Meeting of the Academic Senate Executive Committee  
Tuesday, April 25, 2023  
38-114, 3:10 to 5:00pm

I. **Minutes**: March 7, 2023 and April 4, 2023 (pp. 2-7)

II. **Communication(s) and Announcement(s)**:

III. **Reports**:
A. Academic Senate Chair:
B. President’s Office: (p. 8)
C. Provost:
D. Statewide Senate: (pp. 9-21)
E. CFA: None
F. ASI: None

IV. **Special Report(s)**:
A. [TIME CERTAIN 3:30 P.M] Q2S Discussion with Sia Partners

V. **Business Item(s)**:
A. Approval of 2023-2024 Assigned time for Academic Senate Officers and Committee Chairs for the 2023-2024 Academic Year: (p. 22)
B. Approval of John Jasbinsek as substitute for John Walker during fall quarter 2023 on the Academic Senate Curriculum Committee
C. Approval of Angelos Sikalidis, CAFES, to fill the one CAFES vacancy for the 2023-2025 term
D. General Education Governance Board Chair: Dustin Stegner
E. [TIME CERTAIN 4:00 P.M.] Resolution to Revise the Course and Term Withdraw Policy: Kris Jankovitz, Academic Senate Instruction Committee Chair (pp. 23-47)
F. Resolution on Curriculum for Semester Conversion: Greg Bohr, Academic Senate Curriculum Committee Chair (pp. 48-52)
G. Resolution on Courses with Condense Time Schedules for Quarter to Semester Conversion: Greg Bohr, Academic Senate Curriculum Committee Chair (pp. 53-54)

VI. **Discussion Item(s)**:
A. Suspension of the Gerontology Certificate Program, CLA: Jennifer Teramoto Pedrotti, Associate Dean for Diversity and Curriculum and Jennifer Jipson, Psychology and Child Development Department Chair (pp. 55-56)

VII. **Adjournment**: 

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Meeting of the Academic Senate Executive Committee  
Tuesday, March 7, 2023  
38-114, 3:10 to 5:00pm

I. Minutes: February 21, 2023 (pp. 2-3) M/S/P to approve the minutes from February 21, 2023.

II. Communication(s) and Announcement(s): There will be new technology used during meetings, which will consist of a mic, with translation in real time, with additional microphones on the senate floor.

III. Reports:
A. Academic Senate Chair: none.
B. President’s Office: See special reports.
C. Provost and Executive Vice President of Academic Affairs: none.
D. Statewide Senate: Steve Rein, Representative from the Statewide Senate, discussed the potential legislation of ABC No SB640, which would require prevailing wage for food service workers on campus. 1142 (called CPAC 2.0) would in theory resolve disputes between higher education segments. AB 506 discusses community colleges who proposed ethnic studies courses have yet to be approved by the CSU.
E. CFA: Lisa Kawamura, Representative for CFA, discussed the importance of filling out the bargaining survey.
F. ASI: none.

IV. Special Report(s):
A. [TIME CERTAIN 3:15 P.M.] President Jeffrey Armstrong discussed having Cal Poly explore year-round-operations (YRO) to increase campus space efficiency, to meet anticipated state enrollment demand, and to accomplish growth goals in all sectors (DEI, climate, equity pay, faculty salaries, teacher-scholar model, etc.). The Executive Committee raised many concerns and discussion points about YRO including logistics, curriculum, governance, and RPT. They also expressed the possibility of YRO aspirations working at counter purposes with current quarter-to-semester conversation (Q2S) efforts. President Armstrong indicated that symmetric YRO, which are not possible with a 15+1-week semester, is not in the plan and any future YRO projects would not be in tension with Q2S efforts. Initial YRO efforts would involve opt-in pilot programs, extended summer programs, and expanding online
courses, where it made sense to do so. YRO would continue to be discussed and engage shared governance. President Armstrong also discussed an immediate plan to open space on the campus for the academic mission. Some administrative units, who do not need to be on campus, will be moved to an off-campus office building recently purchased by Cal Poly near the airport.

V. **Business Item(s):**
   A. **Appointment of Daniel Knight, CAED, to fill one CAED vacancy on the Academic Senate for the 2023-2025 term**

   M/S/P to appoint Daniel Knight, CAED, to fill one CAED vacancy on the Academic Senate for the 2023-2025 term.

VI. **Discussion Item(s):**

VII. **Adjournment:** 5:00 pm
Meeting of the Academic Senate Executive Committee  
Tuesday, April 4, 2023  
38-114, 3:10 to 5:00pm

I. **Minutes**: None

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

III. **Reports**:

A. **Academic Senate Chair**: Thomas Gutierrez, Academic Senate Chair, raised concerns brought to his recent attention by faculty, staff, and students about the status of the Chick-Fil-A franchise on campus. Faculty, staff, and student attendees asked questions about how to get more information about this issue and how to get involved. Gutierrez referred students to student government and ASI Board of Directors, and all interested to Cal Poly Corporation Board of Directors. Gutierrez raised concerns brought to his attention by faculty, staff, and students about the recent “St. Fratty’s Day” disruptions near campus.

B. **President’s Office**: Cheryl May, representative from President’s Office, announced that the CSU now recognizes Juneteenth as a holiday. There was an email sent during Spring Break announcing that June 19th will now be recognized as a federal holiday. The President’s Office would like to remind of some changes to the work calendar, such as the Spring Quarter grading deadline will be changed to Wednesday, June 21st, this will not impact the start of the summer quarter.

C. **Provost and Executive Vice President of Academic Affairs**: none.

D. **Statewide Senate**: Gary Laver, representative from Statewide Senate, announced that the Three-System Committee of Academic Senates approved the singular lower-division lower division pattern for transfer students, from community colleges, in both the CSUs and UC school systems. This would involve dropping 4 units from Area C and taking away Area E. The chancellor’s office will most likely come up with a plan for how this will be implemented. The faculty trustee indicated that the budget for the next fiscal year is not looking healthy, leaving the CSUs to dip into the rainy-day fund which is indeed healthy. However, due to the amount that would need to be taken out, which is limited per year, this means that the budget shortfall may not be fully covered, which would mean that there may be a need at the state-level for budget cuts. The interim chancellor, in response to the Cozen O’Connor investigation, said that the review was much more involved than originally expected. There have been talks with campus presidents about creating campus-based
teams discussing follow up with this investigation. It is expected that lots of additional resources may be needed.

E. **CFA**: Lisa Kawamura, representative from CFA, discussed that Senator Laird has scheduled a meeting with the students on April 21st, and CFA is asking if there is a possibility for time with faculty to meet as well. There was about a 40% response rate on the bargaining survey. They also announced that there will be a statement about the Mercer study coming out very soon.

F. **ASI**: none.

**IV. Business Item(s):**

**A. Appointments to Academic Senate Committees for 2023-2025 Term:** M/S/P to appoint to Academic Senate Committees for 2023-2025 Term.

**College of Architecture and Environmental Design**
- Stacy Kolegraff, Construction Management: Diversity 2022-2024
- Lonny Simonian, Construction Management: Grants Review 2023-2025
- Sandy Stannard, Architecture: Sustainability 2023-2025

**College of Agriculture, Food and Environmental Sciences**
- Sean Hurley, Agribusiness: BLRP 2023-2025
- Richard Cobb, Natural Resources and Environmental Sciences: DSA 2023-2025
- Rodrigo Manjarin, Animal Sciences: RSCA 2023-2025
- Sandy Shen, Experience Industry Management: Sustainability 2023-2025

**College of Engineering**
- Aaron Keen, Computer Sci. and Software Eng.: Curriculum 2023-2025
- James Mealy, Computer Engineering: Faculty Affairs 2023-2025
- Mohamed Awwad, Industrial and Manufacturing Engineering: Fairness 2023-2025
- Lubomir Stanchev, Computer Science: Instruction 2022-2024

**College of Liberal Arts**
- Brian Kennelly, World Languages and Cultures: DTA 2023-2025
- Jorge Moraga, Ethnic Studies: Diversity 2023-2025
- Silvia Marijuan, World Languages and Cultures: GEGB 2023-2026

**College of Science and Math**
- John Walker, Statistics: Curriculum 2023-2025
- Soma Roy, Statistics: DTA 2023-2025
- Christine Hackman, Kinesiology & Public Health: Diversity 2023-2025
- Charles Knight, Biological Sciences: Faculty Affairs 2023-2025
- Corinne Lehr, Chemistry and Biochemistry: Fairness 2023-2025
- Kristin Hardy, Biological Sciences: GEGB 2023-2026
- Kris Jankovitz, Kinesiology & Public Health: Instruction 2023-2025

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B. **Appointments to University Committees for the 2023-2025 Academic Year:** M/S/P to appoint University Committees for the 2023-2025 Academic Year.

- Bing Anderson, Finance: Athletics Advisory Board
- Bing Anderson, Finance: Campus Dining Advisory Committee
- Greg Wynn, Architecture: Campus Planning Committee
- Aubrie Adams, Communication Studies: Disability Access and Inclusion Committee
- Yamina Pressler, Natural Resources Management and Environmental Sciences: Faculty Advisory Committee on Library
- Bing Anderson, Finance: Intellectual Property Review Committee
- Wilson Kang, Economics: International Programs Committee

C. **Appointments of Academic Senate Committee Chairs for 2023-2024 Academic Year:**

- M/S/P to appoint Academic Senate Committee Chairs for 2023-2024 Academic Year.
  
  **Budget & Long Range Planning Committee:** Steve Rein, Statistics
  **Curriculum Committee:** Greg Bohr, Social Sciences
  **Distinguished Scholarship Awards Committee:** Lars Tomanek, Biological Sciences
  **Distinguished Teaching Awards Committee:** Brian Kennelly, World Languages & Cultures
  **Diversity Committee:** Christine Hackman, Kinesiology and Public Health
  **Faculty Affairs Committee:** Ken Brown, Philosophy
  **Fairness Board:** Corinne Lehr, Chemistry and Biochemistry
  **GE Governance Board:** Dustin Stegner, College of Liberal Arts
  **Grants Review Committee:** Sarah Bridger, History
  **Instruction Committee:** Kris Jankovitz, Kinesiology and Public Health
  **Research, Scholarship and Creative Activities Committee:** Rodrigo Manjarin, Animal Science
  **Sustainability Committee:** Jason Peters, English
  **USCP:** Grace Yeh, Ethnic Studies

D. **Approval of 2023-2024 Calendar of Meetings:** M/S/P to approve of 2023-2024 Calendar of Meetings.
E. **Appointment of Lindsay Lacy, PCS, to fill the one PCS vacancy on the Academic Senate for the 2023-2025 term.** M/S/P to appoint Lindsay Lacy, PCS, to fill the one PCS vacancy on the Academic Senate for the 2023-2025 term.

F. **Resolution on Change on I and RP Grades to a Regular Grade for Senior Project Courses:** Kris Jankovitz, Academic Senate Instruction Committee Chair. M/S/P to agendize Change on I and RP Grades to a Regular Grade for Senior Project Courses.

G. **[TIME CERTAIN 4:45 P.M.] CONFIDENTIAL:** Naming Opportunity by Zachary Smith, Vice President of University Development and Alumni Engagement and Dean Wendt, College of Science and Math Dean (Materials will be provided electronically)

V. **Discussion Item(s):**

VI. **Adjournment:** 5:00 p.m.
Here are a few brief updates from the president’s office:

**Cal Poly CO-Sponsors SLO Chamber Series on Government**

The SLO Chamber of Commerce is offering a second round of educational events under the title Cracking the Government Code. The series is aimed at people in the community who may be interested in getting involved in government but don’t know where to start or how to break in. Cal Poly co-sponsored the first round of these symposia in 2021 because of the focus on civic engagement, which seems like a natural extension of our mission. We are happy to announce that we are co-sponsoring this second round as well, and that Political Science Professor Matthew Moore will be moderating the discussions again. Details are available on the SLO Chamber web site, and the first event will be held on May 9.

**Frost Center Open Unofficially**

If you haven’t already taken a moment to walk through the Frost Center, I encourage you to do so when you can. The building is open and classes are being held in it, though the official, grand opening isn’t until May 5. It is a spectacular space!

Those are all the updates for this week. Thank you for your kind attention.
1. **Reports**

1.1. Beth Steffel, ASCSU Chair

Chair Steffel is serving on the Assessment Committee for the CSU Chancellor Search. The leadership profile is finished, and they have been reviewing prospects for the position. She is also serving on the Trustee’s Sustainable Financial Model for the CSU workgroup, and she participated in CSU Advocacy Day at the Capitol in Sacramento on March 8, 2023, with Interim Chancellor Koester, CSU Board of Trustees Chair Fong, and various campus presidents and trustees. Chair Steffel has been invited to attend CFA’s Lobby Day at the end of April and plans to participate.

At its February meeting, ICAS (the Intersegmental Committee of Academic Senates) approved Cal-GETC, the singular lower division general education pattern for transfer into both the CSU and UC thus fulfilling its obligation as required by AB 928. ICAS has formed a special committee to develop the standards for Cal-GETC and will be having its first meeting in April.

[Based on the report submitted by Chair Steffel.]

1.2. Standing committees

1.2.1. Faculty Affairs (FA)

FA will be introducing the following First Reading items at the March plenary:

- Providing Timely and Quality Counseling within the CSU—This resolution calls for the CSU to sever its relationship with the third-party mental health provider TimelyMD and instead invest that money into expanding counseling services and tenure-track counselors across the CSU.
- Maintaining Educational Continuity During Emergencies and Disasters—This resolution calls for the CSU and each campus to develop an Educational Continuity policy that would be immediately activated when an emergency is called (whether locally or statewide).
- AS-3592-23/FA (rev): Compensation for AB928 Implementation—This resolution highlights the additional workload that accompanies California AB928 tasks and asks that compensation be provided for what so far has constituted an unfunded mandate.
• AS-3595-23/FA/FGA (rev): Equitable Capping of Executive Administrative Raises in the CSU Compared to Other Unit Employee Raises—This resolution highlights the inequity of less-than-anticipated pay raises for faculty and staff while at the same time approving not one, but in many cases two pay raises for presidents within the last year. This resolution calls for greater alignment in percentage increases in pay between faculty, staff, and executives in the CSU, to prevent such inequitable pay raises from occurring in the future.

• AS-3597-23/FA (rev): Dissemination of Report and Recommendations by the Cozen O’Connor team investigating Title IX practices on CSU campuses—This resolution reinforces the need for transparency surrounding the Cozen O’Connor findings about Title IX and DHR practices within the CSU. It reminds the CSU of its promise to release campus reports to each campus, as well as requests that overall system findings be distributed to the ASCSU at our May plenary meeting.

• AS-3600-23/FA (rev): Support and Commendation for Graduate Student and Post-Doctoral Workers—This resolution emphasizes that while the UC strike, considered the largest higher education strike in US history, is over, its importance and impact continue. The resolution expresses support for this struggle and that it also affects the CSU.

[Based on the report submitted by Chair Bezdecny]

1.2.2. Fiscal and Governmental Affairs (FGA)

Between Feb 10 and March 15, we:

• Evaluated approximately 2700 Bills in the California Legislature and narrowed these down to about 15 bills for priority advocacy and an additional 25–30 bills which are lower priority. (See the Legislative Specialists report below.)

• Continued work on revising AS-3591: Call for State Gas/Oil Excess Profit Fee Funding in Support of Public Higher Education

• Continued work on revising AS-3595: Equitable Capping of Executive Administrative Raises in the CSU Compared to Other Unit Employee Raises

• Developed a resolution encouraging campuses to create faculty legislative specialist position to work with ASCSU Leg Specialists, campus senates, and local lobbying efforts

• Attended meeting with Executive Committee, Nathan Dietrich and Mary Meuel of CSU Advocacy and State Relations

• Schutte (along with Rein and Isakson) met with Assemblymember Fong’s Education Staffer, Ellen Cesaretti-Monroy about AB1142 (and tangential issues)

• Spent time diving into AB506 to determine what various constituencies’ goals are related to this bill (See the Legislative
Specialists report below.)

[Based on the report submitted by Chair Rein]

1.2.3. Academic Preparation and Educational Programs (APEP)

AVC April Grommo, AVC for Enrollment Management Services, joined the committee this week and gave a presentation on Transfer Success Pathways.

The committee spent most of the day working on perfecting our second-reading resolutions:

- **AS-3587 – Recommending a Fourth Year of Mathematics/Quantitative Reasoning:** This resolution was edited for clarity and to reflect that the Board of Trustees has already voted on their related item.
- **AS-3594 – Regarding Coursework and Correspondences in Subject Matter Domains for Teaching:** This resolution specifically asks for support for this work and the rationale has been updated to address some of the workload questions that we have received.
- **AS-3599 – California State University Authority over Changes to College Preparatory A-G Standards and Guidelines**
- **AS-3602 – Recommendation Regarding Advanced Placement Pre-Calculus:** This resolution was updated to reflect the recommendation of the CSU Math Council

[Based on the report submitted by Chair Hamilton.]

1.2.4. Academic Affairs (AA)

**Chancellor's Office liaison discussions**

Robust conversations with AVC Massa and AVC Kennedy involved the following topics:

- ChatGPT • The implications of AB928 for the revision of transfer model curricular • The ongoing impasse on Community College four-year baccalaureates, and the creation of a committee from the CSU and the CCCs to coordinate resolution of disagreements between the systems • The difficulties that would be created were the legislature to pass AB1390 (calling for a mandatory 3-unit service learning graduation requirement without any increase in units to degree completion).

**Joint meeting with FGA & presentation by Provost Del Casino on NC-SARA**

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is an organization that simplifies the required reciprocity agreements to offer online courses in other states. California is the only state not to have joined NC-SARA. San Jose State Provost Del Casino, who has had extensive experience in the online space, explained the advantages of joining. The cost of establishing and maintaining reciprocity agreements is prohibitive for many campuses, preventing them from offering courses out of state.
1.2.5. Justice, Equity, Diversity, and Inclusion (JEDI) — [No report distributed]

1.3. General Education Advisory Committee (GEAC)

Segments’ reports triggered several discussion points mostly centering around Cal-GETC, specifically: Continuity of CSU GE for native CSU students • Processes and procedures for Cal-GETC course review, especially given that the UCs are also involved in the process now • Catalog rights • Inquiring about Cal-GETC next steps (e.g., standards writing committee, etc.)

We continued to discuss the Chancellor’s Office’s charge to GEAC regarding both American Institutions (AI) and Upper Division GE (UDGE). For the American Institutions discussion, members of the History Council responded to questions from GEAC. In particular, they shared that high school AI courses (offered in History) are very different from CSU AI on multiple parameters, most prominently in critical thinking. There is no intention to move AI courses to upper division. The general consensus of GEAC is that AI as a graduation requirement works well within the current framework, allowing campuses the flexibility to choose LD or UD.

Interim Associate Vice Chancellor Massa posed the question as to what GEAC’s recommendation would be for UDGE. We referred to minutes from our previous meetings on the matter, basically saying that we do not recognize a current problem with UDGE, and therefore, our recommendation is to leave it as is.

We also had an update on Math AP credit. Pre-calculus was approved by Math Council (on January 27, 2023) and an APEP resolution is forthcoming which “The Math Council recommends that campuses accept the AP Precalculus exam for the appropriate campus precalculus course(s) and for GE area B4 credit, awarding a minimum of 3 units for a score of 3 or higher.” Finally, we received updates on GE Guiding notes, and will discuss the changes in May.

1.4. Romey Sabalius, CSU Faculty Trustee

Trustee Sabalius reported the following highlights from the Board of Trustees meeting in January. The ASCSU, Interim Chancellor Koester, EVC
The California State University Office of the Chancellor

for Academic and Student Affairs Sylvia Alva, and Trustees Fong and Faigin expressed uniform concern over duplication of existing degree programs in the CSU as a result of AB927, which allows the California Community Colleges to offer baccalaureate degrees.

Interim Chancellor Koester announced that Juneteenth will be established as a CSU-wide annual holiday beginning June 19, 2023.

The Interim Chancellor is “deeply concerned” that systemwide fall numbers suggested we would be more than 25,000 full-time equivalent students or 7% below our funded 2022–2023 California resident target at the conclusion of spring 2023. Should this enrollment decline become sustained, it will demand a strong, coordinated systemwide response. Beginning in 2024–2025, the plan calls for no more than 5% of any university’s enrollment targets and associated resources to be permanently reallocated from universities that have had sustained enrollment declines to those universities that are meeting or exceeding their state-funded resident FTES targets. The plan also calls for the “below-target” threshold triggering reallocation to be reduced each year through 2026–2027, consistent with the state compact, to incentivize increases in student access and enrollment across all of the CSU’s 23 universities. Allocations of new enrollment would only be provided to universities meeting or exceeding their prior college-year target, based on actual enrollment. While this is a systemwide plan, implications for each of the 23 universities will vary based on individual university enrollment trends and budget circumstances.

The California State Auditor (CSA) began its audit of the California State University’s handling of sexual harassment complaints (Title IX) on November 1, 2022. The CSA audit team is conducting fieldwork at the Chancellor’s Office and three campuses: Fresno, San Jose, and Sonoma.

At present, the CSU needs over $6 billion and has asked for $1.3 billion in one-time funds as well as for re-occurring base funds for facilities and infrastructure. The system needs $300,000 million annually just to not fall further behind. In total, the CSU would need $1.3 billion each year over the next 10 years to eliminate the deferred maintenance and facility needs backlog.

The CSU 2023–2024 operating budget plan calls for continued and
increased state investment in the CSU. This budget plan, which totals $529.8 million in new resources, would address necessary new investments in the CSU. The budget request is for $513.7 million from the state general fund and $16.1 million of tuition revenue from enrollment growth. The six areas of investment are:

- $55 million for Graduation Initiative 2025
- $20 million for student basic needs
- $311.4 million for workforce investments
- $50 million for academic facilities and infrastructure
- $50.6 million for strategic resident enrollment growth
- $42.8 million for required operational costs

Governor Newsom’s January proposal totals $227.3 million in new, ongoing funding, none of which is categorized for specific uses, and would be available to address some of the Board of Trustees’ budget priorities. If approved in the final budget act, this would fulfill the multi-year compact commitment to increase the CSU’s state general fund by five percent for 2023–2024. Regrettably, no one-time funding was provided in the Governor’s January budget proposal for 2023–2024.

In additional remarks at the ASCSU plenary, Trustee Sabalius indicated that the budget situation for the next fiscal year is not looking healthy. It is likely that the state will need to dip into its “rainy day” fund. Because the amount that may be taken from this fund in any given year is limited by statute, it is quite possible that the budget shortfall will not be fully covered, and budget cuts will be necessary.

[Based on the report submitted by Faculty Trustee Sabalius]

1.5. Legislative Specialists

The FGA subcommittee has culled approximately 2800 bills posted this California State legislative season to arrive at a list of some 120 bills directly or indirectly affecting the students, faculty and staff, or administration of the CSU. In continuing discussions with Sacramento, CFA, and campus community relations folks, we have found that seven appear to be generating controversy. We summarize these bills below and the rationale for our preliminary positions.

SB 640 (Portantino). The bill would require all food and hotel development
to be union contracts, meaning (among other things) they would require a prevailing wage to be paid. The controversy surrounds weighting the effects of paying higher wages to support workers versus causing a rise in campus food prices for students (when some 40% of students express food insecurity) and potentially precluding hiring students not in the union.

SB 808 (Dodd). The bill would apply specific protocols for approval of any sexual harassment settlement agreement (President and Vice President or Vice Chancellor must approve). It also prohibits retreat rights for any senior administrative personnel who have been found in violation of Title IX. Our preliminary position is opposed, as there are looming federal Title IX mandates about to be released and as well, the report recommendations from Cozen O’Connor will come out before the bill would be signed.

SB 711 (Caballero). The bill would authorize a working group to explore the feasibility of creating a blockchain baccalaureate degree program at community colleges. Aside from the obvious duplication of many computer science courses at the CSU, it is another intrusion of the legislature into curriculum. For that alone, we stand in opposition.

AB 458 (Jones-Sawyer). This bill requires the CCC to, among other things, plan for a degree program in modern policing and would require an applicant to go through such a program for certification. While it is unclear from the wording of the bill whether this modern policing program would become a bachelor’s degree at the CCC, the wording certainly allows for it. Such a BA would directly conflict with some campuses’ criminology and criminal justice programs already in place and of course is more legislative intrusion into curriculum. Until we understand it is not a road to another CCC bachelor’s degree, we tentatively stand opposed.

AB 506 (Fong). This bill would require a board, composed of the CES and ASCSU from the CSU and the CES and Chancellor from the CCC, to meet and confer concerning the form and content of approving the CCC ethnic studies courses allowed for transfer to the CSU. Aside from it being an amendment to the existing law resulting from AB 1460, which limits such dialogue to solely the CSU CES and ASCSU, it also defies logic to include the CCC Chancellor while not including the CSU Chancellor. Include both or include neither (our choice).
AB 1390 (McCarty). This bill would require a Service-Learning Course as a requirement for graduation from the CSU. While some departments in our system already have such a requirement, and it apparently increases satisfaction with the student’s college experience, it is neither scalable nor feasible. For example, engineering majors must take well beyond the 120 unit requirement for graduation (129 at Northridge). Moreover, Service Learning must be voluntary, the student is not paid, and the rate of employment post-graduation is low. Finally, it is yet another unfunded mandate for the CSU.

SB 252 (Gonzales). This bill would immediately prohibit CalPERS and Cal STIRs from making any new investment in Fossil Fuel companies and to divest from all existing investment in such companies by 2030. While this bill is consistent with the ASCSU, CSSA and ERFSA resolutions on this issue, there is one important caveat. The bill exempts thermal coal (used to make steel), but it does not exempt the fossil-fuel process which is used to make plastics. Since practically every product in the country uses some variant of plastic, it would prevent investment in any companies deriving their products from the coal production of plastics. This would heavily restrict the ability of CalPERS to meet its unfunded mandate for retirement payments since it has more than $400 billion it must continue to invest to meet those contracts for our CSU (among others) retirement. Without further exemptions we tentatively stand opposed.

[Based on the report submitted by specialists Isakson and Schutte]

2. Speakers

2.1. Sylvia Alva, Executive Vice Chancellor of Academic and Student Affairs

EVC Alva mentioned two vaccination policies. EO803, a student vaccination policy (which is silent on COVID) recommends general vaccinations consistent with DPH policies. The CSU COVID policy, after “meet and confer” with various unions, has been modified to be consistent with the state’s position (COVID is not currently an emergency). It allows campuses to adopt more rigorous standards based on situations involving high student density.
Implementation of the AB927 is not well understood, particularly regarding the determination of a duplicated degree program. EVC Alva reported that the CCC has “stretched” interpretation of this law. To the Chancellor’s frustration, the Feather River program in Fire Management is quite similar to programs at SLO and Humboldt. Legal action is being considered. • Concerning AB928, ICAS has approved the basic framework for implementing the singular GE transfer pathway. EVC Alva suggested that the CSU has always had one GE pathway, and this may be appropriate going forward.

2.2. Thomas A. Parham, President of CSU Dominguez Hills

President Parham addressed the importance of the ASCSU in its treatment of underrepresented students and African American students in particular. He had three goals: 1) to be provocative, 2) to generate energy and motivate the group, and 3) accept his invitation for our campuses to do at least one thing differently going forward.

2.3. Jolene Koester, Interim CSU Chancellor

AB927: The process of reviewing CCC BA proposals resulted in only one formal rejection by the CO (Feather River). Interim Chancellor Koester was “shocked and disheartened” that the CCC has acted without arriving at a legally mandated agreement with the CSU regarding this proposal. The CSU is pursuing all avenues in resolving this matter.

Cozen O'Connor: This review has been far more involved and intensive than anyone expected at first. Discussions with the campus presidents about individual campus findings is occurring. A public written report will be produced for each campus with a campus-based team to discuss in follow up. The BOT will receive a comprehensive report in May. The state auditor is also currently conducting a Title IX review with a report due in summer. Interim Chancellor Koester expects that a lot of additional resources will need to be dedicated to Title IX and HR. Also, she reminds us that the reports are not the end of this process, but just the beginning of the effort to change the culture surrounding this issue.

2.4. Wenda Fong, Chair of the CSU Board of Trustees; Lateefah Simon, Trustee; and Jolene Koester, Interim CSU Chancellor

Chancellor’s Search: Since January there have been several open forums. Participation was good, over 1200 people. In addition, over 10,000 people
have visited the Chancellor’s Search web site. The Assessment Committee has begun reviewing candidates in earnest.

2.5. Jerry Schutte — CSU-ERFSA Report

On January 25, 2023, the executive committee of CSU-ERFSA met to discuss nominations for various positions within the Executive Committee. The following were nominated: President: Barry Pasternack; Vice President, Sue Holl; Secretary, Bethany Shifflet; Treasurer, David Speak; Legislative Affairs Committee, Rick Ford; and Pre post-retirement, Jonathan Karpf. In addition, four at-large delegates were nominated for 3-year terms. They are George Diehr, Harold Goldwhite and Jodi Servatius. Dave Quadro was nominated for a one-year term. Nominees will be appointed by vote of the body at the CSU-ERFSA meeting on April 25, 2023.

A copy of the March Reporter was issued at the beginning of the month. In it there are several important articles on 1) the disposition of the Long-Term Care settlement with CalPERS; 2) a revealing exposé of historic and current issues in CalPERS investments including how CSU-ERFSA kept the legislature from raiding CalPERS reserves for general fund deficits; 3) a discussion of the difference between SEP, SAR-SEP, and ordinary IRA accounts, as well as several other revealing articles about pre and post retirements issues, including one on the effects of Paxlovid. Please confirm you received a copy.

2.6. Al Liddicoat, Faculty Compensation Study Update

The results of the study will be shared at the Board of Trustees meeting next week. Al reviewed the goals and process of the study. The scope included all CSU faculty (~29,000 people), to review their salary and benefits, and to review factors driving pay, and to assess compensation systems and structures. Peer institutions and disciplines were identified for comparisons, and stakeholder sessions gathered information from almost 2200 people.

2.7. Charles Toombs, CFA President — CFA Liaison Report

The Union is working on the reopening of bargaining, which will focus on the areas of salary, workload, paid leave, and health and safety. Faculty are encouraged to take the CFA survey to express their input to the bargaining team. • The Union awaits the Mercer report next week on
2.8. Dixie Samaniego, CSSA VP of Systemwide Affairs — CSSA Liaison Report

Major topics discussed at the CSSA January plenary: campus dining services & the qualities they would like to see in a new Chancellor (trustworthy, empathetic, committed to shared governance). • CSSA is supportive of the changes to CSU vaccination policies but point out that students are not the only element in community health. • They are in favor of maintaining CSU telehealth contracts for 24/7 student access to mental health services.

3. Faculty Trustee Recommending Committee

The two-year term of the CSU Faculty Trustee will end soon. The ASCSU selected two nominees from a list of six established by its Recommending Committee. Following presentations by the six candidates and a Q&A period with them, Romey Sabalius (from San José State and current CSU Faculty Trustee) and Darlene Yee-Melichar (from San Francisco State and current ASCSU Senator) were selected for recommendation to the Governor. The Governor makes the final selection.

4. Reflections on the Plenary

5. Approved Resolutions

5.1. AS-3587-23/APEP “Recommending a Fourth Year of Mathematics/Quantitative Reasoning” [approved unanimously]

5.2. AS-3590-23/AA “Request for Additional Input for the CSU 2030 Challenges: Faculty Perspectives Project” [approved unanimously]

5.3. AS-3591-23/FGA/AA “A Call for State Gas/Oil Excess Profit Fee Funding in Support of Public Higher Education” [approved unanimously]

5.4. AS-3592-23/FA “Compensation for AB 928 Implementation” [approved unanimously]

5.5. AS-3593-23/EX “Revision of Special Rule Governing Debate on Substantive Motions” [approved unanimously]

5.6. AS-3594-23/APEP “ Regarding Coursework and Correspondences in Subject Matter Domains for Teaching” [approved unanimously]
5.7. AS-3595-23/FA/FGA “Equitable Capping of Executive Administrative Raises in the CSU Compared to Other Unit Employee Raises” [approved unanimously]
5.8. AS-3597-23/FA “Dissemination of Report and Recommendations by the Cozen O’Connor team investigating Title IX practices on CSU campuses” [approved unanimously]
5.9. AS-3598-23/EX “Apportionment of Academic Senate CSU (ASCSU) Seats” [approved unanimously]
5.10. AS-3599-23/APEP “California State University Authority Over Changes to College Preparatory A-G Standards and Guidelines” [approved unanimously]
5.11. AS-3600-23/FA “Support and Commendation for University of California Graduate Student and Post-Doctoral Workers”
5.12. AS-3601-23/AA “Support for Maintaining Veterans’ Centers on all CSU Campuses” [approved unanimously]
5.13. AS-3602-23/APEP “Recommendation Regarding Advanced Placement Precalculus” [approved unanimously]
5.15. AS-3605-23/FGA “2023 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)”
5.17. AS-3607-23/EX “Commendation for ASCSU Senator Leo Van Cleve”
5.18. AS-3618-23/AA “Condemnation of the California Community College’s Decision to Proceed with Duplicative Baccalaureate Degree” [approved unanimously]

6. First Readings
6.1. AS-3614-23/JEDI “Solidarity with Immunocompromised, Disabled and Caregiver ASCSU Members”
6.2. AS-3606-23/EX “ASCSU Awards for Outstanding Contributions to the CSU”
6.3. AS-3608-23/AA “CSU Discipline Council Involvement in California Community College (CCC) Course Review”
6.4. AS-3609-23/FGA “Encouraging Campus Faculty Legislative Specialists”
6.5. AS-3610-23/AA “Exploring the Impact of Artificial Intelligence (AI) on Higher Education Instruction”
6.6. AS-3611-23/EX “ASCSU Academic Senate of the CSU 2023-2024 Meetings”
6.7. AS-3612-23/AA “Graduate Education as Value-Added Outcome for Public Higher Education in California”
6.8. AS-3613-23/AA “On the Process of Identifying and Resolving Issues of Duplication of CSU programs in AB 927 California Community College 4-year Baccalaureate Programs”


6.10. AS-3616-23/FA “Providing Timely and Quality Counseling within the CSU”

6.11. AS-3619-23/FA “Maintaining Educational Continuity During Emergencies and Disasters”

6.12. AS-36XX-23/JEDI “Amending the Constitution of the Academic Senate, the California State University (ASCSU) to Add Three Designated Temporary Faculty Positions”

6.13. AS-36XX-23/JEDI “Change in Bylaws of the Academic Senate, the California State University (ASCSU) to Accommodate the Addition of Three Designated Temporary Faculty Positions”
## ASSIGNED TIME FOR 2023-2024

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RESOLUTION TO REVISE THE COURSE AND TERM WITHDRAWAL POLICY

Impact on Existing Policy: Resolution Regarding Guidelines for Withdrawal from Classes after the Census Date from AS-103-80/IC

WHEREAS, The most recent version of an academic senate resolution to course and term withdrawals was passed in 1980 (see AS-103-80/IC);

WHEREAS, The California State University (CSU) created Executive Order (EO) 1037 (CSU Grading, Repetition of Courses, Academic Renewal and Appeals Policy) on August 1, 2009;

WHEREAS, Section 6 of EO 1037 provides guidelines related to Withdrawal (Grade of “W”);

WHEREAS, EO 1037 was last revised July 27, 2021;

WHEREAS, Cal Poly’s current course and term withdrawal policy is not aligned with EO 1037;

WHEREAS, It is often costly, difficult and sometimes impossible for students to obtain the currently required documentation in a timely manner in order for course and term withdrawals not to count toward maximum units allowed by EO 1037;

WHEREAS, There is a lack of consistency across colleges with regards to how course and term withdrawal petitions are reviewed, approved, or denied;

WHEREAS, There is lack of awareness about or understanding of the course and term withdrawal policy and process among students;

WHEREAS, AS-103-80/IC does not address the impact of findings of academic dishonesty on withdrawal grades (see AS-722-10, “Resolution on Academic Dishonesty”);

WHEREAS, The upcoming conversion to semesters provides an opportunity for Cal Poly to update the course and term withdrawal policy; therefore be it
RESOLVED: That AS-103-80/IC, “Resolution Regarding Guidelines for Withdrawal from Classes After the Census Date.” be rescinded....and be it further resolved.

RESOLVED: That Cal Poly adopt the attached policy and process related to course and term withdrawals, and be it further resolved.

RESOLVED: That the attached course and term withdrawal policy and process be implemented effective Fall quarter 2023 (or 2024?)

RESOLVED: That university advising in collaboration with the office of the registrar and academic programs and planning provide information to educate faculty, staff, and students about the course and term withdrawal policy and process.
Dropping a Course

Dropping a course may be permitted without restriction or penalty until the drop deadline. Check planning calendar for current information about deadlines.

Withdrawing Policy

The administrative grade "W" (Withdrawal Authorized) indicates that the student was permitted to withdraw from a course or the term after the drop deadline (the end of the official drop period). Withdrawing from a course or the term carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.

Undergraduate students may withdraw from no more than 28 quarter or 18 semester units. This limit applies only to units attempted at Cal Poly. Withdrawals with appropriate verification from the dean of the student’s college or designee will not count against the unit maximum.

Withdrawal After the Drop Deadline and Prior to the Final 20% of Instruction

Students may petition to withdraw from a course or the term after the Drop Deadline and before the final 20% of instruction for serious and compelling reasons. It is not possible to describe in advance all the reasons that are acceptable or not acceptable as serious and compelling. They may be medical, psychological, financial, or personal, affecting the student or the student’s family. It should be emphasized that poor grades, irregular attendance, or dissatisfaction with the course are not in themselves sufficient reasons to withdraw.

Withdrawal During the Final 20% of Instruction

If students have serious and compelling reasons beyond their control, they can submit a petition to withdraw from a course or the term during the last 20% of instruction. There must be appropriate verification from the student’s dean or designee for the petition to be considered. Petitions for course or term withdrawals during the final 20% of instruction will NOT be approved without verification from the dean of the student’s college or designee. These withdrawals will not count against the unit maximum.

Refer to the planning calendar for withdrawal deadlines for each academic term. https://registrar.calpoly.edu/calendars_deadlines

Withdrawal Process

All requests to withdraw and all approvals shall be documented in a withdrawal petition. The student can obtain this petition from the Office of the Registrar website. The withdrawal petitions (course or term) will include the last day of attendance and the reasons for the
withdrawal. Records of such approvals shall be maintained in accordance with the CSU retention policy.

**Petition to Withdraw After the Drop Deadline and Prior to the Final 20% of Instruction**

Withdrawals after the Drop Deadline and prior to the final 20% of instruction may be approved when the student has serious and compelling reasons (see above for description of serious and compelling reasons).

**Petition to Withdraw During the Final 20% of Instruction**

Withdrawals shall not be permitted during the final 20% of instruction except in cases where the cause of withdrawal is due to serious and compelling reasons beyond the student’s control and the assignment of an Incomplete (“I”) grade is not practicable. Petitions to withdraw during the final 20% of instruction must have appropriate verification from the dean of the student’s college or designee. Withdrawals during the final 20% of instruction will not count toward the unit maximum.

**Course Withdrawal Petitions**

Petitions to withdraw from a course require the student’s signature, the acknowledgement of the instructor and the approval of the student’s dean or designee.

**Term Withdrawal Petitions**

Petitions to withdraw from the term require the student’s signature and the approval of the student’s dean or designee.

**Additional Information**

- Students are encouraged to speak with an academic advisor, faculty advisor/mentor or associate dean in their college for further information and advice.
- The official drop period is the proper time to evaluate preparation level, time commitment, normal progress, interest, etc., for each class. (See “Serious and Compelling Reasons” above for clarification.)
- Students receiving financial aid should consult a financial aid counselor before withdrawing from a course or the term.
- Course or term withdrawals during the final 20% of instruction will only be considered for the most serious reasons and MUST have appropriate verification from the dean of the student’s college or designee. Withdrawals during the final 20% of instruction will not count against the unit maximum.
- Students who have received a grade reduction as a result of academic dishonesty are NOT eligible to withdraw from the course in which the grade has been impacted by academic dishonesty. All W grades will revert to the letter grade issued by the instructor for the course.
Withdrawal Policy Proposed Academic Senate Resolution

Contents:

Page Proposed Withdrawal Policy Resolution
Page Proposed Withdrawal Policy
Page Current Withdrawal Policy (in Catalog)
Page Executive Order 1037: CSU Grading, Repetition of Courses, Academic Renewal and Appeals Policy
Page AS-103, November 18, 1980, Resolution Regarding Guidelines for Withdrawal from Classes after the Census Date
Withdrawals / Renewal

The W grading symbol indicates that the student was permitted to withdraw from the course after the regular add/drop period with the approval of the appropriate campus officials. It carries no adverse connotation of quality of student performance and is not used in calculating grade point averages.

Between the end of the regular add/drop period and the end of the seventh week of instruction a student must request permission to withdraw from a course by processing a petition that is available at the Office of the Registrar. The petition is approved and withdrawal authorized only if there are serious and compelling reasons for withdrawal in the judgment of the department head.

The withdrawal petition also requires the signature of the course instructor and the student’s academic advisor.

Between the end of the 7th week of instruction and the last day of instruction, withdrawals are permitted only if the withdrawal is based on an emergency situation clearly beyond the control of the student. In such cases a final or incomplete grade may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made. The student must request permission to withdraw as specified above, or request grade assignment, both of which are subject to approval by designated campus officials. Any student who fails to provide notification or who fails to obtain formal approval to withdraw is subject to failing grades (WU, F, or NC).

Undergraduate students may withdraw from no more than 28 quarter units.

Cancellation of Registration or Withdrawal from the Term

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the University’s official withdrawal procedures. Failure to follow formal University procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term.

Students may drop their classes on their Student Center all the way through the add/drop period, until the end of the 8th day of the term. Grades are not assigned for courses dropped during this period.

With the approval of campus officials, a student is permitted to withdraw from all classes for the quarter for serious and compelling reasons until the end of the 7th week of instruction. After the 7th week and through the last day of instruction, withdrawals for the term must be based on an emergency situation clearly beyond the control of the student, and approved by campus officials.

The student is required to initiate a request for a term withdrawal with the Registrar and to complete required exit procedures. If the student is unable to appear in person, he/she may write or call the Office of the Registrar, 805.756.2531, to request withdrawal. The request must specify
CURRENT WITHDRAWAL POLICY

reasons for leaving the institution and include the student’s signature. The date of the withdrawal is established according to the guidelines contained in the institutional policies governing term withdrawals or as determined by the Registrar.

The student may be eligible for a full or partial refund of registration fees depending upon the time and circumstances of withdrawal. If eligible for a refund, the refund remains in the student’s account on campus, unless the student files a written application for the refund to be sent to the student. Fee refund policy information is available at https://afd.calpoly.edu/fees/.

Students who receive financial aid funds must consult with the Financial Aid and Student Account Offices prior to withdrawing from the University regarding any refunds or repayments of grant or loan assistance received for that academic term. If a Title IV financial aid recipient withdraws from the University during a payment period, the grant or loan assistance received is subject to federal refund and repayment provisions.

Withdrawal from Previous Terms

A student may petition to have all grades retroactively changed to the administrative grade of "W" if he/she can demonstrate and document that there were serious and compelling reasons or circumstances that resulted in the unofficial withdrawal for the quarter in question. A student may not retroactively withdraw from selected courses during a particular quarter, but must petition to withdraw from the entire quarter. The petition must be submitted within one year following the end of the term. Refunds of registration fees are not available for withdrawals following the last day of instruction. For more information, contact the Office of the Registrar.

From: https://catalog.calpoly.edu/academicstandardsandpolicies/grading/#withdrawalsrenewal
PROPOSED WITHDRAWAL POLICY

Dropping a Course

Dropping a course may be permitted without restriction or penalty until the drop deadline. Check planning calendar for current information about deadlines.

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PROPOSED WITHDRAWAL POLICY

withdrawal. Records of such approvals shall be maintained in accordance with the CSU retention policy.

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• The official drop period is the proper time to evaluate preparation level, time commitment, normal progress, interest, etc., for each class. (See “Serious and Compelling Reasons” above for clarification.)
• Students receiving financial aid should consult a financial aid counselor before withdrawing from a course or the term.
• Course or term withdrawals during the final 20% of instruction will only be considered for the most serious reasons and MUST have appropriate verification from the dean of the student’s college or designee. Withdrawals during the final 20% of instruction will not count against the unit maximum.
• Students who have received a grade reduction as a result of academic dishonesty are NOT eligible to withdraw from the course in which the grade has been impacted by academic dishonesty. All W grades will revert to the letter grade issued by the instructor for the course.
CSU Grading, Repetition of Courses, Academic Renewal, and Appeals Policy

In accordance with the attached memorandum dated April 15, 2020, sections A.6.a, B.1, B.2.a and B.2.b of this policy have been temporarily suspended due to the suspension of in-person classes across our system due to the COVID-19 pandemic, as well as Executive Order N-25-20 issued by Governor Gavin Newsom requiring adherence to social distancing guidelines.

Policy

This policy (EO 1037) establishes administrative grading symbols, minimum standards governing the assignment of grades, policies on the repetition of courses, policies on academic renewal, and provisions for appeal to ensure that the rights and responsibilities of faculty and students are properly recognized and protected.

A. Administrative Grading Symbols

The administrative grading symbols AU, I, IC, RD, RP, W, and WU along with the definitions, rules, and procedures governing their application shall be utilized as circumstances require on all California State University campuses. Use of the symbols AU and RD are optional with each campus, except that where utilized, the definition and circumstances of application shall be as provided herein. No other grading symbols except the traditional grades of A, B, C, D, or F; or the non-traditional grades of A, B, C, NC; or CR-NC (where specifically authorized) shall be employed without the express prior approval of the Executive Vice Chancellor and Chief Academic Officer. To the extent permitted by Section 40104.1 of Title 5 of the California Code of Regulations, each campus may use plus and minus designations in combination with traditional letter grades of A, B, C, and D.
1. AU (Audit)

The following catalog statement reflects the minimum requirements for enrollment as an auditor. Authority to permit enrollment in this status rests with each campus. When audit status is permitted, students may not change from credit to audit later than the census date for the term for which the student is enrolled in the course for which such grades are to be awarded. If enrollment as an auditor is permitted, the following statement together with any further campus requirements shall appear in the campus catalog:

Enrollment as an auditor is subject to permission of the instructor provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested no later than the last day to add classes in that term. A student who is enrolled for credit may not change to audit after the _____ week of instruction. (Insert appropriate number for campus.)

2. I (Incomplete Authorized)

The "I" symbol shall be used only when the faculty member concludes that a clearly identifiable portion of course requirements cannot be met within the academic term for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses. In such cases, use of the "RP" symbol is required. The conditions for removal of the Incomplete shall be reduced to writing by the instructor and given to the student with a copy placed on file with the appropriate campus officer until the Incomplete is removed or the time limit for removal has passed.

A student may not re-enroll in a course for which he or she has received an "I" until that "I" has been converted to a grade other than "I"; e.g., A-F, IC.

An Incomplete shall be converted to the appropriate grade or symbol within one year following the end of the term during which it was assigned provided, however, an extension of the one-year time limit may be granted by petition for contingencies such as intervening military service and serious health or personal problems. Where campus policy requires assignment of final grades on the basis of numerous demonstrations of competency by the student, it may be appropriate for a faculty member to submit a letter grade to be assigned in the event the Incomplete is not made up within one year. If the Incomplete is not converted to a credit-bearing grade within the prescribed time limit, or any extension thereof, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned another grade in accordance with campus policy.

The following statement shall appear in the campus catalog:
The symbol "I" (Incomplete Authorized) indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.

An "I" must normally be made up within one calendar year immediately following the end of the term during which it was assigned.

This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student's record after the calendar year deadline.

3. IC (Incomplete Charged)

The "IC" symbol may be used when a student who received an authorized incomplete "I" has not completed the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade for grade point average and progress point computation.

a. In cases in which the student was enrolled on a Credit/No Credit basis, the "default grade" used in the event that the condition(s) of the "incomplete" have not been met may be a grade of No Credit (NC).

4. RD (Report Delayed)

The "RD" symbol may be used where a delay in the reporting of a grade is due to circumstances beyond the control of the student. The symbol may be assigned by the registrar only and, if assigned, shall be replaced by a substantive grading symbol as soon as possible. An "RD" shall not be used in calculating grade point average or progress points. Although no catalog statement is required, whenever the symbol is employed, an explanatory note shall be included in the transcript legend. The registrar shall notify both the instructor of record and the department chair within two weeks of the assignment of RD grades.

5. RP (Report in Progress)

The "RP" symbol shall be used in connection with thesis, project, and similar courses in which assigned work frequently extends beyond a single academic term and may include enrollment in more than one term. The "RP" symbol shall be replaced with the appropriate final grade within one year of its assignment except for master’s thesis enrollment, in which case the time limit shall be established by the appropriate campus authority. The president or designee may authorize extension of established time limits.

The following statement shall appear in the campus catalog:
The "RP" symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses. (Insert campus statement describing the time limit for theses.)

6. **W (Withdrawal)**

Withdrawal from a course (or courses) may be permitted, without restriction or penalty, during a time period established by the campus. However, this time period shall not extend beyond the census date. No symbol need be recorded in such instances. In connection with all other approved withdrawals, the "W" symbol shall be used.

   a. Undergraduate students may withdraw from no more than 18 semester-units (27 quarter-units). Campuses may permit the withdrawal from up to 28 quarter units.

   b. Campuses may elect to be more restrictive on withdrawals than the maxima listed above.

   c. The limits apply only to units attempted at the campus.

   d. Withdrawals after the census date and prior to the last twenty percent of instruction may be assigned only for serious and compelling reasons. Permission to withdraw during this time shall be granted only with the approval of the instructor and the department chair and/or dean as described by campus policy. All requests to withdraw under these circumstances and all approvals shall be documented as prescribed by the campus. The requests and approvals shall state the reasons for the withdrawal. Records of such approvals shall be maintained in accordance with the campus record retention policy.

   e. Withdrawals shall not be permitted during the final twenty percent of instruction except in cases, such as accident or serious illness, where the cause of withdrawal is due to circumstances clearly beyond the student’s control and the assignment of an Incomplete is not practicable. Withdrawals of this sort may involve total withdrawal from the campus or may involve only one course, except that course grade and credit or an Incomplete may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made. Requests for permission to withdraw under these circumstances shall be handled and filed as indicated in the preceding paragraph, except that such requests must also be approved by the academic administrator appointed by the president to act in such matters. Such withdrawals will not count against maximums provided for in 6.a.

   A "W" shall not be used in calculating grade point average or progress points.

   A unique grade, e.g., "WM", may be used to differentiate between withdrawals permitted under Section A-6e from withdrawals permitted under A-6d. The use of a unique grade for withdrawals made as per A-6e may assist campuses in determining when the maximum units (Sections A-6d) have been reached. (Some have suggested that some persons might not want their transcripts of university study to contain references in "medical withdrawal," etc.).

   f. The following statement shall appear in the campus catalog:

   The symbol "W" indicates that the student was permitted to withdraw from the course after the ______ (day/week) of instruction with the approval of the instructor and appropriate campus
officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.

In addition to this statement, the campus catalog shall include a description of the procedures to be followed in withdrawing from a class or from the campus. Such procedures shall be consistent with all applicable provisions of this executive order.

g. WU (Withdrawal Unauthorized). The symbol "WU" shall be used where a student, who is enrolled on the census date, does not officially withdraw from a course but fails to complete it. Its most common use is in those instances where a student has not completed sufficient course assignments or participated in sufficient course activity to make it possible, in the opinion of the instructor, to report satisfactory or unsatisfactory completion of the class by use of the letter grade (A-F). The instructor shall report the last known date of attendance by the student. The symbol "WU" shall be identified as a failing grade in the transcript legend and shall be counted as units attempted but not passed in computing the grade point average. In courses which are graded Credit/No Credit or in cases where the student has elected Credit/No Credit evaluation, use of the symbol "WU" is inappropriate and "NC" shall be used instead. The following statement shall appear in the campus catalog:

The symbol "WU" indicates that an enrolled student did not withdraw from the course and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average and progress point computation this symbol is equivalent to an "F."

If local campus policy prescribes other instances where this symbol may be used, the foregoing statement shall be extended to cover such instances.

B. Repetition of Courses

The provisions in this section apply only to undergraduate courses. Campuses should develop and publish their own policies and procedures with regard to the repetition of graduate and other post-baccalaureate coursework.

1. Undergraduate students may repeat courses only if they earned grades lower than a C.

2. Course Repeats with "Grade Forgiveness": (Grade forgiveness is the circumstance in which the new grade replaces the former grade in terms of the calculation of GPA, etc.):
   a. Undergraduate students may repeat up to 16 semester-units (24 quarter-units) with grade forgiveness.
   b. Undergraduate students may repeat an individual course for grade forgiveness no more than two times.
   c. Grade forgiveness shall not be applicable to courses for which the original grade was the result of a finding of academic dishonesty.
      i. In cases where "grade forgiveness" is not to be applicable to courses for which the original grade is the result of a finding of academic dishonesty, it may be prudent to uniquely "code" such grades so as to automatically
prevent the application of "grade forgiveness" to such grades.

3. **Course Repeats with "Grades Averaged"**: 
   Campuses may permit undergraduate students to repeat an additional 12 semester units (18 quarter-units), i.e., units in addition to the 16 semester-units (24 quarter units) for which grade "replacement" is permitted. In such instances the repeat grade shall not replace the original grade; instead both grades shall be calculated into the student's overall grade-point average.

4. Sections B-2a, B-2b, and B-3 apply to all courses except those which are specified by the campuses as being "repeatable for credit", e.g., marching band, intercollegiate athletics or special topics classes.

5. Campuses may elect to be more restrictive on course repeats than the maxima listed above.

6. The limits apply only to units completed at the campus.

### C. Academic Renewal

1. Under certain circumstances, a campus of the university may disregard up to two semester or three quarters of previous undergraduate coursework taken at any institution from all considerations associated with the requirements for a baccalaureate degree.

   These circumstances are:
   a. The student has formally requested such action and presented evidence that substantiates that the work in question is substandard and not representative of her/his current scholastic ability and/or performance level, and
   b. The previous level of performance was due to extenuating circumstances, and
   c. All degree requirements except the earning of at least a "C" (2.0) grade point average have or will soon have been met.

   University policy regarding academic renewal is not intended to permit the improvement of a student's grade point average beyond what is required for graduation.

2. Final determination, that one or more terms shall be disregarded, shall be based on careful review of evidence by a committee appointed by the president, which shall include the designee of the chief academic officer and consist of at least three members.

   Such final determination shall be made only when:
   a. Five years have elapsed since the most recent work to be disregarded was completed, and
   b. The student has earned in residence at the campus since the most recent work being considered was completed:
      i. 15 semester (22 quarter) units with at least a 3.0 GPA or
      ii. 30 semester (45 quarter) units with at least a 2.5 GPA or
      iii. 45 semester (67 quarter) units with at least a 2.0 GPA

3. When such action is taken, the student's record shall be annotated so that it is readily evident to users of the record, that NO work taken during the disregarded term(s), even if satisfactory,
has been applied towards the meeting of degree requirements. However, all work must remain legible on the record.

If another institution has acted to remove coursework from consideration, such action shall be honored in terms of that institution's policy. But, elimination of any coursework's consideration shall reduce by one term the two semester /three quarter maximum on the application of academic renewal to an individual CSU student's record. Campuses may adopt more stringent policies with regard to academic renewal, but no more lenient policy maybe used regarding the removal of coursework being considered for the meeting of baccalaureate degree requirements.

D. Assignment of Grades and Grade Appeals

The following principles support the minimum standards governing the assignment of grades and provisions for appeals:

1. Faculty have the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades. (Administrative grading symbols may be assigned only in accordance with the provisions of this executive order.)

2. There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise.

3. In the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final.

4. Students who believe that an appropriate grade has not been assigned should first seek to resolve the matter informally with the instructor of record. If the matter cannot be resolved informally, the student may present his/her case to the appropriate campus entity, have it reviewed and, where justified, receive a grade correction.

5. If the instructor of record does not assign a grade, or if he/she does not change an assigned grade when the necessity to do so has been established by appropriate campus procedures, it is the responsibility of other qualified faculty to do so.

6. "Qualified faculty" means one or more persons with academic training comparable to the instructor of record who are presently on the faculty at that campus.

7. Each campus faculty senate has authority and responsibility for providing policy and procedures for the proper implementation of the foregoing principles.

8. Each campus president is responsible for ensuring that the policies and procedures developed by the faculty senate are in conformance with the principles and provisions of this executive order and for ensuring that such established policies and procedures are carried out.

Each campus shall implement policy and procedures covering the assignment of grades and grade appeals which include at least the following provisions:

1. The time and manner of reporting course grades including provisions for assuring that such grades have been assigned by the instructor of record.

2. Circumstances under which the instructor of record may change a grade once assigned, and procedures for making such changes.
3. A means for preliminary review of potential appeals that may resolve differences before initiation of formal proceedings.

4. Grounds for which a grade appeal is permitted.

5. One or more committees for hearing grade appeals which shall provide safeguards to assure due process for both student and instructor. Such committees shall include student membership. Student members shall not participate in assignment of grades.

6. Procedures whereby grades are assigned by other qualified faculty in circumstances where the instructor of record does not do so, including those instances where a grade change is recommended by a grade appeals committee and the instructor of record does not carry out that recommendation.

7. Specification of time limits for completion of various steps in the appeal process and of the time period during which an appeal may be brought.

8. Description of the extent of the authority of appeal committee(s), including provisions which clearly limit grade changes to instances where there is a finding that the grade was improperly assigned.

9. Limitation of committee authority to actions which are consistent with other campus and system policy.

10. A statement that there is a presumption that grades assigned are correct. Thus, the burden of proof rests with the individual who is appealing.

11. Procedures for dealing with allegations of improper procedure.

12. Assignment of authority to revise policies and procedures for grade appeals to the campus faculty senate. The campus president is responsible for ensuring that such revisions conform to the principles and provisions of this executive order.

13. Provision for annual reporting to the campus president and campus faculty senate on the number and disposition of cases heard.

These policies and related procedures shall be published in a manner that ensures that all faculty and students have an opportunity to be aware of them (in class schedules, faculty manuals, student handbooks, etc.). While it is not necessary that policy and procedures be published in their entirety in generally circulated documents, such publications shall ensure that the students are aware that policy and procedures exist and where they may be obtained.

**General Clarifications:**

A. With regard to the limits on withdrawals and repeats, it should be assumed that absent campus policy to the contrary, all such running totals begin at zero (0) at the beginning of the Fall term of 2009.

B. Unless campus policy indicates otherwise, the limits on repeated courses (Sections B-2a, B-2b, and B-3) do apply to courses taken in matriculated status as well as coursework completed via self support, e.g., adjunct, open university, etc.

C. Unless campus policy indicates otherwise, the limit on withdrawals (Section A-6a) does apply to coursework taken in matriculated as well as coursework completed via "self- support," e.g., extended education, Open University, special session, etc.
D. As with many other matters of academic policy, campuses may choose to set up review petitions processes for the responsible granting of waivers to the requirements of this policy.

**Authority**

This policy is issued pursuant to Sections 40104 and 40104.1 of Title 5 of the California Code of Regulations and **Section II of the Standing Orders of the Board of Trustees of the California State University**, and as further delegated by the **Standing Delegations of Administrative Authority**.

**All Revision Dates**
7/27/2021, 5/1/2020, 8/1/2009

**Attachments**

Temporary Suspension of Sections of Executive Order 1037.pdf

**Approval Signatures**

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RESOLUTION ON ACADEMIC DISHONESTY:
CHEATING AND PLAGIARISM PROCEDURES

1 RESOLVED: That the Academic Senate of Cal Poly endorse the attached Academic Dishonesty: Cheating and Plagiarism procedures; and be it further

4 RESOLVED: That the approved Academic Dishonesty: Cheating and Plagiarism procedures be distributed via electronic mail to all faculty members for their information and use.

Proposed by: Academic Senate Executive Committee
Date: October 5 2010
Revised: November 16 2010
ACADEMIC DISHONESTY: CHEATING AND PLAGIARISM

684 Academic Dishonesty: Cheating and Plagiarism

The University does not condone academic cheating or plagiarism in any form. The faculty is expected to uphold and support the highest academic standards in this matter. Instructors should be diligent in reducing potential opportunities for academic cheating and plagiarism to occur. Students' rights shall be ensured through attention to due process, as detailed below.

684.1 Definition of Cheating

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of questions or answers on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent same.

684.2 Procedure for Addressing Cheating

a) Instructors should be confident that cheating has occurred; if there is any doubt, the student should be consulted and/or additional information sought prior to taking action for cheating.

b) The student should be notified by memorandum of the instructor's determination that cheating has occurred and the intended punishment. Said memorandum should notify the student that if s/he denies cheating: (1) the department head of the course of record will be given an opportunity to resolve the situation to the satisfaction of both parties; and (2) if the situation remains unresolved, an appeal of the finding of cheating (though not of the punishment, if the finding of cheating is upheld) is available through the Office of Student Rights and Responsibilities (OSRR).

c) Cheating requires, at a minimum, an "F" assigned to the assignment, exam, or task, and this "F" must be reflected in the course grade. The instructor may assign an "F" course grade for an incidence of cheating.

d) Irrespective of whether an appeal is made, the instructor is obligated to submit to the OSRR director a Confidential Faculty Report of Academic Dishonesty. Physical evidence, circumstantial evidence, and testimony of observation may be attached.

e) If an appeal is made, the grade assigned for cheating and the associated course grade cannot be appealed to the Fairness Board should the OSRR confirm the incidence of cheating.

f) The OSRR director shall determine if any disciplinary action is required in addition to the assignment of a failing grade. Disciplinary actions which are possible include, but are not limited to: required special counseling, special paper or research assignments, loss of student teaching or research appointments, removal from a course, loss of membership in organizations, suspension or dismissal from individual programs or from the University. The most severe of the possible actions shall be reserved for grievous cheating offenses or more than one offense by an individual.
684.3 Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; e.g., quotation marks, footnotes, or commentary. Examples of plagiarism include but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit.

684.4 Procedure for Addressing Plagiarism

a) Instructors should be confident that plagiarism has occurred; if there is any doubt, the student should be consulted and/or additional information sought prior to taking action for plagiarism.

b) Plagiarism may be considered a form of cheating and therefore subject to the same procedure which requires notification to the OSRR director and, at a minimum, an "F" assigned to the assignment, exam, or task (See Section 684.2). However, plagiarism may be the result of poor learning or poor attention to format, and may occur without any intent to deceive; consequently, some instructor discretion is appropriate. Provided that there was no obvious intent to deceive, an instructor may choose to counsel the student and offer a remedy (within her/his authority) which is less severe than that required for cheating. (If in doubt about her/his authority to offer a particular remedy, the instructor should consult OSRR.) Even under these circumstances, the instructor must submit to the OSRR director a Confidential Faculty Report of Academic Dishonesty.

c) An instructor may not penalize a student for plagiarism in any way without advising the student by memorandum that a penalty is being imposed. The instructor should further advise the student in said memorandum that if s/he denies committing plagiarism: (1) the department head of the course of record will be given an opportunity to resolve the situation to the satisfaction of both parties; and (2) if the situation remains unresolved, an appeal of the finding of plagiarism (though not of the punishment, if the finding of plagiarism is upheld) is possible through OSRR.
State of California

Memorandum

To: Rachel Fernflores
   Chair, Academic Senate

From: Robert Glidden
      Interim President

Date: January 4, 2011

Copies: R. Koob, E. Smith

Subject: Response to Academic Senate Resolution AS-722-10
Resolution on Academic Dishonesty: Cheating and Plagiarism Procedures

I formally acknowledge receipt and approval of the above-entitled Academic Senate resolution.

Please convey my appreciation to the Academic Senate members for their attention to this important matter.
RESOLUTION REGARDING GUIDELINES FOR WITHDRAWAL FROM CLASSES AFTER THE CENSUS DATE

Background: A student may currently petition to withdraw from a class after the census date, but prior to the start of the eighth week. According to the catalog, the petition will be approved and the withdrawal authorized "only if there are serious and compelling reasons for the withdrawal in the judgment of the instructor and the department head." The petition requires the signature of both the instructor and the department head.

The definition of "serious and compelling reasons" recommended by the Academic Council in December 1976 were approved by President Kennedy in February 1977. But the definitions were never addressed by the Academic Senate nor have they been published in the catalog. In January 1980, the CSUC Academic Senate recommended local campus Senates to develop guidelines for evaluating the "serious and compelling reasons."

WHEREAS, The university is impacted and many courses are oversubscribed, students should be expected to make a commitment to their courses prior to the census date; and

WHEREAS, The university recognizes that there are "serious and compelling" reasons for which a student might need to withdraw from a class or classes; and

WHEREAS, Each student should have available both the procedures and the kinds of reasons the university considers sufficiently serious and compelling to warrant withdrawal; and

WHEREAS, The instructor of the course is the proper person to be consulted on the options available to the student with respect to progress within the course; and

WHEREAS, The student's advisor is the proper person to be consulted concerning the ramifications of dropping a particular class or classes in terms of progress toward graduation; and

WHEREAS, Neither the instructor nor advisor should be in the position of evaluating the serious and compelling reason for the petition to withdraw; and

WHEREAS, The Academic Council has determined that the department heads are able to evaluate the serious and compelling reasons for withdrawal petitions; therefore be it.
WITHDRAWAL PROCEDURES AND GUIDELINES

RESOLVED: That the following procedures for withdrawing from classes after
the census date be adopted and be included in the catalog and
the Campus Administrative Manual.

Procedure: Any student wishing to withdraw from a class after the census date,
but prior to the start of the eighth week of a quarter must petition to do so.
Withdrawal petitions are available at the Records Office.

a. The student shall consult with both the instructor and his/her advisor
for the purposes of reviewing progress in the course, progress toward
graduation, and the effect of withdrawing from the course.

b. Approval or disapproval of the petition is granted by the instructor’s
department head. The student must present the petition with an explanation
of the nature of the serious and compelling reasons. Confidentiality when
the reasons are personal can be protected by having the appropriate Health
Center or Counseling Center official verify that there are serious and
compelling reasons to withdraw. Verification of other reasons may be required
at the discretion of the department head. After any appropriate consultation,
the department head shall approve or deny the withdrawal petition in accordance
with the guidelines set forth below.

and be it further

RESOLVED: That the following guidelines for interpretation of "serious
and compelling reasons for withdrawal" be adopted and be
included in the catalog and Campus Administrative Manual:

Guidelines for Serious and Compelling Reasons

After the census date a student may not drop a class and receive a "W" on
the permanent record unless there is a "serious and compelling" reason.
Whether the reason advanced by a student is in fact serious and compelling
is a matter that requires judgment and interpretation.

It is not possible to describe in advance all the reasons that are acceptable
or not acceptable as serious and compelling. The guidelines below should
serve to illustrate the intent. Each case should be considered on its own
merits.

1. Medical. Serious illness or injury of the student or of his/her immediate
family which has resulted in inability to make up course material missed.
Verification by the University Health Center or by the student's personal
physician may be required.

2. Financial. For many different reasons a student's financial situation may
become so critical that withdrawal from the University is the only recourse.
In other cases, withdrawal from a part of the student's course list may
be indicated. A student who requests withdrawal after the census date for
financial reasons must offer an explanation for his decision to withdraw
and may be asked for verification.

3. Personal. Problems of a psychological or other personal nature may indicate
withdrawal from a course in order to preserve reasonable progress toward
a student's educational goals. Depending upon the nature of the problem,
appropriate verification by the University Counseling Center or the Health
Center may be required.
There may be other serious and compelling reasons to withdraw from classes. Each such case is to be considered on its own merits.

It should be emphasized that poor grades, irregular attendance, or dissatisfaction with the course are not in themselves sufficient reasons to withdraw after the census date. The official drop period—the first three weeks of each quarter—is the proper time to evaluate preparation level, time commitment, normal progress, interest, etc., for each class.

Each school may further interpret these guidelines as to what constitutes "serious and compelling" reasons.

and be it further

RESOLVED: That the petition for withdrawal form include statements that:

a. The instructor and advisor signatures indicate that the proposed withdrawal has been discussed and do not necessarily indicate approval of the withdrawal or acceptance of the serious and compelling reasons for the request.

b. The department head must either approve or disapprove the petition based on the reasons given and any verification or consultation that is appropriate.

c. The proper appeal procedure, if deemed necessary by the student, is through the Fairness Board.

APPROVED January 20, 1981
RESOLUTION ON CURRICULUM FOR SEMESTER CONVERSION

Impact on Existing Policy: Supersedes AS 388-92; rescinds AS 234-87 and AS 609-04

WHEREAS, The Chancellor’s Office has mandated that Cal Poly convert to semesters by fall of 2026; and

WHEREAS, Conversion to semesters requires that all academic policies be reviewed and revised as appropriate; and

WHEREAS, AS 388-92 describes the general structure and outline of curriculum at Cal Poly; and

WHEREAS, AS 234-87 and AS 609-04 specify a requirement of 8 units of free electives in each program or a justification as to why this requirement cannot be met; and

WHEREAS, the conversion to semesters will require maximum flexibility in the design of major programs; therefore be it

RESOLVED: that AS 234-87 and AS 609-04 and any other previous policy requiring free electives are rescinded; and be it further

RESOLVED: that the general guidelines for undergraduate curriculum at Cal Poly in the attached policy shall be adopted.

Proposed by: Academic Senate
Curriculum Committee
Date: December, 2022
GENERAL POLICIES ON UNDERGRADUATE CURRICULUM

A. Course Categories

Curriculum course categories shall be Major Courses, Support Courses, General Education Courses, and Free Elective Courses. Each category shall be subject to the following guidelines.

1. Major Courses

(a) Definitions

(1) Major courses comprise the basic knowledge in the discipline and are required of all students in the major.

(2) Courses using the prefix of the major program must count as major courses.

(3) Courses from any other prefix or discipline may be designated as major courses.

(4) Unless otherwise designated, all courses in the major column will be counted towards the major GPA.

(5) For students pursuing the same degree objective, more than 50% of their major courses or course areas must be the same (CSU ASA 2017-02).

(6) Courses in the major which fulfill General Education (GE) requirements should be listed in the Major Course category with a reference (as an asterisk) to the GE area.

(b) Concentrations

(1) A concentration is a coherent and specialized course of study within a student's major degree program. Degree programs are not required to include concentrations.

(2) Policy on concentrations is given in AS-953-22.

(3) No single course should appear in every concentration offered in a given degree program; such courses should be included in the major
core or support.

(4) The number of units in a concentration must be less than 50% of the sum of all major units (major core plus support plus concentration).

(5) In a program that includes a concentration, an equivalently-sized Individualized Course of Study (ICS) may be included as an alternative.

(6) The courses for a concentration or ICS shall appear in the major course column, and are included in the calculation of the major GPA.

2. Support Courses

(a) Definition

(1) A support course is any specified course outside of the home department. Courses with the home department prefix shall not appear in the support course category.

(2) Support courses which fulfill General Education requirements shall appear in the Support Course category with a reference (as an asterisk) to the appropriate GE area.

(3) Support courses are not included in the calculation of the major GPA.

3. General Education

(a) Those areas and courses designated as fulfilling General Education requirements as defined by CSU Executive Order 1100 shall appear in the category of General Education Courses. Areas which can be met by major and support courses shall be designated by a reference (as an asterisk) and the comment - "This requirement is met by taking the major (support) courses marked with an asterisk (*)."

(b) GE courses are not included in the calculation of the major GPA, unless they are also listed in the major core or concentration.

4. Free Electives
Free elective means a course chosen solely by the student with no curricular restrictions.

Programs are not required to include free elective units in the degree program.

Free electives are not included in the calculation of the major GPA.

B. Required semester units

1. Definitions
   (a) “Major units” include all units earned in major (core), support, and concentration. Conversely, “major units” are the total number of units earned minus units from GE and free electives.

2. Unit requirements
   (a) The minimum (and maximum, where applicable) numbers of total semester units required for the following baccalaureate degrees offered by Cal Poly are as follow:
      (i) Bachelor of Arts (BA): 120 (Title 5 § 40500)
      (ii) Bachelor of Science (BS): 120 (Title 5 § 40501)
      (iii) Bachelor of Architecture (BArch): 120-150 (Title 5 § 40505)
      (iv) Bachelor of Fine Arts (BFA): 120-132 (Title 5 § 40506)
      (v) Bachelor of Landscape Architecture (BLA): 120-150 (Title 5 § 40507)

   (1) The minimum numbers of total semester units designated as major courses or course areas required for the following baccalaureate degrees offered by Cal Poly are as follow:
      a. Bachelor of Arts (BA): 24 (Title 5 § 40500)
      b. Bachelor of Science (BS): 36 (Title 5 § 40501)
      c. Bachelor of Architecture (BArch): 47 (Title 5 § 40505)
      d. Bachelor of Landscape Architecture (BLA): 120-150 (Title 5 § 40507)

   Note: Title 5 does not designate a minimum number of major units for the BFA degree.
(2) The maximum number of total semester units designated as major courses or course areas required for the BFA degree is 70 (Title 5 § 40506). Note: Title 5 does not designate a maximum number of major units for the BA, BS, BArch, or BLA degrees.

(3) The minimum numbers of upper-division semester units designated as major courses or course areas required for the following baccalaureate degrees offered by Cal Poly are as follow:
   a. Bachelor of Arts (BA): 12 (Title 5 § 40500)
   b. Bachelor of Science (BS): 18 (Title 5 § 40501)
   c. Bachelor of Architecture (BArch): 27 (Title 5 § 40505)
   d. Bachelor of Fine Arts (BFA): 18
   e. Bachelor of Landscape Architecture (BLA): 27 (Title 5 § 40507)

(4) Each baccalaureate degree offered by Cal Poly requires a minimum of 40 upper-division units.

(5) Of the semester units in courses or course areas designated as major at least 10 should be designated in lower division courses or course areas.
WHEREAS, The Chancellor’s Office has mandated that Cal Poly convert to semesters by fall of 2026; and

WHEREAS, Conversion to semesters requires that all academic policies be reviewed and revised as appropriate; and

WHEREAS, Coded Memorandum AA-2011-14 from the Chancellor’s Office defines a credit hour 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: 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"; and

WHEREAS, AS-922-21 further describes Cal Poly’s credit hour policy and procedures for reviewing and ensuring compliance with the credit hour definition; and

WHEREAS, AS-838-17 requires that any quarter-system course or group of courses that in its new condensed format averages less than three days per unit must be approved by the appropriate College Curriculum Committee(s) and the Academic Senate Curriculum Committee at least 60 days before they are offered in a compressed time scale; and

Impact on Existing Policy: Supersedes and updates AS-838-17; refers to but does not supersede or modify AS-922-21
WHEREAS, A one-unit course during a 15-week semester translates to approximately 45 total hours of student work; and

WHEREAS, AS-838-17 provides as a reason for this policy that it may prove difficult to attain the approved Course Learning Objectives if students are expected to work more than 10 hours in any given day; therefore be it

RESOLVED: any semester-system course or group of courses that in its new condensed format averages less than 4.5 days (including weekends) per unit must be approved by the appropriate College Curriculum Committee(s) and the Academic Senate Curriculum Committee at least 60 days before they are offered in a compressed time scale.

Proposed by: Academic Senate Curriculum Committee
Date: April 2023

1 (1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.
MEMORANDUM

4/17/23

TO: Cynthia Jackson-Elmoore, Provost
FROM: Philip J. Williams, Dean
COPIES: Jennifer Jipson
Thomas Gutierrez
Derek Gragson
Andrew Morris
Angela Standifer
Greg Bohr
Daniel Parsons
Jennifer Teramoto Pedrotti
Josh Machamer
Kate Murphy

SUBJECT: Suspension of the Gerontology Certificate Program

I hereby formally request suspension of the Gerontology Certificate Program. Please note that a Gerontology Minor will continue to exist.

Summary of the consultation with faculty in the program, Psychology and Child Development department, and College of Liberal Arts:
Discussion of the termination this certificate program initially took place with Drs. Bartlett and Valencia-Laver as they are most involved in the Gerontology programs. They were in favor of suspending the certificate. On 4/4/2023 this was put to a vote in our tenure-line faculty meeting and met with unanimous approval.

Summary of the main reasons for the proposed suspension:
2.1. This program has been functional defunct for many years, and we do not have intention of advertising it.
2.2. The courses listed in the program are traditional Cal Poly courses that typically meet during weekday hours between 9-5 p.m. This makes it difficult for non-students to access the coursework.
2.3. The courses included in the certificate program tend to be sought after by undergraduates, making it unlikely that seats would remain for certificate students.

Effective Date of Suspension.
Fall 2023

Provide the number of students remaining in the program (identified by active and discontinued).
None

Description of the plan and expression of understanding that the program will “teach out”
remaining students.
N/A