irrigation Science Option – **FIRST READING**
b.   AP-005-178   Discontinuation of M.S. Electrical Engineering (Self-Support) – **FIRST READING**
c.   AP-006-178   German Studies for the Professions Certificate – **FIRST READING**
d.   AP-007-178   Discontinuation of Administrative Services Credential – Experimental Program Standards – **FIRST READING**
e.   AP-008-178   Discontinuation of Autism Spectrum Disorders Added Authorization – **FIRST READING**
f.   AP-009-178   Dietetic Internship Certificate – **FIRST READING**
g.   AP-010-178   Adapted Physical Education Added Authorization – **FIRST READING**
h.   AP-011-178   Preliminary Education Specialist Credential, Mild/Moderate Disabilities – **FIRST READING**
i.   AP-012-178   Reading Certificate Added Authorization – **FIRST READING**
j.   AP-013-178   Physics, B.S. – Astrophysics Emphasis – **FIRST READING**
k.   AP-016-178   Intern Credential Program – **FIRST READING**

M/s/p to adopt the consent agenda – the vote was unanimous.

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

a.   AA-003-178, Structure of Academic Programs Assessment Committee (APAC) – **FIRST READING**

The first reading report for AA-003-178, Structure of Academic Programs Assessment Committee (APAC), is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/aa003178fr.pdf.

Senator Wachs presented the report.

M/s to receive and file AA-003-178, Structure of Academic Programs Assessment Committee (APAC).

Recommendation:

The Academic Affairs Committee recommends that the structure of the Academic Programs Assessment Committee (APAC) be defined as follows.

Structure of the Academic Program Assessment Committee

<div style="background-color:#e8f0d8;border:1px solid #888;">PREAMBLE</div>

Based on feedback from faculty members, college leadership, and WSCUC Steering Committee, there are emerging needs to clarify, update and formalize the structure of the Academic Program Assessment Committee (APAC) and to strengthen the communication and alignment between this university-level assessment committee and the college assessment committees.

The ultimate goal is to improve the critical linkages between the institutional and program level assessment efforts so as to facilitate the bi-directional coordination, understanding, and visibility of student learning assessment and improvement initiatives on campus. There is also a need to provide assessment analysis and professional development support to faculty as related to the university and program-level assessment efforts and initiatives. This document delineates an updated mission, responsibilities, and membership of the Academic Programs Assessment Committee (APAC).

<div style="background-color:#e8f0d8;border:1px solid #888;">MISSION</div>

The Academic Program Assessment Committee (APAC), which has faculty leadership, provides a forum for the exchange of assessment information and strategies among undergraduate and graduate programs. It coordinates assessment efforts for the campus, showcases evidence-based assessment and establishes guidelines for comprehensive student outcome assessment and outcomes visibility throughout the institution.

The committee supports the development and implementation of department and university assessment plans. It reviews, provides feedback and consults with departments on the annual assessment reports and the assessment reports submitted to the university through the program review process. It also reviews and provides feedback on campus assessment plans and reports that may be required by the WASC Senior College and University Commission (WSCUC). Furthermore, the committee identifies and proposes innovative approaches or improved practices in assessment. Additionally, it collaborates with the Faculty Center for Professional Development on professional development activities related to assessment of student learning and the integration of teaching, learning and assessment.

The committee is chaired by the Faculty Director of Assessment and Program Review. Furthermore, it is supported by the Administrative Support Analyst. The Associate Vice President for Academic Programs serves as the exofficio member of the committee. The committee meets bi-weekly during each academic term.

<div style="background-color:#e8f0d8;border:1px solid #888;">RESPONSIBILITIES OF THE COMMITTEE MEMBERS</div>

- Ensure that each college is represented at each APAC meeting.
- Establish policies, procedures, and guidelines at the university level associated with assessment of student learning.
- Review and provide feedback and recommendations on annual assessment reports (e.g., MQIDs, IEEIs, etc.) and program review assessment reports.
- Review and provide feedback on campus assessment plans and reports for WSCUC.
- Contribute to APAC regarding assessment practices, policies, and experiences.
- Disseminate university-level assessment findings to college constituents.
- Participate in university-related assessment seminars and workshops.

<div style="background-color:#e8f0d8;border:1px solid #888;">COMMITTEE MEMBERSHIP</div>

- APAC Chair:
- Faculty Director of Assessment and Program Review

- APAC Members:

- 1 Chair of College Assessment Committee from each academic college and University Library
- 1 (optional) Faculty Representative from each academic college and University Library
- 1 Associate Dean
- 1 Student Affairs Representative
- Associate Vice President for Academic Programs (ex-officio)

Conceptual Overview of the APAC Structure and Interfaces 10-08-17
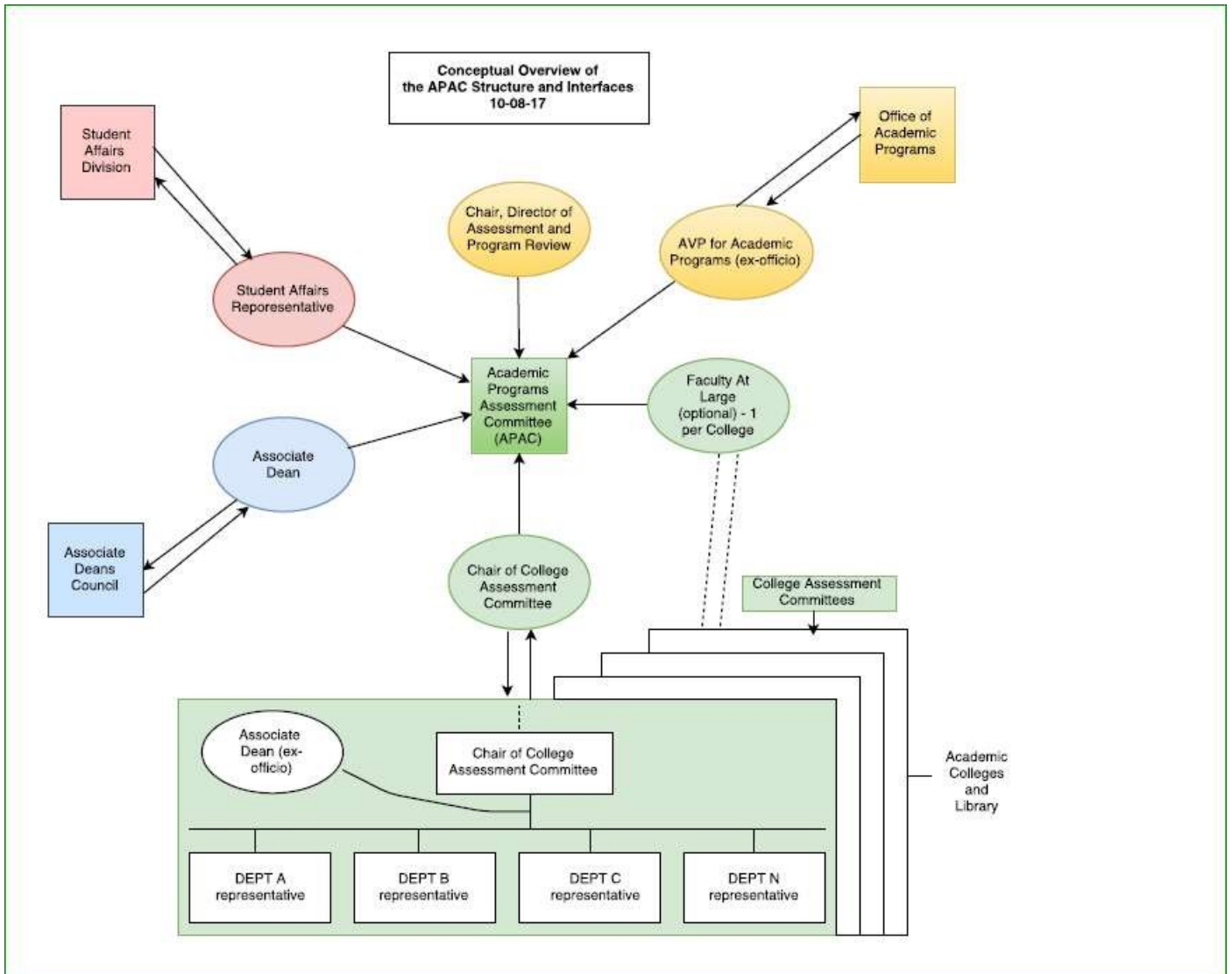
Discussion:

Senator Wachs states that this is already a university committee and this report is just formalizing the committee structure. One thing that is different from the existing committee structure is the addition of the College Assessment Liaisons from each of the academic colleges and the University Library.

The following concerns were raised:

- The size of the committee is large, about 20 people.
- The mission of this committee appears to be a duplicate of the Academic Senate Academic Programs Committee.
- Will this committee create additional work for departments? If a department currently does a good job of assessment, is this committee going to dictate change?

Provost Alva responded that the strategy is to identify College Assessment Liaison (CAL) for each college who will be given assigned time support to take institutional strategies to the colleges. She added that this committee has been working very well as the university is preparing for WSCUC reaccreditation. The CALs will be appointed to the committee by virtue of their position and will not be appointed by the Academic Senate.

Senator Speak added that this committee is a process/function committee to ensure best practices of assessment get worked out and distributed to the colleges and the Academic Programs Committee would retain its traditional responsibility for dealing with the product of those assessments.

Dr. Eskandari, Interim Vice President of Academic Planning, added that this committee will institutionalize the work, in the same manner that RTP and curriculum development work has been institutionalized, and make sure it becomes well integrated in the campus culture.

Chair Shen stated that this is a first reading and if there are additional questions, comments or concerns please let Dr. Wachs know.

b.   [AA-004-167, Request for Review and Update of Campus Service Learning Policy – **FIRST READING**](http://academic.cpp.edu/senate/docs/aa004167fr.pdf)

The first reading of AA-004-167, Request for Review and Update of Campus Service Learning Policy is on the Academic Senate website at http://academic.cpp.edu/senate/docs/aa004167fr.pdf.

Move to receive and file AA-004-167, Request for Review and Update of Campus Service Learning Policy.

Recommendation:

The Academic Affairs Committee recommendation is that we adopt the following updated policy.

<div align="center">
SERVICE-LEARNING POLICY
CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
</div>

(1) In 2003, the Academic Senate approved the following definition of service-learning:

Service learning:

1) is a pedagogy that provides students with structured opportunities to learn, develop, and reflect through active participation and thoughtfully-organized community involvement
2) enhances the academic experience of students by relating academic content and course objectives to issues in the community
3) integrates assessment and student reflection on the interrelationships between course content and community-based learning activities

4) is conducted in the community and meets the needs of the students, faculty and community partners

5) fosters civic competence and engagement

(2) All department chairs, associate deans, and deans shall be regularly informed of the policies contained in CSU Office of the Chancellor Executive Orders 829 (insurance requirements for agreements - http://www.calstate.edu/eo/eo-829.pdf) and 1051 (use of waivers of liability - http://www.calstate.edu/eo/eo-1051.html) as well as campus policies currently in place.

(3) Service-Learning Agreements
   a. Agreements shall be instituted/reviewed on an annual basis with nonprofit agencies/government agencies/school districts before the placement of students at these locations. Agreements can be renewed every five years and are signed by the Provost or his/her designee. Agreements can be completed electronically and stored online through the Chancellor's Office of Community Engagement software placement system S4 (at Cal Poly Pomona, the system is called BroncoSERV.) The website that houses the documents is www.app.calstates4.com. Hard copy agreements will be filed at the Center for Community Engagement for six years.

(4) Site Visits
   a. Sites should be visited and evaluated for service-learning placement whenever a new organization is being considered. Once an organization has been evaluated, further site visits need only be conducted every three years, unless there is a concern noted by a student or faculty member, or if there is a major change in the facility or working conditions.
   b. CCE staff, faculty, or college staff can be designated to conduct the site evaluation. Faculty and/or university staff making the site visits are not risk management experts and will utilize a reasonable person standard when evaluating sites.
   c. The site visit shall be documented on the university Site Visit form. The completed form will be filed at the Center for Community Engagement and retained for six years. Site Visit forms will be stored on the BroncoSERV online system.
   d. Sites will provide an orientation that includes a site tour; an introduction to staff; a description of the characteristics of and risks associated with the Learning Site's operations, services and/or clients; a discussion concerning safety policies and emergency procedures; and information detailing where students check-in and how they log their time.

(5) Service-Learning Designation
   a. Any course that has a service-learning component must be officially designated. In 2003, the Academic Senate approved the following criteria for a service-learning course to be designated in the university catalog and for administrative purposes:
      i. be a component of a university course and be described in the syllabus
      ii. integrate community issues and classroom learning
      iii. include preparation of students for community environment such as tours, presentations, and/or readings
      iv. provide structured opportunities, such as writing assignments and group discussion, for students to reflect on the connections between their service experience and course objectives
      v. include an assessment of student ability to integrate the academic and community experience
      vi. take place at sites evaluated and approved by the course instructor in the partnership with the community
      vii. be evaluated by the student, community partner and the instructor.

b. The document Course Designation Procedures and Request Form must be completed and signed by the department chair and the dean one quarter prior to initial course offering.

c. It shall be the responsibility of the <u>course instructor</u> to turn in the completed designation form to the Center for Community Engagement staff within the stated deadlines.

d. The Center for Community Engagement will then review the documentation and forward the designation to the Senior Curriculum Analyst to create a parallel course with an "S". Once the "S" course is created, the department scheduler can schedule the course for future quarters.

e. The "S" designation can be renewed every five years. All designation paperwork is filed at the Center for Community Engagement and retained for ten years.

(6) Learning Plan, Emergency Contact Information, Release of Liability and Video/Audio Image Release Forms

a. It shall be the responsibility of the <u>course instructor</u> to have students (those enrolled in their current service-learning course) complete the Release of Liability Form, Learning Plan, Emergency Contact Form and Video/Audio Image Release Form. Instructors will provide BroncoSERV website to students enrolled to complete all four forms. Forms must be completed prior to students beginning their service. Forms will be stored on the BroncoSERV system.

b. It shall be the responsibility of the course instructor to inform students under the age of 18 to print forms from the BroncoSERV system, get their parent signature and return forms to course instructor. Those forms are to be turned in to the Service-Learning Coordinator at the Center for Community Engagement to be stored for three years in a locked cabinet.

c. These required forms are to be completed by all enrolled students for each course.

d. Course instructors will utilize the BroncoSERV system as confirmation that required forms have been completed by their enrolled students.

e. The course instructor will ensure that no student is placed on site without the above required documentation.

(7) It shall be the responsibility of Academic Programs to conduct random audits to ensure that agreements are instituted/renewed, site visits are conducted, and emergency contact information, learning plans, video/audio image release forms and release of liability forms are completed online through BroncoSERV or turned into the Center for Community Engagement for filing.

Discussion:

This is a policy update requested by Dr. Michael Millar, Director of the Center for Community Engagement. The Chancellor's Office requires that all Service-Learning policies be regularly reviewed and updated if appropriate and the current policy had not be revised since 2012. The new policy had to be updated to reflect the storage of documents related to service learning via an online storage system – BroncoSERV in accordance with the CSU data storage requirements.

c. AP-002-178, HNFS Department Name Change Request – **FIRST READING**

The first reading report for AP-002-178, HNFS Department Name Change Request, is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/ap002178fr.pdf.

Senator Small presented the report.

M/s to receive and file AP-002-178, HNFS Department Name Change Request.

Recommendation:
The Academic Programs Committee recommends approval of the name change from "Department of

Human Nutrition and Food Science" to "Department of Nutrition and Food Science".

Discussion:

The Department of Human Nutrition and Food Science would like to remove the word "human" from the department name. This would better align the department with other departments in the CSU system and the word "human" is not in the name of the degree or options, or in any of the courses.

Senator Sohn requested a waiver of the first reading due to the unforeseen delays in bringing this to the request to the Academic Senate and the fact that it is non-controversial.

M/s to waive the first reading of AP-002-178, HNFS Department Name Change Request.

The motion to waive the first reading of AP-002-178, HNFS Department Name Change Request, passed unanimously.

M/s to adopt AP-002-178, HNFS Department Name Change Request.

The motion to adopt passed unanimously.

d. AP-049-167, B.S. in Animal Science – Animal Science Option – **SECOND READING**

The second reading report for AP-049-167, B.S. in Animal Science – Animal Science Option is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/ap049167sr.pdf.

Senator Small presented the report.

M/s to adopt AP-049-167, B.S. in Animal Science – Animal Science Option.

Recommendation:

The Academic Programs Committee recommends approval of the semester program B.S. in Animal Science – Animal Science Option.

Discussion:

This is a non-controversial program and there were no concerns or objections raised during consultation.

The motion to adopt AP-049-167, B.S. in Animal Science – Animal Science Option passed unanimously.

e. GE-002-178, Revision of the CPP GE Area Distribution Document – **SECOND READING**

The report for GE-002-178, Revision of the CPP GE Area Distribution Document is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/ge002178sr.pdf.

Senator Ibrahim presented the report.

M/s to adopt GE-002-178, Revision of the CPP GE Area Distribution Document.

Recommendation:

The GE Committee recommends approval of GE-002-178: Revision of the CPP GE Area Distribution Document.

THE CAL POLY POMONA GENERAL EDUCATION PROGRAM

Area Distribution Document

PREAMBLE

The Cal Poly Pomona (CPP) General Education (GE) requirements have been designed to complement the major program and electives completed by each baccalaureate candidate to ensure that graduates have made noteworthy progress toward becoming broadly educated persons who will function as intelligent, active, and creative members of their community.

The CPP GE program purposefully introduces students to a wide variety of disciplines and teaching modes that may be taught in all modalities and teaching modes. The CPP GE program mission 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 that enhances students' understanding of basic disciplines and encourages an appreciation of the complexity of all knowledge.

GE courses provide students with a broad intellectual foundation to enhance their potential for success. GE courses shall reflect the wide array of disciplines available, and departments are encouraged to submit courses for multiple GE areas. In recognition of the complexity of knowledge, these areas are defined with open and inclusive terms to encourage submission of courses that enrich the student learning experience. Departments are required to offer these courses at least once every five years, otherwise they will lose their GE designation.

As directed by EO 1100, the GE Assessment Committee develops a set of broad learning outcomes (SLOs) for the GE Program as a whole "to fit within the framework of the four Essential Learning Outcomes drawn from the **Liberal Education and America'sn Promise (LEAP) campaign**. As a result, there is not a one-to-one mapping from the outcomes to the GE Areas. Every course must address all of the SLOs assigned to the GE Area for which it is approved. However, approved courses need not cover every element of those SLOs. **The GE Assessment Committee also develops an assessment plan as recommended by EO 1100 article 6.2.5 and a periodic program review of the GE program shall be undertaken in a manner comparable to major programs.** The GE Committee in collaboration with the GE Assessment Committee shall have the responsibility to ensure that students have sufficient opportunities to achieve each of the learning outcomes in its entirety.

GENERAL EDUCATION UNIT DISTRIBUTION

Beginning fall 2018 all undergraduate students at Cal Poly Pomona must satisfy the general education requirements with a minimum and a maximum of 48 semester units, including 9 units of upper division synthesis courses. Lower division courses only shall be approved for the lower division GE Areas. (The 9 upper division units shall be taken within the CSU to fulfill the CSU residency requirement.) **EO 1100 2.2.2a says that a grade of C- (minus) or better is required in the "golden four' courses A1, A2, A3 and B4.** In 2.2.5a EO 1100 says that a campus may waive one or more of the requirements of Title 5 and that the campus must have a clearly stated policy regarding such waivers. Courses are evaluated by a duly constituted GE Committee (which shall include a student representative) and are approved by the Academic Senate to meet the university general education program requirements. Since general education is under continual review, the framework, guidelines, and coursework approved to meet these requirements may change from one catalog cycle to another. Students who change majors or have a break in status may be subject to new degree requirements. Careful academic advising is essential. **According to EO 1100, 2.2.6.1 major courses and campus wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirements**. Many degree programs recommend specific GE courses which also meet degree requirements (double counting). Departments must indicate those courses on the curriculum sheet of each program.

Area A Communication and Critical Thinking (9 Semester units); one course each from subareas A1, A2, and A3.

Area B Scientific Inquiry and Quantitative Reasoning (12 Semester units); one course each from subareas B1, B2, B4, and B5. One lab course from subareas B1 or B2 must be taken to fulfill subarea B3; course in subarea B5 must be an upper-division synthesis course.

Area C Arts and Humanities (12 Semester units); one course each from subareas C1, C2, C3, and C4; course in subarea C4 must be an upper-division synthesis course.

Area D Social Sciences (12 Semester units); one course each from subareas D1, D2, D3, and D4; course in subarea D4 must be an upper-division synthesis course.

Area E Lifelong Learning Understanding and Self-Development (3 Semester units); one course

GUIDELINES FOR GENERAL EDUCATION AREAS

The notations after each subarea are the General Education Learning Outcomes aligned with that subarea.

AREA A – ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING (9 semester units)

Students are required to take a minimum of nine semester units in communication in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (subarea Area A3).

A1: Oral Communication (3 semester units) Ia, Ib, Ic, IVa

Students taking a course in fulfillment of subarea A1 will develop knowledge and understanding of the form, content, context, and effectiveness of oral communication. Students will develop proficiency in oral communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading and listening effectively. Coursework must include active participation and practice in oral communication in English including exploration, development, understanding, and use of visual communication media and skills.

A2: Written Communication (3 semester units) Ia, Ic, IVa

Students taking a course in fulfillment of subarea A2 will develop knowledge and understanding of the form, content, context, and effectiveness of written communication. Students will develop proficiency in written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading and writing effectively. ~~Coursework must~~Coursework must include considerable active participation and practice in written communication in English.

A3: Critical Thinking (3 semester units) Ia, Ic, Id, IVb

In critical thinking courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well supported factual or judgmental conclusions.

AREA B - SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING (12 semester units)

Instruction approved for fulfillment of this requirement is intended to develop knowledge of scientific theories, concepts, and data about living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

Students are required to fulfill each subarea B1, B2, B3, B4, and B5, as defined below. A student can satisfy the B3 requirement by either completing a B1 or B2 course with an integrated laboratory component or an independent laboratory course. Students shall complete the lower division requirements in Area B (1, 2, 3, and 4) before taking their upper division B5 course.

B1: Physical Sciences (3 semester units) Ia, Id, Ie, IIa

Courses in this area will allow students to develop knowledge of scientific theories, concepts, and data about non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. This area will also require quantitative and critical reasoning skills. Courses in this area will ~~be investigative~~be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.

B2: Life Sciences (3 semester units) Ia, Id, Ie, IIa

Courses in this area will allow students to develop knowledge of scientific theories, concepts, and data about living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. This area will also require quantitative and critical reasoning skills. Courses in this area will ~~be investigative~~be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.**.**

B3: Laboratory Activity (0 semester unit) Ia, Ib, Id, Ie, IIa

Courses in this area will require the student to reinforce principles learned in either physical sciences or life sciences sub areas. A student can satisfy the B3 requirement by either completing a B1 or B2 course with an integrated laboratory component or an independent laboratory course. Courses in this area also include writing as an integral part of the process of learning and discovery.

B4: Mathematics/Quantitative Reasoning (3 semester units) Ia, Ie, IIa, IVb ~~Courses in this area will require the student to use basic mathematical skills to develop mathematical reasoning, investigative and problem solving abilities, including applications from/to real life situations. Courses in this area will have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not only practice computational skills, but will also be able to explain and apply basic mathematical concepts and solve problems using quantitative methods~~.

Through courses in subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this subarea shall include a prerequisite reflective only of skills and knowledge required in the course.

Courses in this subarea will require the student to use basic mathematical skills to develop mathematical reasoning, investigative and problem-solving abilities, including applications from/to real life situations. Students will not only practice computational skills, but will also be able to explain and apply basic mathematical concepts and solve problems using quantitative methods. In addition to traditional mathematics, courses in subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.

B5: Science and Technology Synthesis (Upper division, 3 semester units) Ia, Ib, Ic, Id, Ie, IIa, IId
Courses in this area shall deal both with the relationship between science, technology, and civilization and with the effect science and technology have on culture and human values. Synthesis courses in this area are essentially integrative in nature, incorporating the application and generalization of basic scientific or quantitative knowledge from the foundational courses to real world or practical problems.

Students must complete the lower division GE requirements in Area A (A1, A2, and A3) and Area B (B1, B2, B3, and B4) before enrolling in the upper division B5 course. Courses satisfying the requirements for B5 may have prerequisites in specific disciplines included in Area B (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g. only the first semester of a sequence can be required).

AREA C - ARTS AND HUMANITIES (12 semester units)
Courses in the traditional humanistic disciplines enable students to develop their intellect, imagination, and sensitivity. Instruction in these subareas will demonstrate the continuity between historical and contemporary life as well as the relationships among the arts, the humanistic disciplines, self and society. Courses will reflect the contributions to knowledge and civilization that have been made by both men and women, and by different cultural groups in the world. In this pursuit, students shall cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination. In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between themselves, the creative arts and the humanities in a variety of cultures. Students are required to take one course from each subarea, C1, C2, C3, and C4.

C1: Visual and Performing Arts (3 semester units) Ia, IIb, IVb
Courses will enable students to experience and appreciate visual and performing arts in relation to the realms of creativity, imagination, visualization, and feeling that explore the meaning of what it is to be human. Courses shall include active participation in aesthetic and creative experience. Students will understand how disciplined, individual creativity and visualization could produce objects and models that are obviously useful or practical, and alsoand also clarify, intensify, and enlarge the human experience. Courses will provide a sense of the values that inform artistic expression and performance and their interrelationships with human society.

C2: Philosophy and Civilization (3 semester units) Ia, Ic, Id, IIb, IIIb
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 critically examine the philosophical ideas and theories around which different civilizations have been organized andorganized and explore the complex developments of those civilizations. In the study of philosophy, students will 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 as well as encouraging a broad historical understanding.

C3: Literature and Foreign Languages (3 semester units) Ia, IIb, IIIa, IVb
Courses in this area will provide students with an appreciation of languages and literature, underscoring both the relationships between culture and language and the significance of literature in the interpretation of culture. Students in literature and foreign languages will better understand the implication of great creative writings and communicative customs and traditions of particular cultures. Instruction in these courses will deepen students' appreciation of enduring works of literature and of the contributions of diverse cultures to our literary and linguistic heritage. Courses in languages other than English shall not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

C4: Arts and Humanities Synthesis (upper division, 3 semester units) Ia, Ib, Ic, Id, IIb, IId, IIIa
Courses in this area shall emphasize the humanistic or expressive aspects of culture. Synthesis offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local – showing the bonds between the past, present, and future.

Students shall complete the lower division GE requirements in Area A (A1, A2, and A3 and B4) and Area C (C1, C2, and C3), before taking their upper division C4 course. Courses satisfying the requirements for C4 may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g. only the first semester of a sequence can be required).

AREA D: SOCIAL SCIENCES (12 semester units)
Students will learn from courses in multiple disciplines that human social, political, and economic institutions as well as history and human behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in theirin their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems, and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation shall not be included in Area D.

Students are required to take one course from each subarea, D1, D2, D3, and D4. **Students must take courses with at least three different**

course prefixes in order to satisfy the GE Area D requirement. Students who complete the IGE course sequence are exempt from this requirement since the IGE program by its very nature provides the necessary breadth. EO 1100 says in 2.2.6.2 campuses may include the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) in general education. This statute is met at Cal Poly Pomona by courses that satisfy these requirements as outlined in Executive Order 1061 and divided into D1 and D2 as follows:

D1: U. S. History and American Ideals (3 semester units) Ia, Ib, Ic, IIb, IIc, IIIa
The GE Subarea provides partial fulfillment of the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404,) outlined in Executive Order 1061, Paragraph I, A as follows:

Any course or examination which addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. *Significant events covering a minimum time span of approximately one hundred years occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.*
2. *The role of major ethnic and social groups in such events and the contexts in which the events have occurred.*
3. *The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.*

D2: US Constitution and California Government (3 semester units) Ia, Ib, Ic, IIc, IIIb, IVc
The GE Subarea provides partial fulfillment of the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) as outlined in Executive Order 1061, Paragraph I, B as follows:

Any course or examination which addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California State and local government must address all of the subject matter elements identified in the following subparagraph of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. *The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.*
2. *The rights and obligations of citizens in the political system established under the Constitution.*
3. *The Constitution of the State of California within the framework of evolution of Federal- State relations and the nature and processes of State and local government under that Constitution. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.*

D3: The Social Sciences: Principles, Methodologies, Value Systems, and Ethics (3 semester units) Ia, Ic, IIc, IIIa, IIIb, IVa
Courses in Subarea D3 will integrate critical thinking and analysis. Students will be able to generalize, draw comparisons, detect logical fallacies, and learn that human social, political, and economic institutions and behavior are inextricably interwoven. While the subject matter of each course will emphasize a particular discipline and content, each course should also demonstrate the interrelatedness of these subareas. Therefore, these courses shall include substantial multi-disciplinary coverage of issues so students can connect sometimes fragmented information and draw meaningful conclusions. Problems and issues in these sections should be examined in contemporary as well as historical contexts, and include significant global and cross cultural perspectives.

D4: Social Science Synthesis (upper division, 3 semester units): Ia, Ib, Ic, Id, IId, IIIa, IIIb
Courses in this area shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.

Students shall complete the lower division GE requirements in Area A (A1, A2, and A3 and B4) and Area D (D1, D2, and D3), before taking their upper division D4 course. Courses satisfying the requirements for D4 may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g. only the first semester of a sequence can be required).

AREA E: LIFELONG LEARNING UNDERSTANDING AND SELF DEVELOPMENT
(3 semester
units) Ia, IVa, IVb, IVc
The content of courses to fulfill Area E is 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, information literacy and student success strategies, 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. **Courses in this area, according to EO 1100, shall be lower division only**.

GUIDELINES FOR GE UPPER DIVISION SYNTHESIS COURSES
The major focus of a synthesis course is to integrate and focus fundamental concepts and issues. Each course in this category shall:

- include readings from original primary/historical sources, as opposed to only secondary sources.
- promote original and critical thinking in writing and/or discussion.
- focus attention on understanding the interrelationships among the disciplines and their applications.
- examine ideas and issues covered in this area in deeper and/or broader more integrative ways.
- encourage synthetic-creative thinking in order to identify problems, understand broader implications and construct original ideas.
- identify and evaluate assumptions and limitations of ideas and models.
- develop written and oral communication skills appropriate for an upper division course (completion of courses in Area A: Subareas A1, A2, & A3 is required.)
- provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course.

B5: Science and Technology Synthesis
The expanded course outline for courses proposed for this area must clearly indicate an integration of themes and issues within scientific inquiry, quantitative reasoning, and/or technology.

C4: Arts and Humanities Synthesis
The expanded course outline for courses proposed for this area must clearly indicate an integration of themes and issues within Philosophy, Fine Arts, Language, Performing Arts, History and Literature.

D4: Social Science Synthesis
The expanded course outline for courses proposed for this area must clearly indicate an integration of themes and issues within the social sciences.

Interdisciplinary Synthesis Courses
An interdisciplinary synthesis course integrates two or more of the subareas B, C, and D. Prior to taking one of these courses, students must complete all lower-division courses in Area A and at least two subareas from the areas being integrated by an interdisciplinary synthesis course.

Each interdisciplinary synthesis course can be used to satisfy the requirement in any one of the areas integrated. For example, a B5/D4̶3̶ course satisfies either B5 or D4̶3̶ (not both areas). Students must fulfill all three upper division synthesis areas (Scientific Inquiry and Quantitative Reasoning, the Arts and Humanities, and the Social Sciences).

GENERAL EDUCATION MEANINGFUL WRITING COMPONENT
All General Education requirements must include a meaningful writing component as defined by the Academic Senate in 2006:
Courses with a meaningful writing component must make use of written work to help students reflect upon ideas, analyze concepts, and explore relationships of concepts to one another. The written work must help students deepen their understanding of particular fields, enabling them to create meaning out of raw data and helping them express that meaning intelligibly to others. Written assignments must be structured to help students achieve specific course outcomes, and the students must receive feedback on their written work during – not solely at the end – of the [semester] of instruction.

INTERDISCIPLINARY GENERAL EDUCATION
~~The Interdisciplinary~~ The Interdisciplinary General Education (IGE) program provides an integrative-thematic approach to the Humanities and Social Science components of GE in areas A, C, D and E.

ADDITIONAL GRADUATION REQUIREMENT: CPP AMERICAN CULTURAL PERSPECTIVES
The American Cultural Perspectives is a graduation requirement, not a general education requirement. Courses satisfying this additional graduation requirement shall be indicated as R1 in the catalog. This requirement will not constitute an additional unit load on the degree requirements of a student in any program. The courses that satisfy this requirement may be part of a student's GE program, major, or minor, or may be taken as electives. Senate Resolution AS-887-934/GE gives the GE Committee the responsibility to evaluate all courses (GE and Non-GE) submitted to satisfy this requirement.

To satisfy this requirement, a student must take at least one three-unit course that satisfies all of the following criteria:

- Introduce theoretical perspectives and non-western/non-traditional approaches for studying gender, ethnicity, and class;
- Include the study of at least one other marker of social difference, such as sexual orientation, religious affiliation, national origin, etc.;
- Cover at least two of the following socio-cultural groups: African Americans, Native Americans, Chicano/Latino Americans, Asian Americans, Pacific Islands Americans, Middle Eastern Americans, or European/White ethnic Americans;
- Address intra-cultural differences as well as inter-cultural commonalities. Differences may be examined by focusing on diverse cultural practices, environmental ethics, political histories, religious beliefs, or means of artistic expression.

Discussion:

This document was originally created by the GE Committee at the beginning of the semester conversion process. The GE Committee has revised it to align with EO 1100. The GE Area distribution and the number of units for each area remain the same. However, there is some minor corrections and language change (for example a course has to be offered at least once every five (5) years), addition of short explanatory phrases, and most importantly a change in the description of GE sub-area B4, especially taking away the college algebra pre-requisite. The document will be current when CPP embarks on the semester calendar in fall 2018. The document contains changes in red and changes in blue. The blue are changes made after the first revision of the document.

There were two additional comments received after the first reading, highlighted in yellow in the paragraph titled **General Education Unit Distribution**.

The Executive Committee wanted to ensure that courses in the lower division GE Areas are actually lower division courses. Currently there are three (3) upper division courses in the lower division GE Areas. The statement "lower division courses only shall be approved for the lower division GE Areas" was added to the document to satisfy this request.

The second change was to move the sentence regarding waiving one or more of the requirements of Title 5 to the paragraph where it is now. Previously only in the **Area D: Social Sciences** paragraph and it seemed more appropriate for it to be at the higher level paragraph since the statement applies to all GE Areas. Senator Ibrahim noticed that this same statement was still in the original paragraph and asked that it be removed from that section of the document.

A concern was raised about the statement that there should be a maximum for 48 units in GE and that there is the potential for students to go above that 48 unit maximum.

Dr. Neto, Director of Semester Conversion, responded that according to the Chancellor's Office a student just needs to meet the 48 unit requirement and it is okay to be above 48 GE units.

Senator Ibrahim added that the language is included in the document because you are not allowed to develop a GE program that is over 48 units. To clarify, the 48 units is a restriction on curricular design not a restriction on the students.

S. Terri Gomez, Interim Associate Vice President for Student Success, clarified that as long as there is a path that is 48 units then we are in compliance with the Executive Order.

It was clarified that areas C4, B5, and D4 are upper division GE synthesis classes.

It was pointed out that there is a typo on page 3, paragraph 4, developes should be develops.

M/s to amend the report by striking the sentence "In 2.2.5a EO 1100 says that a campus may waive one or more of the requirements of Title 5 and that the campus must have a clearly stated policy regarding such waivers." from the paragraph titled **Area D: Social Sciences** and correct the typo on page 3, paragraph 4.

The motion to amend the report was passed unanimously.

The motion to adopt the report with the amendments was passed unanimously.

The Academic Senate Meeting adjourned at 4:50 p.m.