



Meeting of the Academic Senate Executive Committee

Tuesday, September 19, 2017

01-409, 3:10 to 5:00pm

- I. **Minutes:** none.
- II. **Communication(s) and Announcement(s):**
- III. **Reports:**
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Statewide Senate:
 - E. CFA:
 - F. ASI:
- IV. **Business Item(s):**
 - A. **Appointment of Jen Carroll, Chemistry and Biochemistry Department and Sean Lema, Biological Sciences Department to the Academic Senate CSM caucus for fall quarter 2017 only.**
 - B. **Appointment of Ken Brown, Philosophy Department, to the Academic Senate CLA caucus for the 2017-2018 academic year.**
 - C. **Appointment of Phil Barlow to Curriculum Committee for fall quarter 2017 as Clare Olsen's substitute.**
 - D. **Appointment of Denise Isom, Ethnic Studies Department Chair as USCP Review Committee Chair.**
 - E. **Approval of Academic Senate committee charges for 2017-2018: (pp. 2-3).**
 - F. **Appointments to Academic Senate Committee for 2017-2019: (pp. 4-6).**
 - G. **Appointment to University Committee for 2017-2018: (p. 7).**
 - H. **[TIME CERTAIN 4:00 PM] Resolution on Graduate Blended Program Policies: Richard Savage, Dean of Graduate Education (pp. 8-16).**
 - I. **Resolution on Retiring Obsolete Resolutions: Gary Laver, Statewide Senator (pp. 17-18).**
 - J. **Resolution on Modifying Terms of Office on the *Bylaws of the Academic Senate*: Gary Laver, Statewide Senator (pp. 19-20).**
- V. **Discussion Item(s):**

Gary Laver's continuing service on the Campus Administrative Policy Committee.
- VI. **Adjournment:**

Charges for 2017-2018 Academic Senate Committees

Budget and Long-Range Planning Committee

- Review of Strategic Plan – resolution **Fall 2017**
- BLRP involvement in revisitations of campus-wide allocation models. **Academic year 2017-2018**
- Review membership of the committee, specifically ex officio members. **Spring 2018**
- Review budgeting role of the committee. **Academic year 2017-2018**

Curriculum Committee

- Examine blended programs. **Fall 2017**
- Explore “course renewal” cycle (in tandem with GEGB). **Ongoing**
- Review of curriculum proposals. **Ongoing**
- Discuss double counting courses. **Winter 2018**

Distinguished Scholarship Awards Committee

- Evaluate candidates and recommend recipients for the Distinguished Scholarship Award

Distinguished Teaching Awards Committee

- Evaluate candidates and recommend recipients for the Distinguished Teaching Award

Faculty Affairs Committee

- Discuss the publication of grade distribution data. **Winter-Spring 2018**
- Review college process for transitions between program chairs and programs heads and report to the Academic Senate. **Academic year 2017-2018**
- Commence university-level faculty personnel policies development. **Fall 2017**
- Update university-level personnel policies document. **Academic year 2017-2018**
- Work with Academic Personnel on electronic WPAF and work flow. **Winter – Spring 2018**

Fairness Board

- Address academically related, grading, matters for students and instructors. **As needed**

GE Governance Board

- Ongoing review of curriculum proposals: catalog cycle proposals and continuous course review proposal.
- Explore “course renewal” cycle (in tandem with ASCC). **Ongoing**
- Work with Sustainability Committee to develop sustainable pathways in General Education.

Grants Review Committee

- Develop policies and procedures for the review of grants proposals and selection of Cal Poly student delegates to the system-wide CSU Student Research Competition.
- Make recommendations to the Dean of Research concerning the funding of other internal grants subject to review by the source of funding.
- Evaluate both oral and written presentations of students and select delegate for the system-wide CSU Student Research Competition.

Instruction Committee

- Discuss ways to raise faculty and students' awareness about academic dishonesty/plagiarism. **Fall 2017**
- Revision of campus cheating policy. **Fall 2017**
- Review of CAP-project leftovers as needed.
- Review Credit/No Credit (per AS-834-17 Resolution on Rescinding Resolution AS-60303/IC,CC,GEC [Resolution on Credit/No Credit Grading (CR/NC)]. **Winter 2017**
- Develop a resolution in response to ASI Resolution to Promote Faculty Schedule Planning and Disclosure on PASS. **Winter-Spring 2018**
- Discussion of Academic Calendar start options. **Academic year 2017-2018**

Research, Scholarship, and Creative Activities Committee

- Revisit report on encouraging RSCA committee recommendation. **Fall 2017 – Winter 2018**
- Discuss relationship between high-impact practices (HIPS) and service learning on undergraduate research. **Academic year 2017-2018**

Sustainability Committee

- Develop and pilot more SLOs assessments.
- Work with GEGB to develop sustainability pathways in GE.

USCP Review Committee

- Develop committee procedures. **Fall 2017**
- Identify areas for revision of USCP criteria and connections with DLOs. **Ongoing**

Vacancies for 2017-2019 Academic Senate Committees

***Indicates willingness to chair if release time is available**

COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCES

Distinguished Scholarship Awards Committee

Wyatt Brown, Horticulture and Crop Science (27 years at Cal Poly) Tenured

I am a recipient of the Distinguished Scholar award for Cal Poly (2015-16). I would be happy to serve to review candidates for this award.

I have been at Cal Poly since 1990 and understand the demands and constraints as they relate to conducting research and/or professional development at an institute the primary mission of which is undergraduate instruction. I have been able to write successful grants, publish and consult during my 27 years at Cal Poly but also appreciate the time commitments in disciplines for which research and professional development occur not in a lab but in a library or online through scholarly, investigative and integrative research. I believe I could fairly judge candidates from all colleges at the university.

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

Distinguished Teaching Awards Committee

Sandy Stannard, Architecture (15 years at Cal Poly) Tenured

I'm honored to be considered for service on the Distinguished Teaching Award committee.

I am a recipient of a DTA award (2015). As a recipient of the award, I feel qualified to serve on the committee as I understand the process (at least from the candidate perspective). I also have consulted with Umut Toker (Architecture), who has served on the DTA committee for many years. He has provided additional background about the committee's work. As such, I have at least a basic understanding of this service commitment.

I am passionate about my teaching and I look forward to observing and learning from other excellent teachers on campus through my service on this committee.

Faculty Affairs Committee

Gary Clay, Landscape Architecture (22 years at Cal Poly) Tenured

As a senior faculty member of the CAED I am on both our Department's and our College's RPT committees. Recently, we have observed many changes and revisions to the RPT process. Our document (and our College document) is old, outdated, and at times, ambiguous. I have been asked by my Department Chair to be the lead person in the updating of both Department and College documents. I would like to be a part of the Faculty Affairs Committee (FAC) to discuss this issue, and other issues, as the University transitions into a new normal. As a goal, I would like to voice the opinions of my Department and College on RPT, on a range of other, important topics. Our College document has been in the revision process for several years, without success. Accordingly, the Landscape Architecture Department wishes to be pro-active and develop guidelines of its own. This has challenges as a Department document must be in-tune with College and University guidelines. My goal is to develop a Department draft, then take it to our College RPT committee for review and comment. In the process, I wish to bring such information to the FAC. Further, our Department has concerns about the recent storage of student written course evaluation comments. I wish to bring this issue (and course evaluations in general) up with the FAC to see what others think about this controversial University policy. Lastly, I would like to voice any other Department concerns with the committee during the course of FAC meetings.

GE Governance Board (2017-2020)

Grants Review Committee

Instruction Committee

Research, Scholarship and Creative Activities Committee (2017-2018)

Christine Edstom O'Hara, Landscape Architecture (13 years at Cal Poly) Tenured

This letter is a statement of interest regarding the Research, Scholarship and Creative Activities Committee. My current scholarship and service (both at the department level and on national boards) blend the key tenets of this committee and I believe this background would offer insights into policy development and procedures for other faculty and on-campus services.

I'm currently an Associate Professor in Landscape Architecture, a creative discipline in itself, but also one in which I have maintained a professional design practice for over 25 years. As a teacher-scholar, this experience has been brought into the classroom through field studies, student projects, as well as teaching specific courses in construction documents and planting design. Creative activities both strengthen my teaching, but also provide a personal outlet for artistic expression.

Scholarly research includes my recent completion of a PhD. in landscape architecture at University of Edinburgh. For the past three years, I balanced both full-time teaching at Cal Poly and the PhD. simultaneously, living in Scotland for three fall quarters and then in San Luis Obispo County during winter and spring. During that period, I successfully applied for and received a research fellowship, understanding the process for finding outside financial support.

I have also served as a board member for the National Association for Olmsted Parks (NAOP) in which I was the long-time chair of their research committee. Within my department at Cal Poly, I am the chair for development of a master's program in landscape architecture. I am passionately interested in ways to find support for others pursuing research, scholarly and creative work, and the driver for interest in serving on this committee.

COLLEGE OF ENGINEERING

Distinguished Teaching Awards Committee (2017-2018)

Tina Smilkstein, Electrical Engineering (8 years at Cal Poly) Tenured

I've served on the academic senate for four years now and would like to serve another two years. I have learned a lot and feel I am finally a useful participating member. I would like to continue being the representative of my department and have a goal, if selected, to do a better job reporting back on AS meetings to my department.

As for the distinguished teacher award committee, I would like to see what other faculty are doing that are considered the cream of the crop. So, in a way, I see this as a learning opportunity. I don't know if you consider that a qualification but that's my inspiration for applying for that committee. I've participated on grants and scholarship committees but never on a teaching award committee but have served on a number of faculty and staff search committees and feel that gives me useful experience in evaluating teaching skills and contributions to the field of teaching.

Grants Review Committee

Instruction Committee (2017-2018)

COLLEGE OF LIBERAL ARTS

Distinguished Teaching Awards Committee

Brian Kennelly, World Languages and Cultures (12 years at Cal Poly) Tenured*

As a recent awardee (and past finalist—twice--at my former institution) of a teaching award, I would like to "give back" and help recognize and honor those who serve as our institutional backbone: our outstanding teachers. I might also learn from colleagues nominated for this award and integrate some of their practices into my own classes, as appropriate.

I have experience as a department chair (at Cal Poly and at Webster University), have served (at Cal Poly) as RPT chair for various colleagues, have served on the CLA promotion committee.

COLLEGE OF SCIENCE AND MATH

Fairness Board

GE Governance Board

John Jasbinsek, Physics (9 years at Cal Poly) Tenured – Incumbent

I regularly teach GE courses in Geology that satisfy GE B3 (Geol 102 Introduction to Geology, and Geol 205 Earthquakes). In addition, I teach an upper-division course that qualifies for GE b6 (Fundamentals of Seismology). Consequently, I feel a continuous connection to the GE program at Cal Poly. Having served on GEGB this past term, I have developed a detailed understanding of the GE program and its relation to the major curriculum. In the next academic year GEGB plans to initiate a form a "GE course renewal" where faculty teaching GE courses will have a chance to reflect on their courses and how it is accomplishing the GE mission. This type of active project will build on the more day-to-day operation of GEGB I have now become familiar with. In addition, the interaction of GEGB with the new GE Task Force is an exciting time to be involved with the GE mission at Cal Poly.

ORFALEA COLLEGE OF BUSINESS

Fairness Board

GE Governance Board (2017-2020)

PROFESSIONAL CONSULTATIVE SERVICES

Distinguished Teaching Awards Committee

Curriculum Appeals Committee

Doug Keeseey, English (29 years at Cal Poly) Tenured - Incumbent

I have served as GE Director (for 8 years) and Chair of the Senate Curriculum Committee (for 5 years). In addition, I have served on department, college, and Senate curriculum committees, and I've been a department chair. I've also served on GE committees (area and governance), and I've been an academic senator. If I were to continue, my input on the Appeals Committee would be informed by this wide range of experience. I would also work hard to keep an open mind, to hear both sides of an issue, and to take the time to really understand it. In thinking through issues, I would try to keep the best educational interests of the students as foremost in my mind.

USCP Review Committee (One faculty member with USCP teaching experience)

08.30.17 (gg)

Vacancies for 2017-2018 University Committees

ACADEMIC ASSESSMENT COUNCIL - 4 Vacancies - CAFES (2017-2018), CENG (2017-2019), OCOB (2017-2019), and PCS (2017-2019)

ASI BOARD OF DIRECTORS

Kris Jankovitz, Kinesiology (21 years at Cal Poly) Tenured

I would be pleased to serve as the Academic Senate Chair's designee on the ASI Board of Directors for the 2017-18 academic year. I believe that my 8 years of service on the Academic Senate, the past two years as Vice-Chair, positions me with an understanding of the relationship between the ASI Board and the faculty as well as a commitment to the Cal Poly Campus Community and shared governance. I have been a member of the Cal Poly faculty since 1996. Student success is my primary objective as a faculty member. As a tenured faculty member and department chair I understand our duty to be active and engaged stewards of the curriculum and provide opportunities for students to not just learn but to grow, achieve and thrive. As the Chair of the Kinesiology Department I have a working relationship with the Director and other staff members in the ASI Recreation Center and understand their mission and operations. As a Cal Poly alumnus, I am familiar with the legacy of ASI, from the role of the UU serving as the hub for the campus community, to the establishment of Recreational Sports that serves the leisure and fitness needs of our campus, to the advocacy for referendums to benefit students and campus life, and the crucial role the ASI Board plays as the voice for their peers and their commitment to serving the best interests of Cal Poly students. All of these achievements and actions require leadership and determination on the part of the ASI Board. I believe I possess the institutional memory, the understanding of the purpose and role of the ASI Board of Directors, and the commitment to shared governance that is necessary to serve as the Academic Senate Chair's designee and I would be pleased if selected to do so.

DISABILITY ACCESS AND COMPLIANCE COMMITTEE - ARB – (2017-2019)

INTELLECTUAL PROPERTY REVIEW COMMITTEE – 2 Vacancies - CAFES (2017-2020), and CSM (2017-2019)

UNIVERSITY UNION ADVISORY BOARD

Adopted:

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

AS-__-17

RESOLUTION ON GRADUATE BLENDED PROGRAM POLICIES

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

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

Date: May 4, 2017

POLICY ON BLENDED PROGRAMS

ADMISSION to BLENDED PROGRAM

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

TRANSITION to GRADUATE STANDING

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

DOUBLE COUNTING UNITS

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

SENIOR PROJECT REQUIREMENTS

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

Blended Programs (background)

Current Approved Programs

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

Policies

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

Issues

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

Questions

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

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

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

Table 1

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

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

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



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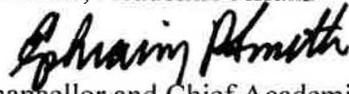
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Ephraim P. Smith
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and Chief Academic Officer
562-951-4710 Fax 562-951-4986
Email esmith@calstate.edu

January 9, 2012

Code: AA-2012-01

MEMORANDUM

TO: Provosts/Vice Presidents, Academic Affairs
FROM: Ephraim P. Smith 
Executive Vice Chancellor and Chief Academic Officer
SUBJECT: "Blended" or "4 + 1" Bachelor's and Master's Degree Programs

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

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

1. Authorization to Implement Blended Programs

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

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

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

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

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

2. Reporting

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

3. Application to Blended Programs

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

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4. Enrollment and Enrollment Status

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

5. International (F-1 Visa Holder) Students

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

6. Tuition Fees

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

7. Minimum Requirements for Completion of Blended Programs

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

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8. Provision for Completing the Baccalaureate Portion Only

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

9. Awarding of Degrees

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

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

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

ES/clm

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

Adopted:

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

AS-__-17

RESOLUTION ON RETIRING OBSOLETE ACADEMIC SENATE RESOLUTIONS

- 1 WHEREAS, A resolution approved by Cal Poly's Academic Senate reflects the concerns and
2 campus organization of the time in which it is adopted; and
3
4 WHEREAS, With the passage of sufficient time an adopted resolution may no longer hold
5 relevance; and
6
7 WHEREAS, Such obsolete resolutions should be identified and formally removed from the set of
8 active resolutions; and
9
10 WHEREAS, No process currently exists for determining the obsolescence of Academic Senate
11 resolutions or for their formal retirement; therefore be it
12
13 RESOLVED: That the *Bylaws of the Academic Senate* be amended as shown on the attached copy to
14 guide the formal retirement of resolutions by the Academic Senate.

Proposed by: Academic Senate Executive Committee
Date: August 25, 2016

V. MEETINGS

E. RETIRING RESOLUTIONS

When an Academic Senate resolution is suspected of being out of date or no longer pertinent, at the Chair's discretion the resolution may be submitted for review as to its current relevance by the Academic Senate committee that originally sponsored it or by an ad hoc committee. The committee's opinion regarding the resolution shall be forwarded to the Academic Senate Executive Committee. If the Executive Committee finds that the resolution in question should be retired, a proposal to this effect shall be placed on the Academic Senate's consent agenda. If no senator pulls the resolution from the consent agenda, the resolution shall be considered retired. If pulled from the consent agenda, the proposal will appear as a business item for debate at the next meeting of the Academic Senate. The President shall be informed of any such action and the Academic Senate shall update its records.

Adopted:

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

AS-__-17

**RESOLUTION TO MODIFY THE TERMS OF OFFICE ON THE BYLAWS OF THE
ACADEMIC SENATE**

1 RESOLVED: That the *Bylaws of the Academic Senate* be modified as shown on the
2 attached copy.

Proposed by: Academic Senate Executive Committee
Date: November 16, 2016

BYLAWS OF THE ACADEMIC SENATE

II. MEMBERSHIP OF THE ACADEMIC SENATE

B. TERMS OF OFFICE

1. Terms of office for senators: the elected term of office for senators shall be a two-year term or one-year term when the caucus membership changes by more than two representatives. A senator can serve a maximum of two consecutive, elected terms An elected senator (according to Article III of the bylaws), can serve a maximum of four consecutive years and shall not again be eligible for election until one year has elapsed with the exception of ex officio members (e.g., past Senate Chair and Statewide Senators). A senator appointed to fill a vacant elected position after the winter elections or a temporary vacancy for an elected position shall serve until the completion of that term or until the senator being temporarily replaced returns, whichever occurs first. If this temporary appointment is for one year or less or if the senator is serving a one-year elected term, it shall not be counted as part of the ~~two-term~~ four years maximum for elected senators. The representative for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms.