

# Minutes

## of the Academic Senate Meeting

October 21, 2015

PRESENT: Alas, Alex, Dickson, Duran(Proxy-Shih), El Naga(Proxy-Garver), Eskandari, Farmer, Garver, Ghazanfari, Guthrie, Guyse, Husain, Ibrahim, Kampf, Kopplin, Lloyd, MacNevin(Proxy-Neto), Mao, Mulley(Proxy-Shen), Nelson(Proxy-Shih), Neto, Pettengill, Polet, Prichard-Schmitzberger, Quinn(Proxy-Lloyd), Salem(Proxy-Shih), Salik, Sancho-Madriz(Proxy-Sohn), Shen, Shih, Simjee, Small, Sohn, Speak (Proxy-Garver), Swartz(Proxy-Lloyd), Tang (Proxy-Husain), Von Glahn, Winer

ABSENT: Mirzaei

GUESTS: S. Alva, L. Rotunni, C. Pinter-Lucke, T. Hartney, D. Lewis, L. Dopson, B. Quillian, M. Holz-Clause, F. Perez, E. Davis, S. Srinivas, L. Fucaloro, A. Ortenberg, T. Gomez, S. Lorenzen, M. Danico

1. Minutes - September 30, 2015

M/s/p to approve the September 30, 2015 Academic Senate minutes as written.

2. Information Items

a. Chair's Report

Semester Conversion—Chair Eskandari stated that there are three central items that will be discussed and decided upon for Semester Conversion. One item is on the Agenda today, AP-008-145, Proposed Master's Degree Structure under the Semester Calendar. Time Modules and the Academic Calendar will be discussed at a future meeting.

Academic Senate Website – The Academic Senate website is being redone and will be completed in the next two weeks. One feature will allow individuals to provide feedback to the standing committees online. The information will become part of the permanent record for each referral.

Academic Senate Files Digitized – The Academic Senate Reports and President's Responses as well as the Annual Reports have been digitized. The files from 1963 to present will be searchable.

b. President's Report

No report was presented.

c. Provost's Report

Provost Alva reported.

White House Initiative on Educational Excellence for Hispanics – Dr. Alva acknowledged Dr. S. Terri Gomez, Interim Associate Dean of CEIS, for her work with Polytransfer and the TRANSFERmation program. Representatives from Cal Poly Pomona and the Pomona Unified School Districted were invited to the White House and recognized for the program.

Search Committee – Provost Alva thanked the leadership team for its help to staff the search committees for the deans and other administrative personnel.

Semester Conversion – Advising Tool – As a result of a mini fit gap session an advising tool has been identified to use for semester conversion. The PeopleSoft Planner was used by Bakersfield and Los Angeles. Each has taken a slightly different approach. We will work with the program. There will be some enhancements and this program should accommodate our advising needs and allow the campus to develop an individual plan for each of the students who straddle quarters and semesters. Training is moving forward.

Questions – A senator asked about the request to the departments to build schedules for semesters. Dr. Alva stated that the topic arose and was discussed at the University Council of Chairs meeting. It is a misunderstanding. Departments have not been asked to put together a semester schedule. As to how FTE will transfer from quarters to semesters, Dr. Alva stated that the proportions will unlikely change. The percentage of FTES on campus will be the same, but the proportion will migrate over.

d. Vice Chair's Report

Vice Chair Garver reported.

**NEW REFERRALS: (1)**

EP-002-156      Electronic Voting for Business Conducted by the Academic Senate

**REJECTED REFERRALS: (0)**

**WITHDRAWN REFERRALS: (0)**

**SENATE REPORTS FORWARDED TO PRESIDENT: (3)**

AS-2487-156-GE	HST 340 – History of American Institutions and Ideals, 1877 – Present (GE Synthesis C4)
AS-2488-156-GE	PLS 420 – American Political Institutions and Behavior (GE Synthesis D4)
AS-2489-156-GE	MU 424 – Beatlemania (GE Interdisciplinary Synthesis C4/D4)

**PRESIDENT REPONSES TO SENATE REPORTS: (0)**

**REPORTS RETURNED TO COMMITTEE: (0)**

Vice Chair Garver pointed out that the new referral, EP-002-156, Electronic Voting for Business Conducted by the Academic Senate, will investigate the feasibility of the Senate to use electronic voting (i-clickers) to cast and count votes. Eric Davis, eLearning, gave a presentation to the Executive Committee. Mr. Davis was also in attendance for this Senate meeting on October 21, 2015 in order to observe the Senate voting procedures.

e. CSU Academic Senate

The CSU Academic Senate has not met since the last meeting. The next meeting for the CSU Academic Senate is scheduled for November 4, 5, and 6.

f. Budget Report

No report was presented.

g. CFA Report

Professor Wills reported.

**Contract** – We are now in fact-finding. Fact-finding is an opportunity for both sides to make their case to a 3-person panel that issues an advisory report. CFA and the Chancellor’s team each select a fact-finding panel member, and PERB provides a list of proposed neutral individuals from which one is chosen. The panel hears evidence and examines the facts. Usually, fact-finding results in a 2-1 finding in favor of one or the other party. Before the parties can publicly share the fact-finders’ report, they must wait 10 days. During this “blackout” period, the parties may try to settle the agreement without resorting to public pressure. The publication of the report is the final step in the statutory process. At this point, the Chancellor can impose his “last, best, and final offer” (which was 2% to the compensation pool), and/or CFA may call for concerted activities including a strike. That is why we are currently holding a strike authorization vote (see below). The vote tells the CFA Board of Directors whether the membership supports a strike or prefers to take the Chancellor’s offer. The strike vote may also have the effect of bringing them back to the bargaining table, as has happened in the past. This is what we hope will happen, and why we need to show our strength in these actions.

**Membership** – Join the union at <http://www.calfac.org/membership>. Only members can vote for or against authorizing a strike, for or against a contract, or in CFA elections. Members get \$1 million professional liability insurance, and many other benefits through our affiliates NEA, CTA, SEIU, and other education organizations. Members may join AAUP for free. Dues are not more costly than the fees you already pay under the “fair share” law. If your pay stub does not say DUESCFA, you are not a member.

### **Meetings and events**

Your union held a Strike Informational School on Oct. 8th and an informational picketing action on Oct. 15th that were well-attended and brought media attention to our issues.

**Oct. 19th – 28th, Strike Authorization Vote.** You will be able to vote, if you are a member, on-line or at a polling station on campus. On-site voting takes place Oct. 20th 10-4:00, Marketplace Quad, and Oct. 26th 11-5:00 Library patio.

**Nov. 17th, Tues., Long Beach, demonstration at the Board of Trustees Meeting.** We are taking a bus, and will be there all day (you can drive). This may be our last chance to persuade the Chancellor to hear our case. Don’t miss it!

**Lecturers Lunches are Oct. 20th and 21st, KW, 11:30-1:00, and New Faculty Luncheon is**

**Oct. 22nd, KW, 11:30-1:00.** Remind your lecturer and new faculty colleagues that CFA is here to help them (and you).

You can also find these events on our web page [www.cpp.edu/~cfa](http://www.cpp.edu/~cfa) along with other announcements. We also have a chapter Facebook page, CFA Pomona.

### **Representation**

CFA represents faculty individually as well as in the collective bargaining process. Faculty encountering difficulty or questions about their treatment during RTP, lecturer evaluation or in other situations are advised to contact CFA. The first point of contact for the Faculty Rights Committee is Dr. Gwen Urey ([facrightschair.po@calfac.org](mailto:facrightschair.po@calfac.org)). Our Weingarten rights apply to every member of Bargaining Unit 3 (coaches, counselors, librarians, tenure-track faculty, and lecturers), whether full- or part-time, whether dues-paying or agency fee-paying.

#### **h. ASI Report**

Senator Simjee reported.

#### **ASI 101 Presentations**

Student leaders will be providing presentations to underclassmen about the structure of ASI and how to get involved.

Contact Nyla Simjee at [asiseeducation@cpp.edu](mailto:asiseeducation@cpp.edu) if there is any interest in hosting a presentation.

### **Recruitment for the Education Enhancement Board**

The recruitment process for the Education Enhancement Board has begun. The purpose of the Board is to better represent the diverse student voice in University-Wide committees and to gather student opinion via open student forums, discussions, and surveys.

### **BEAT Events**

B.E.A.T. (Bronco Events and Activities Team) is coordinating multiple events for the upcoming weeks. A few of them are: U-Rock, where they will host live music during U-Hour and Speed Friending, an event catered to creating a platform for students to meet one another. The rest of the events can be found on B.E.A.T.'s website (<http://asi.cpp.edu/student-government/bronco-events-activities-team/beat-events-calendar/>).

#### i. Staff Report

Senator Pettengill reported.

### **The 2015-2016 Amelia Hammond Staff Scholarship**

- The Amelia Hammond Staff Scholarship is now accepting applications. The application deadline is Friday October 23<sup>rd</sup> 2015. This scholarship is open to all staff members employed by Cal Poly Pomona Foundation, ASI, or the Federal Credit Union who have worked at least 2 years of full time or permanent half-time service. The Amelia Hammond Staff Scholarship was established in 1978 to assist staff members with Educational and Professional development goals. Four scholarships of \$300 will be awarded to qualifying staff members. The award ceremony will be held on November 17<sup>th</sup> from 2-4 pm in Ursa Minor. More information can be found at the following link:  
<http://www.cpp.edu/~staffcouncil/news/2015%20Amelia%20Hammond%20Scholarship%20Application.shtml>

### **2015 Staff Emeritus**

- The 2015 Staff Emeritus awards will also be held on November 17<sup>th</sup> from 2-4 pm in Ursa Minor (along with the Amelia Hammond Staff Scholarship). Nomination forms must be submitted by October 23<sup>rd</sup>, 2015 to Becky Pepping in Procurement. Staff and management retirees with a minimum of 10 years employment who have retired during the past fiscal year are eligible. Nomination forms can be found on the Staff Council website (<http://www.csupomona.edu/~staffcouncil/index.shtml>).

#### j. Semester Conversion Report

Senator Neto reported.

Semester Conversion has adopted the PeopleSoft Planner as the tool to support advising. There was a fit gap analysis and based on the findings, this was the program to use. Both Bakersfield and Los Angeles have used PeopleSoft Planner. We will start using it in Winter 2016.

Semester Conversion- Advising Committee – The role of the Advising Committee has increased. Dr. Neto sent a request to the Academic Senate to add representatives. At present, the Advising Committee has one representative from each college – either faculty or staff. The new structure will have one faculty and one staff advisor from each college. Included in Dr. Neto's request to the Academic Senate is a request for representatives for the Steering Committee and Communication Committee.

Questions – The question of a semester schedule came up at the University Council of Chairs. It is important for the advising process. Dr. Neto stated that there is some confusion regarding the FTES in the quarter and semester.

3. New Business

4. Academic Senate Committee Reports – Time Certain 3:45 p.m.

a. GE-009-145, ARC 111 – An Introduction to the Theory and Practice of Descriptive Geometry (GE Sub-area C2) – **SECOND READING**

M/s/ to table GE-009-145, ARC 111 – An Introduction to the Theory and Practice of Descriptive Geometry (GE Sub-area C2) – SECOND READING until the General Education Committee has completed further consultation.

Senator Ibrahim explained that at the September 30, 2015 Academic Senate meeting the General Education Committee requested the item be postponed to conduct further consultation. The General Education Committee has since reopened the referral because the ECO had been revised. The Committee will reopen the discussion and would like to table the referral until the consultation is complete.

Chair Eskandari consulted with Parliamentarian Kevin Farmer on the form of the motion – table or postponement. Dr. Farmer responded that the appropriate motion was “table”.

The motion to table passed – one no vote.

b. AP-008-145, Proposed Master's Degree Structure under the Semester Calendar – **SECOND READING**

M/s to adopt AP-008-145, Proposed Master's Degree Structure under the Semester Calendar.

Senator Small presented the report.

RECOMMENDATION:

The Academic Programs Committee recommends approval of AP-008-145 Proposed Master's Degree Structure under Semester Calendar. **ATTACHMENT 1**

Committee Chair Small pointed out that the PowerPoint addresses the changes since the July discussion of the report. The link is: <http://www.cpp.edu/~senate/packets/2015-16/10-21-15.shtml>

**Timeline of Referral**

- January 2015: Received by AP Committee
- January to May: Consultation, discussion
- May 27, 2015: First Reading
- July 22, 2015: Discussion in Senate

### Subsequent changes

**Minimum of 5-6 units in program core:** It is “expected” that there will be 6, but the minimum number is 5

We interpret this as saying that programs can go with 5 but they will have to justify it.

### Additionally:

- 3000-level courses allowed if appropriate for a student’s needs and approved by the program’s graduate coordinator.
- The 3000/4000 distinction is often a fine one. What matters is that there be scrutiny (via program coordinator) if a “gray area” class is taken by a graduate student.
- Example project categories were well-received.
  - These example categories are to provide guidance, not straightjackets

Discussion – The timeline and the discussion focused on the changes since the July Academic Senate discussion.

The program core was discussed. The Academic Programs Committee has worked with the administrative representative and has agreed to a minimum of 5-6 units in the core program. In general, departments should plan 6 units unless they can justify 5 units.

It was explained that the word “program” is ambiguous. If a department offers a master degree with multiple options, each option would be considered a program. The Academic Programs Committee was informed that a program is the umbrella degree where all options exist independently. However the common core belongs to the umbrella program and is shared by all the options.

A senator asked clarification that the program is the overall degree in which all options exist -- each option would have a core. Senator Small clarified that the senator was correct. However, it is important to note that the minimum units of core apply to the program and this minimum must be shared by all the options in the degree program.

It was pointed out that the master’s degrees in some departments are very specific. Master’s programs in English and Foreign Languages were used as examples. Three options are offered and all are different. A common core would not work.

The difference between programs, options and emphasis was discussed. The program is the top level of the Master’s Degree. The recommendations as presented require that each program/option/emphasis have a common core of 5-6 units. Questions were raised whether the different options and emphases have different Student Learning Outcomes (SLO).

Discussion ensued regarding the English and Foreign Languages Master’s Degree and the challenges in adding a 5 – 6 unit core.

Dr. Pinter-Lucke pointed out that if each option is unique and a common core is not possible, maybe the options should be elevated to a separate master’s degree program. There is a simple proposal to the Chancellor’s Office that would be the appropriate action to take for that situation.

Other comments were made that the English and Foreign Languages degree could solve the problem with creative scheduling. It would be appear to have a core.

A question was raised why the number 5 or 6 units. It is minimum of 5 units, why do 6 units better meet the outcomes?

Senator Small stated that the Academic Programs Committee proposed 5 units. The Academic Programs Committee agreed on 6 units as a compromise based on negotiation.

Dr. Pinter-Lucke responded that most courses will most likely be 3 units. The 6 unit core would allow for two courses. If there is a 5 unit core, a seminar course might be used for the other 2 units. The content of seminar courses might change.

M/s to require a 3 unit core. The following change in 1 c. in the recommendations will read:

- c. Programs shall contain a core, ..... The number of units in the core shall be at least **5 3**. It is expected that the core will contain 6 units or more in order to achieve this purpose; a minimum of **5 3** units in the core is required.

#### Discussion – Motion to reduce core to 3 units

Provost Alva asked for a rationale for a 3 unit core.

Senator Dickson stated that one 3 unit course would fit into the individual programs easier. A common methods course might be developed to meet the unit requirement. This would not decrease the number of units in the program by one course rather than two. The 6 unit core would reduce the opportunity to make the programs specialized. It also reduces the department flexibility.

It was pointed out by a senator that USC and UCLA have 3 semester common cores in Music. These universities have highly regarded programs

A question was raised regarding the definition of the core and the difference between options and emphasis. Senator Small responded that the core would be requirements every student enrolled in the program must take. The difference between an option and an emphasis – the same core would be required for both.

It was stated that Cal Poly Pomona has a lot of departments in which there is expertise in many areas within the field represented by the department. The smaller core would allow flexibility at the department level and provide for more specialized programs.

An Engineering Senator spoke on behalf of several engineering programs. The undergraduate degree has a core that includes a wide variety of different subject areas -- similar to other engineering programs across the nation. The graduate degrees serve students who work fulltime and/or may be international students. The graduate program is to develop specialties in the field. Some may think that a math course could be a good core; but, the math is different in the specialty areas.

The motion to reduce the core to 3 units – passed 25-2-3.

#### Discussion – Main Motion

A senator question section 1 d. which reads:

- d. All courses for a Master's program shall normally be at the 4000 level or higher, but students may take 3000 level courses as needed if approved by

the program's graduate coordinator.<sup>1</sup>

The opinion was expressed that the 3000 course should be more rigorous for graduate students.

M/s to add the wording "provided that the graduate students engage in additional learning opportunities at a graduate study level" to the end of the paragraph is Section 1 d.

Discussion – Motion to add wording to Section 1 d.

The senator stated that there should be additional work if a student is enrolled in an undergraduate course.

The point was made that when a student enrolls in a 3000 level course there is additional work to bring it up to a 4000 level course. This is an option. Sections 1 b of the recommendations addresses the percentage of units that are required to be stand-alone graduate level courses. A student might need an undergraduate course and there are not enough students to sustain a graduate course.

A senator pointed out that there are dual listed course of undergraduate and graduate at other universities. It can be done.

Dr. Pinter-Lucke stated that we do allow dual listed courses. The syllabus is reviewed to ensure that there are two levels of expectation of the student – undergraduate and graduate.

The motion to add wording to Section 1 d. failed – 6-18-6

A senator questioned 3 e – Comprehensive Exams – the bullet regarding the grading system (letter grade or credit/no credit) and grading criteria. In some fields it is pass or fail for example, therapy.

Dr. Small provided the opinion that if students are graded on whether the proposed therapy is appropriate and not causing any harm it could be scored by the evaluators.

The motion to adopt as amended passed unanimously – 31-0-0

Chair Eskandari expressed his gratitude to the Academic Programs Committee for both 2014-15 and 2015-16 for their work on this policy.

5. Old Business

6. Discussion

The meeting was adjourned at 4:38 p.m.

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<sup>1</sup> Currently, 300 level courses are accepted in all colleges except Business and Engineering. However, the catalog states that 300 level classes bear graduate degree credit upon the approval of the advisor, while 400 level courses bear advanced undergraduate or graduate students. The proposal is consistent with this.



**ATTACHMENT 1 – ACADEMIC SENATE MINUTES  
OCTOBER 21, 2015**

**Structure of Master’s Degree Programs in the Semester Calendar**

**1. General Structure**

All Master’s degrees shall be a minimum of 30 semester units<sup>2</sup> of approved graduate work completed within a maximum of seven years<sup>3</sup>, with the restrictions that:

- a. At least 70% of the units shall be completed in residence.<sup>4</sup>
- b. At least 60% of the units shall be in stand-alone graduate level courses (those not scheduled to meet at the same time, in the same room and with the same instructor as an undergraduate level course). If Title 5 of the California Code of Regulations is amended in a manner that conflicts with the requirement that 60% of the units be graduate level courses, then the new legally required percentage of units will be the percentage of units required for a Master’s degree on this campus.<sup>5</sup>
- c. Programs shall contain a core, a collection of specified courses that all students in the program complete for the degree, **exclusive of the culminating experience**. The purpose of the core curriculum is to ensure that there are sufficient opportunities for students to achieve the program’s learning outcomes. The number of units in the core shall be at least 5. It is expected that the core will contain 6 units or more in order to achieve this purpose; a minimum of 5 units in the core is required.
- d. All courses for a Master’s program shall normally be at the 4000 level or higher, but students may take 3000 level courses as needed if approved by the program’s graduate coordinator.<sup>6</sup>
- e. No more than 6 units may be designated for the culminating experience.<sup>7</sup>

**2. Options and Emphases<sup>8</sup>**

- a. An option is a broad set of knowledge at an advanced level based on the knowledge gained in a specific graduate degree. Options shall be tracked in PeopleSoft and shall appear on transcripts and diplomas.
- b. An emphasis is a specific body of knowledge supported by a core of courses at the graduate level. Emphases shall not be formally declared, shall not be tracked in PeopleSoft, and shall not appear on transcripts or diplomas.

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<sup>2</sup> Title 5 40510

<sup>3</sup> Title 5 40510

<sup>4</sup> Title 5 40510 requires that 21 semester units shall be completed in residence. This is 70% of a 30 unit program. This document proposes that this percentage be applied to all master’s programs.

<sup>5</sup> Title 5 40510 requires that 50% of the units required for the degree shall be in “courses organized primarily for graduate students.” This document propose that this percentage be increased to 70%, and applies a definition for such courses that is currently being considered by the Chancellor’s Office.

<sup>6</sup> Currently, 300 level courses are accepted in all colleges except Business and Engineering. However, the catalog states that 300 level classes bear graduate degree credit upon the approval of the advisor, while 400 level courses bear advanced undergraduate or graduate students. The proposal is consistent with this.

<sup>7</sup> Title 5 40510

<sup>8</sup> These rules for emphases and options are consistent with those for options and emphases at the undergraduate level.

### 3. Culminating Experiences

#### a. Selection of Culminating Experience

In programs that allow students to choose from among more than one type of culminating experience, students shall select their culminating experience with guidance from their advisor before advancement to candidacy. Students may attempt the chosen culminating experience a maximum of two times. Once enrolled in a particular culminating experience, students may not switch to an alternative experience.

#### b. Writing Proficiency

Graduate study deals with more complex ideas and demands more sophisticated techniques, searching analysis, creative thinking, and time than undergraduate study. The research required is extensive in both primary and secondary sources and a high quality of writing is expected. Demonstration of advanced-level writing proficiency shall be completed through fulfillment of the Graduation Writing Test requirement before Advancement to Candidacy.<sup>9</sup>

#### c. Theses

A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.<sup>10</sup>

A thesis is distinguished by certain elements such as an introduction to the study, a review of the literature, a methodology section, results, summary, and recommendations for further research. There may be a difference between the elements found in a quantitative thesis versus those found in a non-quantitative (qualitative) thesis. The thesis committee will be most concerned with the manner in which the material is researched, organized, developed, and presented.

An oral defense of a thesis shall be required. It will include a presentation by the master's candidate to the Thesis Committee. The Committee chair may approve oral defenses undertaken partly or wholly in mediated environments, including via conference call or on-line, provided that the defense takes place in "real time." Any member of the University community may attend the defense. The oral defense shall be graded pass/fail. It shall be documented by a signed statement attesting to the outcome of the defense.

The composition, procedures, and other rules pertaining to Master's thesis committees shall be governed by Senate referral AS-2468-145/AA.

#### d. Projects

A project is a significant undertaking appropriate to the fine and applied arts or to professional fields, and to professional applications of other subjects. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation.<sup>11</sup>

Types of projects may include but are not limited to:

- A Creative Project: an original contribution to the verbal, visual, or performing arts. Examples include a music recital; a musical composition; an interactive multimedia project; a completed novel or play; a completed collection of short stories or poems; direction of a theatrical production; a gallery showing of works of art.

<sup>9</sup> EO 665 requires demonstration of writing proficiency before graduation. The catalog requires that this demonstration occur before advancement to candidacy.

<sup>10</sup> Title 5 40510

<sup>11</sup> Title 5 40510

- A Research Project: a project that contributes to the professions, by adding to technical/professional knowledge in the professional field. Examples include building a device; designing an experiment; a field study; a case study.
- A Portfolio Project: a collection of new and re-envisioned work including elements of revision, reflection, analysis, and application of theoretical concepts and practical strategies. Material completed previous to the beginning of the culminating project must be re-evaluated

The Project Committee will be most concerned with the manner in which the material is researched, organized, developed, and presented. The written document describing the project shall be filed in the Library. In cases where the project is a manual or handbook, the project itself is placed in the appendix, while sections in the main body of the text are tailored to introduce, justify, and validate the study or creative effort.

An oral defense may be required, at the discretion of the program. If required, an oral defense of a project shall include a presentation by the master's candidate to the Project Committee, and/or a period of questioning directed to the master's candidate by the committee.

The composition, procedures, and other policies governing Master's project committees shall be described in a separate referral to the Academic Senate.

#### e. Comprehensive Exams<sup>12</sup>

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.<sup>13</sup> Comprehensive exams test a student's ability to think and write under a time constraint that parallels the demands student will face in their professional careers.

Departments that include the comprehensive exam as a culminating experience shall offer the exam at least once a year. Before administration of an exam, a minimum of two faculty shall evaluate the exam's quality and adequacy for a culminating experience. A minimum of two faculty will evaluate the student's responses.

Departments shall be responsible for developing and posting an implementation statement that includes the following elements:

- The format of the exam, written or oral, or some combination of the two.
- Frequency of offerings and length of the exam.
- The relative emphasis on breadth and depth of knowledge
- Procedures for students to prepare for the exam.
- Methods for development of the examination.
- Method of assessment of the examination.
- Grading system (letter grade or credit/no credit) and grading criteria.
- Options for retaking a portion of or the entire exam in those instances where the student does not pass the exam.

## 4. Recertification

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<sup>12</sup> This replaces the policy on Graduate Comprehensive Exams (AS-851-923) previously approved by the Academic Senate in 1993.

<sup>13</sup>Title 5 40510

An extension of the time beyond the limit of seven years may be granted by the Associate Vice President for Academic Programs if warranted by individual circumstances and if the outdated work is validated by examination, in the relevant course or subject field of work or such other demonstration of competence as may be prescribed, such as directly relevant work experience.<sup>14</sup> Under no circumstances will the time limit be extended beyond 9 years. A maximum of nine (9) units may be recertified.<sup>15</sup> Only Cal Poly Pomona coursework is eligible for recertification.

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<sup>14</sup> Borrowed with slight modification from Title 5 40510

<sup>15</sup> Science and Business currently allow 12 quarter units within nine years. Agriculture currently allows 18 quarter units within 10 years.