1. CALL TO ORDER
2. APPROVAL: Academic Senate Agenda for October 11, 2007
3. APPROVAL: Academic Senate Minutes of September 27, 2007
4. REPORTS OF STANDING COMMITTEES AND COUNCILS
   4.1 Executive Committee
      4.11 Announcements
      4.12 CFA Report – L. Sondhi
   4.2 Nominating Committee
      4.21 Recommendations to Committees
   4.3 Councils
      4.31 Status of Policy Statements Before the Academic Senate (CONSENT CALENDAR)
         a.) Name Change of Black Studies—FIRST READING (AS-726-07/CEPC)
         b.) Transfer of the Option in Industrial and Organizational Psychology from the
            MA in Psychology to an MS—FIRST READING (AS-628-07/CEPC)
5. REPORT OF SPECIAL COMMITTEES—None
6. SPECIAL ORDERS
   6.1 Report of the President—None
7. UNFINISHED BUSINESS AND MATTERS POSTPONED FROM PREVIOUS MEETINGS
   7.1 GE Policy—SECOND READING (AS-716-07/GEGC/CEPC)
   7.2 Revision to Textbook Policy PS 79-08 (On Timely Accessibility to All Instructional Materials)—SECOND READING (AS-722-07/EC)
   7.3 Implementation of B.A. in Engineering Systems—SECOND READING (AS-723-07/CEPC/URC)
   7.4 Charge To The International Education Committee—SECOND READING (AS-725-07/CEPC)
   7.5 Revised Charge to General Education Governing Committee—SECOND READING (AS-718-07/CEPC)
   7.6 Revised Charge to Academic Appeals Committee—SECOND READING (AS-717-07/CEPC)
   7.7 Policy on Study Week—SECOND READING (AS-724-07/CEPC)
8. NEW BUSINESS
   8.1 Revision: PS 05-07, Final Course Grades, Grading Procedures, and Final Assessments—FIRST READING (AS-729-07/CEPC)
   8.2 Report and Recommendations: Ad hoc Committee on State Support/Self Support Programs—FIRST READING (AS-727-07/EC)
   8.3 Discontinuance: MA in Kinesiology, Option in Sport Management—FIRST READING (AS-688-05/CEPC/URC)
   8.4 Discontinuance: MA in Kinesiology, Option in Pedagogical Studies—FIRST READING (AS-689-05/CEPC/URC)
9. ADJOURNMENT
To: Praveen K. Soni, Chair, Academic Senate
From: David G. Huckaby, Chair, Curriculum and Educational Policies Council
Date: 14 September 2007
Re: Name of Black Studies

During its meeting on 12 September 2007, the Curriculum and Educational Policies Council reviewed the proposal from the Department of Black Studies to change its name to Department of Africana Studies. The department presented evidence that this new name has become very commonly used in the system and throughout the USA. In addition, Africana Studies seems to represent the current approach of this department better than the current name. No one presented any reason not to allow them to do so, and the council voted unanimously to recommend this name change to the senate.
July 19, 2007

Memorandum

To: Praveen Soni, Chair
    Academic Senate

From: Cecile Lindsay, Associate Vice President for Academic Affairs
      Graduate and Undergraduate Programs

Subject: Proposed Name Change for Department of Black Studies

Enclosed please find a proposal from the Department of Black Studies, endorsed by the College of Liberal Arts, to change its name to the Department of Africana Studies. I have reviewed the proposal and find it to be in proper form, so I am forwarding it to your office for referral to the Curriculum and Educational Policies Council for its consideration and recommendation in accordance with Policy Statement 97-01.

Enclosure

cc: Karen L. Gould, Provost and Senior Vice President for Academic Affairs
    Gerry Riposa, Dean, College of Liberal Arts
    Alosi Moloi, Chair, Department of Black Studies
    Janice P. Jackson, Curriculum Coordinator
Date: July 5, 2007

To: Cecile Lindsay, Associate Vice President, Graduate and Undergraduate Programs

From: Mark Wiley, Associate Dean, College of Liberal Arts

Re: Support of Name Change for the Department of Black Studies

The CLA Dean’s Office supports the request from the Department of Black Studies to change its name to the Department of Africana Studies. As Chair Moloi’s memo indicates, this name change reflects the broadening of the field and the growing consensus for this preferred designation both in universities throughout the country and within the CSU.

The Department will also submit in the near future program and catalog changes not only to reflect the name change but also the curricular revisions that will provide more focus and sequence to emphases within their undergraduate degree.

I hope you concur with this request, but please feel free to contact me if you have any questions.

CC: Alosi Moloi, Chair, Dept. of Black Studies
CLA Dean’s Office
June 25, 2007

To: Dr. Cecile Lindsay, Associate Vice President
   Academic Affairs
   VIA
   Dr. Mark Wiley, Associate Dean, CLA.

From: Alosi J. Moloi, Professor/Chair
   Black Studies

Re: Name Change of the Department of Black Studies to the
   Department of Africana Studies

The department's decision to change the name of the department from the Department of Black Studies to the Department of Africana Studies evolves from a long-term and ongoing discussion within the discipline and simultaneously in the department on the preferable name for the discipline. The discussion developed in response to the varied names of the discipline due to its various sites and circumstances of origin and the steady move toward standardization within the discipline. The name Africana Studies is becoming increasingly preferred and according to recent study by the Africana Studies (formerly Black Studies) Department at the University of Toledo, outranks the name Black Studies in terms of the number of academic units using it now, including major Ivy-league institutions. Reasons justifying its change are as follows:

1. It is best reflective of the scope and focus of our discipline since its inception, i.e., the world African community — Africans in the U.S., Africa, the Caribbean, South America and throughout the Diaspora;

2. It is a category of culture and reflective of the historical source of African people and the point of departure for historical and cultural studies;

3. It is a self-conscious decision to contribute to standardization in the discipline;

4. It is in no ways injurious to the core focus on African American Studies while allowing for and encouraging a world-encompassing reach in the critical study of
African peoples. The requested name change is all encompassing and permits an African and African American focus.

5. It is in correspondence with trends in the discipline. Out of the current academic units in the discipline, only thirty-seven (37) have the name Black Studies; 100 are African or Afro-American Studies, and sixty-three (63) are Africana Studies with the others being called various other names in very small numbers. In this process Africana Studies represents the growing trend in preference; the rest are either static or in declining numbers. In fact, we find more limited African American or Africana Studies designation at Dominguez Hills, San Diego, San Francisco, Los Angeles, Sacramento, Northridge, and Fullerton. No where in the CSU system, except Long Beach, can one find the Black Studies designation today. This almost unanimity of agreement serves as a kind of certification of direction and purpose. Beyond the CSU system, Africana Studies designation is recognized at Temple University, the Ohio State University, University of Massachusetts, Amherst, and at Harvard.

6. The request for name change is in line with findings of our own Self-study initiative and the recent External Review recommendations. The name change will provide students and the public with a clearer picture of subspecialties in Africana Studies.

7. Also, the new name Africana Studies is to reflect better the original and ongoing mission of the discipline, and, as already stated, in response to the discourse and actions in the discipline directed towards standardization. Our self-concept as a department and our curriculum already reflect this. Our interest and immediate goal is to continue to reorganize the core and elective requirements for the baccalaureate in Africana Studies so that there is a clear understanding of exactly what is taught, researched, or evaluated. The groupings of our current and future course offerings will be more clarified for the students and the public.

For the reasons given herein above, we ask that our petition for a name change from Black Studies to Africana Studies be granted. The current and future courses will reflect realignment with the new name, thus allowing our majors, minors, and other students in-depth exploration of clearly defined subspecialties within our discipline.
To: Praveen K. Soni, Chair, Academic Senate

From: David G. Huckaby, Chair, Curriculum and Educational Policies Council

Date: 2 October 2007

Re: Proposed transfer of the Option in Industrial and Organizational Psychology from the MA in Psychology to the MS

The Department of Psychology at CSULB has both a Master of Arts in Psychology and a Master of Science in Psychology. Currently, the M.A. has two options, one of which is in Industrial and Organizational Psychology. The M.S. in Psychology has only one option: Human Factors. The department wants to move the Industrial/Organizational option from the M.A. to the M.S. and raise the number of required units from 30 to 36. This would leave the general option as the only one in the M.A. The requirements of the Industrial/Organizational option are more in line with what is usually offered in M.S. programs than in M.A. programs, and the council agrees with the department. The council voted unanimously to recommend this action to the senate.
MEMORANDUM

To: Praveen K. Soni, Chair, Academic Senate

From: David G. Huckaby, Chair, Curriculum and Educational Policies Council

Date: 16 May 2007

Re: Revision to PS 05-07, FINAL COURSE GRADES, GRADING PROCEDURES, AND FINAL ASSESSMENTS

During its meeting on 16 May 2007, the Curriculum and Educational Policies Council amended this policy statement. The main changes are in the statements in Part Three dealing with final assessments. The intention of the council was to make it clear that all instructors are expected to hold a class meeting on the date and the time specified for the final examination in the Schedule of Classes. Further, the final assessment must either be administered during that two-hour period or made due by the end of it. The council, however, recognizes that certain course formats do not allow the completion of such an assessment in two hours. Accordingly, exceptions can be made but only with the prior approval of the college dean. The council also put in the provision of allowing the dean to authorize instructors to utilize fewer than three demonstrations of competence and to make the final assessment worth more than one-third of the course grade. By means of this memorandum, I am forwarding it to the senate for its deliberation.
California State University, Long Beach Policy Statement 05-07

July 8, 2005

FINAL COURSE GRADES, GRADING PROCEDURES, AND FINAL ASSESSMENTS

(This policy statement incorporates and supersedes Policy Statements 73-11, 77-23, 78-25, 78-36, 80-02, 80-08, 83-07, 85-16, 95-09 Revised, 96-11, 98-07, 99-19, and 02-12. Reference: Executive Orders 268, 320, and 792.)

This policy was revised by the Academic Senate on March 17, 2005 and approved by the President on June 10, 2005.

Part One: Definitions

The following definitions apply to final course grades assigned in all undergraduate and graduate courses:

“A” - Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

“B” - Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.

“C” - Performance of the student has been at an adequate level, meeting the basic requirements of the course.

“D” - Performance of the student has been less than adequate, meeting only the minimum course requirements.

“F” - Performance of the student has been such that minimal course requirements have not been met.

“CR/NC” - In some courses, the university permits students to select evaluation on a “Credit” or “No Credit” basis. These grades are defined as follows:

“CR” is equivalent to an “A,” “B,” or “C,” and “NC” is equivalent to a “D,” “F,” or “WU” (defined below). In two circumstances a final course grade of “CR” reflects work at the level of “B” or better, and a final course grade of “NC” reflects work at the level of “C,” “D,” “F,” or “WU.” Those two circumstances are:

1) in certain professional preparation courses, providing that the students are notified of such a policy both in class materials and in the catalog course description; and

2) for graduate students in all courses at the 300, 400, 500, and 600 levels.

Special regulations and procedures governing the “CR/NC” grading system are described below.
in Part Two.

The following definitions apply to administrative grading symbols assigned in all undergraduate and graduate courses:

"AU" - "Audit." 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. It is the responsibility of the student to request from the instructor what is meant by regular class attendance. The symbol "AU" is posted to the student's permanent academic record unless the student fails to attend a sufficient number of class meetings. In these cases, the instructor will request that the student be administratively withdrawn from the course. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested prior to the last day to add classes. A student who is enrolled for credit may not change to "Audit" after the last day to add classes.

"I" - "Incomplete." The symbol "I" indicates that a portion of required course work (normally not more than one-third) 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 that must be satisfied to remove the "Incomplete." A final course grade is assigned when that work 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 "F," except as noted in item 3) below.

An extension of time may be granted for contingencies such as military service or documented, serious health or personal problems.

The conditions for removal of the "Incomplete" shall be reduced to writing by the Instructor on an "Assignment of Incomplete Grade" form. This form shall include a statement of:

1. all work completed in the course, the grades assigned for that work, and the percentages of the final course grade accounted for by each item;

2. the work not completed and the percentage that each uncompleted assignment will count toward the final course grade; and

3. the final course grade the instructor will assign if the course requirements are not completed within one calendar year, or a shorter period as specified on the form, immediately following the term in which the "I" was assigned, without respect to continuous enrollment of the student during this period.

If clear percentages for assignments cannot be delineated, instructors shall explain any special conditions for determining final course grades for work wholly or partially made up.
A copy of the form is to be given to the student, a copy is to be retained in the department office, and a copy is to be filed with the Office of Enrollment Services at the time final course grades
are submitted. Normally, the student should sign the "Assignment of Incomplete Grade" form. If
the student is eligible for an "Incomplete", a faculty member may assign an "I" even when the
student cannot be present to sign the form. In such a case, the instructor will forward to the
student a copy of the form via the department office. When the work agreed upon has been
completed and evaluated, a final course grade will be assigned by the instructor. If an
"Incomplete" is assigned without an "Assignment of Incomplete Grade" form attached, or with a
form that is not filled in acceptably, the symbol of "RD" will be assigned to the student. The
"Assignment of Incomplete Grade" form will be considered unacceptable if:

1. more than one-third of the work remains to be completed, and no justification has been
   provided;
2. the work required to complete the course has not been specified;
3. the faculty member failed to sign the form; or
4. the percentage fields have not been filled in and a justification for their absence has not been
   supplied.

The appropriate associate dean of the college shall determine whether or not the justification is
adequate. Notice of the missing form, or a copy of the unacceptable form will be sent to the
department chair with the request that the chair work with the faculty member to provide the
information necessary to assign the final course grade of "Incomplete."

"RD" - "Report Delayed". This symbol is used exclusively by Enrollment Services to permit
processing of all final course grades when the final course grades for an entire course section
have not been reported by the instructor. The symbol does not imply any academic evaluation.
If an instructor fails to report a grade for an individual student, Enrollment Services will assume
that an "I" could not be assigned and so will enter a symbol "WU," discussed below.

"RP" - "Report in Progress". The "RP" symbol is used in connection with courses requiring
multiple enrollment, i.e., that extend beyond one academic term. It indicates that work is in
progress but that assignment of a final course grade must await completion of additional work.
Re-enrollment is permitted prior to assignment of a final course grade provided the cumulative
units attempted do not exceed the total number applicable to the student's educational
objective. Work is to be completed within one (1) calendar year immediately following the end
of the term during which it was assigned except for graduate degree theses. If the "RP" symbol
is not replaced by a final course grade within the specified time period or prior to the student's
declared graduation date, it will be changed to a "W." An "RP" symbol cannot be replaced by an
"I" (Incomplete) symbol; an "I" is not a final course grade.

"W" - "Withdrawal". Withdrawal from classes is discussed in a separate policy statement. The
symbol "W" is used to signify that a student formally withdrew from the course; no reference or
implication of passing or failing progress at the time of withdrawal is made or implied. The
symbol "W" is not a grade and does not alter a student's grade point average.

"WU" - "Unauthorized Withdrawal". The symbol "WU" indicates that an enrolled student did not
complete course requirements but did not withdraw from the course. 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 (letter grades "A" - "F" or an
"Incomplete"). For purposes of grade point average this symbol is equivalent to an "F."
Part Two: Course Grading Option

The faculty determine in advance which courses may be taken for "A" - "F" grade only, "CR/NC" only, or either. When a course is designated for "CR/NC" grading only or for "A" - "F" grading only, mention of this fact shall be incorporated in the catalog course description. Any undergraduate course may be designated for or closed to the option of "CR/NC" grading whether or not the course is a requirement for an undergraduate degree major, minor, certificate, credential, or concentration.

No course in which a final course grade of "CR" has been assigned may be used to fulfill the requirements for a master's degree, except that the final course grade of "CR" may be permitted for master's theses or projects (to a maximum of six [6] units) when the individual department has specifically designated "CR/NC" grading for the thesis/project course in the department, and for fieldwork, practicum, and/or internship courses (also to a maximum of six [6] units). The option of "CR/NC" grading for graduate students in undergraduate courses is subject to specific regulations of the individual departments regarding their graduate students and regarding the authorization for this option intrinsic to the approved course. Otherwise, no limitation exists as to the number of courses taken by graduate students under this policy. An undergraduate student may elect "CR/NC" grading in no more than a total of 24 units, of which no more than twelve (12) may be upper division units. No more than eight (8) units per semester may be taken for "CR/NC" grades. Exemptions from these limitations are:

1. courses graded "CR/NC" taken at another institution,

2. course credit earned by examination, and

3. courses in which "CR/NC" grading is the only form of grading.

The decision to elect the "CR/NC" grading option for a course must be made by the last day to add classes. To elect "CR/NC" grading, the student must obtain the signature of the student's major advisor and a stamp from the department/program in which the course is offered on the appropriate form. The student must then file the signed form with the Office of Enrollment Services. The decision to register for a course on a "CR/NC" basis remains in effect unless a change is requested prior to or on the last day to add classes.

The only exception to this rule is for students who declare new majors after the last day to add classes. If the newly declared major requires letter grading for the course in question and the student has elected "CR/NC" grading, then the student may request that "A" - "F" grading be used. Such a change must be requested no later than the last day of instruction. The grading option may not be changed after the end of the semester.

Part Three: Final Assessments
1. Every course except Distance Learning Courses shall meet at the date and time listed in the Final Examination Schedule. The College Dean must approve any exception to this requirement.

2. Every course shall have a final assessment appropriate to the course that shall cover a significant proportion of the course. The College Dean must approve any exception to this requirement.

3. All instructors shall administer the final assessment (e.g., an exam or presentation) or have it due (e.g., a paper or project) at the date and time listed in the Final Examination Schedule.

4. The college dean must approve any exception to these requirements.

Part Four: Assignment of Final Course Grades

1. The faculty member instructor of record in a course section (i.e., the faculty member officially assigned to teach that section) has the exclusive responsibility and authority to assign final course grades to all students in that section, subject only to the following exceptions:

A. should the faculty member instructor of record be unable or unwilling to complete this task because of death, disability, separation of employment, or prolonged absence from campus during a regular academic term, the department chair or program director, following notification of the faculty member instructor of record where appropriate and with the approval of the college dean, may appoint another instructor with the most appropriate qualifications in the discipline to complete the assignment of final course grades; or

B. in the event of a successful grade appeal (detailed below in Part Five: Change of Final Course Grades).

2. Final course grades shall be based on at least three (3), and preferably four (4) or more, demonstrations of competence by the student. The college dean must approve any exception to this requirement.

3. In no case shall the grade on any single demonstration of competence count for more than one-third of the final course grade. The college dean must approve any exception to this requirement. This provision does not abridge a faculty member's right to assign a course grade of "F" for a single act of cheating.

4. At the start of the course and in keeping with PS.04-05 (Course Syllabi), instructors shall provide to their students in writing the grading policies and practices to be employed in the class and the rules that will apply to withdrawals.

5. Instructors shall keep a record of students' scores on each of the demonstrations of competence on which the final course grade is based.

6. Instructors are expected to shall provide students with an opportunity for demonstration of competence, relevant to the determination of their final course grade in the course, as early as is reasonable and no later than the midpoint of the term.

7. Students have a right to be informed promptly of their scores and to review each of their
demonstrations of competence with their instructors.

8. If materials submitted for a demonstration of competence are not returned, these materials will be retained for at least two (2) subsequent semesters by the instructor. The materials shall be accessible to the department office. In the absence of the original instructor, an instructor with appropriate qualifications may be appointed by the Chair to review the demonstration of competence with the student.

9. Grades reported to the Office of Enrollment Services are considered to be official and final course grades.

Part Five: Change of Final Course Grades

1. Changes of final course grades or grading symbols can be made only on the basis of an error, a successful grade appeal (detailed in the separate policy statement on Grade Appeals), or resolution of an "Incomplete" ("I"). A final course grade or grading symbol shall not be changed on the basis of additional work submitted, except where an "I" was recorded.

2. Original final course grades are replaced only when the change is due to an error, the grade change is the result of a grade appeal, or Enrollment Services receives a late report of final course grades for which the symbol "RD" was substituted pending receipt. Original final course grades or grading symbols are not replaced when the change of grade is the result of the resolution of an "Incomplete" or the repetition of a course. Final course grades or administrative grading symbols must be recorded for all enrollments beyond the census date.

3. Except for changes of final course grades resulting from grade appeals, all changes of final course grades must be filed within one year from the date of the filing of the first final course grade, without respect to continuous enrollment of the student. Only as the result of a successful grade appeal or the correction of an error will a final course grade be changed after the award of a degree or credential or certificate.

4. All requests for change of a final course grade shall carry the recommendation of the instructor (except as provided for in the Grade Appeals Procedures) and the department chair and the approval of the college dean.

EFFECTIVE: Fall 2008
Ad hoc Committee Charge

1. The Academic Senate Ad Hoc Committee on State Support / Self-Support Programs is charged with determining the conditions guidelines under which state support degree programs/options may be discontinued, when the same degree programs/options have been instituted as self-support degree programs. (Charge revised with Academic Senate Executive Committee approval: March 13, 2007.)

2. The Ad Hoc Committee shall recommend change to the current discontinuance policy to include such conditions for discontinuance of state support degree programs/options as it deems fit, or propose new policy, if necessary.

3. The Ad Hoc Committee is charged with determining procedures and recommending changes to policies, as necessary, to clarify and specify conditions under which a department can stop accepting students or request the suspension of a state-support program.

Documents Reviewed

Special Sessions Background Information Document / University, College, and Extension Services

CSU Office of the Chancellor, Coded memo AA-2004-19

CSU Office of the Chancellor, Coded memo AAP91-14

CSU Office of the Chancellor, Executive Order 802 Special Sessions

CSULB Policy Statement 05-11, Policy on Program Review

CSULB Policy Statement 95-01, Discontinuance of Academic Programs

CSULB Curriculum and Educational Policies Council Charge

CSULB AS-697-06/CEPC, Curriculum and Educational Policies Council Charge
CSULB University Resources Council Charge

CSU Office of the Chancellor, Executive Order 602

Individuals Interviewed

Thomas Enders, Associate Vice President / Enrollment Services
Ronald Vogel, Dean / College of Health and Human Services
Marilyn Crego, Dean / University, College, and Extension Services
Shelia Thomas, Director of Operations / University, College, and Extension Services
Michael Lacourse, Associate Dean / College of Health and Human Services
Keith I. Polakoff, Director / Pre-Doctoral Program, CSU Office of the Chancellor;
Sandy Cynar, Acting Dean / College of Engineering
Mohammed Kahn, Interim Dean / College of Business Administration
Michael Chung, Director of Graduate Studies / College of Business Administration

Definition and Purpose of Special Sessions Programs

The role and function of self-support Special Sessions was first articulated by the CSU in 1972. Since then, the policy has been updated and currently contained in CSU Office of the Chancellor Executive Order 802. EO 802 specifies not only the purpose and procedures, but also the conditions under which Special Sessions Programs may be implemented. As of August 1, 2006 Special Sessions Degree Programs (151) are offered by 20 CSU campuses: 30 BA/BS, 94 MA/MS/MBA, 12 Credential, 1 Professional, and 14 Certificates. CSULB offers 15 Special Sessions Degree Programs: 2 BA/BS, 13 MA/MS/MBA.

According to CSU Office of the Chancellor Executive Order 802 special sessions are a means whereby the instructional programs of the CSU can be provided to matriculated students on a self-support basis at times and in locations not supported by State General Fund appropriations. Such offering shall be consistent with the CSU mission and applicable laws and regulations. Academic standards associated with all aspects of such special sessions are identical to those of comparable instructional programs. Examples of special sessions include: interim sessions between college year terms; programs of a continuing nature offered at military bases, correctional facilities, and other distant or isolated locations; and instructional programs for a specific client group requiring special services.

Special sessions also provide a means whereby state-supported course offerings can be made available to non-matriculated students paying self-support fees through Open University/Concurrent Enrollment (California Code of Regulations, Title 5, Section 40202). A maximum of 24 semester units (36 quarter units) in special session courses earned through state-supported or self-support regular course offerings in non-
matriculated status may be applied toward a degree (California Code of Regulations, Title 5, Section 40407.1).

Established policy for special sessions programs state that self-support / special sessions shall not supplant regular course offerings available on a state-supported basis during the college year (Education Code Section 89708). However, in Coded Memorandum AA-2004-19 (David S. Spence, June 4, 2004) Executive Vice Chancellor Spence stated "When Executive Order 802 was issued, the assumption was that most new Special Sessions programs would be created to complement already existing state-funded programs. However, the current climate has encouraged campuses to consider the complete removal of programs from state-support and their migration entirely to self-support."

**Special Sessions Degree Programs at CSULB as of August 1, 2006**

**College of Business Administration:**
- Accelerated Master of Business Administration
- Fully-Employed Master of Business Administration

**College of Health and Human Services:**
- Bachelor of Arts in Family & Consumer Sciences/Option in Child Development & Family Studies
- Bachelor of Science in Occupational Studies
- Master of Arts in Kinesiology/Option in Sport Management
- Master of Arts in Kinesiology/Option in Pedagogy
- Master of Arts in Occupational Studies
- Master of Public Administration
- Master of Science in Criminal Justice
- Master of Science in Emergency Services Administration
- Master of Science in Health Care Administration
- Master of Social Work

**College of Liberal Arts:**
- Master of Arts in Global Logistics

**College of Engineering**
- Master of Science in Engineering Management (Online)

**College of Natural Sciences and Mathematics**
- Master of Science in Mathematics / Option in Applied Statistics – Accelerated
Summary, Responses, and Recommendations

Concerns Related to Special Sessions

1. Access
2. Converting Special Sessions Programs to State Support Programs
3. Converting State Support Programs to Special Sessions Programs
4. Program Review of Special Sessions Programs
5. Campus and Special Sessions Program Discontinuance
6. Campus and Special Sessions Program Development and Implementation

Ad hoc Committee Charge:

1. The Academic Senate Ad Hoc Committee on State Support / Self-Support Programs is charged with determining the conditions guidelines under which state support degree programs/options may be discontinued, when the same degree programs/options have been instituted as self-support degree programs. (Charge revised with Academic Senate Executive Committee approval: March 13, 2007.)

Recommendation 1a: Access

The Academic Senate Ad Hoc Committee on State Support / Support Programs wishes to note with pleasure that at CSULB, there are a number of programs offered through special sessions where the quality, flexibility, and delivery align well with CSU and CSULB policies on such programs. The College of Business Administration, College of Health and Human Services, and the College of Natural Sciences and Mathematics, for example, have both self-support and state-support blended programs that are crafted to address access opportunities for undergraduate and graduate students. This model/mode of program delivery provides educational opportunities in the spirit of the California Master Plan for Higher Education. The Ad Hoc Committee acknowledges the above model/mode of program delivery works well and recommends to the Curriculum Educational Policies Council, University Resources Council, and the Program Review and Assessment Council that in the future programs follow this model/mode of delivery.

Recommendation 1b: Converting Special Sessions Programs to State Support

The Office of the Chancellor – Academic Program Planning (APP) has provided guidance and defines the process in a document dated 10/11/2006 entitled Converting Special Sessions Programs to State Support.

The Ad Hoc Committee recommends that the Curriculum and Educational Policies Council of the Academic Senate, in collaboration and consultation with the Provost and
Senior Vice President of Academic Affairs (or designee), develop campus policy that includes, but is not limited to, the following guidelines taken from APP document entitled Converting Special Sessions Programs to State Support:

**Self-support and state-support programs both have to be proposed via the campus degree program process and to the Chancellor's Office Academic Program Planning. Proposals to convert an authorized self-support degree program to state support will require Chancellor’s Office review, the proposal will not need to duplicate the information submitted in the original special sessions proposal, and the campus does not need to fill out the traditional implementation proposal format. Instead, campuses may submit a report that includes:**

1. **Program description**
2. **Rationale for making the change**
3. **Documentation of resources and faculty support, budget, enrollment, need, and the anticipated impact on the community.**

*In converting to state-funded programs, the revised budget is the primary focus of concern.*

**Recommendation 1c: Converting State Support Programs to Special Sessions Programs**

The Academic Senate Ad Hoc Committee on State Support / Self Support Programs did not find either Chancellor Office or CSULB policy defining the process for converting an authorized state support program to a self support/special sessions program. The Chancellor’s Office in Coded Memorandum AA-2004-19 dated June 4, 2004 by David S. Spence entitled “Special Sessions Planning and Program Discontinuation” proposed some guidelines for campuses to follow for making a transition from state- to self support for graduate and/or professional programs. In addition, the Committee did find Chancellor Office’s and CSULB policy that defined Campus and Special Sessions Program Development and Implementation.

The Ad Hoc Committee recommends the Curriculum and Educational Policies Council of the Academic Senate in collaboration and consultation with the Provost and Senior Vice President of Academic Affairs (or designee) develop campus policy for converting state support programs to special sessions programs that includes, but is not limited to, similar criteria or conditions as outlined the Office of the Chancellor – Academic Program Planning (APP) document dated 10/11/2006 entitled Converting Special Sessions Programs to State Support and the CO’s Coded Memorandum AA-2004-19 entitled Special Sessions Planning and Program Discontinuation and to include the following statement:
In converting to a Special Sessions funded program, the documentation of resources, faculty support and utilization, faculty salaries, enrollment projection, program need and demand, and the budget will be the focus of concern.

2. The Ad Hoc Committee shall recommend change to the current discontinuance policy to include such conditions for discontinuance of state support degree programs/options as it deems fit, or propose new policy, if necessary.

Recommendation 2a: Campus and Special Sessions Program Discontinuance

The Ad Hoc Committee recommends that the Curriculum and Educational Policies Council of the Academic Senate, in collaboration and consultation with the Provost and Senior Vice President of Academic Affairs (or designee), amend CSULB PS 95-01 “Discontinuance of Academic Programs” to establish the conditions and time period (i.e. three years with opportunity for renewal) which a program may be placed in a “suspended” status.

Recommendation 2b: Campus and Special Sessions Program Discontinuance

The Ad Hoc Committee notes that there may be cases in which a state-support degree program ceases to admit students while its self-support/special sessions degree program counterpart continues to admit students. The Ad Hoc Committee recommends that the Curriculum and Educational Policies Council of the Academic Senate, when revising CSULB PS 95-01 “Discontinuance of Academic Programs,” stipulate under what conditions this situation would trigger a program discontinuance study.

3. The Ad Hoc Committee is charged with determining procedures and recommending changes to policies, as necessary, to clarify and specify conditions under which a department can stop accepting students or request the suspension of a state-support program.

Recommendation 3a: Student Access to Programs

Student access to educational programs at CSULB is a priority for the campus. In the event that a state funded program is suspended or discontinued, and the program is only available through special session, a question arises as to whether CSULB is fulfilling its responsibility to provide students’ access. The committee consulted with experts such as Dr. Keith Polakoff, as well as reviewed pertinent policies and documents and concluded: The mission of the CSU System is defined in the California Master Plan for Higher Education, Title 5, and the Education Code. The CSU System and CSULB are mandated to provide undergraduate education for California residents. However, there is no such mandate for providing graduate programs, as a result, graduate programs offerings are at
the discretion of individual campuses and are not bound by the same regulations or requirements to provide access. In many cases, individuals are already employed and seek a graduate degree for career retraining or career enrichment. CSU campuses and departments in those campuses have choice in terms of establishing graduate programs they offer, the number of students admitted, and the admission standards required. The Committee’s finding is that in the case of undergraduate programs, CSULB has a responsibility to provide access. The Ad Hoc Committee recommends that any shifting of undergraduate programs to the status of a special sessions program only should prompt a full review by the Curriculum and Educational Policies Council.

Note: The Ad Hoc Committee observed that in some disciplines graduate level education is a requirement of the profession. However, unless the California Master Plan for Higher Education is changed, the CSU is still not mandated to offer graduate programs, even in such disciplines.

**Recommendation 3b: Access/Affordability**

The Ad Hoc Committee recommends to the Dean of University, Colleges, and Extension Services that Special Sessions Programs that lack an equivalent state support counterpart program offer financial scholarships to offset issues related to student access and affordability in accordance with CSU and/or CSULB financial aid practices.

**Recommendation 3c: Program Review of Special Sessions Programs**

The Ad Hoc Committee notes that Section 2.2 of CSULB PS 05-11 “Policy on Program Review” does apply to all degree-granting programs, including special sessions programs; hence, a review of special sessions degree-granting programs shall be conducted in accordance with the said policy statement. The Ad Hoc Committee recommends, for clarity, the Program and Assessment Review Council amend Section 2.2 of PS 05-11 “Policy on Program Review” to make the inclusion of special sessions programs more explicit.

**Recommendation 3d: Campus and Special Sessions Program Development and Implementation.**

Chancellor's Office and CSULB policy require self-support/special sessions and state-support programs to be proposed via the campus degree program process and to the Chancellor's Office Academic Program Planning. This recommendation was addressed by the Academic Senate in Fall 2006 when the charge of the Curriculum and Educational Policies Council was amended to include the curriculum oversight of self support/special sessions programs.
Members of the Ad Hoc Committee on State Support/Self Support Programs

Keith Freesemann 4-30-07
Keith Freesemann, Committee Chair Date
(Academic Senate)

David Hood 5/1/2007
(University Resource Council)

Jean Houck 5/1/07
(Academic Affairs)

Jay Kwapil 5-1-07
(Academic Senate)

Cecile Lindsay 5-1-07
(AVP Graduate and Undergraduate Programs)

Hironao Okahana 1-14-07
(Student Representative)

Henry O’Lawrence 4-30-07
(Curriculum & Educational Policy Council)
To:    Margaret L. Merryfield, Chair, Academic Senate
From:  David G. Huckaby, Chair, Curriculum and Educational Policies Council
Date:  23 February 2006
Re:    Discontinuance of Options in Sport Management and Pedagogical Studies

At its meeting on 22 February 2006, the Curriculum and Educational Policies Council approved the recommendation that these options in the M. A. in Kinesiology be formally discontinued as state supported offerings. We understand that the options have already been completely transferred to UCES, but the university is required to formally discontinue the state supported versions. We know of no reason not to do so.
MEMORANDUM

DATE: February 21, 2006

TO: Margaret Merryfield, Chair
    Academic Senate

FROM: Dave Hood

SUBJECT: Discontinuance of the Option in Sport Management and the Option in Pedagogical Studies under the M.A. in Kinesiology

At its meeting on February 21, 2006, the University Resources Council recommended the discontinuance of both the Option in Sport Management and the Option in Pedagogical Studies under the M.A in Kinesiology. Both Options were exclusively State-supported programs until Fall 2001 and Fall 2003, respectively. Since then, both programs and their requisite coursework have been offered only through University College and Extension Services, and these programs are experiencing a high enrollment.

Should you have questions, please contact me.

Thank you.
January 3, 2006

TO: David Hood, Chair
    University Resources Council

    David Huckaby, Chair
    Curriculum and Educational Policies Council

FROM: Margaret Merryfield, Chair
      Academic Senate

SUBJECT: Proposal to Discontinue the Option in Sport Management and the Option in Pedagogical Studies under the M.A. in Kinesiology

Enclosed for your Councils' review and recommendation is a request from the College of Health and Human Services to discontinue the Option in Sport Management and the Option in Pedagogical Studies under the M.A. in Kinesiology. This request appears to meet the conditions specified in University Policy Statement 95-01, Section 1.300 which defines when a formal discontinuance study is not needed.

Thank you.

MM:mma

Enclosures

c: Provost Reichard
    Associate Vice President Lindsay
    Dean Vogel
    Co-Chair Guthrie
December 15, 2005

To: Margaret Merryfield, Chair
Academic Senate

From: Cecile Lindsay, Associate Vice President
Graduate and Undergraduate Programs

Subject: Proposal to discontinue the state-supported Master of Arts in Kinesiology,
Option in Sport Management and Option in Pedagogical Studies

Attached please find a request from the College of Health and Human Services to
discontinue the option in Sport Management and the option in Pedagogical Studies under
the Master of Arts in Kinesiology. Both options were developed as general fund
programs. In 2001, the option in Sport Management began to be offered solely on a self-
support basis, through University College and Extension Services, in an accelerated
cohort format. The university catalog indicates that the program is not available as part of
regular university offerings. In 2003, the option in Pedagogical Studies was similarly
moved to self-support status. However, the catalog does not state that the program is
available only through UCES.

CSU Coded Memorandum AA 2004-19 specifies that the closure of state-supported
academic programs should conform to campus policy regarding program discontinuance,
and that the Chancellor's Office must be notified of such closures. Accordingly, the
Kinesiology Department is proceeding with program discontinuance for the two options.

While CSULB Policy Statement 95-01 is silent on the process for discontinuation of a
program from state support that will continue to be offered on self support, I believe that
the proposed discontinuances do not require a discontinuance panel study. The programs
in question have not been available through state support in several years, and the
department faculty as a group support offering the programs entirely through self support.
Enclosure

copy without enclosure:
  Ron Vogel, Dean, College of Health and Human Services
  Sharon Guthrie, Co-Chair, Department of Kinesiology
  Janice Jackson, Curriculum Coordinator
Date: December 12, 2005

To: Dr. Gary Reichard
    Provost, Senior Vice President for Academic Affairs

                          Dr. Margaret Merryfield
                          Chair, Academic Senate

From: Dr. Sharon R. Guthrie  SK6
      Co-Chair, Department of Kinesiology

Re: Discontinuance of State-supported Master of Arts in Kinesiology:
    Option Sport Management and Option in Pedagogical Studies

This memorandum is to request discontinuance of two State-supported graduate Options in the Department of Kinesiology: 1) The Master of Arts in Kinesiology: Option in Sport Management, and 2) The Master of Arts in Kinesiology: Option in Pedagogical Studies. Both Options were exclusively State-supported programs until Fall 2001 and 2003, respectively. Since then, both programs and requisite coursework have been offered through University and College Extension Services only.

The Department does not intend to offer these Options as State-supported in the future because the Special Session format permits greater flexibility in programming, and thus better serves student needs. This is evidenced in the dramatic increase in student enrollment in both programs, as compared to the enrollment when the programs were State-supported. We therefore seek approval to officially terminate the State-supported Sport Management and Pedagogical Studies Options.

Please feel free to contact me if you have questions or would like additional information. I sincerely appreciate your efforts in bringing this process to closure.
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To: Margaret L. Merryfield, Chair, Academic Senate

From: David G. Huckaby, Chair, Curriculum and Educational Policies Council

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       University Resources Council  

       David Huckaby, Chair  
       Curriculum and Educational Policies Council  

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       Academic Senate  

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       Dean Vogel  
       Co-Chair Guthrie
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