

**ATTACHMENT 1
ACADEMIC SENATE MINUTES – 9-30-15**

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
POLICY NO: 1406**

4 ABSENCE FROM CLASS

Only the faculty member in charge of a class may excuse a student from class attendance. Appropriate reasons for students to make up missed work include: religious holidays, selective service or obligations, illness, death of close relatives, participation in recognized university events, and field trips for other classes.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
POLICY NO: 1420

3 UNIVERSITY COURSE SYLLABUS

1.0 A syllabus should be prepared for each class section an instructor teaches. The syllabus should be distributed to students either on paper or electronically before the second week of the quarter. At a minimum, a syllabus should contain these items:

1. The instructor's name, office location, phone number, and e-mail address;
2. The instructor's Office Hour schedule;
3. A brief statement of course objectives (this might be limited to saying a course covers chapters one through six of the text);
4. Title(s) of required and recommended text(s);
5. Course prerequisites and co-requisites;
6. A tentative schedule of assignments and exams;
7. An explanation of the class grading system;
8. Examination methods (objective, essay, Scantron, other);
9. A policy statement regarding the make-up of assignments and exams (this could be that there will be no make-ups);
10. A policy statement concerning attendance, particularly as it affects the grade (this could be that a student is responsible for all material and activities covered in a class period whether the student chooses to attend or not);
11. The instructor's policy statement on academic dishonesty as it applies to the class.

Instructors are free to elaborate on or add to this list as they deem appropriate for their class.

2.0 The following policies are not required, but should be considered for inclusion in syllabi.

1. Statements about campus Disability Resource Center (DRC) services, the campus address, the telephone number, the URL, and further statements that encourage students who qualify to register with the DRC.
2. Information about exam schedules.
3. Course-specific Student Learning Outcomes.
4. A reference to campus resources that students can access if they are having difficulties.

3.0 When enforcing policies related to absences and make-up work, instructors may take the following considerations into account:

1. Federal, State, and Municipal laws can place duties on citizens that may not be

avoided. Students may be asked to serve in the National Guard, to perform on juries or grand juries, or to participate in emergency response obligations.

2. Many students have family responsibilities.
3. Students' may have chronic or unexpected medical problems.
4. The university generally encourages co-curricular activities such as the Model United Nations, athletic activities, theatrical and musical performances, etc., in recognition of the educational value of these activities.

- 4.0 The California State Education Code, as law, supersedes all campus policies. In particular, section 89320 (a) states:

The Trustees of the California State University require each state university, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed. This requirement shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship which could not reasonably have been avoided. In any court proceeding in which the existence of an undue hardship which could not reasonably have been avoided is an issue, the burden of proof shall be upon the institution.

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
POLICY NO: 1605**

GRADE APPEALS POLICY AND PROCEDURE

Under the provisions of Executive Order 1037, “Grading Symbols, Minimum Standards Governing the Assignment of Grades, Policies on the Repetition of Courses, Policies on Academic Renewal, and Grade Appeals” and the University’s “Statement of Student Rights, Responsibilities, and Grievance Procedures,” students may appeal grades that they consider to be unfair.

The Executive Order governs the assignment of grades by faculty and requires an appeal procedure to ensure that the rights and responsibilities of faculty and students are properly recognized and protected. Occasionally, a circumstance will prevent assignment of an earned grade or will cause an assigned grade to be questioned by a student.

The following policy has been adopted by Cal Poly Pomona to provide the mechanism to deal with such unusual occurrences:

- Course grades assigned by instructors are presumed to be correct. It is the responsibility of the student who appeals an assigned grade to demonstrate clerical error, prejudice, or capriciousness in the assignment of the grade, or that a reasonable accommodation for a documented disability was requested and not appropriately provided; otherwise, the judgment of the instructor is final.
- A student who believes that a course grade has been assigned inappropriately must follow the proper steps in the appeal process, observing the time limits for completion of various steps in the process as follows:
- Step 1: The student should speak face-to-face with the instructor during the first three weeks of the quarter following the assignment of the grade. Note: If the grade is assigned in the spring quarter, the student should follow these procedures in the following fall quarter. If the instructor is on leave, on sabbatical, or is not currently on the faculty including FERP faculty at the time of the appeal, the University shall attempt to contact the instructor on behalf of the student.*
- If an appointment cannot be arranged, the student should attempt to communicate with the instructor by phone, e-mail or fax. If a grade has been assigned in error, the instructor can quickly correct the error by submitting a change of grade form to the Registrar’s Office.
- Step 2: If the grade dispute is not resolved with the instructor and the student intends to appeal the grade, the student must appeal to the next level as soon as possible, but no

later than the sixth week of the following quarter. In most cases, the student will appeal to the chair of the academic department that offered the class. If the instructor is a department chair, the student should appeal to the dean of the college that offered the class. If the instructor is a dean, the student should appeal to the Provost. The person to whom the student appealed will discuss the issue with the instructor and respond to the student, usually within two weeks.

*Note: The grade appeal process is suspended during the summer quarter when fewer students and faculty members are expected to be on campus. The grade appeal process is also suspended if the faculty member is on leave or on sabbatical. Thus, for spring quarter, “the following quarter” will be the following fall quarter. For appeals of summer quarter grades, the following quarter is the following fall quarter. For appeals when the faculty member is either on leave or on sabbatical “the following quarter” is the quarter the faculty member returns to CPP.

- Step 3: If the student is still not satisfied after receiving the response from this second level of appeal, the student may submit a written statement within ten working days to the University Course Grade Appeal Committee through the Office of the Associate Vice President of Academic Programs. The formal grade appeal should be submitted prior to the end of the regular quarter following the quarter for which the grade was assigned.
- Step 4: The Chair of the University Course Grade Appeal Committee will forward the student’s statement to the instructor. The instructor will be asked to respond in writing by a specified date (normally within two weeks). The student’s statement and the instructor’s response will then be reviewed by the entire committee, normally within two weeks of receipt of the instructor’s response.

The Committee will take one of the following actions:

- a. Request additional information from the student and/or the instructor.
- b. If the University Course Grade Appeal Committee finds that the student has grounds for complaint based on discrimination, caprice, or clerical error, then the instructor of record will be asked to reevaluate the grade. If the instructor refuses to reevaluate the grade or the instructor’s reevaluation results in the same grade, then the chair of the academic department that offered the class shall be asked to find a qualified faculty member with academic training comparable to the instructor of record to evaluate the student’s work and assign a grade. If the instructor is a department chair, the dean of the college that offered the class shall be asked to find a qualified faculty member with academic training comparable to the instructor of record to evaluate the student’s work and assign a grade. If the instructor is a dean, the provost shall be asked to find a qualified faculty member with academic training comparable to the instructor of record to evaluate the student’s work and assign a grade.
- c. Recommend to the instructor that the grade be maintained as given.

d. Call for a formal hearing.

- Step 5: When the Committee has made its recommendation, the student will be notified of it in writing, and be given a copy of the instructor's written response to the student's statement. This grade appeal procedure may take six to eight weeks to complete. The outcome of the formal grade appeal procedure is final; there is no higher level of appeal.

Additional information on preparing a written grade appeal is available from the Office of the Associate Vice President for Academic Programs or the website at <http://www.cpp.edu/~academic-programs/>.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
Policy No: 1445

GRADUATE COMPREHENSIVE EXAM

Comment [JP1]: I believe another referral currently includes proposed policy for all graduate culminating experiences. Does that create any issues with this document?

1.0 INTRODUCTION

A new policy for the Graduate Comprehensive Exam is under consideration as part of Senate referral AP-0080145.

Comprehensive exams can provide a unique, integrative, culminating experience in a Master's degree program. They test a student's ability to think and write under a time constraint. This time discipline provides a test that parallels the demands student will face in their professional careers.

Because written and oral examinations are one-time events, preparatory steps should be carefully structured so that an integration of knowledge will occur over an extended period of time.

2.0 DEFINITION OF COMPREHENSIVE EXAM

Title V of the California Code of Regulations defines a comprehensive examination as follows:

“A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate a mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis, and accuracy of documentation.”

This definition provides a basis for department's own expectations of the comprehensive exam. Title V does not mandate whether a comprehensive exam should include both written and oral components.

Individual departments expand the Title V definition to include a number of additional aspects such as:

- (1) Defining the relative emphasis on breadth and depth of knowledge in the student's area of concentration;
- (2) Establishing requirements for demonstrating competence in written and oral communication as part of the examination;
- (3) Indicating expectations regarding creativity or problem solving skills; and
- (4) Indicating expectations regarding research design abilities.

3.0 PREPARATORY STEPS

An important element of the comprehensive exam experience is preparation for the exam. A structured preparatory experience is essential. Just as a thesis is prepared over two or more quarters, preparation for a comprehensive exam should involve sufficient time to allow for

reflective and integrative thought. Successful completion of the preparatory course(s) does in no way signify that the student will successfully complete his or her comprehensive examination.

First Quarter: Student enrolls in a course that is structured around group study and discussion. The primary purpose of the course is to integrate material from the student's graduate studies. It is appropriate for the course to emphasize writing as a tool for learning and integration. Other useful methods of integration are group study, group discussion, and student led seminars. The course could also cover exam preparation and exam-taking skills. During this time the student would select a focus or specialization for his or her interest. The student would form the examination committee at this point, so that the chair would be available for the next quarter of preparation.

Second Quarter: Student enrolls in a course with his or her examination committee chair. A condition of enrollment should be approval of the student's examination committee and advancement to candidacy. The purpose of the course is detailed preparation in the student's major field or specialization.

Third Quarter: Candidate enrolls in 697, makes final preparation for the exam, and takes the written and oral examination.

The Department should indicate clearly the unit credit toward Master's degree provided by the above preparatory steps.

4.0 FREQUENCY OFFERED

Departments choosing to offer comprehensive exams should offer the exams at least once a year, with a timetable published quarterly.

5.0 PROCEDURE FOR ESTABLISHING COMMITTEE

Committees should be composed of at least three members. At least two members of the committee should be from the student's department. One member can be a Cal Poly faculty member from outside the department. A department may appoint one off-campus member to a comprehensive exam committee.

6.0 PROCEDURE REGARDING SELECTING THE COMPREHENSIVE EXAMINATION OPTION

Each department should develop and publish rules concerning the process of selecting the comprehensive exam option. Students may not switch from comprehensive exam to thesis/project if unsuccessful in the comprehensive exam. Departments should define policy regarding a student's option to change the culminating experience earlier in the process. Title V regulations indicate that a student may repeat a comprehensive examination only once. Departments should develop policies and timelines concerning repetition of preparatory classes before retaking the exam. Students should be advised that if they fail the exam on two attempts they will not be granted the degree.

7.0 PREPARATION OF THE EXAM

The department-wide portion of the exam should be prepared by the instructor of the exam preparation course, in consultation with the faculty. Questions in the student's area of concentration should be developed by the student's examination committee, led by the committee chair.

8.0 GRADING FOR COMPREHENSIVE EXAM AND PREPARATORY COURSES

Departments should make the choice of letter grade versus credit/no credit grading systems, and clearly identify in advance of the examination the grading criteria that will be used. Grading systems and criteria should be widely publicized by the departments.

9.0 NORMAL LENGTH OF EXAMINATION

Departments should determine the length of the written and oral examinations, and inform candidates of those specifications.

10.0 FACULTY WTU COMPENSATION

Faculty should be compensated appropriately for responsibilities in comprehensive exam preparatory courses, exam preparation, and exam administration and grading.

11.0 APPEALS PROCEDURE

The normal academic appeals procedure should be used to solve disputes regarding grading of the comprehensive examinations.

12.0 EXPLANATION OF THE PROCEDURES

The comprehensive examination process should be communicated to students in a number of ways. Departments should include the requirements concerning the comprehensive exam in catalog copy. They should also publish procedures for preparing for the comprehensive exam (similar to English and Engineering). Finally, departments should use flyers and other appropriate means to remind students about dates for making decisions, the comprehensive examination process, guideline for oral examination, and other relevant factors.

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
POLICY NO: 1606**

USE OF UNDERGRADUATES TO TEACH AND/OR EVALUATE OTHER STUDENTS

If a student enrolled in any course is, in the opinion of the instructor, performing something of academic value to the student, then the student should be awarded appropriate academic unit credit based on quality of work performed. The decision of what appropriate academic unit credit should be given for the student's work shall be made by the faculty instructing the course. For example, grading of exams, term papers, lab reports, and homework performed by students are clearly non-academic in nature and may not be awarded academic credit.

Recommended changes are based on Senate recommendation in AS-864-934/AA

Comment [JP2]: I believe we discussed changing this phrasing? These first two sentences suggest to me that a student in any class could get more or fewer units of academic credit based on the instructor's opinion of their work.