

PLEASE KEEP THIS AGENDA
FOR THE REMAINING MEETINGS OF THE QUARTER

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

Meeting of the
Academic Senate
Tuesday, May 19, May 26, and June 2, 1998
UU220, 3:00-5:00pm

- I. Minutes: Approval of the April 14, 1998 Academic Senate meeting (pp. 3-4).
- II. Communication(s) and announcement(s):
Nominations for the positions of Academic Senate Chair, Vice Chair, and Secretary for the 1998-1999 year are being received. If you are interested in applying for one of these positions, please contact the Academic Senate office for an application.
- III. Reports:
- A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office:
 - D. Statewide senators:
 - E. CFA campus president:
 - F. Staff Council representative:
 - G. ASI representatives:
 - H. Other:
- IV. Consent agenda:
- V. Business item(s):
[On May 26: The first item of business will be the election of Academic Senate officers for the 1998-1999 year.]

[On June 2: Caucus chairs will introduce the newly elected senators from their college for the 1998-1999 year.]
- (Re second-reading items: changes suggested at the first reading of these items may not be reflected herein. Revised resolutions will be distributed at the meeting.)
- A. **Resolution on Information Competence:** Lant, Chair of the Information Competence Committee, second reading (pp. 5-8).
 - B. **Resolution on Faculty Input for Academic Administrator Selection:** Harris, Chair of the Faculty Affairs Committee, second reading (p. 9).
 - C. **Resolution on Difference-in-Pay Leaves:** Harris, Chair of the Faculty Affairs Committee, second reading (p. 10).
 - D. **Resolution on Student Grievance Process:** Greenwald, for the Ethics Task Force, second reading (pp. 11-13).

continued on page two →

- E. **Resolution on Faculty Dispute Process:** Greenwald, for the Ethics Task Force, second reading (pp. 14-23).
- F. **Resolution on Program Efficiency and Flexibility:** Keesey, Chair of the Curriculum Committee, second reading (p. 24).
- G. **Resolution on Experimental Courses:** Keesey, Chair of the Curriculum Committee, first reading (pp. 25-26).
- H. **Resolution on Departure from University Grading Policy:** Keesey, Chair of the Curriculum Committee, first reading (p. 27).
- I. **Resolution on the Academic Value of Diversity:** Ryujin, Chair of the Diversity Task Force, first reading (pp. 28-35).
- J. **Resolution on Cal Poly Diversity Statement:** Ryujin, Chair of the Diversity Task Force, first reading (pp. 36-40).
- K. **Resolution on General Education 2000:** Harrington, Director of the General Education Program, first reading (pp. 41-57).

VI. Discussion item(s):

VII. Adjournment:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MINUTES OF THE
Academic Senate
Tuesday, April 14, 1998
UU220, 3:00-5:00 p.m.

Preparatory: The meeting was opened at 3:10 p.m.

- I. Minutes: No corrections. Minutes approved unanimously.
- II. Communication(s) and Announcement(s): Morrobel-Sosa announced that nominations for the positions of Academic Senate Chair, Vice Chair, and Secretary for the 1998/99 year are being received. If you are interested in applying for one of these positions, please contact the Academic Senate office for an application.
- III. Reports:
 - A. Academic Senate Chair: no report
 - B. President's Office: no report
 - C. Provost's Office: Zingg dispelled rumor of creation of separate GEB college. Admissions will be impacted by Proposition 209. We won't know the true effect of the impact on admissions until the census in October. Domingues reported that applications were up in all areas except "Other Hispanic" and "American Indian". Hanley reported that he met with Joe Grimes today. CETI will be delayed significantly - possibly until September. The scheduled meeting of all campus presidents did not occur. Instead, the Technology Steering Committee (on which President Baker serves) met. Gooden questioned the fact that the state senators were told two weeks ago that all was settled, except the financial details. Hanley indicated that it was probably a problem with GTE.
 - D. Statewide Senators: Gooden reported that the state senators met the new Chancellor for the first time. According to Chancellor Reed, "the new reality is that we all have to tighten up our belts - we should get used to what is happening in corporate America." Hale reported on three statewide items that were being discussed, including: (1) Resolution on Modification of Admissions Requirements for Upper Division Transfer Students, (2) Resolution on Information Competence, and (3) Statewide Commission has identified a lack of skill in high school geometry.
 - E. CFA Campus President: Zetzsche reported on a spring assembly held ten days ago. CFA will not accept a PSSI this year. CFA requested across-the-board salary increases. CSU wants Department Heads removed from the CFA, but CFA opposes this removal.
 - F. Staff Council representative: Cooper reported passage of a Staff Council Diversity Statement.
 - G. ASI representative: Aron DeFerrari will be replacing Mary Ann Bingham as the ASI representative to the Academic Senate for Spring Quarter 1998. DeFerrari reported work on work by faculty, administrators and students at-large to create a better Faculty Evaluation method.
 - H. Other: Spring Quarter changes in Academic Senators as follows:
 - CAGR: John Phillips replacing JoAnn Wheatley
 - CAED: Mike Botwin replacing Hal Johnson as caucus chair
 - Jim Borland replacing Hal Johnson on senate
 - CBUS: Dan Bertozzi replacing Lezlie Labhard

CENG: Laurian Chirica replacing Pat Wheatley
Shan Somayaji replacing Rob Lang
CLA: Pat McKim replacing Jim Coleman
Michael Miller replacing Sky Bergman

IV. Consent Agenda:

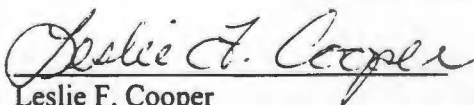
V. Business Item(s):

- A. **Resolution on Integrated Modes of Instruction:** Freberg gave introduction and indicated changes since first reading. Clay proposed a friendly amendment in the third resolved clause, to delete the word "new". Friendly amendment accepted. M/S/P (Harris/Hannings) unanimously, to accept amended resolution.
- B. **Resolution on External Review:** Riener gave introduction and indicated changes. Hood proposed a friendly amendment to the third and fifth resolved clauses, adding that the reports will also go to "program faculty", in addition to those listed in the current resolved clauses. Friendly amendment accepted. M/S/P (Harris/Ruehr) unanimously, to accept amended resolution.
- C. **Resolution to Approve Procedures for External Program Review:** Riener presented item as second reading. Resolution moved and seconded (Ruehr/Coleman). M/S/P (Hannings/Lewis) moved to amend page 16, section 3 to add new item a. to read "a. What is the quality of teaching in the department/program?". This changes all subsequent lettering in section 3. Hood proposed friendly amendment to add the words "and how is it measured". Friendly amendment accepted. Point of Order by Brown. He is uncomfortable with the chair's method of passing motions based on the lack of anyone speaking against the item. Lord and Coleman also agreed. Morrobel-Sosa indicated that she would ask for an official vote on future items. M/S/P (Jacobsen/Hannings) to add new item on page 16, 2.e.i. to read "i. What are the strengths of the program and how can they be maintained?" This changes subsequent lettering in this section. Harris called question. Main motion passes.
- D. **Resolution on Information Competence:** Connely introduced resolution and gave history of its development. It was reported that professors are expecting a greater level of competency from their students. The Information Competence Committee has decided that this should be the responsibility of the university. Incoming students reported that 80% had experience with word processing, 50% had experience with the World Wide Web, and 35% had experience with spreadsheet and databases. Discussion focused on specific requirements for undergraduates to complete for graduation. The definition of "information competence" was explored. Discussion ensued on how information competence fit into curriculum and program review.

VI. Discussion Item(s):

VII. Adjournment: M/S/P (Drucker/Ruehr) to adjourn at 5:00 p.m.

Submitted by:



Leslie F. Cooper
Academic Senate

ACADEMIC SENATE
CALIFORNIA POLYTECHNIC
STATE UNIVERSITY
SAN LUIS OBISPO, CALIFORNIA
AS--98/RESOLUTION ON INFORMATION COMPETENCE

REVISION AS OF 1 May 1998

WHEREAS "information competence" is the ability to find, evaluate, use, and communicate information in all its various formats, representing the integration of library literacy, computer literacy, media literacy, technological literacy, and communication skills;

WHEREAS the Strategic Plan of the CSU Council of Library Directors identifies information competence as a critical skill for all students;

WHEREAS the Information Competence Committee has been charged by President Baker and the Academic Senate with recommending appropriate information competence skill levels for entering students, means for assuring mastery of information competence skills for continuing and graduating students, and methods of assessing information competence skill levels for all students;

WHEREAS the Information Competence Committee has been charged as well with encouraging each major to develop and forward a list of skills and knowledge relating to appropriate information competence skills for their students;

WHEREAS the new GE template contains no provision for directly ensuring information competence, but asserts that it is a responsibility of the university to ensure the information competence of all its students (See Academic Senate Resolution approving the new GE model AS-478-97, 03/17/97.);

WHEREAS no standards have yet been set by the state concerning information competence skills of graduating high school students;

BE IT RESOLVED that, with respect to entering freshmen students, the Information Competence Committee will continue to study and report on their preparation in information competence with the goal of establishing freshman entrance requirements at some time in the future;

BE IT RESOLVED that all students will be required to be certified as information competent in a manner determined by their college curriculum committee. Working with the Information Competence Committee, each college curriculum committee will draft guidelines for information competence appropriate for its students. Colleges are encouraged to integrate information competence components into their existing major or support courses, to select courses which already provide instruction in information competence, or to choose other appropriate required courses (such as GE courses covering research techniques or critical thinking) to meet the information competence guidelines they establish.

BE IT RESOLVED that each college curriculum committee will prepare an annual year-end report for the Academic Senate Curriculum Committee and the Information Competence Committee on its information competence guidelines and on the implementation of these guidelines.

Suggested Information Competence Guidelines (1998)

This list of competencies covers a wide range of areas. Some will be more appropriate to any given discipline than others. These items are meant to offer guidance not to set arbitrary or inflexible goals.

A. With respect to library and information literacy, students will master the following information seeking and evaluation skills appropriate to the discipline and instructional strategies employed within the departments.

1. state a research question, problem, or issue:
 - state topic/problem as a question
 - identify concepts
 - narrow or broaden topic as needed
 - construct an accurate search statement
2. determine information requirements for a research question, problem, or issue and formulate a search strategy that will use a variety of resources:
 - determine the type of information required for a research question
 - consider the need for print sources, images, maps, videos, sounds, statistical data, textual data
3. find and acquire materials:
 - understand subject headings and the Library of Congress classification system
 - find information within the Kennedy Library and other libraries
 - understand how to acquire materials once they are identified
 - be able to cite sources accurately and appropriately
4. use databases and search engines
 - distinguish among types of databases (bibliographic, full-text, numeric, image, audio, mixed)
 - locate and use databases or search engines relevant to a given research question and relevant to a student's discipline
 - use the following features in searching databases: keyword searching, controlled vocabulary searching, Boolean operators, truncation, search limiters, phrase and proximity searching, field searching (single field, cross field, and free-text)
5. understand and use a body of literature
 - differentiate between popular literature and scholarly literature
 - differentiate between a popular magazine and a scholarly journal
 - understand the differences between journal literature and monograph literature
 - be able to find documents from federal, state, and local government agencies
 - be able to deal with a body of literature unique to a specific discipline, including developing a familiarity with relevant annual reviews, conference proceedings, citation indexes, relevant collections, and impact statements
6. evaluate resources for relevancy, currency, reliability, credibility, accuracy, and completeness
7. understand and use the library
 - be familiar with services and collections within the library
 - understand and use the services and collections accessed through library online sites

B. With respect to computer literacy, students will master the following skills and understand the following applications appropriate to the discipline and instructional strategies employed within their respective departments:

Each section involves several components.

- General ideas, vocabulary, social context, and purposes.
 - Understanding and use of hardware
 - Understanding and use of software
1. basic understanding of computers
 - main memory (RAM): issues of purpose, volatility, size
 - secondary storage: issues of size and usage
 - a) magnetic: floppy disks, hard disks, and tape
 - b) optical: CD and DVD
 - CPUs what they do and how their performance is measured
 - display devices: kind, size, and performance
 - basic understanding of programming concepts
 2. understanding of at least two operating systems: typically either the Mac and Unix or Windows and Unix
 - copy, delete, move operations
 - hierarchical file systems
 - icon graphic user interfaces
 - operating system services
 - a) defragmenting a disk
 - b) formatting floppy disks or other portable media
 - c) deleting files
 - d) using virus protection
 - customizing a system environment
 - a) creating shortcuts or aliases
 - b) installing and uninstalling software
 - c) downloading and installing freeware and shareware
 - using a printer
 - a) understanding some printer problems and how to correct them
 - b) configuring a system to print from several applications
 - multi-tasking
 3. networks
 - basic network concepts
 - computing and networking at Cal Poly
 - a) time sharing and multi-tasking
 - b) available tools
 - modems and other digital communication
 - a) uploading and downloading files
 - b) interacting between a personal computer and the network
 - electronic information and communication
 - Internet
 - World-Wide Web
 - a) browsers and search engines
 - b) simple website editors, creating simple web pages
 4. software tools as appropriate

- wordprocessors
 - spreadsheet programs
 - database programs
 - electronically stored information, retrieval and use
 - presentation programs (PowerPoint)
 - multimedia authoring tools (Hypercard or Director)
 - image creation and management programs (Paint, Photoshop, Illustrator)
 - page layout programs (PageMaker)
5. social and legal aspects of using computers and electronic information
- honesty
 - attention to copyright and intellectual property
 - understanding of software piracy
 - ownership
 - privacy
 - fairness
 - responsible behavior

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

**AS-__-98/
RESOLUTION ON
FACULTY INPUT FOR ACADEMIC ADMINISTRATOR SELECTION**

- WHEREAS, There is an effort to improve collegiality at the university; and
- WHEREAS, Faculty members are currently a part of search committees for academic administrators; and
- WHEREAS, Potential confusion or uncertainty may exist if the search committee does not draft the job description; and
- WHEREAS, Significant concern by the search committee if the job description is drafted by another group or person is not the proper atmosphere to begin a search for candidates; and
- WHEREAS, Being a part of the process from the very beginning increases the "ownership" of any decisions made; and
- WHEREAS, There would be consultation with the appointing administrative officer; therefore, be it
- RESOLVED: That the Job Description for Administrative Positions with academic responsibilities to the Provost and Academic Vice President be written by the designated search committee with appropriate faculty representation; and be it further
- RESOLVED: That the Academic Senate Executive Committee be empowered to select faculty representatives to both assist in the writing of the job description and serve as members of the administrative position search committee.

Proposed by: Faculty Affairs Committee
Date: March 11, 1998

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

**AS-__-98/
RESOLUTION ON
DIFFERENCE-IN-PAY LEAVES**

- WHEREAS, Difference-in-pay leave requests are made annually by faculty members; and
- WHEREAS, There are often multiple difference-in-pay leave requests by faculty members each year within a college/academic unit; and
- WHEREAS, The importance of faculty consultation exists in the university; and
- WHEREAS, At least one college in the university has established a college Difference-in-Pay Leave Committee; and
- WHEREAS, No university-wide policy exists concerning the establishment of college/academic unit Difference-in-Pay Leave Committees; therefore, be it
- RESOLVED: That a college/academic unit Difference-in-Pay Leave Committee composed of tenured faculty (Unit 3 employees) be established to review annual difference-in-pay leave requests and to make recommendations; and, be it further
- RESOLVED: That the college/academic unit Difference-in-Pay Leave Committee be composed of a duly elected representative from each department or equivalent unit in the college; and, be it further
- RESOLVED: That the recommendations ensuing from such a review be submitted to the Dean or Director of the college/academic unit; and, be it further
- RESOLVED: That appropriate university document(s) be altered to reflect this resolution.

Proposed by the Faculty Affairs Committee
March 11, 1998

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS-_____/Ethics Task Force
RESOLUTION ON STUDENT GRIEVANCE PROCESS**

Background

The Fairness Board of the Academic Senate deals with formal grade appeals concerning student grievances involving faculty. In addition, the campus currently has policies and procedures to deal with the formal resolution of issues involving sexual harassment, amorous relations, and disputes involving students with disabilities. All other student grievances involving faculty can only be dealt with informally and are addressed with the aid the Office of Campus Student Relations and Judicial Affairs (CSR/JA). These grievances, which do not involve grade appeals, are at least as common as those grievances that do involve grade appeals. As a result, it would not be possible for the Fairness Board to deal with both types of grievances. The creation of a board to deal with these non-grade grievances would enable Faculty to have a significant role in addressing these types of grievances. Many other universities have similar student grievance procedures. In fact, the student grievance processes at other universities influenced the enclosed process.

WHEREAS, The Fairness Board of the Academic Senate deals with grade appeals; and

WHEREAS, There are a number of student grievances concerning faculty that do not involve grade appeals and are not covered by existing policies; and

WHEREAS, These student grievances concerning faculty that do not involve grade appeals and are not covered by existing policies are only dealt with through informal means, with the help of the Office of Campus Student Relations and Judicial Affairs; and

WHEREAS, There is a need to create a formal process involving faculty and students to deal with these student grievances concerning faculty that do not involve grade appeals and are not covered by existing policies; therefore, be it

RESOLVED: That a Student Grievance Process be established consistent with the enclosed document; and, be it further

RESOLVED: That a Grievance Board be established consistent with the enclosed document; and, be it further

RESOLVED: That the Grievance Board be charged with creating procedures to implement a Student Grievance Process consistent with the enclosed document.

Proposed by the Academic Senate
Ethics Task Force
Date: _____

Student Grievance Process

1. **Scope:** The Student Grievance Process applies to student grievances involving faculty members that do not involve grade appeals and are not covered by existing policies. Grievances involving grade appeals should be submitted to the Fairness Board of the Academic Senate. For the purpose of this policy, faculty shall include part-time faculty as well as teaching assistants. The following matters do not constitute the basis of a grievance under this policy:
 - a. Policies, regulations, decisions, resolutions, directives, and other acts of the Board of Trustees and the Office of the Chancellor;
 - b. Any statute, regulations, directive, or order of any department or agency of the United States or State of California;
 - c. Any matter outside the control of Cal Poly;
 - d. Course offerings;
 - e. The staffing and structure of any academic department or unit;
 - f. The fiscal management and allocation of resources by the CSU and Cal Poly;
 - g. Any issue(s) or act(s) which does (do) not affect the complaining party directly.
2. **Informal Resolution Process:** A student should attempt to resolve the matter with the individual faculty member. If unable to reach a resolution, the student and faculty member may request assistance from the faculty member's department chair. There is no requirement that a complainant utilize this informal process before filing a formal complaint. The Office of Campus Student Relations and Judicial Affairs is available to provide advisory, mediation, and conciliation services to students raising such complaints.
3. **Formal Process:** To initiate the formal resolution process, a written complaint must be filed with the Office of Campus Student Relations and Judicial Affairs within two quarters of the time the complainant could reasonably be expected to have knowledge of the injury allegedly caused by the discriminatory action. If special circumstances exist, such as when a faculty member is on leave and not readily available to the student, the Grievance Board may elect to waive the two-quarter requirement. Complaints must include the following information:
 - a. The complainant's name, address, and phone number;
 - b. The specific act(s), or circumstances alleged to constitute the discriminatory actions that are the basis of the complaint including the time and place of the alleged discriminatory action; and
 - c. The remedy requested, if any (the grievant may choose to file a complaint for historical reasons).

4. Grievance Board: The Grievance Board shall include one tenured faculty member from each college and the Professional Consultative Services appointed by the Academic Senate for two-year terms, and two student members appointed by the ASI. The student members shall serve one-year terms and shall have at least junior standing and three consecutive quarters of attendance at Cal Poly preceding appointment. The Grievance Board chair shall be elected by the members of the Board.
 - a. The Grievance Board shall be a committee of the Academic Senate.
 - b. A quorum shall consist of six members (2/3) of the Grievance Board.
 - c. Grievance Board members will disqualify themselves from participation in any case in which they are a principal or they feel that they cannot be impartial.
 - d. The Grievance Board shall conduct hearings as appropriate and forward its recommendations to the Provost, to each principal party, and to the faculty member's department chair and dean.
 - e. Each principal party shall have the right to appeal the decision of the Grievance Board to the Provost.
 - f. The Provost shall inform the Grievance Board, each principal party, and the faculty member's department chair and dean of the action, if any, that has been taken.
 - g. The Grievance Board shall provide a yearly report of its activities to the Provost with copies to the Director of Judicial Affairs and to the Vice Provost for Academic Programs and Undergraduate Education.
 - h. The Director of Judicial Affairs shall be responsible for providing appropriate training for the Grievance Board.
 - i. The Grievance Board shall ensure that confidentiality is maintained.

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

**AS-__-98/
RESOLUTION ON
FACULTY DISPUTE PROCESS**

Background: Faculty members have agreed to be civil in their interaction with other faculty as noted in the Cal Poly Faculty Handbook based on the Association of University Professors Code of Ethics. At the present time there is no process to mediate such disputes of civility. Civility matters have adversely affected departmental functioning, personnel decisions, improper labeling of colleagues, email dialog, the copying of remarks, grant application awards, etc.

WHEREAS, University faculty have agreed to act in a collegial manner to one another; and

WHEREAS, There have been a number of faculty disputes where a process has been perceived as absent, or has been viewed by faculty as unfair; unacceptable, or ineffective; therefore, be it

RESOLVED: That a faculty dispute process be established consistent with the attached document; and, be it further

RESOLVED: That the a Faculty Ethics Committee be established consistent with the attached document; and, be it further

RESOLVED: That the Faculty Ethics Committee be charged with creating procedures to implement a faculty dispute process consistent with the attached document.

Proposed by: Faculty Affairs Committee
and the Ethics Task Force
Date: April 21, 1998

FACULTY DISPUTE PROCESS

Faculty Conduct

California Polytechnic State University at San Luis Obispo maintains high ethical standards for all faculty. In particular, the University endorses the principles set forth in the following Statement on Professional Ethics by the American Association of University Professors (June, 1987):

Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to the professor in his utterances as a citizen, in the exercise of his responsibilities to students, and his conduct when undertaking research. The Statement on Professional Ethics that follows, necessarily presented in terms of the ideal, sets forth those general standards that serve as a reminder of the variety of obligations assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group.

Civility between faculty members is a matter of faculty responsibility.

The Statement

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical

standards of their discipline. Professors demonstrate respect for the student as an individual and adhere to their proper roles as intellectual guide and counselor. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as a private person they avoid creating the impression that they speak or act for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

The Academic Senate of California Polytechnic State University at San Luis Obispo hereby creates a Faculty Ethics Committee. The purpose of this committee

is to investigate and resolve disputes brought by faculty members of the University against colleagues. The Faculty Ethics Committee shall consist of seven tenured individuals representing each of the colleges and Professional Consultative Services, appointed by the Executive Committee of the Academic Senate for staggered two-year terms. The Faculty Ethics Committee chair shall be elected by members of the Committee. The Committee shall develop procedures appropriate to its functions and shall make periodic reports of its activities to the Academic Senate and to the Provost and Vice President for Academic Affairs.

Authority of Faculty Ethics Committee

1. Investigation and Resolution of Disputes: For all disputes that fall within its jurisdiction, the Faculty Ethics Committee shall have the authority to conduct an investigation of the dispute, and to make recommendations to the Provost. The Faculty Ethics Committee shall have the authority to determine whether the dispute should be resolved by a formal hearing. The Committee may, at its discretion, mediate disputes in cases where the mediation appears likely to provide a resolution or to refer to appropriate dispute resolution resources available within the University (e.g., the Employee Assistance Program).

2. Jurisdiction:

- A. Matters Within the jurisdiction of the Faculty Ethics Committee's:
 - (1) Violations of AAUP Code of Conduct
 - (2) Enforcement by the University of regulations or statutes governing the conduct of faculty members not overseen by other jurisdictions.
 - (3) Other disputes that may arise between faculty members that seriously impairs their ability to function effectively as members of the University.

- B. Matters Excluded from the jurisdiction of the Faculty Ethics Committee's:
 - (1) Disputes in which the relief requested is beyond the power of the University to grant
 - (2) Disputes being considered by another dispute resolution entity or procedure within the University (e.g., sexual harassment, amorous relationships, etc.)
 - (3) Disputes being heard or litigated before agencies or courts outside the University.

The University shall provide training appropriate to the authority of the Faculty Ethics Committee.

Conduct investigations of the Faculty Ethics Committee

1. Request for Investigation

Disputes between faculty members are encouraged to be resolved between the parties wherever possible. Seeking assistance in mediating the dispute is encouraged. Where personal resolution is found to be unsuccessful and consultation with the department chair has not resolved the matter a request for investigation may proceed. There is no requirement that a complainant utilize this informal process before filing a formal complaint.

Investigations by the Faculty Ethics Committee shall be initiated by submission of a written complaint to the chair of the Committee. The complaint must contain:

- (i) a concise statement of the conduct complained of;
- (ii) the person or persons involved;
- (iii) the relief requested;
- (iv) the efforts already made by the complaining party to resolve the dispute;
- (v) an affirmation that the dispute is not pending in some other forum in or outside the University.

Complaints may contain more than one claim of wrongful action and seek more than one form of relief. Claims should preferably be presented one quarter after occurrence. The claim must be raised within 12 months of the perceived wrongful action. The complaint may not exceed 5 pages.

Along with the complaint, the complaining party may submit supporting or clarifying documentation. These may include written argument by, or on behalf of, the complaining party and may mention earlier events alleged to be related to the claim(s). Such argument may not exceed 20 pages. The Committee also may request the complaining party to submit further documentation where doing so might be vital to the Committee's decision.

A quorum shall consist of five member of the Faculty Ethics Committee.

The Faculty Ethics Committee may reject complaints that do not meet its criteria without prejudice to the complaining party's ability to correct the defects and submit a new complaint. The Committee also may reject complaints that are excessive or are too vague or disorganized to provide the basis for effective inquiry.

Should the Committee decide the complaint does not fall within its jurisdiction, it shall dismiss the complaint. If the complaint falls within the Committee's jurisdiction, the Committee shall notify the complaining party who then shall be required to send to the person or persons whose alleged conduct is the basis for

the complaint (hereafter, the other side) a copy of all materials submitted earlier to the Committee.

2. Authority to Reject Insubstantial Complaints

After considering the complaint and accompanying materials, the Committee may reject the complaint if, in its judgment, the complaint is insubstantial or the dispute is not sufficiently related to the concerns of the academic community to justify further investigation. In making this determination, the Committee may take into account whether the complaining party has made baseless or insubstantial complaints in the past. The Committee also may reject complaints if, as evidenced by the complaint and accompanying documentation, the complaining party has not made adequate efforts to resolve the dispute prior to invoking these procedures.

3. Response to Request for Investigation

If the complaint is suitable for investigation, the Committee shall request and expect a written response from the other side. The response must meet the same standards specified for complaints: its position stated concisely in no more than 5 pages, with a limit of up to 20 pages of supporting or clarifying documentation. The Committee also may request the other side to submit further documentation where this might be vital to the Committee's endeavors. The Committee may set reasonable time requirements for the submission of materials in response to a complaint. If no response is made, the Committee may take such inaction into consideration in its resolution of the dispute.

4. Scope and Conduct of the Investigation

Upon determining that a particular complaint is substantial and within its jurisdiction, the Committee shall investigate the complaint. The nature and means employed in pursuing the investigation, including the interviewing of relevant parties and gathering of relevant information, shall be at the discretion of the Committee but the investigation shall be as extensive as necessary to resolve the dispute fairly. The Committee may conduct its own interviews, request additional evidence from the parties, consult with individuals it considers potentially to be helpful, and review the written materials already before it. At any stage of the investigation, the Committee may exercise its ability and discretion to resolve the dispute through mediation and reconciliation between the parties or referred to appropriate dispute resolution resources available in the University.

5. Concluding the Investigation

The investigation shall be concluded when any of the following occur:

- (a) the dispute is resolved with the consent of the parties;
- (b) the Committee rejects the complaint for reasons;
- (c) the Committee issues its report and recommendation to the Provost;

(d) the Committee determines that a formal hearing should be held.

In its report to the Provost, the Committee shall indicate in writing the results of its investigation, including its view of the merits of the claim(s) made in the complaint, the resolution of any factual disputes essential to the Committee's conclusion, and the Committee's judgment about what actions, if any, should be taken by the University. The report need be no more detailed than necessary to summarize the Committee's findings.

Within 30 days after receipt of a report from the Committee, the Provost shall in writing either affirm or modify the report or refer it back to the Committee with objections. The Provost's response shall be delivered to the chair of the Committee and to the parties involved. Failure to act within the 30-day time period shall constitute an affirmation of the Committee's decision.

If the report is referred back, the Committee shall reconsider the case and, taking into account the objections or suggestions of the Provost, the Committee shall resubmit the report, with any modifications, to the Provost, who may affirm, modify, or reject it. The Provost's decision shall be final and conclusive, and the matter in question shall be deemed closed, unless either party requests an appeal to the President within 30 days after receipt of a written copy of the Provost's decision.

If at any point in its investigation the Committee determines that a formal hearing must be held, the dispute may proceed directly to the formal hearing. In such instances, the Committee shall prepare a brief report setting forth the reason(s) for moving directly to a formal hearing.

Formal Hearings

1. Disputes for which Formal Hearing are Appropriate

Formal hearings shall be held in the following categories of disputes: (a) disputes in which formal hearings are mandated by law, and (b) disputes in which the Committee determines that a hearing is appropriate because the issues are so serious and the facts so unclear that live testimony and quasi-judicial procedures are appropriate to resolve the dispute fairly. Formal hearings should be the exception, not the rule, in faculty dispute resolution. No formal hearing shall be held if the complaining party expresses the desire, in writing, not to have such a hearing.

2. Preliminary Procedures

A. Hearing Panel

There shall be a Hearing Panel consisting of members from the Faculty Ethics Committee. The Panel members shall have no conflict of interest with the dispute in question. Members will disqualify themselves from participation in any case in which they are a principal or they feel that they cannot be impartial. The Hearing Panel shall decide all cases properly brought before it under the procedure specified in this document.

B. Statement of Charges

After submission to the Committee, the complaining party shall, within 30 days, send a Statement of Charges to: the other side and the chair of the Committee. The Statement of Charges shall contain the following: (a) a statement, not to exceed 5 pages, of the charge(s) and the relief requested; (b) a copy of any supporting or clarifying documentation, not to exceed 20 pages; (c) a copy of any further documentation that might be requested by the Hearing Panel; (d) an initial list of witnesses to be called, accompanied by a brief description of why their testimony would be relevant to the Panel (the names of additional witnesses to be communicated when they become known); (e) a copy of any pertinent University policies or procedures, state statutes, contractual agreements, or other documents upon which the complaining party relies; and (f) a formal invitation to the other side to attend the hearing. Both parties may be accompanied by counsel of their choice. If the complaining party does not submit materials listed above within the 30-day time limit, the Hearing Panel may take such inaction into consideration in its resolution of the dispute.

C. Answer

Within 30 days of receipt of the Statement of Charges, the other side shall send an Answer to: the complaining party and the chair of the Faculty Ethics Committee. The answer shall respond to the claims made in the Statement of Charges. It may not exceed 5 pages in length, and any accompanying or clarifying documentation may not exceed 20 pages. The Answer also shall include an initial list of witnesses to be called, accompanied by a brief description of why their testimony would be relevant to the Panel (the names of other witnesses to be communicated when they become known). The Hearing Panel may request the submission of further documentation from an answering party where the Panel believes this may be of assistance to it.

The Answer also may contain a challenge to the complaining party's entitlement to a formal hearing, in which case the Hearing Panel will consider the decision to grant a formal hearing. In such a case the Hearing Panel shall indicate in writing its reasons for concluding that a hearing is not warranted. Reasons may include the insufficient importance of the

dispute or the degree to which the dispute can be resolved fairly based on the paper submissions of the parties.

D. Procedure Where No Answer or Hearing Waived

The Committee shall expect an answer from the other side. If no answer is filed or the other side states that no hearing is desired, the Hearing Panel shall resolve the dispute as it deems fair, based on the information submitted by the complaining party and any independent investigation the Hearing Panel chooses to conduct. In such a case the Hearing Panel shall prepare a written report of its findings. This report shall be submitted to the parties and to the Provost.

E. Time and Place of Hearing

Upon receipt of the Statement of Charges and the Answer, if the Hearing Panel concludes that a formal hearing should take place, the Hearing Panel shall set a time and place for the hearing. The Time ordinarily should be at least 30 days after submission of the Answer, but there should be no unreasonable delay beyond that point.

3. Procedures for Formal Hearings

A. The hearing is to be in private.

B. The responsibility for producing evidence, and the ultimate burden of proof by a preponderance of the evidence that the complaining party's allegations are true and a remedy is warranted, rest on the complaining party. The Hearing Panel may prescribe the order in which evidence is presented, and the way in which arguments are made, in order to facilitate resolving the dispute. Both sides shall be permitted to introduce evidence and make arguments to the Hearing Panel, but the Hearing Panel may place reasonable restrictions on the time allotted for questioning, or argument, or on the number of witnesses, in order to facilitate a fair and efficient resolution of the dispute. The Hearing Panel also may determine whether any evidence or argument offered is relevant to the dispute, and may exclude irrelevant evidence. The rules of evidence of law courts shall not be binding at the hearing, but may be consulted by the Hearing Panel in its discretion.

C. The Hearing Panel may, if it so desires, proceed independently to secure the presentation of evidence at the hearing, and it may request the parties to produce evidence on specific issues the Panel deems significant. The Hearing Panel also may call its own witnesses, if it chooses, and may question witnesses called by the parties.

D. Parties on either side may elect to have their positions and evidence presented in whole or in part by their legal counsel or they may elect to have legal counsel available to them only for consultation. The Hearing Panel shall facilitate full examination of the evidence, including the cross-examination of witnesses where appropriate.

E. A verbatim record of the proceedings shall be kept and a full transcript shall be made available to the Hearing Panel at its option. The cost of the reporter and the transcript shall be paid by the University. The complainant has a right to review the transcript.

F. The Hearing Panel, may, at its discretion, adjourn the hearing to permit the parties to obtain further evidence, or for other legitimate reasons.

G. The Hearing Panel may request written briefs from the parties, either before the hearing or upon its completion.

4. Decision of the Hearing Panel

After the conclusion of the hearing, the Hearing Panel shall consider the evidence and the written submissions of the parties. The Hearing Panel then shall prepare findings of fact and a decision regarding the merits of the dispute, and a recommendation of the action, if any, that should be taken by the Provost. At the same time, a copy of this final report from the Committee also shall be provided to each of the parties.

5. Decision of the Provost

Within 30 business days after receipt of the report, the Provost shall, in writing, either affirm or modify the report or refer it back to the Committee with objections. The Provost's response shall be provided to each of the parties and the chair of the Committee. Failure to act within the 30-day time period shall constitute an affirmation of the Committee's decision. If the report is referred back, the Committee shall reconsider the case and, taking into account the objections or suggestions of the Provost, the Committee then shall resubmit the report, with any modifications, to the Provost, who may affirm, modify, or reject it.

6. Decision of the President

The President will be the final appeal body. The President's decision shall be final and conclusive. A copy of the President's decision will be given to the parties and to the chair of the Faculty Ethics Committee.

RESOLUTION ON
PROGRAM EFFICIENCY AND FLEXIBILITY

WHEREAS, Programs have the responsibility to eliminate any required units that are not a necessary part of the degree, and to increase flexibility within the major where this can be done without compromising the quality of the program; and

WHEREAS, The Program Review and Improvement Committee, with the Provost's endorsement, has strongly recommended that programs reduce any unjustified required units and "move away from the entrenched but outdated idea that more required courses and more units will translate into greater resources" (10/16/96); and

WHEREAS, The Program Review and Improvement Committee, with the Provost's endorsement, has strongly recommended that programs "open up their courses of study where possible, increase the number of free electives, reduce the rigidity, and increase flexibility" because "Excessive use of restricted electives and concentrations is widespread, and the resulting rigidity is surely a contributing factor to low graduate rates" (10/16/96); and

WHEREAS, Changes in mode-and-level regulations mean that some courses currently offered at the upper-division level due to old regulations may now be moved to the lower division; be it therefore

RESOLVED, That all undergraduate programs that require units in excess of the CSU-designated minimum review their curricula to determine if those excess units are justified and provide evidence of this justification to the Senate (or to a Senate-appointed committee); and be it further

RESOLVED, That all undergraduate programs attempt to increase the number of units of free electives permitted within the major and provide evidence to the Senate (or to a Senate-appointed committee) that they have increased this number to the maximum justifiable within that major; and be it further

RESOLVED, That all undergraduate programs review their curricula to determine if they are currently offering courses at the upper-division level that could more easily be offered at the lower division, thus facilitating articulation for transfer students.

Proposed by the Academic Senate
Curriculum Committee
April 10, 1998

BACKGROUND ON EXPERIMENTAL COURSES

The number of experimental courses has increased significantly over the years. A report prepared in October 1997 indicates over 400 experimental courses valid with ending dates of Summer 1996 through Summer 1999.

Experimental courses were originally designed to provide "an opportunity for experimentation in education without delays that are necessary before new courses and programs can be reviewed for inclusion in the University Catalog." However, many of our current experimental courses involve changes made to existing courses and do not fit the definition of "experimentation in education." A number of these changed courses were submitted as experimental courses due to the three-year (1994-97) catalog, which created a long lag time before new courses could appear in a catalog. Furthermore, some departments are still under the impression that new courses should first be tried out as experimental courses, but this is not the case and does not fit the "without delays that are necessary..." part of the definition of experimental courses. Finally, some departments have experimental courses as required courses within their major programs. Not only does this create the problem of a need for numerous blanket curriculum substitutions, but such courses clearly do not fit the definition of "experimental" if they are a required part of the major.

In addition to the above-outlined deviations from the original definition and purpose of "experimental courses," many of our current experimental courses have created further serious problems, as explained in the WHEREAS clauses of the Resolution on Experimental Courses. To expand on just one of these clauses, the fact that experimental courses circumvent the peer-review process is not only a problem in itself, this lack of peer review has also led to course duplication and disputes between departments. Without peer review, other departments and colleges are given no opportunity to check for possible course duplication until after the course has already been scheduled and taught.

RESOLUTION ON EXPERIMENTAL COURSES

WHEREAS, Courses currently offered as "experimental" circumvent the peer-review process in that they are not often reviewed by department, college, or university curriculum committees; and

WHEREAS, Courses not listed in the catalog lead to many serious problems with communication of course content to students, transfer credit calculation, automated degree audit, graduate-school or employer evaluation of transcripts, etc.; be it therefore

RESOLVED, That all new courses, even those that may be offered on an experimental basis, be proposed as new courses, receive peer review, and be listed in the catalog, unless there is a compelling reason not to do so; and be it further

RESOLVED, That in cases where such a compelling reason exists (e.g., a faculty member from another university suddenly becomes available to teach a new course in his/her specialty, but the deadline for catalog proposals has passed), a course may be proposed as a 270, 370, 470, or 570 (a one-time-only special-topics course), and that this course receive as many different levels of peer review as time permits, with the minimum being that it is at least reviewed by the Senate Curriculum Committee; and be it further

RESOLVED, That the designation currently known as "X" or "experimental" be eliminated as redundant under the new system outlined above, whereby regular new courses or 270/370/470/570s take the place of X courses.

Recommended effective date: Fall 2000.

Proposed by the Academic Senate
Curriculum Committee
April 10, 1998

RESOLUTION ON
DEPARTURE FROM UNIVERSITY GRADING POLICY

WHEREAS, The university has a standard grading policy published in the catalog, which serves as a contract with the students that should not be broken; and

WHEREAS, That grading policy follows CSU and Title V regulations which state that an F is failing but a D is a passing grade, and that a 2.0 grade point average in all higher education units, in Cal Poly units, and in major units is sufficient for graduation; and

WHEREAS, Academic programs that establish their own grading criteria for advancement from course to course (such as a C- minimum) violate existing university policy and create a chaotic situation of divergent grading criteria likely to confuse and frustrate students, faculty, and staff; and

WHEREAS, Receiving a grade of D or below in a course should be sufficient warning to students that they should not take the next course in a sequence without doing significant additional preparation or retaking the original course; be it therefore

RESOLVED, That academic programs adhere to the university's standard grading policy as published in the catalog.

Proposed by the Academic Senate
Curriculum Committee
April 10, 1998

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-98/

**RESOLUTION ON
THE ACADEMIC VALUE OF DIVERSITY**

- WHEREAS, Cal Poly has stated its commitment to diversity in the University Strategic Plan and in its commitment to Visionary Pragmatism; and
- WHEREAS, The CSU's Mission Statement expresses the institution's commitment to "educational excellence for a diverse society"; and
- WHEREAS, The commitment to diversity is reflected in both the *Academic Senate CSU Report on the Meaning of the Baccalaureate Education in the CSU* and the *CSU Cornerstones Report*; and
- WHEREAS, The commitment to, and the importance of diversity has been affirmed by the Association of American Universities, the American Council on Education, the American Association for Higher Education, the American Association of University Administrators, the Educational Testing Service, the Association of American Medical Colleges, the Association of American Law Schools, the American Society for Engineering Education, the Association of Governing Boards of Universities and Colleges, The College Board and many others; therefore, be it
- RESOLVED: That Cal Poly's administration through its actions reaffirm the educational values of diversity among its faculty, staff, students and within the curriculum; and, be it further
- RESOLVED: That Cal Poly's administration provide an annual assessment of their diversity related activities to the Academic Senate.

Proposed by: the Diversity Task Force
Date: April 21, 1998

**SUPPORTING DOCUMENTS FOR
RESOLUTION ON
THE ACADEMIC VALUE OF DIVERSITY**

American Association of University Professors
AAUP Home Page *** Diversity & Affirmative Action in Higher Education

Academe article, January/February 1997

The Educational Value of Diversity
By Jonathan R. Alger

Diversity is not a dirty word, but recent legal and political developments in the higher education context seem to suggest otherwise. In the 1978 *Bakke* decision, Justice Lewis Powell found the attainment of a diverse student body to be a constitutionally permissible goal for a university exercising its educational judgment, and he recognized race as one among a number of factors contributing to that diversity. In the 1996 *Hopwood* decision, a federal appellate court--with considerable judicial chutzpa--asserted that Justice Powell had been mistaken, and that diversity cannot serve as a "compelling interest" justifying racebased affirmative action programs in higher education. California, the nation's largest and most racially diverse state, has now banned the consideration of race in its higher education programs. Why has the affirmative consideration of race to achieve diversity in higher education fallen into legal and social disrepute?

One major reason is that diversity has become an end in itself, rather than a means to a greater educational end. In addition, the need for diversity has frequently been confused by its supporters and critics alike with the need to remedy discrimination. Although remedying discrimination has been recognized as a permissible basis for racebased affirmative action, it rests on different assumptions and relies on different evidence.

The opponents of racebased affirmative action have largely succeeded in convincing the courts and the public that the goal of racial diversity reflects and reinforces racial stereotypes, acts as a poor substitute for true intellectual diversity, and serves as a thinly disguised excuse for racial quotas. Too often these criticisms have been on target, in part because universities have failed to establish the fundamental link between diversity and their educational missions. If programs premised on the need for diversity are to survive in this legal and political climate, the educational value of these programs for all students must be fully and forcefully articulated.

The argument for the necessity of diversity is perhaps stronger in higher education than in any other context, but only if diversity is understood as a means to an end. The ultimate product of universities is education in the broadest sense, including preparation for life in the working world. As part of this education, students learn from facetoface interaction with faculty members and with one another both inside and outside the classroom. Racial diversity can enhance this interaction by broadening course offerings, texts, and classroom examples, as well as improving communications and understanding among individuals of different races. The impact of diversity is evidenced by the inclusion of multicultural perspectives in many disciplines--authors such as Toni Morrison have joined the accepted canon.

A common criticism of racebased diversity programs, reflected in the *Bakke* discussion of intellectual diversity arising from different perspectives and life experiences, is that race is used as a mere proxy for a particular perspective or point of view. According to this critique, a university seeking diversity assumes that individuals of particular races will bring with them certain perspectives due to their racial backgrounds. This assumption is patronizing and misguided, of course, because members of every racial group differ in their life experiences. Proponents of diversity have all too often permitted the debate to be centered on this argument and have faltered in the courts when trying to defend the use of race to achieve intellectual diversity. Given the strict scrutiny with which racial classifications are judged under American law, it is not surprising that courts have frowned upon this justification for racebased diversity programs.

In fact, the educational value of diversity can be defended largely on the basis of the exact opposite of this stereotypical assumption. The range of similarities and differences within and among racial groups is precisely what gives diversity in higher education its educational value. For example, by seeing firsthand that all black or Hispanic students do not act or think alike, white students can overcome learned prejudices that may have arisen in part from a lack of direct exposure to individuals of other races. One can imagine the impact on a white student from a homogenous white suburban background, whose views regarding blacks have been shaped primarily by television and movies, of a law school class featuring arguments from black students as diverse as Thurgood Marshall and Clarence Thomas. Likewise, the recently immigrated Asian American Student in the same class, who assumes that most white Americans think alike, may be surprised by white students with opinions as diverse as Antonin Scalia and Ruth Bader Ginsburg.

Similarly, prejudices can be overcome when students discover just how much they have in common with their peers from other races. Prejudice is learned behavior, and the prevalence of young offenders in racially motivated hate crimes demonstrates that it is learned at an early age. Due to local control of elementary and secondary education in this country, many students attend neighborhood schools that are segregated according to local demographics. Once in college together, however, students of different races may discover that their political beliefs or extracurricular interests provide as much or more common ground as does race. No textbook or computer can substitute for the direct personal interaction that leads to this type of selfdiscovery and growth.

This educational benefit is universal in that all students learn from it, not just minority students who might have received a "bump" in the admissions process. Indeed, majority students who have previously lacked significant direct exposure to minorities frequently have the most to gain from interaction with individuals of other races. The universality of this benefit distinguishes the diversity rationale from the rationale of remedying discrimination, under which minority students receive special consideration to make up for past injustices to their racial group.

Diversity as Institutional Mission

The diversity rationale also differs from remedying discrimination in that it stems directly from, and reinforces, the educational mission of the university as defined by the institution itself. In *Bakke*, Justice Powell cited the university's academic freedom interest in setting the criteria for selection of its students to meet its educational goals. This relationship of diversity to academic freedom and to the university's educational mission implies that each institution is in the best position to determine its own diversity goals in light of its educational objectives. For example, some institutions have religious roots and desire a student body that keeps those ties alive. Historically black colleges were founded to educate black students shut out of other institutions and have a mission that includes continued support of underprivileged groups. Moreover, the mission of each institution is determined to some extent by its service area and applicant pool, which can change over time as changes occur in the institution's size, stature, or program offerings.

Each institution's interest in and need for racial diversity will vary based upon these factors. As Harvard President Neil Rudenstine recently described, an internationally recognized college or university that draws students from all over the country and the world--such as Harvard or Stanford--might have as part of its educational mission a commitment to expose its students to individuals from all races represented in the nation or even the world. A publicly funded landgrant college, however, might have a special legal obligation to serve the citizens of its state, and its interest in diversity would

reflect that mission and service area. A community college might be established to serve students in a distinct region or metropolitan area, whereas a tribally controlled college might have a statutorily authorized core mission of serving Native Americans of particular tribes.

In some of these cases, it may be that affirmative efforts are required to achieve the diversity needed to match the educational mission because traditional recruiting efforts are insufficient. For example, a predominantly white college in a rural location with little racial diversity may decide that its educational mission includes a need to broaden the horizons of its students by recruiting students of other races and from other places. Even if the college itself has no history of discrimination, it may need to make affirmative efforts to attract and retain such students, particularly until it develops a welcoming reputation for minority students.

Of course, this model of learning assumes that students will interact with peers of other races in a variety of settings once enrolled at a university. Clubs, cultural centers, or special events that celebrate the traditions and contributions of minority groups can be inclusive and send a welcoming signal to minority students. If minority students remain largely segregated in campus housing, dining halls, classes, and activities, however, much of the potential interactive educational value of diversity may be lost for all students. For this reason, university programs based on diversity should focus not merely on the initial admissions process, but also on retention and on involvement in the full range of fields of study and extracurricular activities.

Recent studies by Alexander Astin and others have shown that direct student experience with racial diversity corresponds to increased cultural awareness and commitment to promoting racial understanding. This exposure comes at a critical time in students' lives: the university in essence serves as a controlled microcosm previewing the larger society and working world into which the students will graduate. At that point, their employers will expect them to be able to work and interact with a wide variety of people in an increasingly global economy.

More research remains to be done, however, by colleges and universities seeking to define and develop their interest in diversity as related to their educational missions. In a recent survey of existing research on diversity, the Association of American Colleges and Universities reports that campus-based diversity initiatives have a positive impact on the education of all students--promoting increased tolerance and understanding of differences, greater commitment to social justice, and improved academic success and cognitive development. As the frontline educators who serve as students' teachers, mentors, role models, and friends, faculty members are uniquely positioned to observe and evaluate these educational benefits of diversity in a variety of campus contexts. For this reason, AAUP's Committee L on Historically Black Institutions and the Status of Minorities in the Profession, along with other organizations in higher education, is seeking systematic faculty input to inform the debate over the nature and extent of these educational benefits.

Merit and Other Considerations

If racial diversity in higher education is a compelling interest* for which there is no adequate alternative, it must still be "narrowly tailored" to fit its goals in order to meet the legal standards for programs in which race is considered. May a university give special consideration to race in its admissions process to a greater extent than to other diversity factors such as geography or religion? Similarly, may special consideration be given to some minority groups and not others? The answers depend upon the extent to which race-neutral admissions procedures provide an adequate cross-section of students with regard to these other factors.

This principle applies to recruiting for all sorts of university needs and activities. In some years a university might need to make special efforts to obtain a top-caliber quarterback for its football team or bassoon player for its orchestra, but not when it already has a wealth of applicants from which to choose who will play quarterback or bassoon. Special consideration should be given to members of particular racial groups only to the extent necessary to achieve the diversity interest articulated by the institution at a given time. This need is subject to constant reassessment in light of changing demographics and other circumstances. The goals should never approach rigid quotas; flexible ranges are more legally sound and allow for the myriad of factors that must be considered in putting together a student body.

Critics of diversity argue that factors such as race should not be considered in admissions or financial aid because such decisions should be based solely on individual "merit." Traditionally, such critics have defined merit narrowly to reflect individuals' past academic achievement or potential as measured by grade point averages and standardized test scores, perhaps allowing for consideration of certain types of special skills or talents such as athletic or musical ability. All of those factors can of course contribute to the education of fellow students, but they are not the only factors that contribute to the breadth and quality of the learning environment on a college campus. Looking at an entering class as a whole, any of a number of factors that distinguish a particular applicant from large numbers of other individuals in the pool may also contribute to the overall learning environment. An applicant's "merit" therefore cannot be measured in the abstract without reference to other applicants; each individual's characteristics must be compared with the needs of the class as a whole. A star high school quarterback may have "merit" based on his past athletic accomplishments, for example, but it may mean little at an institution at which fifteen other star quarterbacks are also applying--or which has no football team at all.

Ironically other factors having little to do with a traditional definition of merit--such as relationships to wealthy alumni or high-level university administrators--have long been accepted as legitimate criteria in admissions and financial aid decisions. Consideration of these nonmeritorious factors has never been thought of as "stigmatizing" for the students who benefited. The critics of racial diversity and defenders of traditional "merit" would be much more convincing if they attacked these forms of preference with equal vigor, because consideration of such factors has historically had a strong adverse impact on minority applicants.

These critics also claim that consideration of other race-neutral criteria such as socioeconomic status or geographic origin--i.e., criteria not subject to strict judicial scrutiny--could provide the same results as consideration of race. Studies of the impact of using such factors to seek racial diversity have not been encouraging, however. For example, estimates indicate that the cessation of race-based affirmative action in California will have an adverse impact on African American and Hispanic students, even if socioeconomic status is relied upon heavily in admissions decisions.

Far from reflecting a colorblind society, racial classifications receive the highest level of constitutional scrutiny precisely because race has been such a powerful and divisive force in American and world history. In the post-Cold War world, racial and ethnic tensions have emerged as the greatest single threat to societies all over the globe--ranging from the former Soviet Union and Yugoslavia to South Africa, Rwanda, and even Canada. Facetoface interaction in the higher education context can play a key role in developing genuine interracial understanding and tolerance to overcome such tensions. Racial diversity within institutions is a compelling need, because painful historical experience has demonstrated that "separate but equal" educational systems are never equal and breed prejudice, misunderstanding, and resentment. If universities want to avoid a relapse into increased racial segregation in light of the pressures against affirmative action in today's political and legal climate, they must make the case for the need for racial diversity to further the core educational purposes for which they exist--and enlist the help of their faculty in identifying and articulating its educational benefits.

Jonathan R. Alger is AAUP associate counsel and staff liaison for Committee L on Historically Black Institutions and the Status of Minorities in the Profession.

For further information contact the Government Relations Office of the
American Association of University Professors

On the Importance of Diversity in University Admissions

On April 14, during its annual spring meeting in Washington, D.C., the Association of American Universities adopted a statement that expresses strong support for continued attention to diversity in university admissions.

The Association of American Universities consists of 62 leading North American research universities. These institutions are represented at the association's meetings by their president or chancellor.

The text of the statement that was adopted April 14 is reproduced below.

For some time, the consideration of ethnicity, race, and gender as factors in college and university admissions has been strenuously discussed both within and outside of the academy.

The public debate about the goal of diversity, as well as affirmative action; the 1995 decision of the Regents of the University of California to discontinue any special consideration of ethnicity, race, and gender as factors in admissions; the passage of Proposition 209 in California; and the *Hopwood* ruling of the Fifth Circuit Court of Appeals have all combined to create substantial uncertainty about the future representation of minority students within our student bodies. Special efforts to identify and enroll women--particularly but not only in fields such as mathematics, the physical sciences, and engineering--may also be affected.

As members of the Association of American Universities, we therefore want to express our strong conviction concerning the continuing need to take into account a wide range of considerations--including ethnicity, race, and gender--as we evaluate the students whom we select for admission.

We speak first and foremost as educators. We believe that our students benefit significantly from education that takes place within a diverse setting. In the course of their university education, our students encounter and learn from others who have backgrounds and characteristics very different from their own. As we seek to prepare students for life in the twenty-first century, the educational value of such encounters will become more important, not less, than in the past.

A very substantial portion of our curriculum is enhanced by the discourse made possible by the heterogeneous backgrounds of our students. Equally, a significant part of education in our institutions takes place outside the classroom, in extracurricular activities where students learn how to work together, as well as to compete; how to exercise leadership, as well as to build consensus. If our institutional capacity to bring together a genuinely diverse group of students is removed--or severely reduced--then the quality and texture of the education we provide will be significantly diminished.

For several decades--in many cases, far longer--our universities have assembled their student bodies to take into account many aspects of diversity. The most effective admissions processes have done this in a way that assesses students as individuals, while also taking into account their potential to contribute to the education of their fellow-students in a great variety of ways. We do not advocate admitting students who cannot meet the criteria for admission to our universities. We do not endorse quotas or "set-asides" in admissions. But we do insist that we must be able, as educators, to select those students--from among many qualified applicants--who will best enable our institutions to fulfill their broad educational purposes.

In this respect, we speak not only as educators, but also as concerned citizens. As presidents and chancellors of universities that have historically produced many of America's leaders in business, government, the professions, and the arts, we are conscious of our obligation to educate exceptional people who will serve all of the nation's different communities. The evaluation of an individual applicant to our universities cannot, therefore, be based on a narrow or mainly "statistical" definition of merit. The concept of merit must take fully into account not only academic grades and standardized test scores, but also the many unquantifiable human qualities and capacities of individuals, including their promise for continuing future development. It must include characteristics such as the potential for leadership--especially the requirements for leadership in a heterogeneous democratic society such as ours.

We therefore reaffirm our commitment to diversity as a value that is central to the very concept of education in our institutions. And we strongly reaffirm our support for the continuation of admissions policies, consistent with the broad principles of equal opportunity and equal protection, that take many factors and characteristics into account--including ethnicity, race, and gender--in the selection of those individuals who

will be students today, and leaders in the years to come.

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THE ASSOCIATION OF AMERICAN UNIVERSITIES
1200 New York Avenue NW -- Washington, D.C. 20005 -- 202-408-7500

On the Importance of Diversity in Higher Education

America's colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, others small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than 3,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of America's higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society.

Similarly, many colleges and universities share a common belief, born of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions and hiring. The reasons include:

- **Diversity enriches the educational experience.**
We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
- **It promotes personal growth--and a healthy society.**
Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.
- **It strengthens communities and the workplace.**
Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps all communities whose members are judged by the quality of their character and their contributions.
- **It enhances America's economic competitiveness.**
Sustaining the nation's prosperity in the 21st century will require us to make full use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet, the freedom to determine who shall teach and be taught has been restricted in a number of places, and come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of African-American and Hispanic students, reversing decades of progress in the effort to assure that all groups in American society have an equal opportunity for access to higher education.

Achieving diversity on college campuses does not require quotas. Nor does diversity warrant admission of unqualified applicants. However, the diversity we seek, and the future of the nation, require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it.

Endorsements

AACSB - The International Association for Management Education
ACT (formerly American College Testing)
American Association for Higher Education
American Association of Colleges For Teacher Education
American Association of Colleges of Nursing



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American Association of Colleges of Pharmacy
American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Association of Dental Schools
American Association of State Colleges and Universities
American Association of University Administrators
American Association of University Professors
American College Personnel Association
American Council on Education
American Indian Higher Education Consortium
American Medical Student Association
American Society for Engineering Education
APPA: The Association of Higher Education Facilities Officers
Association of Academic Health Centers
Association of American Colleges and Universities
Association of American Law Schools
Association of American Medical Colleges
Association of American Universities
Association of Catholic Colleges and Universities
Association of College Unions International
Association of Community College Trustees
Association of Governing Boards of Universities and Colleges
Association of Jesuit Colleges and Universities
Coalition of Higher Education Assistance Organizations
Coker College, Hartsville, South Carolina
College and University Personnel Association
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Educational Testing Service
Golden Key National Honor Society
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Law School Admission Counsel
Lutheran Educational Conference of North America
NAFSA: Association of International Educators
National Association for College Admission Counseling
National Association for Equal Opportunity in Higher Education
National Association of College and University Business Officers
National Association of Graduate and Professional Students
National Association of Independent Colleges and Universities
National Association of State Universities and Land-Grant Colleges
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Council of Educational Opportunity Associations
NAWE: Advancing Women in Higher Education
New England Board of Higher Education
The College Board
The College Fund/UNCF
The Education Trust
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Last modified March 17, 1998
Send comments and suggestions to web@ace-nche.edu

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-___-98/

**RESOLUTION ON
CAL POLY *DIVERSITY STATEMENT***

- RESOLVED: That the Academic Senate of Cal Poly accept and endorse the attached *Diversity Statement*; and, be it further
- RESOLVED: That the attached Diversity Statement be submitted to the President and the Provost/Vice President for Academic Affairs.

Proposed by: the Diversity Task Force
Date: April 21, 1998

DIVERSITY STATEMENT*

I. Relevance of Diversity to Cal Poly's Educational Mission*

At the heart of a university is the hope of providing its students with an education that will foster intellectual, emotional and social growth. Education, by its nature, is meant to be expansive versus limiting and liberating versus homeostatic. Thus, it is in the compelling interest of the Institution to provide its students with an education rich in diverse experiences and perspectives. Within the classroom, both the curriculum and students are enhanced by the diverse information and views provided by students and faculty from divergent backgrounds. Moreover, such diverse information and views must occur not only in the classroom, but during co-curricular activities where the intangible lessons of leadership, cooperation, individualism, collectivism, competition, tolerance and friendship are taught in realistic and tangible terms. The lessons learned within the co-curricular environment seem especially critical and relevant to a University whose motto is to "learn by doing."

Diversity, then, can contribute to the intellectual richness of both the University's curricular and social environment. It provides students with knowledge and perspectives engendering greater adaptability and flexibility in an ever-changing world. And, it enhances students' understanding of, and tolerance for, differences between people. An architect, English major, engineer, sociologist or student in general gains greater insight, versatility, tolerance and potential if the breadth of his or her education has not been reduced by limited information, limited experiences and homogenous perspectives. In essence, diversity is essential for enhancing what a student knows and can do, and for fostering the quality of who she or he is.

But the compelling interest of educational diversity goes far beyond the boundaries of the university environment; it is in the compelling interest of the state and the nation as well. As stated by Harvard President, Neil L. Rudenstine, "whatever problems we face as a society, it is difficult to imagine that they would not be far more severe, divisive, and profound if the nation had not made a sustained commitment to opening the doors of higher education to people of all backgrounds" Moreover, our Provost and Vice President for Academic Affairs, Paul J. Zingg notes that "at stake is something more than pluralism on our campuses. What is really on the line is the extent to which American higher education, through effective persuasion and compelling example, can provide

leadership for the nation as we shape the spirit and strength of our society into the next century.”

In essence, all aspects of the nation, the state and the University are affected by the richness of diversity. As such, it is in the compelling interest of this Institution and of those of us within it, to support continued efforts to create a rich, diverse and truly educational experience for our students. This does not imply the compromise of academic standards nor the allotment of quotas, but it does imply that students must be considered, not only in terms of numerical merit, but in terms of how they can add richness to the educational and social environment of their peers.

II. Definition*

In a university setting, the definition of diversity needs to be pertinent to the educational context. Since education, by its nature, is meant to be expansive versus limited and liberating versus homeostatic, it is in the inherent interest of the University and its students to define diversity broadly. While there are many ways to define diversity, the necessary breadth of the definition can be encompassed if we view it in terms of differences in individual life experiences. These differences entail all the corresponding perceptions, attitudes, behaviors, knowledge, talents and beliefs which such differences in life experiences engender. Moreover, certain individual characteristics are associated with differences in life experiences and deserve consideration in diversifying and enriching the University's academic and co-curricular environment. These characteristics include, but are not limited to the following.

1. Religious Affiliation. Given our nation's commitment to religious freedom, individual differences in this area model, sustain and promote such tolerance for future generations. Moreover, whether a student is Jewish, Mormon, Protestant, Buddhist, Catholic, atheist, agnostic or whatever, that student contributes different beliefs to the texture and spectrum of the University learning environment.
2. Socioeconomic Status. Through social interactions, co-curricular activities, and classroom information, knowledge of the constraints and possibilities associated with individual differences in socioeconomic status can help us to understand better the lives of those who differ along this important dimension.

3. Ethnicity/Race. The uniqueness of the United States has been its ability to accept individuals from a myriad different ethnic/racial groups and create a single nation, a nation of strength and character. For the nation to sustain, and strengthen itself, education must provide opportunities for students to meet with, interact with, learn about, and understand the different life experiences and perspectives of all those who call themselves Americans.
4. Sex/Gender. While it is too obvious to mention, the life experiences and socialization of individuals in the United States differ along lines of sex/gender. As important as it is to see and understand the experiences and perspectives of Americans of different ethnic/racial backgrounds, it is as important to see and understand the experiences and perspectives of Americans of both sexes.
5. Geographic Locale. Whether a person is from New York City, a farm, a small town, a racial/ethnic community, or a big city, the differing life experiences and perspectives which that individual can bring to a university setting serve to add to the texture and content of the learning environment.
6. National Origin. In a similar fashion, whether a person is from India, Ireland, Venezuela, Japan, Australia or whatever foreign locale, that individual can provide us with a diverse and different perspective of ourselves and our lives as Americans.
7. Military Service. The training, education, travel, and goals of military service engender individual differences which add to, and broaden both the educational experience and the student body of a university.
8. Parental Environment. A single parent home, a dual parent household, an extended family, these are all examples of different family structures in our society. The make-up of family life is changing in the United States, and the different life experiences and perspectives that are associated with this aspect of change broadens the perceptions and understanding of students in a university setting.
9. Abilities and Talents. Different life experiences come with the different talents and abilities one possesses and develops. Whether a person can throw a fastball, dance native dances, construct gliders, run a

football, or play a violin, that individuals adds to the richness of the student body.

10. Physical and Learning Disabilities. Those who have had to master a campus unsighted, speak in sign language, or learn through different modalities and techniques provide experiences and perspectives which serve to educate us all.

11. Age. While a university is typically open to all who qualify, it is primarily a setting for young adults. An increase in re-entry, returning or older students provides experiences and perspectives gained through life experiences which, when shared, broaden and enhance the educational experience of all students.

12. Sexual Orientation. An understanding of the different life experiences encountered by those with differences in sexual orientation broadens the perspectives and insights of those in a university environment.

13. Cultural Background. As Americans, we all come from a diversity of cultural backgrounds. We have a unique and wonderful mix of cultures from all over the world. And, regardless of whether a person has Swedish or Mexican relatives, Vietnamese or Iranian ancestors, that person adds to the texture and richness of this state.

14. Other Diversity. There are myriad other characteristics which contribute to the diversity of a university's academic and co-curricular environment. It is obvious that such characteristics are numerous and that a comprehensive listing is impossible. However, such characteristics are still worthy of attention. In this respect, it may be fruitful to let those who wish to become part of the University community tell us how they are diverse and in what ways they can add to the intellectual and social climate of the campus. In this way the community itself can bring to bear the broadest spectrum of experiences and perspectives to its educational mission.

* Cal Poly has officially outlined its commitment to diversity in the Strategic Plan (January 26, 1996, Sections 5.2 and 5.4, pp. 9-11). Working upon this foundation, this document expands and clarifies the definition of diversity and reaffirms its importance to the University.

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

**AS-__-98/
RESOLUTION ON
GENERAL EDUCATION 2000**

RESOLVED: That the Academic Senate recommend the attached *General Education 2000* be used as the guiding instrument for review of new general education course proposals.

Proposed by: General Education Program
Date: May 5, 1998

General Education 2000

At Cal Poly, we believe that General Education is central and vital to each student's university experience. After reviewing the GE curriculum which has been in place for the past fifteen years, the Academic Senate spent two years developing recommendations for a revised program to better prepare our students for the challenges of life-long learning and effective, engaged citizenry in the twenty-first century. Following the recommendations of the ad-hoc General Education Committee, the Senate forwarded its recommendations to the President (AS-478-97 and AS-472-97). On April 25, 1997, the President approved the template for the distribution of unit requirements for GE 2000.

Preface

Based upon the charge of the Provost and the approved template, the GE Committee and Area Committees have developed principles and guidelines to prepare for the implementation of GE 2000.

Program Charge

The approved program has four primary objectives:

1. Create a model to accommodate a four-unit standard course;
2. Keep the total required units in the program at 72;
3. Fulfill the conditions of Executive Order 595;
4. Encourage flexibility.

In addition the General Education Committee was charged with

- a. providing at least 12 units of GE at the upper-division level;
- b. ensuring that all courses have a writing component as appropriate;
- c. supporting information competency as an educational goal of the university's curriculum;
- d. pursuing development of interdisciplinary core courses spanning more than one category;
- e. infusing U.S. Cultural Pluralism in the program;
- f. allowing the double counting of GE courses with major or support requirements;
- g. integrating global and international issues appropriately into the program;
- h. implementing the model flexibly and creatively;
- i. addressing issues and understandings that reflect the polytechnic mission of the University.

GE 2000 Template

The approved template calls for the following distribution of courses:

- | | |
|-------------------------------------|----------|
| • COMMUNICATION | 12 units |
| • Composition | 4 |
| • Speech and Critical Thinking | 4 |
| • Composition and Critical Thinking | 4 |

• SCIENCE AND MATHEMATICS		16 units
• Mathematics or Statistics	8	
• Life Science (4) and Physical Science (4) (one with lab)	8	
• ARTS AND HUMANITIES		16 units
• Literature	4	
• Philosophy	4	
• Arts	4	
• Area elective	4	
• SOCIETY AND THE INDIVIDUAL		20 units
• Title 5, Section 40404 requirement	4	
• Economics	4	
• Psychology/Health	4	
• Social Sciences	4	
• Area elective	4	
• TECHNOLOGY ELECTIVE	4	4 units
• GE ELECTIVE	4	4 units
• For science-based curricula, one additional course in Arts-and-Humanities		
• For non-science-based curricula, one additional course in Science-and-Mathematics		

Total: 72 units

GE 2000 Template for Engineering Programs

The approved template calls for the following distribution of courses for qualifying engineering programs:

• COMMUNICATION		12 units
• Composition	4	
• Speech and Critical Thinking	4	
• Composition and Critical Thinking	4	
• SCIENCE AND MATHEMATICS		28 units
• Mathematics/Statistics		
• Physical Science		
• ARTS AND HUMANITIES		16 units
• Literature	4	
• Philosophy	4	
• Arts	4	
• Area elective	4	

• SOCIETY AND THE INDIVIDUAL	16 units
• Title 5, section 40404 requirement	4
• Economics	4
• Psychology/Health	4
• Social Sciences	4
Total:	72 units

Program Design

Within the strictures of the template based on EO 595, Cal Poly's GE Program seeks to promote connections between the various areas so that GE courses will be perceived as interrelated rather than as isolated fragments. By placing basic knowledge in a larger context, each course in the program should provide a vision of how its subject matter is an important component of general education. This might be accomplished, for example, by providing historical perspective that includes great achievements in the discipline and their impact and/or by the examination of important contemporary issues and problems from the discipline. Students should understand the value of the discipline being studied as well as its relationship to other disciplines.

Students are encouraged to complete foundational courses as early as possible. Lower-division coursework in Areas I-IV has been designed to give students the knowledge and skills to move to more complex materials. The three-course Communications sequence, for example, provides instruction and practice in the kinds of skills in writing, speaking, and critical thinking that students will need in later courses. Consequently, students are expected to complete this sequence during their freshman year, and by no later than the end of their sophomore year. By the end of the sophomore year, students should also complete lower-division courses in Science and Math, Arts and Humanities, and Society and the Individual. (No General Education course may be remedial or repeat coursework required for CSU admission.)

Interdisciplinary and Linked Courses

All lower-division coursework is considered foundational and is meant to ground students in various disciplines. Consequently, interdisciplinary courses will not ordinarily be offered at the lower-division level. The opportunity for interdisciplinary study will occur primarily at the upper-division level, with lower-division exceptions developing from specific programmatic needs.

Linked courses, however, are strongly encouraged. (Linked courses occur when students concurrently enroll in courses from two areas of the GE curriculum—e.g. a course in composition linked to a course in social science.) Academic disciplines are encouraged to cooperate in designing coursework which, when linked, enhances the study of more than one foundational area. Linkages can be thematic or can contribute to a core curriculum. Linked courses are especially encouraged as a way to provide subject matter for courses in writing and speaking, and for courses which connect the arts and humanities with the social sciences, and the liberal arts/sciences with polytechnic and professional curricula.

Linked courses provide options for students. Because many students fulfill part of their GE requirements at community colleges or other four-year institutions, however, all students

cannot be required to take linked courses. In addition, conflicts in students' course scheduling often prevent them from enrolling in courses taking more than one term to complete. Courses offered for GE must normally allow students to complete a four-unit requirement in a single quarter. The value of a coherent, integrated program is clear, however, and packages of linked courses should, where possible, be developed as alternative tracks to fulfilling GE requirements.

Cal Poly's Commitment to Gender and Diversity

Cal Poly seeks to provide its students with an education rich in diverse experiences and perspectives. Such an education is intended to provide students with knowledge and perspectives fostering adaptability and flexibility in a changing world, as well as enhancing students' understanding of, and tolerance for, differences among people. The General Education Program affirms the university's commitment to diversity as a value central to the education of Cal Poly students. All GE courses are expected to address issues of gender, ethnicity, and diversity where relevant to the material presented in the course. Effective general education creates an awareness of those figures, male and female, who have made a significant impact on our society or a major contribution to science, mathematics, philosophy, literature, the arts, history, economics, and other areas of human endeavor. Students completing Cal Poly's GE Program should have a clear sense of the intellectual roots creating and contributing to American society and of the ways that various cultures, particularly western culture, and both women and men have contributed to knowledge and civilization and to transforming American society over time.

U.S. Cultural Pluralism Requirement

USCP is a university requirement, and faculty are encouraged to develop GE courses which also meet the USCP requirements.

Service Learning

A service-learning component is encouraged in courses where it may be appropriate.

Writing Component

All General Education courses must have an appropriate writing component. In achieving this objective, writing in most courses should be viewed primarily as a tool of learning (rather than a goal in itself as in a composition course), and faculty should determine the appropriate ways to integrate writing into coursework. While the writing component may take different forms according to the subject matter and the purpose of a course, at least 10% of the grade in all GE courses must be based on appropriate written work.

In addition, students must enroll in 24 units of Writing-Intensive courses (20 units for students in engineering programs and eight units for GE-certified transfer students). Writing Intensive courses must include a minimum of 3000 words of writing and base 50% or more of a student's grade on written work. Faculty teaching Writing Intensive courses will provide feedback to students about their writing to help them grasp the effectiveness of their writing in various disciplinary contexts. A significant selection of writing-intensive upper-division courses will be made available.

The GE Program is committed to providing the resources to support both the required writing component and Writing Intensive coursework. The kind and amount of writing will be a

factor in determining class sizes, and a writing-across-general-education program will be established to provide support and training for faculty.

Information Competency

Information Competency is an educational goal of the university curriculum, and the GE Program affirms the goals established by the Information Competence Committee:

According to its Mission Statement, Cal Poly aims to teach students “to discover, integrate, articulate, and apply knowledge” and to provide students “with the unique experience of direct involvement with the actual challenges of their disciplines.” To meet these goals, Cal Poly must help students acquire the skills necessary to master the challenges of an information-based society. As the amount of information proliferates and information technology becomes more sophisticated, it is especially imperative that college graduates be “information competent.” They must possess the information-management skills necessary for independent and lifelong learning and the tools required being informed and productive citizens.

GE courses are expected to provide relevant guidance in information retrieval, evaluation of information, and appropriate citation of information.

Double-counting

While many lower-division GE courses are necessarily specified as support courses (especially in the sciences), students should be given free choice in selecting upper-division electives in Arts and Humanities, Society and the Individual, and Technology. The upper division electives in these areas are seen as opportunities for students to explore an interest in depth beyond their majors. Because exposure to diverse ideas is central to general education, departments may not specify courses to meet the upper-division electives.

Staffing GE Courses

Faculty teaching General Education courses should meet the following minimum qualifications or their equivalent:

1. An understanding and appreciation of the educational objectives of Cal Poly’s GE Program;
2. For teaching lower-division courses, a master’s degree in a related field (or, for teaching associates, appropriate training and supervision by an expert in the field);
3. For teaching upper-division courses, a doctorate or an appropriate terminal degree in a related field is not required but is strongly expected;
4. A professional commitment to the subject, as demonstrated by teaching experience, scholarly contributions, or continuing professional education.

Objectives, and Criteria

Cal Poly’s General Education mission is to provide students with fundamental knowledge set in a framework that will enhance their understanding of various basic disciplines as well as the significance of these disciplines in the larger world. To achieve this goal, the structure of the

program and the content of its courses are designed to encourage an appreciation of the complexity of all knowledge and of the interrelationships among the various branches of knowledge. Lower-division courses focus on the fundamentals of knowledge provided by foundation disciplines; upper-division courses provide depth while at the same time making clear the connections among the disciplines. All courses are intended to prepare students to appreciate intellectual diversity and to function effectively within the complex cultural environment of society in the twenty-first century.

Program Goals

Consistent with Executive Order 595, Cal Poly's General Education Program is designed to assure graduates have made noteworthy progress toward becoming truly educated persons and to provide means whereby graduates will have

- The ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;
- Appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share the world, and about the cultural endeavors and legacies of their civilizations;
- An understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

In addition, Cal Poly's GE program strives to enhance the ability of graduates to live and work intelligently, responsibly, and cooperatively in a multicultural society and in an increasingly global environment. While anchored in the western intellectual tradition, the curriculum integrates of the contributions to knowledge and civilization made by diverse cultural groups and by both women and men.

Area I: Communication

The three courses in Area I provide a foundation in the skills of clear thinking, speaking, and writing. Courses in this area provide extensive practice in the principles, skills, and art of reasoning in both oral and written communication. Writing and speaking are fundamental modes of expression that rely on the principles of rhetoric and clear reasoning, and instruction in logic is an essential support for these modes. The sequence assumes that the mastery of reasoned communication must be developed and practiced over time and that this mastery is crucial to students' success at the university and beyond. By placing basic skills in a larger context, these courses also provide a vision of why this area is an important component of general education.

Expository Writing

Educational Objectives. After completing the first foundation course in writing, students are expected to have achieved facility in expository writing and should have an enhanced ability to

1. explore and express ideas through writing;
2. understand all aspects of the writing act--including prewriting, drafting, revision, editing, and proofreading--and their relationship to each other;
3. assess the writer's audience and apply the appropriate organizational approaches and language;

4. recognize that writing and rewriting are necessary to the discovery, clarification, and development of a student's ideas;
5. write essays that are clear, unified, coherent at all levels, and free of significant errors in grammar and spelling;
6. read critically to derive rhetorical principles and tactics for the student's own writing;
7. understand the importance of ethics in written communication.

Criteria. The course proposal and expanded course description must clearly indicate how the course will include at least 4,000 words of original writing for evaluation and provide both instruction and practice in

1. the writing process (including prewriting, drafting, revising, editing, and proofreading);
2. structuring effective paragraphs which focus on a single issue and reflect both unity and coherence;
3. the major organizational approaches to expository writing (e.g. comparison and contrast, process, classification and division);
4. writing expository essays (which incorporate narration and description) that are appropriately adjusted to the writer's audience;
5. precise and concrete usage with the appropriate levels of diction, voice, imagery, and figures of speech adapted to the intended audience;
6. the use of standard grammar and punctuation;
7. close critical reading;
8. critically assessing students' own and others' papers;
9. writing both in- and out-of-class analytic essays (with approximately one-third of the course exercises involving "speeded" writing).

Oral Communication

Educational Objectives. After completing a course in this area, students should have achieved skill in oral communication (including listening, speaking, and critical attention to language use), and have an enhanced ability to

1. hear and understand what is said, formulate relevant responses in complete sentences free of slang, and construct spoken messages in a variety of rhetorical contexts, including brief messages, conversations, group discussions, and oral presentations;
2. understand the place, function, and ethical use of oral communication;
3. evaluate spoken messages critically, especially for their clarity, informative value, and use or abuse of rhetorical devices in oral persuasion;
4. recognize that writing and speaking are closely related, and that each is an effective act of rehearsal for the other;
5. locate, retrieve, evaluate, and incorporate material appropriate to oral presentation, and cite such material accurately;
6. recognize the common fallacies of thinking;
7. practice writing skills related to the subject matter of the course.

Criteria. The course proposal and expanded course outline must clearly indicate how the course will include appropriate writing activities of not less than 2500 words related to the content and the logic of oral presentations, provide an activity environment allowing four or more original oral presentations of 5-7 minutes (at least one must be a speech to inform and one a speech to persuade), and provide both instruction and practice in

1. applying techniques for attentive listening and accurate comprehension of spoken messages;
2. the skills appropriate for a variety of oral presentations;
3. the principles of outlining appropriate to various speaking situations;
4. using organizational patterns appropriate to various speaking situations;
5. evaluating the uses of language, including the abuses of language, in persuasive speaking;
6. locating, retrieving, reporting, evaluating, integrating, and accurately citing research material;
7. identifying the common fallacies of thinking, and understanding their implications in both written and oral forms.

Reasoning, Argumentation, and Writing

Educational Objectives. After completing this course, students should be able to understand, recognize, and apply principles of reasoning in argumentation to their own and others' written and oral communications; in achieving this objective, students should have an enhanced ability to

1. recognize lines of reasoning and the precise issues they address; determine the relevance of argument to issue and the relevance of premises to conclusion; and evaluate the strength of an argument by accurately applying principles of both formal and informal logic;
2. write out-of-class argumentative essays that are well composed, demonstrating a clear sense of issue and developing cogent lines of reasoning;
3. develop rhetorical awareness that will allow them to adapt their arguments to various audiences;
4. recognize the moral, as well as logical, dimensions of rational discourse;
5. write in-class analytical and argumentative essays typical of the critical-thinking component of "speeded" standardized graduate or professional-program admissions tests.

Criteria. Because both the Expository Writing and the Oral Communication courses prepare students for this course, enrollment requires satisfactory completion of (or receiving credit by examination in) both Expository Writing and Oral Communication. The course proposal and expanded course outline must clearly indicate how the course will include at least 3,000 words of original writing for evaluation and provide both instruction and practice in

1. the principles of organizing and writing argumentative essays for various rhetorical situations;
2. identifying issues; recognizing, analyzing, evaluating and constructing arguments (including treatment of deductive validity and soundness, inductive argument strength, and common deductive and inductive fallacies);
3. criticizing the written arguments of others;
4. discerning the relevance of premises to conclusions and the relevance of arguments to issues;
5. recognizing the uses and abuses of language in written argument;
6. finding, evaluating, and incorporating research materials, as well as attributing and documenting them accurately;
7. applying principles of fair-minded argument (including how to identify and respond to bias, emotion, and propaganda);
8. writing both in- and out-of-class argumentative essays.

Area II: Science and Mathematics

Lower-division foundation courses in Area II provide a basic understanding of the nature, scope, and limitations of mathematics, statistics, and the physical and life sciences, as well as an understanding of their breadth of application to other disciplines. Foundation courses in this area teach fundamental concepts in mathematics, science, and statistics, including the scientific method; consequently, these courses should not be interdisciplinary in nature. They also provide a vision of why this area is an important component of general education by placing basic knowledge in a larger context. (This might be accomplished by providing some historical perspective that includes great achievements in the discipline and their impact and/or by the examination of important contemporary issues and problems from the discipline.) Courses in this area should include an appropriate writing component to further students' understanding of basic scientific, mathematical, and statistical concepts.

Educational Objectives. After completing the foundation Area II courses, students should have an enhanced ability to

1. understand and appreciate the scientific method and its role in scientific inquiry;
2. understand the abstract logical nature of mathematics, as well as the applications and limitations of mathematics and statistics to other disciplines;
3. analyze problems in a structured way and to develop strategies for solutions using scientific, mathematical, or statistical principles;
4. understand and examine critically the scientific and mathematical aspects of issues and problems which arise in daily life;
5. articulate basic scientific concepts using appropriate vocabulary;
6. articulate basic mathematical and/or statistical concepts using appropriate vocabulary;
7. advance, with the necessary preparatory skills, to study the wider-ranging, cross-disciplinary Area II topics to be presented at the upper-division level.

Criteria. The course proposal and expanded course outline must clearly indicate how the course

1. provides a basic understanding of the nature, scope, and limitations of science, mathematics, or statistics;
2. facilitates the achievement of at least four of the desired educational objectives for Area II;
3. promotes an understanding of the breadth of application of science, mathematics, or statistics to other disciplines;
4. examines great achievements, considers important contemporary issues, or provides a context that establishes the importance of the discipline;
5. develops problem-solving and reasoning skills;
6. incorporates a writing component.

Courses in the Physical and Life Sciences should also

1. emphasize the methods of science, including systematic observation and experimentation;
2. emphasize essential concepts and ideas of one of the physical or life sciences;
3. include techniques and procedures for the design of experiments, data collection, and analysis, if the course incorporates a laboratory.

Courses in Mathematics and Statistics should also

1. emphasize essential concepts, ideas, and problem solving in mathematics or statistics;
2. have significant mathematical or statistical content;

3. promote understanding rather than merely providing instruction in basic computational skills.

Upper-division elective courses in this area must be integrative in nature, requiring application and generalization of basic scientific or mathematical knowledge from foundation Area II courses to new settings and problems. These courses may be interdisciplinary in nature, and could provide a capstone experience in science, mathematics, or statistics for students majoring in the Liberal Arts. Courses in this area also include writing as an integral part of the process of learning and discovery.

Educational Objectives. After completing the upper-division elective, students should have an enhanced ability to

1. integrate the concepts from foundation courses;
2. apply the fundamental scientific, mathematical, or statistical concepts from the foundation courses to solve problems in new or more advanced areas.

Criteria. The course proposal and expanded course outline must clearly indicate that the course is at the 300 level and has one or one or more prerequisites from the Area II foundation courses, as well as how the course

1. integrates concepts from foundation courses;
2. applies fundamental scientific, mathematical, or statistical concepts from the foundation courses to solve problems in new or more advanced area;
3. includes an appropriate writing component.

In addition to the above criteria, the following are strongly encouraged:

1. courses that are interdisciplinary in nature;
2. courses that include a significant writing component;
3. courses that examine contemporary issues in the discipline.

Area III: Arts and Humanities

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

Educational Objectives. After completing the foundation courses in Area III, students should have an enhanced ability to

1. understand the possibilities and limitations of language as a symbolic and expressive medium; differentiate between formal and metaphorical language;
2. read with insight, engagement, detachment, and discrimination; sustain an extended line of reasoning through both narrative and thematic development;

3. recognize crucial historical developments within the arts and humanities; appreciate the significance of major literary, philosophic, and artistic works;
4. understand the historical development of issues in the humanities in significant periods prior to and including the twentieth century; understand the ways that historical context can illuminate current problems and concerns;
5. grasp relevant aspects of the relationship of the arts and humanities to science and technology;
6. appreciate non-verbal forms of understanding and expression; appreciate the aesthetic and historical development of one or more of the visual or performing arts; understand the relationship between form and content;
7. understand currently accepted critical standards; understand the advantages and limitations of various schools of reasoning;
8. appreciate the relative cultural significance of canonical and non-canonical works of literature, philosophy, and the arts.

Criteria for Courses in Literature. The expanded course proposal and course outline must clearly indicate how the course

1. provides broad historical perspective on several significant literary periods (usually covering two or more centuries);
2. encourages a comprehensive understanding of literary achievements and their relationship to other literary achievements and to the social, cultural, and historical context in which they were written;
3. considers works from more than one genre and provides perspective on literary classification and conventions;
4. develops the skills of reading with insight, engagement, discrimination, and detachment;
5. develops the skills to analyze and evaluate a variety of literary approaches;
6. focuses on significant accomplishments by diverse writers from various world cultures;
7. serves as a Writing Intensive course in GE.

Courses in a language other than English must clearly indicate how the course meets the above criteria as well as

1. cultivates language skills that are advanced rather than basic;
2. emphasizes critical thinking and cultural understanding of a language other than English;
3. includes a significant amount of culture specific to the language being studied;
4. emphasizes an in-depth understanding of language, to include the difference between formal and metaphorical uses of the language being studied;
5. emphasizes a significant amount of literature in the language being studied, and focuses on these literary readings as the primary source of the in-depth, metaphorical understanding of the language being studied.

Criteria for Courses in Philosophy. The course proposal and expanded course outline must clearly indicate how the course

1. provides broad historical perspective on philosophy (including at least one ancient or medieval work, at least one modern work, and no more than one work from the twentieth century);
2. encourages an expansive understanding of philosophic achievements and their relationship to other philosophic achievements;
3. provides perspective on the implications of holding a particular philosophical position;
4. develops relies the skills of reading with insight, engagement, discrimination, and detachment;
5. develops the skills to analyze and evaluate a variety of philosophical positions;

6. relies upon primary texts for readings;
7. focuses primarily on major, recognized accomplishments in philosophy;
8. serves as a Writing Intensive course in GE.

Criteria for Courses in Fine and Performing Arts. The course proposal and expanded course outline must clearly indicate how the course

1. provides broad historical perspective on one or more of the fine or performing arts;
2. applies critical standards to the aesthetic appreciation of art;
3. includes critical analysis in the evaluation of the artistic endeavor;
4. presents the ways in which the art form has had an impact on cultural development;
5. applies appropriate learning strategies to the understanding of art forms;
6. provides perspective on the relationship of technology to the arts;
7. incorporates a significant amount of material from world cultural achievements;
8. provides practice in a specific art form, if the course includes an activity or a laboratory in studio or performance art;
9. provides assignments in writing that will form at least 25% of the students' total grade.

Upper-division elective courses in this area must be integrative in nature, requiring the application and generalization of knowledge and/or understanding from foundation Area III courses (as appropriate) to the advanced study of a subject or to new, but related, areas of inquiry within the arts and humanities. These courses may be interdisciplinary in nature, and should focus on achieving depth rather than breadth. Courses in this area also emphasize writing as an integral part of the process of learning and discovery. Attention to relevant issues of gender and diversity is encouraged.

Educational Objectives. After completing an upper-division course in the arts or the humanities, students should have an enhanced ability to

1. apply knowledge and understanding acquired in lower-division coursework in the arts or the humanities to the advanced study of a subject or to new, but related, areas of inquiry;
2. respond in depth to the kinds of arts-or-humanities issues approached in lower-division study;
3. appreciate the implications of a focused area of study;
4. appreciate the way in which relationships between one area of study and another provide perspective on knowledge.

Criteria. The course proposal and expanded course outline must clearly indicate that the course is at the 300 level, and have as prerequisites the completion of Area I and at least one or more foundation courses from Area III. The course proposal and expanded course outline should also clearly indicate how the course

1. explores in depth a subject in the arts or humanities;
2. provides perspective on the subject's relationship to other cultural achievements and to relevant issues of gender and diversity;
3. serves as a Writing Intensive course in GE.

Area IV: Society and the Individual

Lower-division foundation courses in Area IV provide students with a basic understanding of humans, their institutions, and their social achievements in both contemporary and historical contexts. Courses in this area prepare a student for the demanding tasks of civic

participation, life-long learning, the understanding of self and of the human community, and the achievement of perspective in time, space, and human diversity. Consequently, courses in this area should encourage students to see themselves in context with others, and to see the human experience as something that is both uniquely individual and communally comparable. By placing basic knowledge in a larger context, these courses provide a vision of why this area is an important component of general education. Courses in this area also emphasize writing as an integral part of the process of learning and discovery.

Educational Objectives. After completing the foundation courses in Area IV, students should have an enhanced ability to understand

1. physiological, psychological, and social influences on thinking and behavior; how the mind and body work in concert; issues of "nature" versus "nurture"; personal development; and the importance of maintaining physical and mental health;
2. how human beings act in concert; historically how communities have grouped together; basic interpersonal relationships (social, economic, political, and legal); the constant interplay in human society between the protection and elevation of the individual and the welfare of the community; how individual actions affect the whole;
3. organizations of public order, of commerce and labor, and of society (family, education, government, religion, and economy) and their origins; how humans create institutions and what they expect from them; and how institutions function to first reflect then shape human society;
4. the impact of history on the present and the future; how history affects the study of history; the importance of mythology; historical development in multidisciplinary terms (economic, political, sociological, institutional, intellectual, legal, and scientific); and the development of both western and non-western cultures;
5. how the environment affects human behavior; the human impact on the environment; the importance of geographic and environmental factors on the historical evolution of human society and economy; the interconnectedness of the planet, its natural resources, and its population;
6. the human experience in comparative terms by examining the diversity of experience from both individual and group perspectives with special attention to the issues of gender, ethnicity, and racial diversity on our planet;
7. the importance of empirical information and appropriate methodologies.

Criteria for Courses in Comparative Social Institutions. The course proposal and expanded course outline must clearly indicate how the course

1. provides an understanding of basic human social institutions in the context of the present and the past: family, government, economy, education, and religion, including their origins, structures, functions, patterns of change, and integration;
2. includes western and non-western societies in a cross-cultural, global perspective, and recognizes the growing interdependence of the global community and its environmental/geographic context;
3. develops an appreciation of cultural and social diversity, both domestically and globally, which includes an understanding of ethnic, gender, and class inequality;
4. introduces students to relevant methodologies;
5. includes an appropriate writing component.

Criteria for Courses in Political Economy. The course proposal and expanded course outline must clearly indicate how the course

1. focuses on resources, production, consumption, and market exchange, seen in the context of one another and of other forms of human activity over time and space; and gives a broad view of economic activity without specialized attention to only one aspect;
2. is comparative in nature, putting economic institutions in the context of the other four basic social institutions (family, government, religion, and education); stresses broad aggregates of economic activity rather than one particular sector; and discusses more than one single economic system;
3. covers international, including non-western, as well as domestic economic issues;
4. uses primary source material as appropriate;
5. blends the theoretical and the practical to make the material relevant to current issues;
6. includes an appropriate writing component.

Criteria for Courses in Self Development. The course proposal and expanded course outline must clearly indicate how the course

1. provides an understanding and appreciation of the self as an integrated physiological, psychological, and social being; and addresses issues relevant to the physical, emotional, intellectual, and social aspects of well-being;
2. presents the theories and methodologies used to examine the self, their contexts, and their advantages and disadvantages;
3. provides an understanding of the commonalities and individual differences among humans, and how these are expressed across the human life span and in a social or cultural context;
4. provides an opportunity for students to see practical application of classroom material for enhancing their own personal development;
5. includes an appropriate writing component.

Criteria for Courses in The American Experience. The course proposal and expanded course outline must clearly indicate how the course

1. meets the requirements for Title 5 Section 40404 which provides for the comprehensive study of American history and American Government;
2. outlines the impact of social, political, legal, and economic forces and events in the historical development of the US;
3. considers the rights and obligations of citizens in the political and legal system established by the US Constitution;
4. defines the political philosophies of the framers of the Constitution, the nature and operation of American political institutions and processes, and the system of jurisprudence which operate under that Constitution, as amended and interpreted;
5. explores the complex issue of gender in the United States;
6. explores the complex issues of race and ethnic diversity in the United States;
7. outlines the relationship between and among such factors as geography, history, religion, economics, cultural diversity, politics, and the rule of law in the development of the American nation;
8. covers the principles and practices of the political process, including political parties, interest groups, legislative politics, campaign practices, and the interrelationship between the executive, legislative, and judicial branches of the US government, over time;
9. encourages the fundamental assumption of the responsibilities of citizenship;
10. makes use of primary source material;
11. includes an appropriate writing component.

Upper-division elective courses in this area must be integrative in nature, requiring application and generalization of knowledge and understanding from foundation Area IV courses to the advanced study of a subject or to new, but related, areas of inquiry. These courses may be interdisciplinary in nature, and should focus on achieving depth rather than breadth. Courses in this area also emphasize writing as an integral part of the process of learning and discovery. Attention to issues of gender and diversity is encouraged.

Educational Objectives. After completing an upper-division course in this area, students should have an enhanced ability to

1. apply knowledge and understanding acquired in lower-division coursework in the area to the advanced study of a subject or to new, but related, areas of inquiry;
2. respond in depth to the kinds of issues approached in lower-division study in the area;
3. appreciate the implications of knowledge in a focused area of study;
4. appreciate the way in which relationships between one area of study and another provide perspective on knowledge.

Criteria. The course proposal and expanded course outline must clearly indicate that the course is at the 300 level and has two or more prerequisites from the Area IV foundation courses. (Although some courses may require specific prerequisites, most courses should require only the completion of coursework in two or more of the four sub-areas.) The course proposal and expanded course outline should also clearly indicate how the course

1. draws upon and utilizes the perspective of one or more of the multiple fields in the social and behavioral sciences and human life development;
2. makes an explicit connection between the perspectives of two or more of the Foundation Courses in Area IV;
3. serves as a Writing Intensive course in GE.

In addition, upper-division courses should, where appropriate,

1. include consideration, both past and present, of the social, economic, political, legal, and commercial institutions and behavior that are inextricably interwoven in either the US or international contexts;
2. cover the social, political, legal, and economic forces that influence the creation, development, evolution, and implementation of practical public policies in the American or international contexts;
3. examine the psychological, physiological, and social influences on the development of the self that influence and determine the quality of one's life as related to one's environment.

Area V: Technology

The technology elective should be integrative in nature, requiring the application and generalization of basic scientific and mathematical knowledge from foundation Area II courses. This elective should integrate the study of particular technologies with the critical examination of technology from multiple perspectives, which may include ethical, social, ecological, political, or economic viewpoints. By placing knowledge in a larger context, these courses provide a vision of why this area is an important component of general education. Faculty from all Colleges are encouraged to participate in this area. Courses satisfying the technology elective must include an applied component and cannot be entirely theoretical. Courses in this area also emphasize writing as an integral part of the process of learning and discovery.

Educational Objectives. After completing the technology elective students should have an enhanced ability to

1. understand the relationship between technology and its scientific basis;
2. understand and be able to articulate the considerations (which may include scientific, mathematical, technical, economic, commercial, and social) that are necessary for making rational, ethical, and humane technological decisions.

Criteria. Since courses satisfying the technology elective are integrative in nature and build on an Area II foundation, they must be upper-division and, as a minimum, require junior standing and have as a prerequisite the completion of Area II. If necessary, specific Area II foundation courses (e.g. Math 141, BIO 151, etc.) may be listed as prerequisites. Since GE technology elective courses should be designed to be accessible to a wide range of students, the prerequisites may not be overly restrictive. The course proposal and expanded course outline must clearly indicate how the course is accessible to a broad audience, as well as how the course

1. builds on the Area II foundation;
2. will instruct students about one or more areas of technology;
3. develops an awareness of how basic scientific and mathematical knowledge is used to solve technical problems;
4. develops an awareness of the methods used and difficulties inherent in applying technology to solve social, economic, scientific, mathematical, artistic, and/or commercial problems;
5. addresses the ethical implications of technology;
6. includes critical examination of technology from multiple perspectives;
7. provides students with an historical, contemporary, and future-looking perspective of the technology;
7. incorporates a writing component.

In addition to the above criteria, the following are strongly encouraged:

1. courses that are interdisciplinary in nature;
2. courses that examine local or current issues;
3. courses that address how new and emerging technologies impact society.