



Meeting of the Academic Senate

Tuesday, June 6, 2017

UU 220, 3:10 to 5:00 pm

- I. **Minutes:** None.
- II. **Communication(s) and Announcement(s):** Introduction of 2017-2018 Senators (pp. 2-3).
- III. **Report:**
Academic Senate Chair:
- IV. **Special Report:**
 - A. **[TIME CERTAIN 3:45] Registrar's Update** by Cem Sunata, Registrar.
 - B. **Online Student Evaluation of Instruction Response Rates** by Ken Brown, Faculty Affairs Committee Chair (pp. 4-11).
- V. **Business Items:**
 - A. **Resolution on Rescinding Resolution AS-603-03/IC,CC,GEC [Resolution on Credit/No Credit Grading (CR/NC)]:** Phil Nico, Senator, second reading (pp. 12-15).
 - B. **Resolution on Aligning USCP Criteria to Diversity Learning Objectives with Oversight by GE Governance Board:** Bruno Giberti, Academic Programs and Planning and Denise Isom, Interim Associate Director of the Office of Diversity and Inclusivity, second reading (pp. 16-22).
 - C. **Resolution on Proposing New Courses or Other Changes to Curricula:** Glen Thorncroft, Senator, second reading (pp. 23-24).
 - D. **Resolution on Review of Courses with Condensed Time Schedules:** Brian Self, Curriculum Committee Chair, second reading (pp. 25-27).
 - E. **Resolution on Electronic WPAF and Workflow in Faculty Evaluation:** Ken Brown, Faculty Affairs Committee Chair, second reading (pp. 28-29).
 - F. **Resolution on Alternative Approaches to the Graduation Writing Requirement:** Dawn Janke, GWR Task Force Chair, second reading (pp. 30-55).
 - G. **Resolution on Defining Student Success:** Sean Hurley, Budget and Long-Range Planning Committee Chair, second reading (p. 56).
 - H. **Resolution on Graduate Blended Program Policies:** Richard Savage, Dean of Graduate Education, second reading (pp. 57-65).
- VI. **Discussion Item(s):**
- VII. **Adjournment:**

06.01.17 (gg)

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

ACADEMIC SENATE SENATORS
2017-2018

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN (5 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Bass, Beverly*	LandArch	62864	bjbas	2018
Greve, Adrienne	City&RegPlan	61474	agreve	2019
Laursen, Peter	ArchEngr	66303	plaursen	2018
Starzyk, Greg (CH)	ConstMgmt	62110	gstarzyk	2019
White, Emily	Arch	62036	ewhite14	2019

COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCES (6 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Brown, Wyatt (CH)	Horti&Crop	66137	wbrown	2018
Garner, Lauren	Horti&Crop	62479	lgarner	2018
Greenwood, Jerusha	RP&TA	62050	jbgreenw	2018
VACANT				2019
VACANT				2019
VACANT				2019

COLLEGE OF BUSINESS (5 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Burleson, Jim	Mgmt	61763	jburleso	2018
Carr, Chris	Acctg	62657	ccarr	2018
De la Fuente, Javier	IndTech	61607	jdelafue	2019
Fisher, Eric (CH)	Econ	62964	efisher	2018
VACANT				2019

COLLEGE OF ENGINEERING (8 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Colvin, Kurt	I&MEngr	62633	kcolvin	2018
Falessi, Davide	CompSci	62344	dfalessi	2018
Khosmood, Foaad	CompSci	62911	foaad	2019
Nico, Phil (CH)	CompSci	67124	pnico	2018
Pan, John	I&MEngr	62540	pan	2019
Pande, Anurag	C&EnviEngr	62947	apande	2018
Schuster, Peter	MechEngr	62976	pschuste	2019
Self, Brian	MechEngr	67993	bself	2019
LoCascio, Jim	MechEngr	62375	jlocasci	2019

COLLEGE OF LIBERAL ARTS (10 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Alaniz, Ryan	SocSci	66261	ralaniz	2019
Anderson, Christian	ModLang&Lit	61620	cander55	2018
Bridger, Sarah	History	62617	sbridger	2019
D'Avignon, India *	Music	62503	idavigno	2018
Fernflores, Rachel	Philo/GendSts	62330	rfernflo	2019
Loving, Bill	Journalism	62513	bloving	2018
Rinzler, Paul (CH)	Music	65792	prinzler	2018
Thompson, John	ModLang&Lit	61212	jjthomps	2019
Vees, Dina *	GraphComm	61127	dvees	2018
VACANT				2019
Laver, Gary	Psyc&CD	62538	glaver	2020

COLLEGE OF SCIENCE AND MATHEMATICS (10 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Choboter, Paul (CH)	Math	65902	pchobote	2018
Gillen, Glen	Physics	62364	ggillen	2019
Glanz, Hunter	Stats	62792	hglanz	2019
Gutierrez, Thomas	Physics	62455	tdgutier	2019
Jankovitz, Kris	Kines	62534	kjankovi	2018
Kantorowski, Eric	Chem&Biochem	62796	ekantoro	2018
Lin, Joyce	Math	65554	jlin46	2018
Schaffner, Andrew	Statistics	61545	aschaffn	2019
Smith, Heather	Statistics	66128	hsmith	2018
Tomanek, Lars	BioSci	62437	ltomanek	2019

PROFESSIONAL CONSULTATIVE SERVICES (4 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Head, Carly	UnivAdvsnng	67036	cehead	2018
O'Clair, Katherine (CH)	Library	62690	kocclair	2018
Parker, Pamela	Health Svcs	61211	paparker	2019
Wolfe-Chandler, Christina	UnivAdvsnng	65735	crwolfe	2019

EX OFFICIO MEMBERS (nonvoting members except part-time employees rep, past Senate Chair, and statewide senators)

<u>NAME</u>	<u>POSITION</u>	<u>REPRESENTING</u>	<u>@calpoly.edu</u>	
Archer, Graham	CFA President	CFA	garcher	OfCounsel
Armstrong, Jeff	President	President's Ofc	jarmstro	ExOff
Czerny, Daniela	ASI Ch/BdDirs	ASI	dczerny	ExOff
Enz Finken, Kathleen	Provost	Provost's Ofc	kenzfink	ExOff
Humphrey, Keith	VP StudAffairs	StudAffs	humphrey	ExOff
Laver, Gary	Past AcSenCH	Psyc&CD	glaver	ExOff
Laver, Gary	ASCSU	(Psyc&CD)	glaver	2020
LoCascio, Jim	ASCSU	(MechEngr)	jlocasci	2019
Nilsen, Riley	ASI President	ASI	rnilsen	ExOff
	Deans Cncl			ExOff
	P/T Empl. Rep			ExOff

* term doesn't count against 2 terms of service

Online Student Evaluation of Instruction Response Rates Fall 2016 and Winter 2017

Ken Brown
Academic Senate Faculty Affairs Committee chair
Spring 2017

Pilot commenced Spring 2015–Spring 2016

- **Response rates in pilot:**
 - Fall 2015 64.3%
 - Winter 2016 58.8%
 - Spring 2016 50.6%
- **Procedure:**
 - Evaluation period during last two weeks of instruction
 - Students notified by email
 - One email per class per day

Procedure for university-wide rollout in Fall 2016

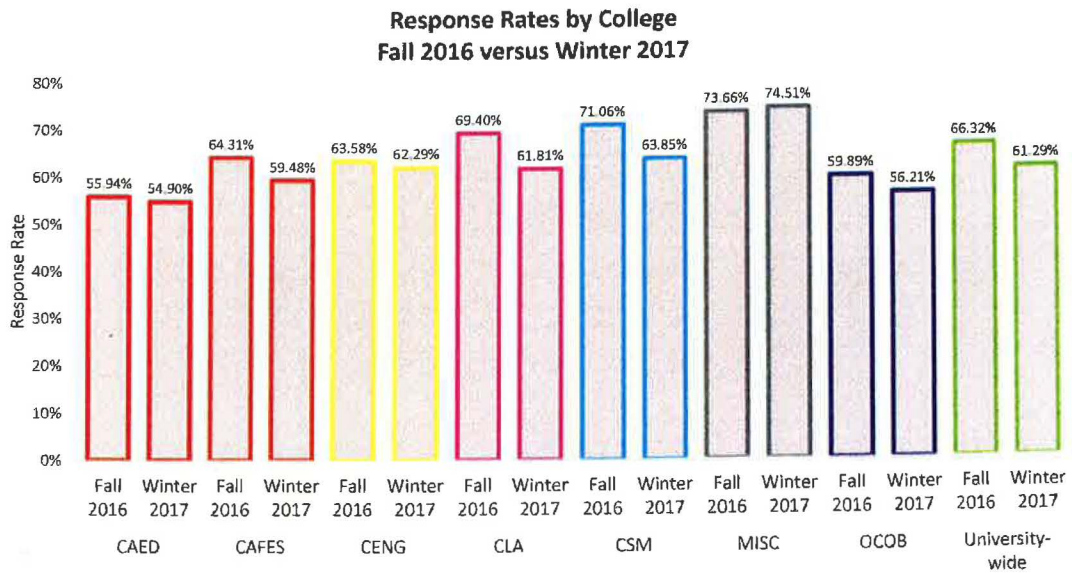
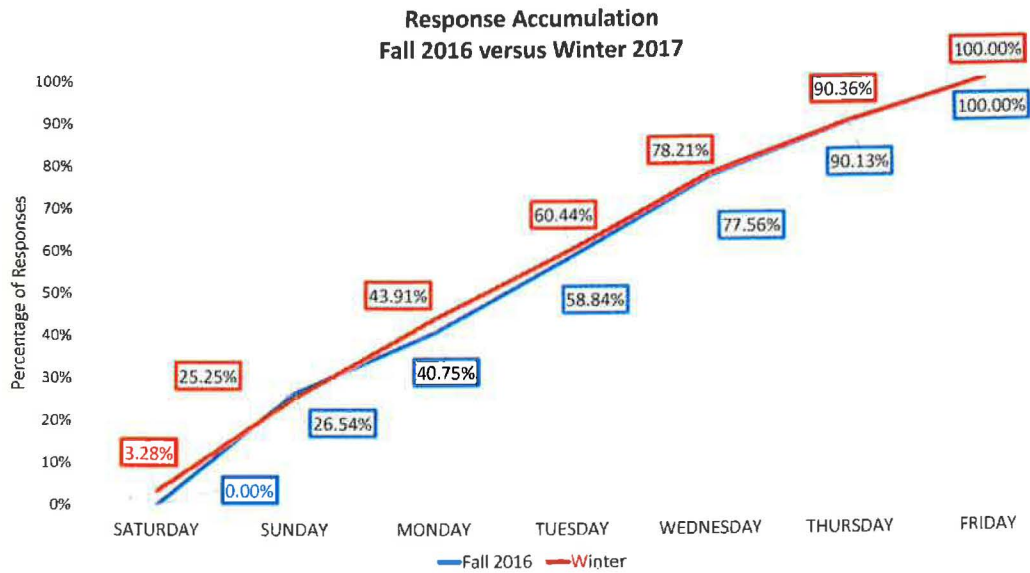
- **Two one-week evaluation periods**
 - Normal: Sunday–Friday of last week of instruction
 - Early: Sunday–Friday of penultimate week of instruction
 - Only MUS made use of early evaluations
 - Dismal response rates
- **Students notified by email**
 - Prior to evaluation period
 - Daily reminders for evaluations not yet completed
 - One email per class each day until evaluation completed
- **Response rates:**
 - Fall 2016 66.3%
 - Winter 2017 61.3%

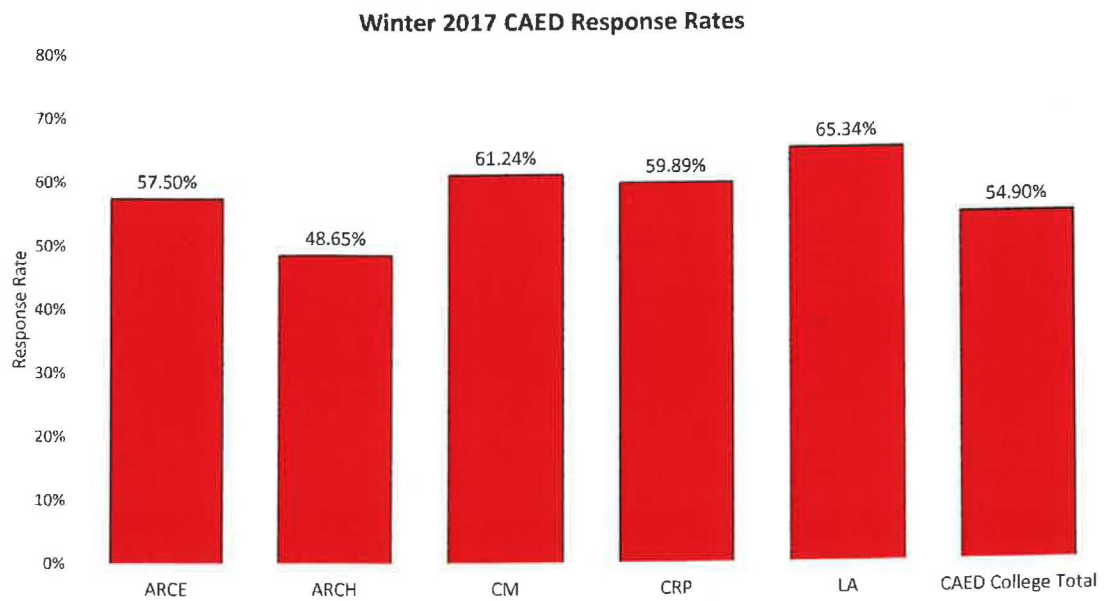
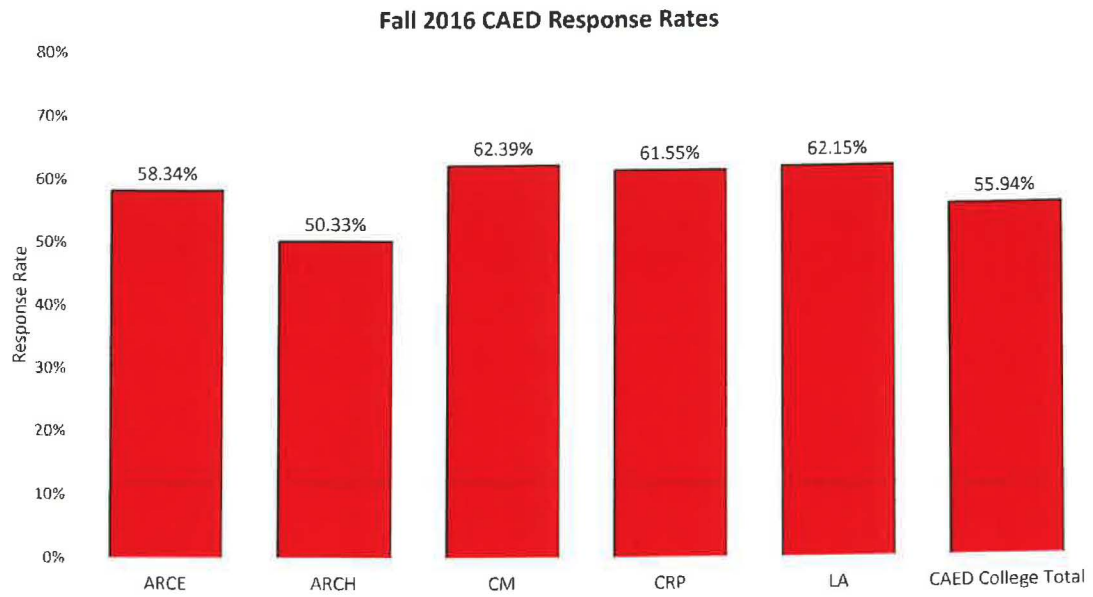
Upcoming changes for Spring 2017

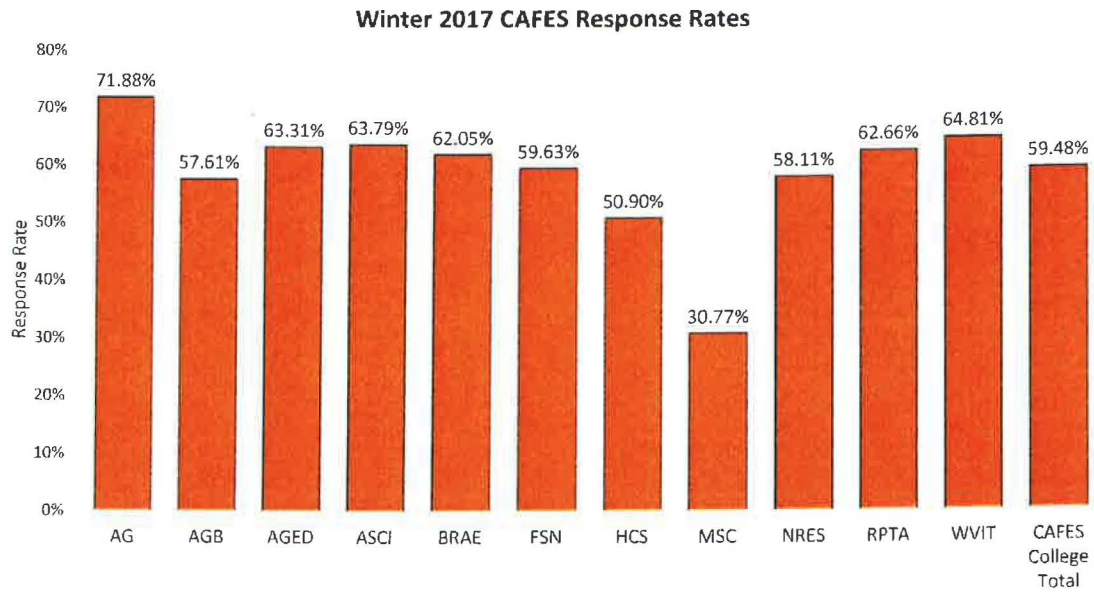
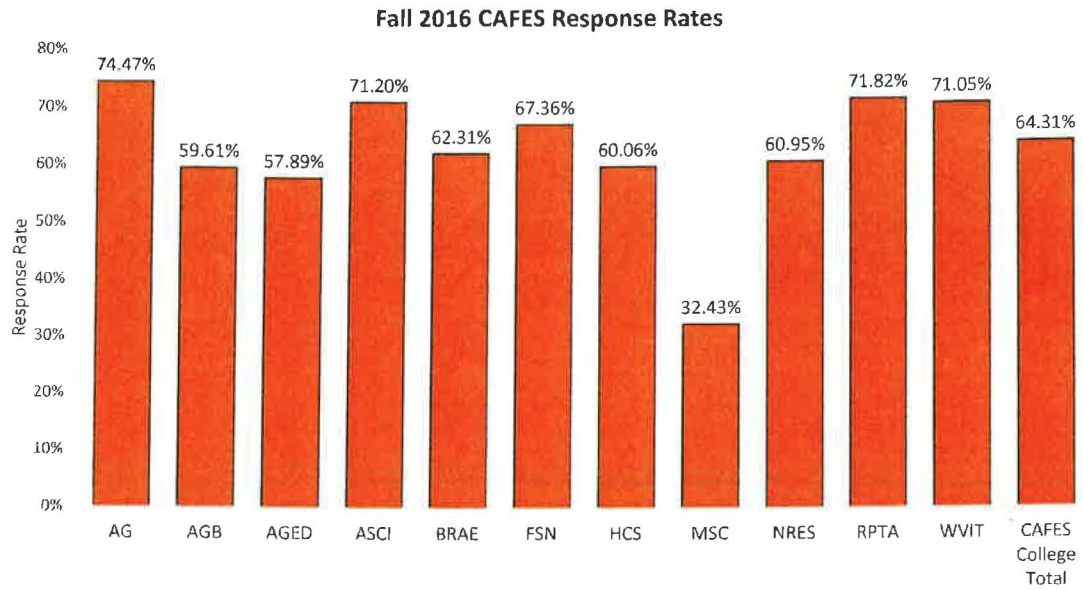
- **Portal integration**
 - Students see links for class evaluations in Portal box
 - By Fall, Instructors able to see links for evaluated classes in Portal box
- **Fewer email notifications**
 - Reminders to students
 - At start of evaluation period
 - Followed by reminder emails on Wed, Thur, Fri
 - Response notifications to instructors
 - Email notification of response rates on Wed, Thur, Fri
 - Starting Fall 2017 Portal should report response rates to instructors

FAC Recommendations:

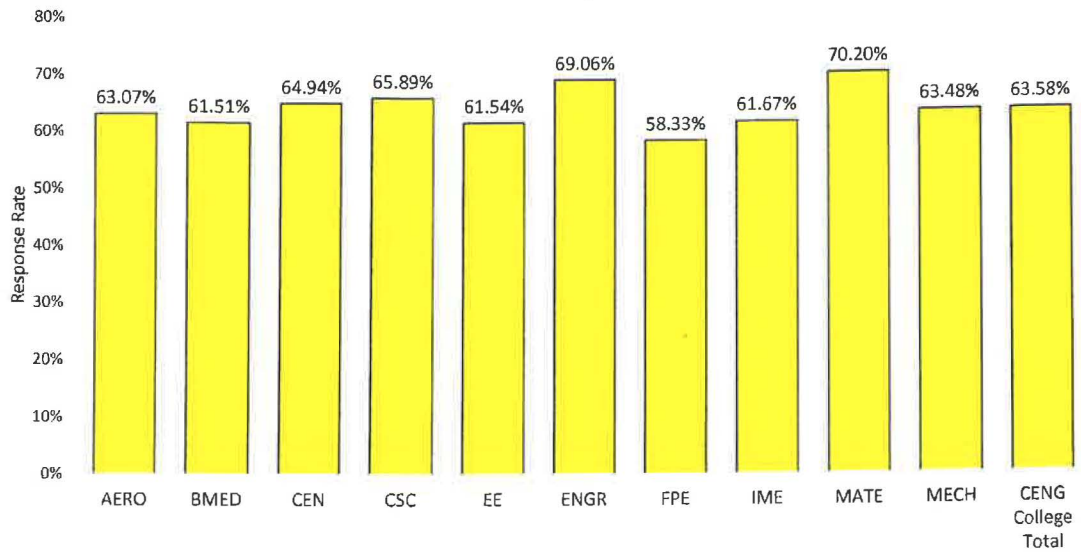
- **No changes in procedures**
- **Monitor response rates through next year**
- **Instructors, departments, and colleges should address response rates as they see fit**
- **Student participation should be based on accurate information about the nature and purpose of their evaluations of instructors and courses**



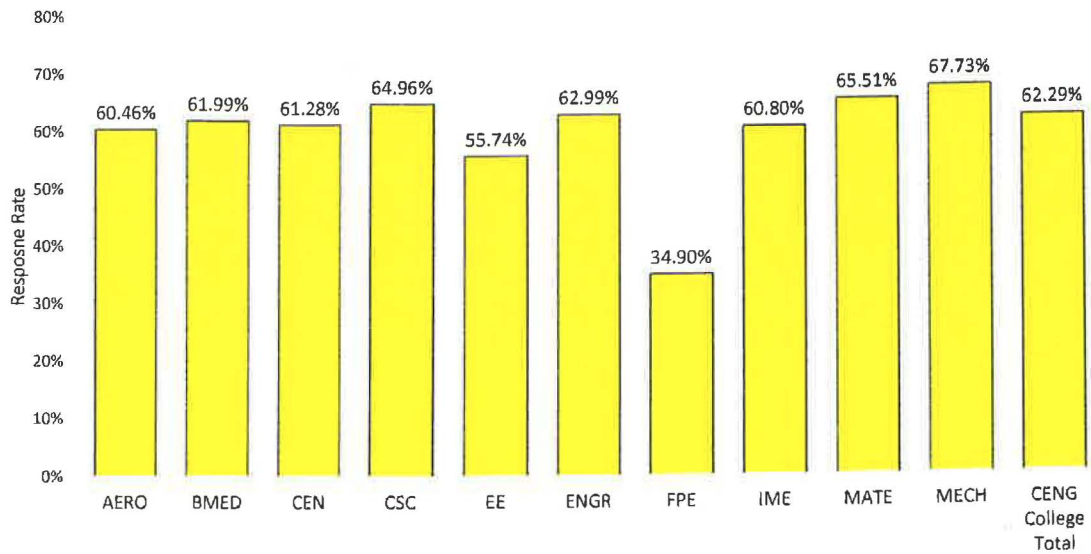




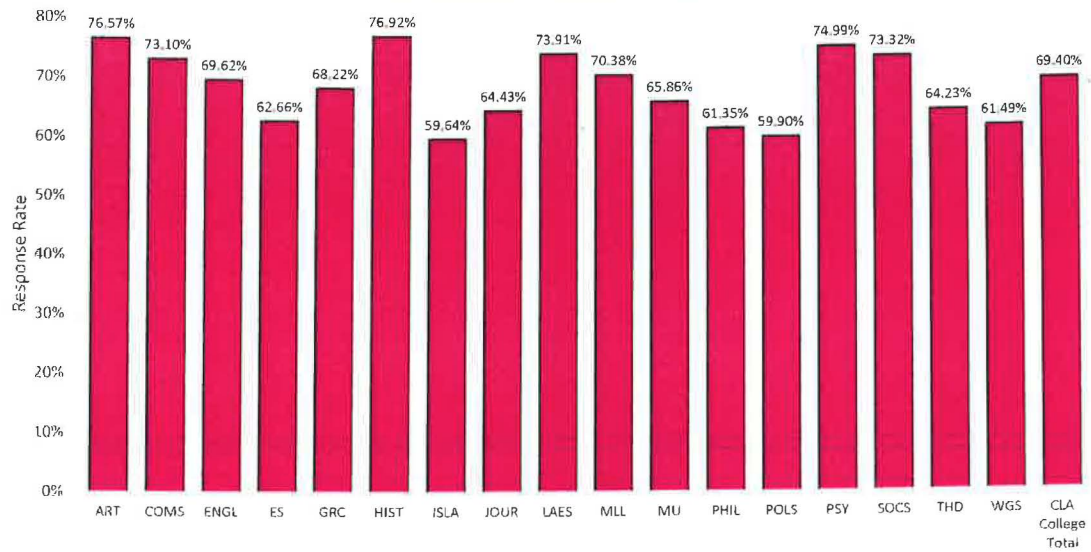
Fall 2016 CENG Response Rates



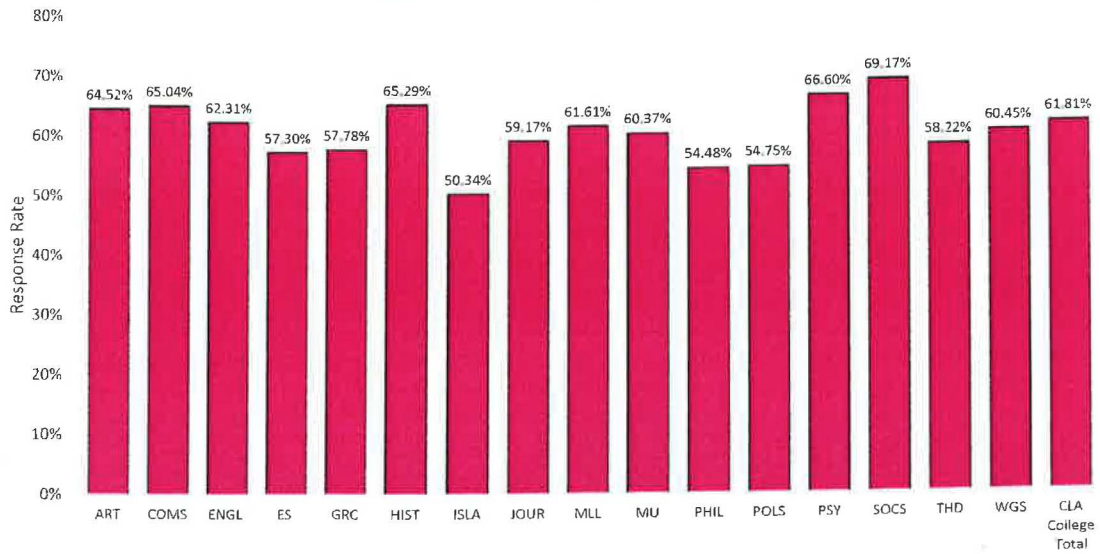
Winter 2017 CENG Response Rates

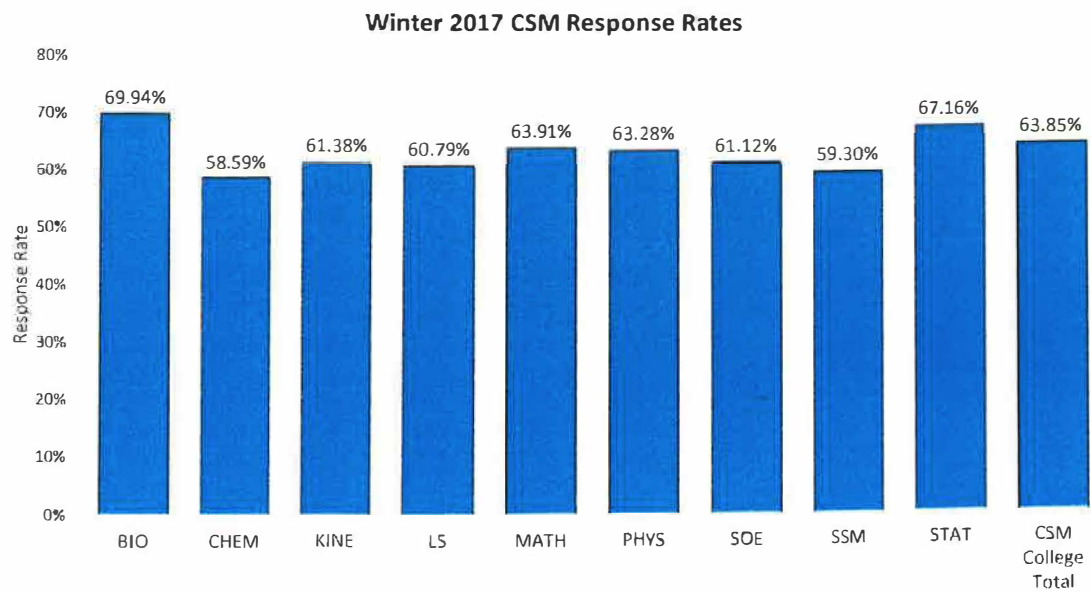
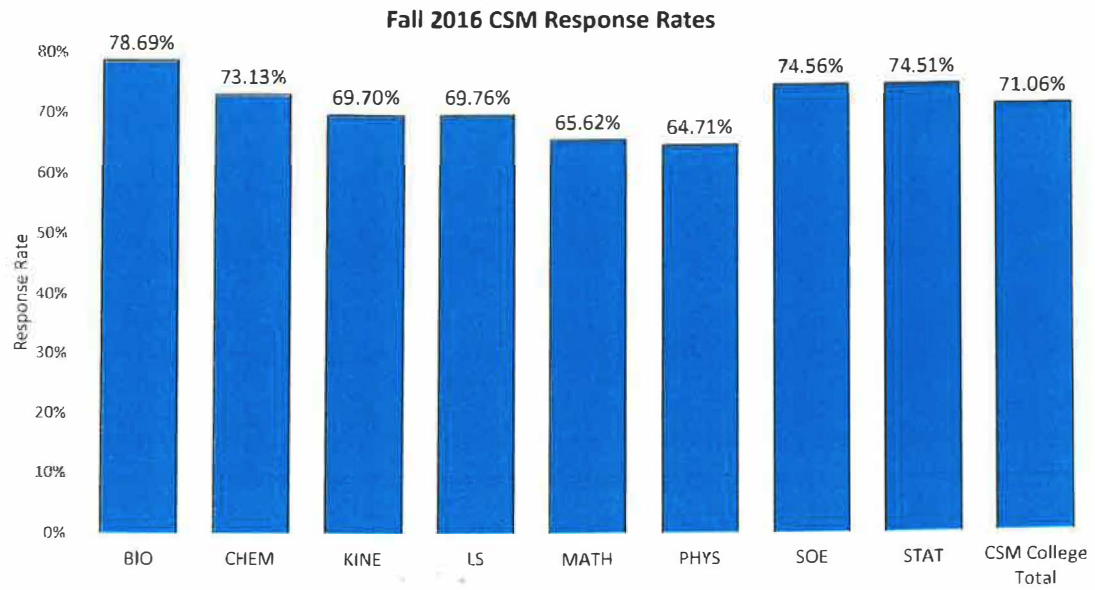


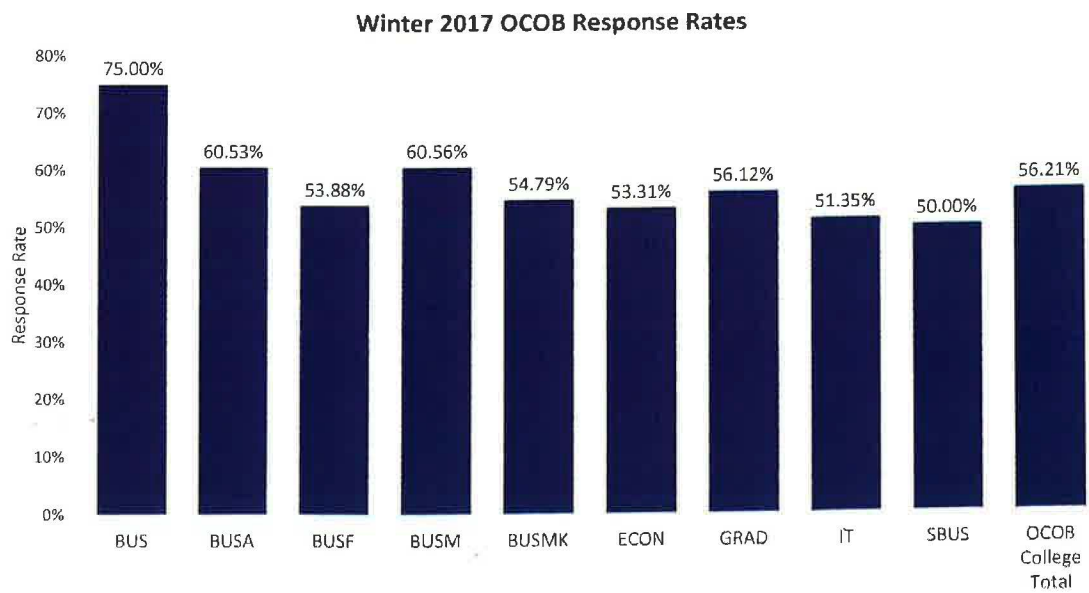
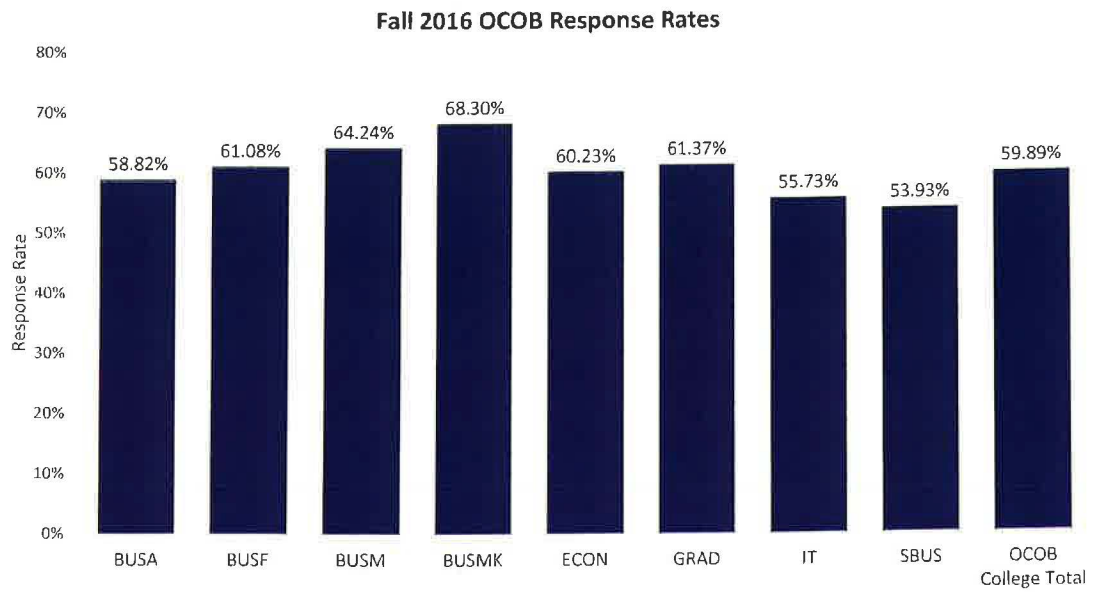
Fall 2016 CLA Response Rates



Winter 2017 CLA Response Rates







Adopted:

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

AS-__-17

**RESOLUTION ON RESCINDING RESOLUTION AS-603-03/IC,CC,GEC
[RESOLUTION ON CREDIT/NO CREDIT GRADING (CR/NC)]**

1 WHEREAS, Resolution AS-603-03/IC,CC,GEC [RESOLUTION ON CREDIT/NO
2 CREDIT GRADING (CR/NC)] modifying the rules for CR/NC grading
3 established by resolution AS-479-97/CC Resolution on Credit/No
4 Credit Grading was adopted by the Cal Poly Academic Senate on June
5 3, 2003; and
6

7 WHEREAS, No response concerning AS-603-03/IC,CC,GEC was received from the
8 President's Office; and
9

10 WHEREAS, Resolution AS-603-03/IC,CC,GEC has not been implemented for
11 reasons unknown; and
12

13 WHEREAS, The above situation was not discovered until Winter Quarter 2016, by
14 which time some of its provisions had become anachronistic; and
15

16 WHEREAS, After a delay of thirteen years it is appropriate to consult the current
17 Academic Senate to know its will on the matter; therefore be it
18

19 RESOLVED: That AS-603-03/IC,CC,GEC [RESOLUTION ON CREDIT/NO CREDIT
20 GRADING (CR/NC)] be hereby rescinded; and be it further
21

22 RESOLVED: That the matter of Credit/No Credit be referred to the Academic
23 Senate Instruction Committee for review.

Proposed by: Academic Senate Executive Committee

Date: October 27, 2016

Revised: January 31, 2017

Adopted: June 3, 2003

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

AS-603-03/IC,CC,GEC

**RESOLUTION ON
CREDIT/NO CREDIT GRADING (CR/NC)**

- 1 WHEREAS, This resolution pertains to courses that are normally graded, not to CR/NC-only courses;
2 and
3
4 WHEREAS, This resolution refers to undergraduate students only, not to graduate students; and
5
6 WHEREAS, Students in good standing (not on academic probation) should have the option of taking a
7 limited number of courses CR/NC; and
8
9 WHEREAS, The ability to take courses CR/NC can broaden a student's academic experience, which
10 should be encouraged; and
11
12 WHEREAS, POWER and CAPTURE currently prompt students to select normal grading or the
13 CR/NC option for each course they enroll in during registration; and
14
15 WHEREAS, The current policy, as approved by the Academic Senate in 1997, cannot be fully
16 implemented; therefore, be it
17
18 RESOLVED: That undergraduate students be permitted to take up to 12 units of courses CR/NC in
19 accord with the following specifications:
20
21 ■ CR requires the student earn a C or higher; and
22
23 ■ The catalog and class schedule provide advice to students to consult with their
24 advisor when considering taking a major course CR/NC; and
25
26 ■ The method by which students elect the CR/NC option be removed from students'
27 course selection via POWER and CAPTURE and a designated link be added to
28 POWER to serve as the sole vehicle for electing the CR/NC option after initial
29 registration.

Proposed by: Academic Senate Instruction,
Curriculum, and General Education Committees
Date: April 29, 2003
Revised: May 14, 2003
Revised: May 28, 2003
Revised: June 3, 2003

Adopted: April 29, 1997

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

**AS-479-97/CC
RESOLUTION ON
CREDIT/NO CREDIT GRADING**

- WHEREAS, This resolution pertains to courses that are normally graded, not to CR/NC-only courses; and
- WHEREAS, This resolution refers to undergraduate students only, not to graduate students; and
- WHEREAS, The number of courses a student may elect to take CR/NC should be kept to a minimum; and
- WHEREAS, Students should have the option of taking a limited number of courses CR/NC; and
- WHEREAS, Some balance must be found between limiting the number of courses that may be taken CR/NC and allowing students to enroll in a small number of such courses for the reasons outlined above; and
- WHEREAS, Some departments (or equivalent unit) may approve of their majors taking a major or support course CR/NC, or a GEB course CR/NC, while some departments would not approve, and individual departments should properly have the right, and be allowed to retain the flexibility, to make this decision; therefore, be it
- RESOLVED: That students be permitted to take a maximum of 16 units of courses CR/NC in accord with the following specifications:
- * no more than 4 units CR/NC in major or support courses, subject to approval by the student's major department or equivalent unit; and
 - * no more than 4 units CR/NC in GEB courses.

Rationale: The number of courses a student may elect to take CR/NC should be kept to a minimum, for reasons that include the following: It is generally recognized, as evidenced in testimony from recipients of Cal Poly's Distinguished Teaching Award (e.g., memo from Dr. Snetsinger dated 10 Nov. 1996), that students who enroll in a course CR/NC often do not take such courses as seriously as their graded courses, working toward a lower standard and consequently learning less in CR/NC courses; as Drs. Greenwald and Hampsey have stated, "Those involved in teaching GEB courses have complained that the students who take GEB classes CR/NC are often working for a C-. The data from Tom Zuur supports this contention. There were 40 percent more A's and B's among all students than among CR/NC

Resolution on CR/NC Grading

AS-479-97/CC

Page Two

students. There were 40 percent fewer D's and F's among all students than among [CR/NC] students. The result is a pronounced downward shift of grades among CR/NC classes" (memo dated 10 Oct. 1996);

Senate Resolution AS-464-96 abolishing the option of taking GEB classes CR/NC' was passed in a near-unanimous vote by the Academic Senate in Spring 1996 and approved by President Baker in Fall 1996;

Students at Cal Poly cannot elect to take major or support courses CR/NC because these courses are considered vital to their education, and GEB courses cannot be taken CR/NC because they are considered equally vital to students' education; as President Baker has stated, this resolution "particularly underscores the status of GEB as a partner with the major programs at the University" (memo dated 9 Dec. 1996); as Dr. Zingg has stated, General Education should not be seen as a "second class citizen" in the curriculum (ASI Board of Directors minutes dated 6 Nov. 1996); as Drs. Greenwald and Hampsey have stated, "The implied message that GEB classes are somehow less important is one that teachers of GEB classes find objectionable. If we want to consider Cal Poly a premier institution, then GEB must be taken seriously" (memo dated 10 Oct. 1996);

Prospective employers have been known to disapprove of CR/NC courses on transcripts, which may adversely affect students' ability to obtain jobs;

Graduate school admissions boards have been known to disapprove of CR/NC courses on transcripts, with some graduate schools refusing to accept CR/NC courses for credit, and other schools automatically converting CR's to C's or F's.

Students should have the option of taking a limited number of courses CR/NC, for reasons that include the following: Students may explore unfamiliar areas of the curriculum or enroll in challenging courses without undue risk to their grade point average; President Baker has encouraged the Senate "to protect both the exploratory purpose of Cr/NCr grading and the principle of curricular choice through free electives" (memo dated 25 Sept. 1996);

Students may take a higher course load during certain quarters in order to move more quickly toward graduation;

Transfer students who have taken some courses CR/NC elsewhere may have an easier time making the transition to Cal Poly and thus move more quickly toward graduation.

Proposed by the Academic Senate Curriculum
Committee

February 27, 1997

Revised April 8, 1997

Revised April 22, 1997

Revised April 29, 1997

Adopted:

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

AS-__-17

**RESOLUTION ON ALIGNING USCP CRITERIA TO DIVERSITY LEARNING OBJECTIVES
WITH OVERSIGHT BY GE GOVERNANCE BOARD**

Background Statement

AS-395-92 Resolution Relating to a Cultural Pluralism Requirement determined that, beginning with the 1994-96 catalog, Cal Poly undergraduates must fulfill a cultural pluralism baccalaureate requirement consisting of a single course satisfying defined criteria.

In a related action, AS-396-92/CC Resolution on the Formation of a Subcommittee of the Curriculum Committee established a subcommittee for the initial review of USCP courses. This subcommittee consisted of seven voting members representing the colleges and professional staff, as well three ex officio members representing Ethnic Studies, the Curriculum Committee, and what was then called the General Education and Breadth Committee. AS-433-95/CC added ex officio members representing ASI and Women's Studies.

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

AS-663-08 Resolution on Diversity Learning Objectives established the four DLOs as an addendum to the ULOs. ULO 6 states that all Cal Poly graduates should be able to "make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability."

AS-671-08 Resolution on Changes to the Bylaws of the Academic Senate changed the membership of the USCP Subcommittee to consist of the Academic Senate Curriculum Committee chair, as well as the chairs of Ethnic Studies and Women's Studies. This was intended to simplify the formation of the subcommittee and expedite its business.

AS-676-09 Resolution on United States Cultural Pluralism Requirement revised the USCP criteria to make them simpler, broader, and more reflective of more recent statements: the DLOs and the Cal Poly Statement on Diversity.

The ULO project on Diversity Learning was conducted from 2008 to 2011. The project involved the design and analysis of separate surveys for the first three of the four DLOs, the use of focus groups to assess the fourth, and an analysis of the influence of service learning and the USCP requirement on diversity learning. Each of the three surveys provided evidence of value added, with seniors and juniors scoring higher than freshmen, but neither service learning nor satisfaction of the USCP requirement were found to have had substantial influence on students' diversity learning, at least as defined by the DLOs. In 2012, Cal Poly described these results in its WASC Education Effectiveness Review Report, which made the following recommendation: "Align the USCP requirement with the DLOs and review USCP courses to see whether they address the DLOs."

- 1 WHEREAS, The Academic Senate determined that, beginning with the 1994-96 catalog, Cal Poly
2 undergraduates must fulfill a US cultural pluralism (USCP) requirement consisting
3 of a single course satisfying defined criteria (1992); and
4
5 WHEREAS, The revised criteria (2009) do not fully align with the Diversity Learning Objectives
6 (2008); and
7
8 WHEREAS, The ULO Project on Diversity Learning (2008-2011) found that satisfaction of the
9 USCP requirement did not have a substantial influence on students' diversity
10 learning as defined by the DLOs; and
11
12 WHEREAS, The DLOs have not been revised since their passage in 2008, and were written as an
13 extension to the University Learning Objectives; and
14
15 WHEREAS, ~~83~~72% of USCP-designated courses in the Cal Poly catalog are also GE-designated
16 courses; and
17
18 WHEREAS, In AY 2015-16, 2383 students took a course that satisfied both the USCP
19 requirement and a GE requirement, which was equivalent to 91% of the total
20 number of students taking a USCP courses; therefore be it
21
22 RESOLVED: That the USCP and DLO policyies be revised as shown ~~to incorporate the DLOs, as~~
23 ~~shown~~ in the attachment, and be it further
24
25 RESOLVED: That the revised policy will become effective immediately for all existing USCP
26 courses, newly proposed courses and course revisions, and be it further
27
28 RESOLVED: That existing USCP courses retain their designation and be subject to future review
29 for compliance in accordance with the revised criteria, and be it further
30
31 RESOLVED: That the USCP Subcommittee be renamed the USCP Review Committee, comprising
32 the Chair of the Academic Senate Curriculum Committee, the Chair of Ethnic Studies,
33 the Chair of the General Education Governance Board (GEGB), and the Chair of
34 Women's & Gender Studies as voting members, as well as the Vice President and
35 Chief Officer for Diversity and Inclusion; and the CTLT Inclusive Excellence
36 Specialists, or their designees, as ex officio, non-voting members, and be it further
37
38 RESOLVED: That the USCP Subcommittee include an at-large voting member chosen from the
39 faculty with USCP teaching experience.
40
41 RESOLVED: That the oversight of USCP courses, including the review of new course proposals
42 and modifications, be added to the responsibilities of the GEGB, and be it further
43
44 RESOLVED: That the USCP Review Committee will serve in an advisory capacity to the GEGB,
45 which will decide on new USCP course proposals and modifications, and be it
46 further
47
48 RESOLVED: That the USCP Review Committee will work with the GEGB ~~curriculum~~ to design and
49 implement a plan for the curricular review of all existing courses with a USCP
50 designation.

Proposed by: USCP Task Force
Date: January 26, 2017
Revised: February 16, 2017

USCP Criteria

United States Cultural Pluralism (USCP) courses must focus on all of the following:

1. One or more diverse groups, as defined in the Cal Poly Statement on Diversity, whose contributions to contemporary American society have been impeded by ~~cultural~~ conflict or restricted opportunities
2. Contemporary social issues resulting from ~~cultural~~ conflict or restricted opportunities, including, but not limited to, problems associated with discrimination based on age, ethnicity, gender, nationality, abilities, religion, sexual orientation, socioeconomic status, or race
3. Critical thinking skills used by students to approach these contemporary social issues, examine their own attitudes, and consider the diverse perspectives of others
4. The contributions of people from diverse groups to contemporary American society

In addition to satisfying these criteria, USCP courses must also address the Diversity Learning Objectives.

Diversity Learning Objectives

All Cal Poly graduates should be able to:

1. Demonstrate understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Demonstrate **understanding** ~~knowledge~~ of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities
3. **Critically examine their own attitudes about diverse and/or underrepresented groups**
4. Consider perspectives of diverse groups to inform **reasonable** decisions
5. Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

05.02.17 (gg)

**Resolution on Aligning USCP Criteria to Diversity Learning Objectives with
Oversight by GE Governance Board
Bylaw Changes**

VIII. COMMITTEES

H. COMMITTEES

1. Budget and Long-Range Planning
2. Curriculum (and its subcommittees: Curriculum Appeals Committee ~~and U.S. Cultural Pluralism Subcommittee~~)
3. Distinguished Scholarship Awards
4. Distinguished Teaching Awards
5. Faculty Affairs
6. Fairness Board
7. General Education Governance Board
8. Grants Review
9. Instruction
10. Research, Scholarship and Creative Activities
11. Sustainability
- 12. USCP Review Committee**

I. COMMITTEE DESCRIPTIONS

2. Curriculum Committee

(a) Membership

College representatives shall be either the current chair or a current member of their college curriculum committee. The Professional Consultative Services representative shall be an academic advisor from one of the colleges. Ex officio members shall be the Associate Vice Provost for Academic Programs and Planning or designee, the Director of Graduate Education or designee, the Vice Provost for Information Services/Chief Information Officer or designee, the Dean of Library Services or designee, a representative from the Office of the Registrar, and an ASI representative.

(b) Responsibilities

The Curriculum Committee evaluates curriculum proposals from departments and colleges before making recommendations to the Academic Senate. In addition, the committee makes recommendations to the Senate on University requirements for graduation, general education, learning objectives, and cultural pluralism; provides library oversight as it relates to curriculum; and addresses any other curriculum-related matter referred to it by the Senate, Senate Chair, or Executive Committee. The chair of the Curriculum Committee shall be responsible for coordination of curriculum review with the Office of the Registrar.

Curriculum Appeals Committee

(See AS-711-10 for description of the Curriculum Appeals Committee and curriculum proposal appeals process.)

U.S. Cultural Pluralism Subcommittee

~~There will be a standing subcommittee of the Curriculum Committee responsible for the initial review of courses proposed to fulfill the Cultural Pluralism baccalaureate requirement.~~

~~Members shall be the department chair of Ethnic Studies, the department chair of Women's and Gender Studies, and the chair of the Academic Senate Curriculum Committee, or their designees.~~

~~Selection of courses to fulfill the requirement shall follow the criteria listed in Academic Senate resolution AS-395-92.~~

~~Recommendations from this subcommittee will be forwarded to the Curriculum Committee.~~

7. General Education Governance Board

(a) Membership

- (1) The General Education Governance Board (GEGB) will be comprised of two faculty members from CLA; two faculty members from CSM; one faculty member from each of the remaining colleges; one student; one member from Professional Consultative Services (PCS); and a GEGB Chair - at large (all voting members, with the exception of the GEGB Chair, who has a tie breaking vote only).
- (2) The GEGB will also include one representative from the Office of the Registrar (ex officio, nonvoting) and one representative from Academic Programs and Planning (ex officio, nonvoting).
- (3) Faculty members and PCS representatives on the GEGB shall be members of the General Faculty, as defined in the *Constitution of the Faculty*.
- (4) The GEGB chair will serve four-year terms. The GEGB chair will be appointed by the Provost following a recommendation from the Academic Senate Executive Committee and the GEGB.
- (5) The ASI representative must be able to demonstrate developing expertise in at least one GE area. The ASI representative will be appointed by ASI for a one-year term.
- (6) All eligible voting members of the GEGB must be able to demonstrate expertise in at least one GE area. The GEGB chair must also be able to demonstrate extensive expertise in and experience with the GE program as a whole. In addition to demonstrable expertise regarding Cal Poly's GE program, all members should have knowledge of CSU GE standards and Title V.
- (7) GEGB members will serve three-year terms. Faculty members

and PCS members on the GEGB will be appointed by the Academic Senate Executive Committee.

- (8) When ad hoc GE committees are deemed necessary, members should have expertise in the relevant GE areas.

(b) Responsibilities

- (1) Responsibility: Cal Poly's general education (GE) program is the curricular responsibility of the Academic Senate General Education Governing Board (GEGB). GEGB should function like a department with a deep sense of interest and responsibility for overseeing and implementing the GE program.
- (2) Charge: The GEGB is responsible for leading and developing a visionary, high quality GE program that enriches the specialized knowledge acquired in a major program with foundational and integrative understandings of its scientific, humanistic, artistic, and technological contexts. In so doing, the GEGB is responsible for fostering and refining a vision of general education that is responsive to statewide, national, and international values in general education, local campus interests and emphases, and opportunities for positive change.
- (3) Duties: The GEGB assists the GEGB chair in shaping the future and quality of the GE program. In so doing, the GEGB establishes the policies and principles that speak to the vision of the GE program as set out in the charge. Members must be proactive and responsive in reaching out to faculty, departments, and administrators in the University to develop GE curriculum.

Duties of the GEGB include:

- (a) review and approve GE course proposals.
 - (b) place GE curriculum proposals on the Academic Senate Consent Agenda after consultation with the Academic Senate Curriculum Committee.
 - (c) engage in appropriate assessment activities. Be proactive and responsive to the results of assessment activities.
 - (d) conduct a GE academic program review on the same cycle as other programs. Findings will be presented to the college deans and the Academic Senate. The GEGB needs to be proactive and responsive to the recommendations that result from academic program review.
- (4) Duties of GEGB chair: The GEGB chair will lead the GEGB in the development of the vision of GE and is accountable for making progress toward fulfillment of the GE vision. The GEGB chair maintains strong oversight of the GE program for quality control at every level. S/he is a constant advocate for a high quality GE program that exposes students to pedagogical experiences they need to be erudite and polymathic.

Duties of the GEGB chair include:

- (a) be in regular communication and consultation with the GEGB.
- (b) communicate with faculty and advisors to spread understanding of the GE program.
- (c) be in regular communication and consultation with the college deans and the Provost about the GE needs of Cal Poly students.
- (d) be in regular communication and consultation with the Academic Senate Chair and the Academic Senate Curriculum Committee chair.
- (e) work collaboratively with the college deans, the Office of the Registrar, the GEGB, Academic Programs, advisors, and the departments to understand where the demand for courses is and availability of resources in both the short and long term.
- (f) Establish ad hoc committees if the GEGB chair determines that ad hoc committees are needed, for instance for periodic GE assessment purposes or for program review.

(5) Oversight of USCP courses, including the review of new course proposals and modifications.

- (c) Decisions made by the GEGB: All GEGB curricula will be available for debate and discussion in the Academic Senate, just as all non-GE curricula are. Appeal processes of curricular decisions made by the GEGB will follow Academic Senate curriculum appeals processes. The GEGB chair should be involved with any changes to Academic Senate curriculum appeals processes.

12. USCP Review Committee

(a) Membership

The Chair of the Academic Senate Curriculum Committee, the Chair of Ethnic Studies, the Chair of the General Education Governance Board (GEGB), the Chair of Women's & Gender Studies, an at-large faculty member with USCP teaching experience as voting members, as well as, the Vice President and Chief Officer for Diversity and Inclusion, and the CTLT Inclusive Excellence Specialists, or their designee, as ex officio, non-voting members.

(b) Responsibilities

Serves in an advisory capacity to the GEGB, which will decide on new USCP course proposals and modifications.

Will work with the GE curriculum to design and implement a plan for the curricular review of all existing courses with a USCP designation.

Adopted:

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

AS-__-17

**RESOLUTION ON PROPOSING NEW COURSES OR OTHER
CHANGES TO CURRICULA**

1 WHEREAS, The Constitution of the Faculty of the California State University empowers the
2 Academic Senate to “exercise all legislative and advisory powers on behalf of the
3 General Faculty,” and that such “legislative powers shall include all educational
4 matters that affect the General Faculty (e.g., curricula, academic personnel policies,
5 and academic standards);”¹ and

7 ~~WHEREAS, The development of curriculum and instruction is the responsibility of the faculty; a~~
8 ~~fundamental~~ The responsibility of the faculty for the development of curriculum and
9 instruction is a fundamental principle supported by the American Association of
10 University Professors (AAUP) (*Statement on Government of Colleges and*
11 *Universities*)² and the Academic Senate of the CSU (ASCSU) (*Collegiality in the*
12 *California State University System, 1985*)³ to name a few; and

14 WHEREAS, At times it has been necessary to reassert this principle, for example by the ASCSU
15 (*Reasserting Faculty Control of Curricula Regardless of Delivery Mode, AS-3081-*
16 *12/FA/AA*)⁴, and by the Cal Poly Academic Senate (*Resolution on Shared*
17 *Governance, AS-748-12*)⁵; and

19 WHEREAS, Current campus procedures establish the workflow for proposing new curricula: the
20 Office of the Registrar states that “Proposals for new courses are developed by faculty
21 and submitted for approval through the Curriculum Management system,”
22 (<http://registrar.calpoly.edu/course-policies-guidelines#Propose%20a%20New%20>),
23 and Academic Senate Bylaws (VIII.I.2b) state that “[t]he Curriculum Committee
24 evaluates curriculum proposals from departments and colleges;” and

26 ~~WHEREAS, On this campus, the policy that only faculty may propose new courses or other changes~~
27 ~~to existing curricula has been articulated for some time, but it does not appear in~~
28 ~~Senate documentation; and~~

30 WHEREAS, Faculty may welcome input or seek collaborative opportunities with anyone within the
31 campus community, but the responsibility for the curriculum ultimately resides with
32 the General Faculty; therefore be it

34 RESOLVED: That the faculty reassert and reaffirm that, by virtue of the Constitution of the Faculty,
35 ~~the~~ development of curriculum and instruction are the purview of the General Faculty;
36 and be it further

38 RESOLVED: That all proposals for ~~only current faculty may propose~~ new courses or other changes
39 to curricula ~~and that they do so through~~ be made through and sponsored by the
40 curriculum committee of the appropriate academic department(s) and associated
41 college(s).

Proposed by: Glen Thorncroft, Senator, CENG
Paul Rinzler, Senator, CLA
Lauren Garner, Senator, CAFES
Date: December 5, 2016
Revised: April 19, 2017

Footnotes:

¹ Constitution of the Faculty and the Bylaws of the Academic Senate, Article III, Section 2.

² “When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.” *AAUP Statement on Government of Colleges and Universities*

³ “Because the university's curriculum is of central concern to the faculty and because faculty have the primary responsibility in curricular decisions, it follows that faculty should have the major voice in academic policy decisions which closely affect the curriculum, access to the curriculum, or the quality of the curriculum.” *Collegiality in the California State University System*, Academic Senate of the CSU (1985)

⁴ “RESOLVED: That the Academic Senate of the California State University (ASCSU) reassert that the quality of the curriculum for academic credit, including technology-mediated courses and online courses, remain the purview of the faculty individually and collectively...” *Reasserting Faculty Control of Curricula Regardless of Delivery Mode*, CSU Academic Senate, AS-3081-12/FA/AA

⁵ “RESOLVED: That the faculty affirm its primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and student educational processes...” *Resolution on Shared Governance*, Cal Poly Academic Senate Resolution AS-748-12

Adopted:

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

AS-__-17

**RESOLUTION ON
REVIEW OF COURSES WITH CONDENSED TIME SCHEDULES**

- 1 WHEREAS, Courses are being re-packaged in new and interesting ways, including
2 international studies classes, during time periods outside of the
3 traditional ten-week quarter, or as summer experiences; and
4
- 5 WHEREAS, No Academic Senate Curriculum Committee review is currently
6 required for these types of course offerings except for when the
7 courses are originally proposed; and
8
- 9 WHEREAS, Coded Memorandum AA-2011-14 from the Chancellor's Office defines
10 a credit hour as "the amount of work represented in intended learning
11 outcomes and verified by evidence of student achievement that is an
12 institutionally established equivalency that reasonably approximates
13 not less than: one hour of classroom or direct faculty instruction and a
14 minimum of two hours of out-of-class student work each week for
15 approximately fifteen weeks for one semester or trimester hour of
16 credit, or ten to twelve weeks for one quarter hour of credit, or the
17 equivalent amount of work over a different amount of time"; and
18
- 19 WHEREAS, A one-unit course during a quarter translates to approximately 30
20 total hours of student work; and
21
- 22 WHEREAS, It may prove difficult to attain the approved Course Learning
23 Objectives if students are expected to work more than 10 hours in any
24 given day; therefore be it
25
- 26 RESOLVED: That any existing course or group of courses that in its new condensed
27 format averages less than three days per unit must be approved by
28 the appropriate College Curriculum Committee(s) and the Academic
29 Senate Curriculum Committee at least 60 days before they are offered.

Proposed by: Academic Senate Curriculum
Committee

Date: May 3, 2017



Academic Affairs
301 Gordon Street, 9th Floor
Long Beach, CA 90802-4000

www.calstate.edu


Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer
362-941-4700, Fax 362-941-4700
Email epsmith@calstate.edu

October 4, 2011

Code: AA-2011-14

MEMORANDUM

TO: Presidents

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

SUBJECT: CSU Definition of Credit Hour

Historically, the California State University has used the equivalent of the Carnegie Unit for measuring and awarding academic credit that represents student work and achievement. In the CSU, the credit hour measure we have used has also been consistent with requirements of our accreditor, the Western Association of Schools and Colleges (WASC).

As of July 1, 2011 federal law (600.2 and 600.4) now requires all accredited institutions to comply with the federal definition of the credit hour, which appears below. The federal definition is consistent with CSU practice, but is defined systemwide for the first time. Effective immediately, for all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work,

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San Jose
San Luis Obispo
San Marcos
Sonoma
Stanislaus

Presidents
AA-2011-14
Page 2

internships, practica, studio work, and other academic work leading to the award of credit hours.”

As in the past, a credit hour is assumed to be a 50-minute (not 60-minute) period. In courses, such as those offered online, in which “seat time” does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement. WASC shall require its accredited institutions to comply with this definition of the credit hour; and it shall review periodically the application of this credit-hour policy across the institution, to ensure that credit hour assignments are accurate, reliable, appropriate to degree level, and that they conform to commonly accepted practices in higher education.

ES/clm

cc: Charles B. Reed, Chancellor
CSU Executive Staff
CSU Provosts/Vice Presidents of Academic Affairs
CSU Vice Presidents of Finance
CSU Vice Presidents of Student Affairs
CSU Associate Provosts/Associate Vice Presidents, Academic Affairs
CSU Deans of Graduate Study
CSU Deans of Undergraduate Study
CSU Directors of Financial Aid
Mr. Eric Forbes, Assistant Vice Chancellor, Student Academic Support
Dr. Philip Garcia, Senior Director, Analytic Studies
Dr. Marsha Hirano-Nakanishi, Assistant Vice Chancellor, Academic Research and Resources
Mr. Dean Kulju, Director Financial Aid Services and Programs
Dr. Christine Mallon, State University Dean, Academic Programs and Policy
Dr. Margaret Merryfield, Senior Director, Academic Human Resources
Dr. James Postma, Chair, Academic Senate, CSU
Mr. Jim Spalding, Director, Summer Arts Program
Ms. Sheila Thomas, State University Dean, Extended Education
Mr. Leo Van Cleve, Director, International Programs
Dr. Ron Vogel, Associate Vice Chancellor, Academic Affairs
Dr. Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Programs

Adopted:

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

AS-___-17

**RESOLUTION ON ELECTRONIC WPAF AND WORKFLOW
IN FACULTY EVALUATION**

1 WHEREAS, Electronic Working Personnel Action Files (WPAF) and workflow in
2 faculty evaluationⁱ processes are allowed by the collective bargaining
3 agreement (CBA 15.8ⁱⁱ); and
4

5 WHEREAS, Electronic WPAF and workflow can conform with current official policies
6 and procedures in place across the university (concerning, for instance, the
7 structure and contents of Working Personnel Action Files, committee
8 access to documents, levels of review, timeline of stages of review, etc.);
9 and
10

11 WHEREAS, Electronic WPAF and workflow processes can ease the labor involved in
12 producing and reviewing personnel documents for faculty evaluation; and
13

14 WHEREAS, Electronic WPAF and workflow processes can adapt to foreseeable
15 adjustments of any such faculty personnel policies and procedures; and
16

17 WHEREAS, Electronic WPAF and workflow processes may warrant improvements to
18 faculty personnel policies and procedures; and
19

20 WHEREAS, The Academic Senate has determined in AS-752-12 that “the Academic
21 Senate Faculty Affairs Committee serve as a resource for best RPT
22 practices;” therefore be it
23

24 RESOLVED: That the Academic Senate affirm that Cal Poly should implement
25 electronic (WPAF) and workflow in faculty evaluation processes, and be it
26 further
27

28 RESOLVED: That the Academic Senate Faculty Affairs Committee (FAC) shall
29 incorporate Electronic WPAF and workflow into revisions to university
30 faculty personnel policies and procedures to be presented to the Academic
31 Senate for approval, and be it further
32

33 RESOLVED: That FAC assist the Office of Academic Personnel concerning the policy
34 and procedural aspects of adapting to Electronic WPAF and workflow,
35 including the timeline for implementation, and be it further
36

37 RESOLVED: That any changes to faculty evaluation procedures arising from the
38 transition to Electronic WPAF and workflow in faculty evaluation shall be
39 communicated to faculty in a timely fashion consistent with the CBAⁱⁱⁱ and
40 existing university policies for communicating such changes to faculty.^{iv}

Proposed by Academic Senate Faculty Affairs Committee
Date: March 8, 2017
Revised: April 4, 2017
Revised: May 11, 2017

ⁱ CBA 15.1 defines “faculty evaluation” as “either a Periodic Evaluation or a Performance Review, and thus this term covers all personnel reviews of faculty, including RPT for tenure-stream faculty, all lecturer reviews, post-tenure reviews, reviews of librarians, coaches, counselors, etc.

ⁱⁱ CBA 15.8 states “The contents of the Working Personnel Action File may be compiled and reviewed in electronic format, pursuant to campus policy.”

ⁱⁱⁱ CBA 15.3 states “Evaluation criteria and procedures shall be made available to the faculty unit employee no later than 14 days after the first day of instruction of the academic term. Evaluation criteria and procedures shall be made available to the evaluation committee and the academic administrators prior to the commencement of the evaluation process. Once the evaluation process has begun, there shall be no changes in criteria and procedures used to evaluate the faculty unit employee during the evaluation process.”

^{iv} AS-752-12 Resolution on Retention, Promotion, and Tenure focuses on *criteria* for RPT, and not on the *medium* for review documents from candidates (i.e. WPAF) or reviewing bodies (e.g. AP-109 forms). Nevertheless, the change to electronic document workflow is significant for all involved and warrants timely communication to faculty and the relevant staff so they may prepare for the transition and understand the workings of the new system.

Adopted:

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

AS-__-17

**RESOLUTION ON ALTERNATIVE APPROACHES TO THE GRADUATION WRITING
REQUIREMENT**

- 1 RESOLVED: That the Academic Senate approve the GWR Task Force report:
2 Alternative Approaches to The Graduation Writing Requirement:
3 Sustaining Writing & Writing Education Across All Levels of a
4 Student's College Experience; and be it further
5
6 RESOLVED: That the attached report be forwarded to Provost Enz Finken and
7 President Armstrong.

Proposed by: Dawn Janke, GWR Task
Force Chair
Date: May 5, 2017

**ALTERNATIVE APPROACHES TO THE GRADUATION WRITING REQUIREMENT: SUSTAINING
WRITING & WRITING EDUCATION ACROSS ALL LEVELS OF A STUDENT'S COLLEGE EXPERIENCE
2015-2017 Academic Senate GWR Task Force Final Report**

Submitted on May 10, 2017

By

Dawn Janke, Task Force Chair

**All task force members reviewed this report before submission
as an official document to the Academic Senate.**

Alternative Approaches To The Graduation Writing Requirement: Sustaining Writing & Writing Education Across All Levels of a Student's College Experience

Contents

- A. Charge of the 2015-2017 Academic Senate GWR Task Force
- B. Background of the Graduation Writing Requirement (GWR)
 - 1. CSU Executive Order 0665
 - 2. The GWR at Cal Poly
- C. Concerns with Cal Poly's Current GWR Practices
 - 1. Practical Concerns
 - 2. Pedagogical Concerns
- D. Methods for Exploring Alternative Approaches to the GWR
- E. Alternative Approaches to Cal Poly's Current GWR Practices
 - 1. Replace the exam-based approach with one upper-division, writing-intensive (WI) General Education (GE) Area C4 or D5 course
 - 2. Replace the exam-based approach with two upper-division courses from a menu, including one course from an upper-division, WI GE course and another from a program-specific upper-division, WI course
 - 3. Replace the exam-based approach with a WI curriculum that combines GE and discipline-specific courses
 - 4. Replace the exam-based approach with a more thoughtfully designed writing-infused curriculum across the disciplines.
 - 5. Replace the exam-based approach with a more comprehensive communication across the curriculum requirement that develops advanced proficiency in written, oral, and visual communication skills.
- F. Important Considerations
 - 1. Timeline for implementation
 - 2. Costs of implementation
 - 3. Program infrastructure
 - 4. Program oversight
 - 5. Faculty development and support
 - 6. Course offerings and enrollment capacity
 - 7. Assessment methods
- G. Conclusion

A. Charge of the 2015-2017 Academic Senate GWR Task Force

An academic senate task force was formed for AY 2015-2017 to explore programmatic revisions to the university's Graduation Writing Requirement (GWR) as a consequence of the 2014-15 Academic Senate GWR Task Force on students' timely completion of the requirement.

The 2014-15 task force reported that current GWR campus practices meet neither the requirement of EO 665, the recommendation of the most recent WASC review, nor the goals previously expressed in the Cal Poly and CSU Academic Senate resolutions concerning the timely completion of the GWR. In spring of 2015, in response to the 2014-15 GWR Task Force report, a senate resolution passed (AS-809-15) that outlined actions the university should take to address the issue of timely GWR completion, including the recommendation that "programs/departments develop a concrete action plan so that their students take the GWR during junior year." In the fall quarter of 2016, a year after the resolution, 96% of the 1033 students who fulfilled the GWR via the WPE had senior-level standing.

Issues with the GWR program extend beyond students' timely completion, however. While the program's pathways and processes are well established, the instruction (or lack thereof in the case of the WPE) and assessment measures are neither consistent nor effective in helping students to improve their writing skills for degree attainment and post-degree success. A more meaningful program that helps students improve upon their writing skills earlier in their upper-division coursework would impact their success more positively. The 2015-17 GWR task force, then, explored alternative approaches to the GWR for the university's consideration.

Members of the 2015-2017 Academic Senate Task Force on exploring programmatic revisions to the GWR included:

- Dawn Janke, Writing and Rhetoric Center
- Leanne Berning, CAFES
- Kaila Bussert, Kennedy Library
- Bruno Giberti, APP
- Brenda Helmbrecht, CLA & GE
- Gita Kolluru, CSM
- Kathryn Rummell, CLA
- Brian Self, CENG
- Debra Valencia-Laver, CLA
- Clare Battista, OCOB (2015-2016)
- Don Choi, CAED (2015-2016)
- Matt Luskey, CTLT (2015-2016)

B. Background of the Graduation Writing Requirement (GWR)

B.1 CSU Executive Order 0665 The California State University Chancellor's Office established the GWR, an upper-division writing assessment mandate for its 23 campuses, in 1978, and the

requirement was more recently codified in 1997 as Executive Order 0665, Determination of Competence in English and Mathematics. Two key points of EO 0665 are as follows:

1. As soon as possible after students are admitted, campuses shall inform them of writing skills proficiency requirements for graduation, as distinct from lower division curricula and tests. Certification of writing competence shall be made available to students as they enter the junior year. Students should complete the requirement before the senior year.
2. Certification of graduation writing proficiency is an all-campus responsibility. Certification may rely on evidence of writing ability as demonstrated in written coursework, essay examinations, or other measures of student writing competence. Measures may be developed which best fit individual campus needs. However, certification by examination shall include a common essay written and evaluated under controlled conditions and scored by at least two faculty readers.

B.2 The GWR at Cal Poly Cal Poly largely has followed the same process for its GWR program for at least thirty years. The GWR at Cal Poly invites all students who have completed 90 units to fulfill the requirement via one of two pathways:

- Earn a passing score on a timed, in-class essay exam AND earn a C or better in a GWR-approved, upper-division, quarter-long English course;
- Earn a passing score on a two-hour, handwritten essay exam, the Writing Proficiency Exam (WPE), which is offered two or more times each quarter.

At the same, there have been various changes in the periphery to provide support for writing development in our students and writing instruction for our faculty — practices that were designed to support meeting the GWR and to improve writing more generally. A few examples of these include:

- GE 2001 created a writing across the general education curriculum program with two primary components:
 - **All GE courses must have a 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.
 - **Writing Intensive (WI) courses are located in Areas A1, A3, C1, C2, C4, and D5.** These courses include a minimum of 3000 words of writing and base 50% or more of a student's grade on written work. Faculty teaching WI 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 WI coursework. The kind and amount of writing will be a factor in determining class sizes, and the Center for Teaching, Learning, and Technology (CTLT) will provide support and training for faculty.

Unfortunately, lack of funding and larger student enrollments have necessitated increases in class size in areas C1, C2, C4, and D5, and the WI component of these courses has in some cases been removed.

- In 2010, the University Writing and Rhetoric Center (UWRC) implemented a portfolio program whereby students who fail to satisfy the GWR after two or more attempts may opt to fulfill the requirement by taking ENGL 150 and earn a passing score on a GWR Portfolio. The GWR portfolio option also also been extended to the small number of former students who left Cal Poly without completing the GWR. The portfolio option allows for some concentrated work on addressing some writing deficits, especially in those students who would benefit the most from direct instruction. Students work with graduate writing consultants to develop and revise previously failed exams. This sustained 10 weeks of writing practice and support comes at end of the student's academic career, however, and thus cannot provide the scaffolding for further practice and development.
- In 2013, the university supported the hiring of a Writing Instruction Specialist, housed in the Center for Teaching, Learning, and Technology (CTLT). This position was created to foster college, department, and faculty writing support across the disciplines. The CTLT has long supported faculty development in writing instruction through such programs as Writing in Generally Every Discipline (WINGED) as well as other writing workshops and writing support groups, often in collaboration with the UWRC.

It is important to note that in 2000, the Academic Senate (AS-550-00) resolved that "students be allowed to satisfy the GWR either by passing the Writing Proficiency Exam (WPE) or *by being certified writing-proficient in a designated upper-division, writing-intensive course*" (italics mine); the senate further resolved that a "writing skills committee collaborate with the General Education Program and other interested faculty to work out the specifics of how students will be certified writing- proficient in upper-division, writing-intensive classes, and to explore ways to increase the effectiveness of advising that will encourage students to attempt the GWR early in their junior year." Despite this resolution, no concerted action was taken and GWR certification continues to be offered solely through the English Department.

During any given quarter, there are over 9,000 students eligible to fulfill this requirement. Generally, each year about 1,500 students complete the requirement in a GWR-approved English course and over 3,000 students complete the requirement by passing the WPE.

C. Concerns with Cal Poly's Current GWR Practices

The task force agreed that Cal Poly's current GWR practices are not effective in meeting the goal of the requirement: assurance of competence in writing skills at the upper-division level. While only a small number of students leave the university without fulfilling the requirement,

and the majority fulfill the requirement on their first attempt (on average over the past eight years 73% of students pass the WPE on their first attempt), it is clear, when considering institutional writing assessment results and employer survey responses, Cal Poly students do not yet demonstrate the desired advanced levels of writing proficiency at the upper-division level. Instead, there is evidence that their writing skills seem to plateau after the sophomore year.

C.1 Practical Concerns Inconsistencies abound within both GWR options at Cal Poly.

- **Inconsistent test topics.** Since the WPE is based on an unannounced topic, students who opt for the WPE receive no foreknowledge of the topic about which they will be writing, and the topic is different for each exam (and not normed for test reliability). While all topics are related to higher education and connected to the student experience at Cal Poly, some students may have more prior knowledge of or familiarity with a particular topic. Topic generation is time consuming for the WPE coordinator, as well, because multiple topics are selected and designed into exam prompts each quarter. In the GWR classes, instructors decide on their own what the exam topic will be. Some use old WPE topics, others follow the WPE model of an article from a news source but design their own prompts, and still others use readings and prompts related to course content. Furthermore, in the GWR courses, because faculty are encouraged to use the first GWR attempt of the quarter as a way of helping students determine if they need additional writing support before another attempt at completion, that first attempt often comes in the first week of class. Thus, faculty often write prompts separate from course content since students haven't yet mastered enough content at that point. Subsequent attempts in a course are typically included on a midterm and/or final exam, meaning that the question may cover course material and the student might have longer to respond (i.e., in a three-hour final). Although topics related to course content most closely mimic an authentic writing task, there is still the problem of writing under pressure, writing by hand rather than with a keyboard, and writing without the tools that most writers use for editing and revising their writing (e.g., dictionary, thesaurus, reader input).
- **Inconsistent test periods.** The WPE is given in a two-hour period that is proctored by university staff. In contrast, students who opt for one of the 64 or more sections of GWR-approved English courses offered each academic year are tested in a wide range of test periods. Some classes are 50 minutes, and thus students only have 50 minutes to produce an essay, whereas other classes are 110 minutes, so students have longer to respond.
- **Inconsistent scoring.** Each WPE essay is graded in a large-scale scoring session where each essay is assigned to two faculty readers from across campus that may or may not have special expertise in writing and writing instruction. The faculty readers take part in a norming session where they learn to work with the WPE scoring rubric. Many have been scoring the exam for over 15 years, so they have special expertise in the WPE, and everyone who scores the exam is both trained to assess ahead of time and normed before the scoring session. Yet, WPE norming may not be the most effective means by which students are assessed and faculty develop their writing assessment skills. GWR-

approved English course instructors have advanced degrees in English and therefore have more specialized expertise in writing assessment, but they are not necessarily trained to assess student writing using a common rubric like those who assess the WPE are trained to do. In addition to the varied levels of writing assessment knowledge and standards, WPE essays are scored by at least two readers to account for discrepancies in standards/expectations, whereas the essays produced in GWR-approved English courses are reviewed only by the instructor.

- **Inconsistent number of attempts.** A single WPE test session is just that. Students pay for the exam and are given one attempt in the 120-minute session. When students fail, they must re-register and attempt again, and must wait until the next quarter to do so unless they are graduating that term and can make another attempt during final exam week. Students also are offered the option of enrolling in ENGL 150 and completing the GWR Portfolio Program if they have more than one failed attempt, but since it is not required that they do so, some students make four or more attempts at the WPE before realizing they need more direct support for GWR completion. In GWR-approved English classes, students are offered at least two, and often three, attempts to fulfill the requirement within the same quarter.
- **Inconsistent feedback for students.** With the WPE, students are presented with a numerical score only as feedback post exam and that score alone does not help students identify their writing issues. To do so, students must schedule an appointment with a WPE counselor at the Writing and Rhetoric Center to help them understand their score. This counselor is not one of the graders of the essay, so the counselor uses the WPE scoring guide to infer why the student failed the exam. The counselor attends the WPE scoring session and is therefore prepared to discuss the student's exam using the scoring guide as reference, but this roundabout approach to offering students summative feedback on their writing, especially when the writing is a degree requirement, is not the most effective and meaningful approach to helping students address writing issues and develop their skills. In contrast, students in GWR-approved English courses have multiple attempts in one quarter to pass the exam, and indeed, the success rate for completing the GWR in a classroom setting is higher than the success rate for those making a first attempt on the WPE, largely because students meet with their instructors to discuss their writing prior to a second attempt. Note: the pass rate for students who take the WPE exam twice is comparable to the pass rate for students who take a GWR-approved English course.

Although there are inconsistencies across the testing environments, there are benefits to taking the GWR in an English course rather than taking the WPE. These include multiple attempts in one quarter to pass the exam, a more situated writing experience for students, and one-on-one feedback from an expert in the field. However, the English Department cannot staff enough sections of these courses each year to meet the needs of GWR-ready students.

C.2 Pedagogical Concerns More important than the inconsistencies above, however, are the pedagogical problems with Cal Poly's current GWR options. Whether students take the WPE or a GWR-approved English course, there is a disconnect between what the GWR requirement

tests and what experts in the field of writing studies advocate. In GE A1 and A3 courses, as well as in lower- and upper-division English courses, students are taught that writing requires an understanding of audience and purpose, as well as the process of drafting, revising, and editing. However, the GWR as presently conceived does not test for careful and intentional writing; rather, it tests for extemporaneous writing skills on an unannounced topic.

Because the WPE is designed to measure students' writing skills in one instance without formative feedback during the writing process, the exam does not help students develop as writers. And while the in-class essay exam in GWR-approved classes allows students an opportunity for feedback from the instructor prior to a second attempt, the majority of the writing students produce in GWR-approved English classes outside of the in-class exam is written over time and involves drafting, feedback, and revision. The message sent by measuring writing proficiency via an in-class essay exam, then, is inconsistent with the message sent by other writing assignments.

In short, the task force concluded that the university's two pathways to GWR completion are not pedagogically sound and send mixed messages to students. The task force established that the university must define what writing skills it wants students to gain during their upper-division coursework, and how those skills most meaningfully can be assessed by the GWR.

D. Methods for Exploring Alternative Approaches to the GWR

During the task force's first meeting in the fall of 2015, members listed the positives and negatives associated with both current approaches to GWR fulfillment on campus. As well, in an effort to examine how other campuses approach upper-level writing instruction, during winter and spring quarters of 2016 the task force examined GWR programs at other campuses within the CSU and conducted research on upper-division writing requirement programs at peer institutions across the country (see the appendix for these findings).

Based on discussion and findings, the task force concurred that we want students to write at all levels of their college experience, we want them to be able to identify their strengths and weaknesses, and we want them to reflect on how to use writing to meet a variety of purposes. The task force also agreed that the exam is no longer an appropriate approach to GWR completion for our students. Instead, task force members believe that a program that offers multiple pathways to completion, with courses in GE and in the majors, would be most effective. In effect, students' writing success is the most important consideration when weighing the effectiveness of alternative approaches to the GWR.

E. Alternative Approaches to Cal Poly's Current GWR Practices

While the task force determined to move away from the WPE for GWR completion, task force members did not agree upon one alternative in its stead, as more time needs to be dedicated to exploring how any change would impact the university, particularly in terms of the resources needed to support such change(s). Mainly, the task force established that the university should

offer a flexible approach to GWR completion. A number of ideas were entertained, and of them, the task force submits for consideration the following alternative approaches to the current program. These alternatives are presented somewhat in order from less change/fewer potential resource implications to more change/greater potential resource implications.

E.1 Replace the exam-based approach with one upper-division, writing-intensive (WI) General Education (GE) Area C4 or D5 course In this model, the upper-division GWR-approved English courses will remain as an option for students, and all (or select) other GE Area C4 and D5 courses will be GWR-approved. This approach aligns with Senate Resolution AS-550-00 that “students be allowed to satisfy the GWR either by passing the Writing Proficiency Exam (WPE) or by being certified writing-proficient in a designated upper-division, writing-intensive course.” In this option, students who complete any one of these designated courses with a C or better will fulfill the GWR, and completion of the GWR will not be based on the results of one in-class essay exam, but instead by successful completion of writing projects that follow a process-oriented approach with feedback and opportunities for revision. In some ways, this approach reflects the status quo minus the exam-based approach to GWR certification and designates the possibility of all GE upper-division writing courses in both C4 and D5 as contributing to GWR certification. However, the task force recommends a more robust approach to this implementation by requiring that the university recertify all upper-division WI GE courses, reduce class sizes to support writing instruction, and train faculty to deliver effective methods of writing instruction. In effect, the university would need to restore the upper-division WI GE curriculum established in 2001. Note: engineering majors who follow a different GE template could only fulfill this with one course in the C4 area while many other students would actually end up taking two upper-division WI courses in GE.

E.2 Replace the exam-based approach with at least two upper-division courses from a menu, including one course from an upper-division, WI GE course and another from a program-specific upper-division, WI course This approach would augment the upper-division writing instruction in which students currently engage (WI GE in C4 and D5 at the upper-division level for all majors except engineering), and while more complex than the first option, this approach is worth exploring because of the GE and discipline-specific writing instruction it offers to students. It is unclear whether or not all programs of study would have a designated upper-division course in which discipline-specific writing is assigned, expected, or taught. Because the university aims to graduate students who can communicate effectively, and because we know that effective communication is constructed based on rhetorical situations, students would benefit from a more thoughtful approach to writing education—one in which they have sustained writing practice not only in their GE courses but also in their major courses. Again, completion of the GWR in these two classes would be measured by completion of writing projects assigned in the courses rather than by completion of an in-class essay exam.

The committee as a whole was concerned that not all departments have the ability (expertise, time, faculty, etc.) to deliver discipline-specific writing courses, but if the GWR is designed to be an all-campus responsibility, and if the university wants to help students gain both general and discipline-specific writing skills, then moving toward this approach may lead departments and

colleges to determine how better to incorporate writing assignments and provide formative and summative feedback on those assignments into designated upper-division courses in the majors. The university just hired a new writing instruction specialist in the CTLT who can help instructors, departments, and colleges across campus address such concerns.

E.3 Replace the exam-based approach with a WI curriculum that combines GE and discipline-specific courses In this approach, students would be required to take at least two WI courses at the upper-division level. Departments would submit courses for WI certification and faculty teaching those courses would have appropriate training and support. WI courses could be GE or discipline-specific, thus providing maximum flexibility for departments. This approach also allows GE-heavy programs to certify some courses within their department as WI, but not necessarily all. For example, the History Department might offer most GE D5 classes as WI, but in order to maximize SCUs might also offer one or two each quarter that aren't WI and thus have larger cap sizes. Departments who want to provide their students with discipline-specific WI courses could do so with one or both courses in their program.

E.4 Replace the exam-based approach with a more thoughtfully designed writing-infused curriculum across the disciplines In the case of this alternative, like the one above, students would engage in sustained writing practice throughout their time on campus. What makes this option distinct from the previously mentioned option is that in this case students would not necessarily be required to take any specific courses in order to fulfill the GWR. Instead, the institution would rely on a writing-infused curriculum as a whole (both at the lower- and upper-division) to help students develop the expected level of writing proficiency for a college graduate. In short, in this approach, students' fulfillment of degree requirements would also fulfill the GWR because writing would be embedded in all courses. Two primary challenges for this option are programmatic oversight and ensuring that transfers and study abroad students receive the same writing instruction that other students do.

E.5 Replace the exam-based approach with a more comprehensive communication across the curriculum requirement that develops advanced proficiency in written, oral, and visual communication skills The New London Group (1996) coined the term "multiliteracy" in their seminal article, *A Pedagogy of Multiliteracies: Designing Social Futures*, in which they advocated for a new approach to writing education, one in which students learn to reach a variety of audiences through multiple modes, including written, aural/oral, visual, spatial, gestural, and tactile methods of expression. While such an alternative approach to the current GWR program would be a major overhaul, it is worth considering how broadening the requirement to include written, oral, and visual presentation skills might better prepare the institution's graduates for post-degree professional and civic success, particularly given the campus's comprehensive polytechnic identity.

F. Important Considerations

The task force further concluded that to enhance students' writing skills across all levels of their college experience, it will be necessary to consider the following components when designing

and implementing any alternative approach to the GWR: the timeline for change, costs of implementation, program infrastructure and oversight, faculty development and support, course offerings and enrollment capacities, and assessment methods.

F.1 Timeline for implementation Task force members want to ensure that the shift from an exam-based approach to a course-based approach occurs gradually to allow enough time for instructors and courses to be GWR-certified, particularly because the assessment of students' writing proficiency will include projects for which students engage in a drafting process and receive formative feedback and time for revision. Further, the task force does not believe it will serve the campus community well if any particular department or program is overburdened either to develop new courses that significantly impact their curriculum plans or to serve large portions of the student population at a given time. As such, the shift from an exam-based approach to GWR completion should happen incrementally, with the final phase being one in which the WPE is no longer necessary to support any student on campus.

F.2 Costs of implementation Currently, the two-thirds of Cal Poly students who take the WPE pay a \$35 exam fee that generates annual revenue to pay for administration and management of the current GWR program. This income will be lost when the university shifts away from the exam-based approach to requirement completion, but task force members indicated that a course-based model would only work if the institution commits to providing the required resources to enrich and support faculty assigned to teach GWR-certified courses. In addition, much of what is presented below will result in additional costs to the university, such as those related to an increased number of GWR-certified class sections with appropriate class sizes and the instructors to teach those sections, as well as those related to developing a training and certification program.

F.3 Program infrastructure Tracking of enrollment and completion may become an issue with any new approach to the GWR. Task force members indicated that it is worth preserving the intention of the junior-level timing for GWR completion, particularly because it helps identify students' varying needs for writing support. The task force wondered how best to determine students' eligibility/placement in terms of GWR completion. Current practice allows any student with 90 or more completed units to attempt GWR completion. Ninety units signifies junior standing, but only in general—not when considering degree applicable units. In addition, some students have 90 units completed earlier in their college careers because of AP or transfer credits. The task force considered entertaining an alternative marker for GWR eligibility to account for this discrepancy in current practice. One option is to consider students' expected academic progress or degree progress instead of completed units.

In addition to the question of eligibility based on unit completion, task force members wondered if all students were prepared to fulfill the requirement immediately upon completion of 90 units. At a few other CSU campuses, the WPE is used not to determine writing proficiency but instead to determine how many writing courses students needed to complete in order to demonstrate proficiency effectively. And two other CSU campuses are currently exploring how to use directed self-placement (DSP) to help students determine GWR readiness. DSP invites

students to consider a variety of factors (e.g. writing anxiety, performance in previous writing courses, language(s) spoken) before enrolling in writing courses for GWR completion. Further, any model that requires students to fulfill the requirement in an upper-division GE course may prevent students from doing so in a timely manner because students may not meet course prerequisites in order to be eligible to enroll in GWR certified courses before their senior year. The university would want to consider how best to address this issue moving forward.

Finally, task force members were concerned by the human and financial capital it would take to develop a new tracking system in which the university could monitor for GWR eligibility, enrollment, and completion in a course-based system. On at least one campus the task force researched, students' degree progress alone indicated completion of requirements, so, no additional tracking was needed. The university might consider adopting a similar approach.

F.4 Program oversight Task force members also agreed that oversight and consistency would be necessary among designated GWR courses. The main question the task force considered was what oversight would look like with a newly revised program. A GWR coordinator already exists on campus, but that individual alone does not have the resources to oversee GWR-related assignments and assessment across hundreds of GWR-approved sections offered by different instructors while also monitoring student completion of the requirement. The university will want to ensure that if writing instruction and assessment become a formalized part of a broad range of GWR courses then that writing pedagogy is aligned with expected GWR outcomes and the instructors who teach those courses are supported accordingly. Implementation of a GWR advisory board with representation from across colleges and chaired by the GWR coordinator therefore would be important. In the outside programs the task force examined, there seemed to be a tension between loose oversight on some campuses and localized/contextualized oversight of pathways and assessment on others. The task force supported a model in which a GWR advisory board certified either a course, or an instructor (preferred), or both as GWR-approved. The GE Governance Board oversees upper-division GE WI courses, approves newly developed courses, and is building a mechanism along with the Academic Senate Curriculum Committee to ensure the WI component of those courses is being met, but not all WI GE classes are GWR classes, and not all GWR classes are GE classes. The GE and GWR boards likely would partner in oversight of WI, GWR-approved courses.

F.5 Faculty development and support In addition to general oversight, the task force also noted that instructors who teach GWR courses, especially those outside the English Department, would need to engage in some sort of professional development training and earn GWR-educator certification before offering GWR courses. GWR-certified courses must include actual process-oriented writing instruction and formative feedback (i.e., drafting, feedback, and revision of writing projects must be included in course design), and faculty who teach those courses would benefit from training in terms of how best to implement and support the process-oriented approach to writing into their already-packed course content. Faculty who teach GWR-approved courses also must be trained to support multilingual students effectively when offering feedback and account for language difference when assessing multilingual writers, both of which may require training and/or ongoing support. And, since not all faculty

members will have the desire to teach GWR WI courses, the university might consider giving faculty an incentive, such as additional weighted teaching units for GWR courses, which would send a message to faculty across the curriculum that the university values writing and writing education in all disciplines and at all levels. Several task force members indicated that it would also be worth exploring how to assign a writing expert to each college who can support faculty teaching writing in the disciplines. As well, the option to embed peer-writing consultants in the classes, who could assist instructors by offering students feedback and support throughout the drafting, revising, and editing process, might be worth considering in terms of supporting GWR instructors' additional teaching responsibilities.

F.6 Course offerings and enrollment capacity Regardless of the approach, the task force agreed that a new course-based GWR program must adhere to reasonable class sizes with a maximum capacity of between 20 and 25 students in each section, which is in line with best practices recommended by the National Council of Teachers of English (2014)[1] and the Conference on College Composition and Communication (2015). Currently, class enrollment size in sections of GE C4 and D5 courses varies. As an example, in spring 2015, most of the non-English C4 and D5 sections had a capacity greater than 30 seats (39 C4 sections and 24 D5 sections had greater than 30 seats; 13 C4 sections and 8 D5 sections had a total capacity of 30 seats; 14 C4 sections and 1 D5 section had under 30 seats). Some sections, which technically are considered WI, were taught as large lecture courses, such as HUM 320, PHIL 340 and POLS 325, and instructors do not assign writing projects in those courses. Obviously, any newly designed GWR program must not allow large-lecture courses to offer the GWR.

One simple but important task will be to determine how many sections of upper-division WI courses the university would need to distribute across the colleges in order to meet student demand. If in any given quarter over 9,000 students are eligible to complete the requirement, then an increase in course offerings must occur. Technically, about 4,500 students should complete the requirement each year. The institution's current practice will not support student need. In winter 2017, as an example, the currently approved 31 GWR course sections offered 815 seats (range = 24-30 seats/section), and not every enrolled student took the course for GWR credit. Even if every student were enrolled for GWR credit, then the university would need to increase capacity by about 700 seats each quarter in order to serve the student population and avoid any barriers to graduation. And ideally those seats would be offered in sections with 25 or fewer seats (note that of those sections offered in winter 2017, the majority—20 of the 29 sections—had an enrollment capacity greater than 25). Given the classroom shortage Cal Poly currently faces, capacity is a significant factor to consider.

As a point of contrast, expanding the analysis to all upper-division GE courses in areas C4 and D5 plus non-GE GWR courses, there were 125 sections offered supporting 3,606 students in Winter 2017. The range in class size was 8-70, with an average of 28.85 students per section. Reducing this to 25 students per section would require an additional 19-20 sections. And it is apropos that winter be selected as the comparison quarter as enrollments in many GE courses do not meet the typical course capacity of 30-32 students per section. The pattern of enrollments suggests that students seem to wait for spring to get classes rather than enroll in

winter classes they do not want to take (even if it fulfills a graduation requirement) or at a time they find undesirable. This means that the fuller courses in fall and winter would necessitate even more course sections to decrease the course capacity to 25 students per section.

F.7 Assessment Methods In the Chancellor's Office 2002 review of campus's Graduation Writing Assessment Requirement programs, the review committee noted that while a standardized procedure for exams was outlined in EO 0665, procedures for assessing writing produced in courses was not clearly outlined. They further noted that in the courses, in most cases student writing is evaluated by the instructor of record. The 2002 review committee therefore recommended "that campuses implement measures to ensure consistency and common standards across courses." In line with the 2002 review committee's observation, the task force indicated that implementing a common rubric or method of writing assessment in the GWR-certified classes would be appropriate. The university could consider a portfolio-based model of student writing assessment to gain a more standardized and comprehensive understanding of students' writing skills across levels and/or undertake targeted assessments that sample and assess student writing. Particularly, the task force saw the course-based model useful in that GWR evaluation(s) in the classes could then more thoughtfully align with campuswide writing outcomes. In the case of writing outcomes at Cal Poly, GE Area A (A1 and A3) specifically commits to helping students achieve the university-learning outcome of effective communication. Upper-division, WI GE courses were designed to foster transfer of those skills to the upper level, which should serve to help support students in their efforts of developing advanced levels of writing proficiency needed for graduation, thereby fulfilling the university's GWR. It is anticipated that upper-division, WI courses in the major would aspire to do the same.

G. Conclusion

In sum, each approach suggested in this report has merit, and it is clear that some approaches may lend themselves to more rapid adoption. Still, the task force wants to see a new program built out over time rather than disrupting the curriculum altogether. If the organization intends to change the program, then it is worth engaging in a thorough examination of all options rather than quickly settling on the path of least resistance. All models that involve a course-based approach to GWR completion in place of an exam-based approach must include teacher certification, course certification, and enrollment control (ideally with a capacity of 25 students in each section).

It is also worth considering how a more innovative revision of the program now may address future-oriented academic, professional, and civic needs. A collaborative conversation with stakeholders across campus will help the university develop goals and models for achieving those goals—that conversation must include knowledgeable writing faculty and discipline-based faculty. And the campus community must believe in the value of sustained writing and quality writing education in order to help support student achievement at the university and beyond.

Whatever approach the university chooses to adopt, the task force recommends that rollout of the revised GWR program happen incrementally over several academic years and that the program be universal enough to support students who enroll in upper-division WI courses outside of Cal Poly, students who take courses abroad, and graduate students enrolled in distance education programs. The university's main commitment should be to design and implement a program that better supports students' writing education and that is not a barrier to graduation.

As such, the task force recommends that this report serve only as a beginning to the conversation of how best to increase and sustain student writing and writing education across all levels of the college experience. As a next step, a committee of writing experts and college representatives should be established to begin the plan for moving toward a course-based approach to the GWR. A cost analysis and feasibility study of the above alternative approaches could be performed. Or, the university may choose first to adopt option E.1 and gradually certify instructors and courses in line with the capacity to do so. Then moving forward the university could adopt other models (or elements thereof) until the university reaches a point where students have opportunities to practice writing and receive writing instruction at all levels across the disciplines.

[1] NCTE data shows that underserved student populations benefit most from small class sizes, and that performance of all students is affected positively by smaller class size.

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Appendix
Institutional Comparisons of Upper-division Writing Proficiency Requirements

<i>Institution</i>	<i>Type of Upper-division Skills Requirement</i>	<i>Assessed via Exam?</i>	<i>Assessed via Coursework?</i>	<i>Is coursework offered across the Curriculum?</i>	<i>Who has oversight of the Program?</i>
CSU, Bakersfield	Graduation Writing Assessment Requirement (GWAR), assesses writing	Yes GWAR	Yes	Yes, but mostly in CLA	GWAR coordinator
CSU, Channel Islands	GWAR, assesses writing	No	Yes	Yes: 9 units of upper-division interdisciplinary GE courses, which are writing intensive	Seems to be part of GE
CSU, Chico	GWAR, assesses writing	No	Yes	Yes: writing proficiency courses	Departments create WP courses; GWAR coordinator out of Academic Programs oversees
CSU, Dominguez Hills	GWAR, assesses writing	Yes Graduation Writing Exam (GWE)	Yes	Yes, but limited: Advanced Composition or a few other courses are certified as writing courses through Interdisciplinary Studies	The testing office administers the GWE, and it's unclear who oversees course certification

Institution	Type of Upper-division Skills Requirement	Assessed via Exam?	Assessed via Coursework?	Is coursework offered across the Curriculum?	Who has oversight of the Program?
CSU, East Bay	University Writing Skills Requirement, assesses writing	Yes Writing Skills Test (WST)	Yes, in two tiers dependent on students' skills	Yes, but limited to English, Marketing, and Science	The testing office
CSU, Fresno	Upper-Division Writing Requirement, assesses writing	Yes Upper-Division Writing Examination (UDWE)	Yes	Yes: approved writing courses as indicated with a W in the catalog	The testing office administers the UDWE, the University Writing Competency Subcommittee reviews and approves W courses
CSU, Fullerton	Upper-division Writing Course Requirement, assesses writing	No	Yes	Yes: every major identifies the course(s) their students must complete	The University Board on Writing Proficiency as an agency of the Academic Senate
Humboldt State	GWAR, assesses writing	Yes Graduation Writing Proficiency Examination (GWPE)	No	No	GWPE Coordinator and Testing Center
CSU, Long Beach	GWAR, assesses writing	Yes GWAR Placement Examination (GPE), as placement into coursework	Yes	Yes: depends on placement (upper-division GE writing intensive course)	Oversight seems to be with Undergraduate Studies

Institution	Type of Upper-division Skills Requirement	Assessed via Exam?	Assessed via Coursework?	Is coursework offered across the Curriculum?	Who has oversight of the Program?
CSU, Los Angeles	GWAR, assesses writing as a prerequisite to the upper-division writing requirement in the majors	Yes Writing Proficiency Exam (WPE)	Yes	No: one course, UNIV 401, is offered through the writing center as an alternative to the WPE, but the GWAR is a prerequisite; students are also required to take two upper-division writing courses in their major	Unclear but it looks like the English Department and the writing center have joint oversight over the GWAR/WPE and then responsibility shifts – they are hiring a WAC director
CSU, Maritime Academy	Graduation Requirement in Writing Proficiency, assesses writing	Yes Graduate Writing Examination (GWE)	Yes	No: students either take the GWE or take English 300—Advanced Writing	Faculty Coordinator
CSU, Monterey Bay	GWAR, assesses writing	No	Yes	Yes: GWAR-certified courses	Unclear
CSU, Northridge	Writing Skills Graduation Requirement, assesses writing	Yes Upper-division Writing Proficiency Exam (WPE)	No	No	Advisory Board including membership from Undergraduate Studies, the Learning Resource Center, Academic Programs, the English Department, and the Testing Center

Institution	Type of Upper-division Skills Requirement	Assessed via Exam?	Assessed via Coursework?	Is coursework offered across the Curriculum?	Who has oversight of the Program?
Cal Poly, Pomona	Graduation Writing Test (GWT), assesses writing	Yes Graduation Writing Test (GWT)	Yes, but only in cases where students cannot pass the GWT	No: CPU-401 is the only course, and it seems to be offered through the Learning Resource Center, which absorbed the writing center several years ago	Academic Programs Committee (?); Testing center offers GWT
CSU, Sacramento	GWAR, assesses writing	Yes, as placement Writing Placement for Juniors (WPJ)	Yes	Yes: a writing-intensive course as a follow-up to placement exam	GWAR Coordinator, Writing Programs
CSU, San Bernardino	Upper-division Writing Requirement	Yes Writing Requirement Exemption Exam (WREE)	No	No	Testing Office
San Diego State	GWAR, assesses writing	Yes, Writing Placement Assessment (WPA) with scores of 10 or above as fulfillment of the GWAR – otherwise as placement into upper-division classes	Yes, in addition to the WPA	Yes, but limited	Unable to determine, but seems to be shared between the Rhetoric and Writing Studies Department and Testing Services

Institution	Type of Upper-division Skills Requirement	Assessed via Exam?	Assessed via Coursework?	Is coursework offered across the Curriculum?	Who has oversight of the Program?
San Francisco State	GWAR, assesses writing	No	Yes, as the only mechanism of assessment	Yes	Responsibility is shared among the Division of Undergraduate Studies, the Committee on English Proficiency, and Academic Affairs with a full-time WAC director
San Jose State University	GWAR, assesses writing	Yes (Writing Skills Test – WST) required by all students as placement	Yes	Yes: W course as designated by the major	Unclear – WST is through the testing office and courses designated by major
Cal Poly, San Luis Obispo	Graduation Writing Requirement (GWR), assesses writing	Yes, Writing Proficiency Exam (WPE)	Yes, as an alternative to the WPE	No: courses offered only through the English Department	Responsibility is shared between the GWR Coordinator and English Department
CSU, San Marcos	All university graduation requirement for writing	No	Yes	Yes:	Academic Affairs
Sonoma State	GWAR, assesses writing	Yes Writing English Proficiency Test (WEPT)	No	No	Unclear

Institution	Type of Upper-division Skills Requirement	Assessed via Exam?	Assessed via Coursework?	Is coursework offered across the Curriculum?	Who has oversight of the Program?
CSU, Stanislaus	GWAR, assesses writing	Yes Writing Proficiency Screening Test (WPST) to determine preparedness for upper-division writing in the disciplines	Yes	Yes: Writing Proficiency (WP) courses are developed and offered in the disciplines capped at 25 students	The University Writing Committee, the Faculty Coordinator for the WPST, and the Graduate Council in partnership with the Vice Provost
Arizona State University	Upper-division Literacy & Critical Inquiry Requirement, assesses written, oral, and critical thinking skills	No	Yes	Yes, preferably chosen from within the major	Unknown
Franklin Olin	Communication Competency in GE, assesses communication	No	Yes	Yes: courses are in the GE concentration of Arts and Humanities	Part of GE and portfolio based
Illinois Institute of Technology	Communication Across the Curriculum program, assesses oral and written communication	No	Yes	Yes	Not sure but seems to be an all-campus responsibility, ½ of program in GE and ½ in the majors

Institution	Type of Upper-division Skills Requirement	Assessed via Exam?	Assessed via Coursework?	Is coursework offered across the Curriculum?	Who has oversight of the Program?
Iowa State University	Communication Proficiency Policy – WOVE requirement, assesses written oral, visual, and electronic communication	No	Yes	Yes: courses are offered both through the English department or in the major	Departments seem to be responsible for oversight of the requirement
Massachusetts Institute of Technology	Undergraduate Communication Requirement, assesses communication	No	Yes	Yes	Shared responsibility in Humanities and major programs – each major identifies the pathway for its students and a committee on academic performance tracks student completion
Michigan Technological University	Upper-division Communication or Composition Course -GE HASS (Humanities, Arts, and Social Sciences), assesses writing	No	No	Yes	Seems to be part of the GE program

Institution	Type of Upper-division Skills Requirement	Assessed via Exam?	Assessed via Coursework?	Is coursework offered across the Curriculum?	Who has oversight of the Program?
Missouri University of Science and Technology	General Education Assessment – communication intensive focus, assesses oral and written communication skills	Yes: juniors take a proficiency exam that tests GE skills in reading, writing, math, and critical thinking; majors have a senior exam, not essay-based	Yes	Yes	Requirements are tracked by degree progress – there is no formal assessment of student writing; testing is handled through the testing center
Rensselaer Polytechnic Institute	Communication Intensive Requirement (HASS - Humanities, Arts, and Social Sciences requirement), assesses communication skills	No	Yes	Yes: students complete one course in the major and one writing intensive course in the HASS	Committee appointed by academic senate including a member from each college and a director
Rochester Institute of Technology	GE Requirement - Developing Writing Excellence: Three Writing-Intensive Courses, assesses writing	No	Yes	Yes: courses are certified writing-intensive	Committee with representation from across campus
Rose Holman Institute of Technology	Communicating Effectively Requirement, assesses communication skills	No	Yes	Yes: courses are in rhet/comp and most majors	Unknown

Institution	Type of Upper-division Skills Requirement	Assessed via Exam?	Assessed via Coursework?	Is coursework offered across the Curriculum?	Who has oversight of the Program?
Texas A&M University	W/C Graduation Requirement, assesses written and oral communication	No	Yes	Yes: courses are in the majors – not in GE	An advisory committee under academic senate with representation from colleges, writing center, and ASI approves courses
UC Davis	University writing requirement, assesses writing	An Upper-division Composition Exam (UDCE) offered only to students who want to challenge the requirement	Yes	Yes	Each college prescribes a sequence of classes for its students
University of Delaware	Second Writing Course Requirement (junior- or senior-level writing course), assesses writing	No	Yes	Yes, and writing fellows embedded in writing-intensive courses	Seems to be routed at the college level (i.e., colleges specify which courses students should take)
Virginia Tech	Visual expression, Writing, and Speaking Requirement—VIEWS, assesses multiple literacies	No	Yes	Yes, with notably small enrollment caps in classes	Oversight is at the department level; requirement differs major to major; plans are approved through the Core Curriculum Committee

Adopted:

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

AS-__-17

RESOLUTION ON DEFINING STUDENT SUCCESS

- 1 WHEREAS, In May 2014, President Armstrong released his vision for the campus that was
2 based on the four foundational and guiding principles of Learn by Doing, Student
3 Success, Excellence Through Continuous Improvement, and Comprehensive
4 Polytechnic; and
5
6 WHEREAS, In the 2016-2017 Academic Year, President Armstrong provided a draft University
7 Strategic Plan for the campus to review and provide feedback; and
8
9 WHEREAS, The Budget and Long-Range Planning Committee has reviewed, discussed, and
10 debated the preliminary draft of the Strategic Plan; and
11
12 WHEREAS, The Budget and Long-Range Planning Committees has come to the conclusion that
13 the main cornerstone for this plan is Student Success; and
14
15 WHEREAS, There is no formal official campus definition of Student Success; and
16
17 WHEREAS, There is a need for the Faculty to provide an overarching definition of Student
18 Success in order to provide a strong foundation for the Strategic Plan; and
19
20 WHEREAS, The Budget and Long-Range Planning Committee has solicited feedback from
21 administrators, faculty, and students regarding the definition of Student Success;
22 therefore be it
23
24 RESOLVED: That the Academic Senate adopt the following definition for Student Success drafted
25 by the Budget and Long-Range Planning Committee:
26 "Student Success is the development of a foundational knowledge, skills, and
27 understanding necessary to achieve a student's potential in academic, civic, career,
28 intellectual, and social pursuits", and be it further
29
30 RESOLVED: That the Academic Senate call upon President Armstrong to charge all
31 administrative units on campus to develop an operational plan based on their goals
32 and objectives that revolve around and help facilitate the aforementioned definition
33 of Student Success, and be it further
34
35 RESOLVED: That the Academic Senate call upon the University to reduce unnecessary barriers
36 that will allow students to graduate in a timely fashion while allowing students to
37 embody this adopted definition of Student Success.

Proposed by: Budget and Long-Range Planning
Committee
Date: May 25, 2017

Adopted:

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

AS-__-17

RESOLUTION ON GRADUATE BLENDED PROGRAM POLICIES

- 1 WHEREAS, Coded Memo AA-2012-01 establishes policies pertaining to CSU
2 graduate degree programs offering simultaneous matriculation or
3 Blended Bachelor's and Master's degree programs; and
4
5 WHEREAS, AA-2012-01 provides that issues not addressed in the memorandum
6 shall be determined at the campus level; and
7
8 WHEREAS, The purpose of the blended program (AA-2012-01) is to provide an
9 accelerated pathway from a bachelor's to a master's degree and to
10 enhance the undergraduate learning experience; and
11
12 WHEREAS, Under Title V, a minimum of 225 total units are required (Bachelor's
13 180 + Master's 45) for receiving a combined (blended) degree;
14 therefore be it
15
16 RESOLVED: That the Academic Senate approve the attached Policy on Blended
17 Programs.

Proposed by: Academic Senate Curriculum
Committee and Richard Savage,
Dean of Graduate Education

Date: May 4, 2017

POLICY ON BLENDED PROGRAMS

ADMISSION to BLENDED PROGRAM

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

TRANSITION to GRADUATE STANDING

Students admitted to the blended program will maintain their undergraduate status until they have reached a minimum of 180 or a maximum of 196 degree applicable units towards their undergraduate degree. By the end of the first academic term in which the student has earned the appropriate degree applicable units, the student must file a post-baccalaureate change of degree objective (PBCO) form and once processed will transition to graduate status and incur the appropriate increase in tuition fees. Students must be at graduate status for a minimum of two quarters before degree completion.

DOUBLE COUNTING UNITS

A student may apply any units that are in excess of the 180 undergraduate degree minimum requirements towards both their undergraduate and graduate degree requirements, up to a maximum of 9 units (double counted units). However, neither senior project nor master's thesis/project units can be double counted.

SENIOR PROJECT REQUIREMENTS

Students in a blended program must complete all undergraduate requirements, including senior project requirements as detailed in the Cal Poly Catalog, along with their graduate master's degree culminating event requirements as detailed in the Cal Poly Catalog. A student can align the objectives of their senior project with the objectives of their thesis or project, if a thesis or project is the approved culminating event for the program. A thesis or project does not satisfy, replace or substitute for the undergraduate senior project requirement. Senior project requirements must be completed before a student begins their thesis or project requirements. Exceptions can be granted on an individual student basis and require the approval of the college dean or designee that is responsible for the graduate program.

Blended Programs (background)

Current Approved Programs

- Table 1 contains paired programs approved by Cal Poly (Fall 2016)

Policies

- **Coded memorandum from CO (AA-2012-01, January 12, 2012)**
 - Section 1 – “purpose of providing an accelerated pathway to a master’s degree and to enhance the undergraduate learning experience.”
 - Memorandum establishes system wide minimum processes and policies, issues not addressed in this memorandum shall be determined at the campus level.

Issues

- **GradEd does not believe the memorandum supports the idea that completing a thesis satisfies, replaces or substitutes for the undergraduate requirement of a senior/capstone experience.**
- The senior project is a cornerstone of the Cal Poly “Learn by Doing” experience and is required for all Cal Poly students receiving a baccalaureate degree. It integrates theory and application from across the student’s undergraduate educational experiences. Clearly, the Senior Project experience is something that parents, students and employers expect to be part of any Cal Poly’s bachelor degree experience.

Questions

- What about other culminating events: projects or exams, do they satisfy the senior project requirement?
- The memorandum (AA-2012-01) does specify in section 8.0 that blended students who choose to not complete their master’s degree can petition for and receive their bachelor’s degree without any additional costs. How can they receive their bachelor’s degree at no additional costs if they have not taken the required senior project requirements?
- The Cal Poly Academic Programs website describes one of the advantages of blended programs is to “provide a meaningful capstone experience that in most cases integrates the senior project with the graduate thesis/project”. Many blended programs have correctly interpreted “integrates the senior project with the graduate thesis/project” to mean that a student can integrate the foundational goals and learning outcomes of both experiences. For example, a student can investigate a topic to the level necessary to demonstrate that they have achieved their senior project learning outcomes and then extend their study of the topic to the level necessary to demonstrate the educational learning outcomes required for their master’s degree culminating experience. However, some programs have incorrectly interpreted this “integration” to mean that a master’s thesis or project replaces a senior project or substitutes for a senior project. Please be sure to clearly define the learning outcomes for both experiences

(senior project and master's culminating event) in the new Academic Catalog 17-19 and ensure that students are in compliance with both of these important components of their educational experience at Cal Poly.

- Does CLOs from thesis duplicate CLOs from senior project requirements?
- What happens when a student does not complete their thesis.....but has all the UG units (tech electives were substituted for senior project).....so they get bachelor's from CP without a senior project?
- Some blended programs want to accepted students that do not have an undergraduate degree in their major. Do students from these paired programs get a pass on doing a senior project?
- This same argument of a thesis substituting or replacing a senior project could be applied to upper class courses.....why take a lower class course, you can just learn what you need when you take the upper class course?
- ABET accreditation requires a senior or capstone experience; this is not in compliance with our accreditation standards?

Table 1

Cal Poly Graduate Programs
Approved Blended Paired Programs
 2/20/2017

CENG	Master's Degree	Bachelor's Degree
	Aerospace Engineering	Aerospace Engineering
	Biomedical Engineering	Biomedical Engineering
		Chemistry
		Electrical Engineering
		Mechanical Engineering
		Computer Engineering, CPE
		Materials Engineering
	Civil & Environmental	Civil Engineering
		Environmental Engineering
	Computer Science, CSC	Computer Science, CSC
		Computer Engineering, CPE
		Software Engineering, SE

	Electrical Engineering	Electrical Engineering
		Computer Engineering, CPE
	Industrial Engineering	Industrial Engineering
		Mechanical Engineering
		Materials Engineering, MATE
	Mechanical Engineering	Mechanical Engineering
		Aerospace Engineering
	Engineering w/Integrated Tech Mgmt	Industrial Engineering
		Environmental Engineering
		Manufacturing Engineering
		Mechanical Engineering
CAED	Master's Degree	Bachelor's Degree
	Architectural Engineering	ARCHE
CSM	Master's Degree	Bachelor's Degree
	Mathematics	Mathematics
	MS Polymers & Coatings	Chemistry
		Materials Engineering, MATE
CAFES	Master's Degree	Bachelor's Degree
	MS Agriculture w/Food Science	Food Science w/ Advanced Food Science Food Science w/ Applied Food Technology



Academic Affairs
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Long Beach, CA 90802-4210

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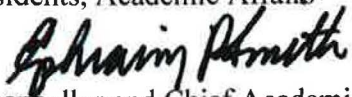
Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer
562-951-4710 / Fax 562-951-4986
Email esmith@calstate.edu

January 9, 2012

Code: AA-2012-01

MEMORANDUM

TO: Provosts/Vice Presidents, Academic Affairs

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

SUBJECT: "Blended" or "4 + 1" Bachelor's and Master's Degree Programs

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

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

1. Authorization to Implement Blended Programs

The president or designee is authorized to implement programs blending existing baccalaureate and master's degree programs in the same support mode and for the purposes of providing an accelerated pathway to a master's degree, and to enhance the undergraduate learning experience. Campuses shall establish, monitor, and maintain appropriate academic rigor and quality.

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

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- 1.1 Authority to grant postbaccalaureate and graduate special-action admission is provided under Title 5 section 41001:

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

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

2. Reporting

- 2.1 Blended bachelor's and master's degree programs will continue to use the existing CSU degree program codes (formerly "HEGIS") and Classification of Instructional Programs (CIP) codes for their component undergraduate and graduate degree programs. Unlike concurrent degree programs, new CSU degree codes will not be assigned for the blended bachelor's and master's programs.
- 2.2 To ensure that enrollments are reported accurately, the campus is required to notify Academic Programs and Policy in the Chancellor's Office, signaling an intention to implement the planned blended program. The resultant Chancellor's Office software edits will allow accurate reporting in the CSU Enrollment Reporting System (ERS), without receiving an "error" message.
- 2.3 While students in regular, non-blended, baccalaureate and graduate programs have a *degree objective code* that ranges from digits "2" to "7," students in blended programs have only the digit "9" as their degree objective code.
- 2.4 When a blended-program student has earned at least 120 semester/180 quarter units toward program completion, the campus will change the *student level code* to "5," signifying graduate standing. As these students have yet to attain either a baccalaureate or master's degree, their *degree held code* will remain as either "0" or "1." The term FTE calculation for these students will be: 12 units equals one FTES.

3. Application to Blended Programs

- 3.1 A student must apply to the blended program while in undergraduate status and will be admitted as an undergraduate to the bachelor's component of the blended program.
- 3.2 Students shall not be required to apply formally for graduate admission.

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4. Enrollment and Enrollment Status

- 4.1 While in undergraduate status, a student in a blended program will take graduate-level courses required for the master's degree.
- 4.2 At the end of the first academic term in which blended-program students have earned at least 120 semester/180 quarter units (the minimum required for the regular baccalaureate major degree program), the campus will change the student-level codes to "5," signifying graduate degree objective status.
- 4.3 Units considered toward meeting this degree-objective status threshold may include either undergraduate or graduate, and shall include only those units that count toward satisfying either the bachelor's or master's requirements in the blended program.
- 4.4 To ensure proper awarding of degree credit, all *lower-division* work (including lower-division general education courses and American Institutions courses) shall be completed prior to changing to graduate degree objective status.

5. International (F-1 Visa Holder) Students

A letter must be submitted to the appropriate office on campus to indicate the change of degree status for international students. This requirement is related to the students' need to maintain full-time status, as the number of units required for full-time status is different at the undergraduate level and graduate level.

6. Tuition Fees

- 6.1 A student will be assessed the undergraduate State University Tuition Fee only during the time in which the blended-program student has earned fewer than 120 semester/180 quarter units applicable to the blended bachelor's and master's degree programs.
- 6.2 When the *degree-objective status* is changed to "graduate," the student will be assessed the graduate student fee, and may continue to take upper-division undergraduate courses.
- 6.3 Students in a master's degree program that has been authorized to assess the higher graduate professional degree ("MBA Fee") will only be charged that tuition fee for courses required to complete the fee-approved master's degree program.

7. Minimum Requirements for Completion of Blended Programs

A minimum of 150 semester units (120 + 30) or 225 quarter units (BS 180 + MS 45) are required in blended programs.

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8. Provision for Completing the Baccalaureate Portion Only

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

9. Awarding of Degrees

Both degrees may be awarded during the same term and at a single graduation ceremony, as authorized by Executive Order 702 (<http://www.calstate.edu/EO/EO-971.html>).

Students are evaluated for Latin honors based on the first 120 semester units or 180 quarter units (i.e. the time period of undergraduate degree objective), regardless of the number of graduate courses taken prior to the transition to graduate status.

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

ES/clm

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