CALL TO ORDER

APPROVAL:  Academic Senate Agenda for September 27, 2007

APPROVAL:  Academic Senate Minutes of September 13, 2007

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 Approval of Search Committees for AVP positions in Academic Affairs

REPORT OF SPECIAL COMMITTEES — None

SPECIAL ORDERS

6.1 Report of the President (Time Certain 2:15)

6.2 Report of the CSU Faculty Trustee – Craig Smith

UNFINISHED BUSINESS AND MATTERS POSTPONED FROM PREVIOUS MEETINGS

7.1 Senate Liaison to Campus Climate Committee

7.2 GE Policy—SECOND READING (AS-716-07/GEGC/CEPC)

NEW BUSINESS

8.1 Policy (on the Timely Accessibility to All Instructional Materials)—FIRST READING (AS-722-07/EC)

8.2 Implementation of B.A. in Engineering Systems—FIRST READING (AS-723-07/CEPC/URC)

8.3 Charge To The International Education Committee—FIRST READING (AS-725-07/CEPC)

8.4 Revised Charge to General Education Governing Committee—FIRST READING (AS-718-07/CEPC)

8.5 Revised Charge to Academic Appeals Committee—FIRST READING (AS-717-07/CEPC)

8.6 Policy on Study Week—FIRST READING (AS-724-07/CEPC)

ADJOURNMENT
MEMORANDUM

TO: Praveen Soni  
Chair, Academic Senate

FROM: Margaret Costa  
Chair, Nominating Committee  
CSULB Academic Senate

SUBJECT: Tenured Faculty Representatives on 2007 Search Committees for AVP positions in Academic Affairs

At its meeting of September 20, 2007 the Nominating Committee brought forth names of potential representatives from different Colleges and voted to recommend the following tenured faculty for membership on each of the search committees as follows:

**Associate Vice President for Undergraduate Studies Search Committee**
David Huckaby, (Biological Sciences/CNSM)  
Stephanie Eatmon, (Health Science/CHHS)  
Dan O’Connor, (Liberal Studies/CED)  
Matthew Simms, (Art/COTA)  
Reza Toossi, (Mechanical and Aerospace Engineering/COE)

**Associate Vice President for Academic Technology Search Committee**
Beth Eldon, (Biological Sciences/CNSM)  
Lesley Farmer, (Educational Psychology, Administration, and Counseling/CED)  
Tracy Maples, (Computer Engineering and Computer Science/COE)  
John Ostrowski, (Public Policy & Administration/CHHS)  
Tiffani Travis, (Library & Academic Technology Services)

**Assistant Vice President for International Education and Global Engagement Search Committee**
Elaine Haglund, (Educational Psychology, Administration, and Counseling/CED)  
Jayne Howell, (Anthropology/CLA)  
ChaHee Kwon, (Physics and Astronomy/CNSM)  
Nilufer Medora, (Family and Consumer Sciences/CHHS)  
Paul Ratanasiripong, (Counseling and Psychological Services/Student Services)

**Associate Vice President for Academic Personnel Search Committee**
Tim Caron, (English/Linguistics/CLA)  
Margaret Costa, (Kinesiology/CHHS)  
Laura Forrest, (Educational Psychology, Administration, and Counseling/CED)  
Tulia Mangir, (Electrical Engineering/COE)  
Chris Miles, (Art/COTA)

**Associate Vice President for Research and External Support Search Committee**
Mary Caputi, (Political Science/CLA)  
Stan Finney, (Geological Sciences/CNSM)  
Robert Friis, (Health Science/CHHS)  
Ron Loewe, (Anthropology/CLA)  
Jalal Torabzadeh, (Mechanical and Aerospace Engineering/COE)
CHOICE OF TEXT BOOKS AND OTHER INSTRUCTIONAL MATERIAL SELECTION, ACCESSIBILITY AND FACULTY RESPONSIBILITY ON MULTI-SECTION AND SEQUENTIAL COURSES

Preamble

CSULB and the CSU are committed to provide equal access to information resources to all individuals, especially students with disabilities. Our commitment is both an ethical matter and a legal mandate. CSULB and CSU policies must comply with federal and state laws governing access to information and services for students / persons with disabilities. The CSU Academic Senate (CSU AS-2700-05) urges campus academic senates and the Chancellor's Office (CSU Executive Order 926 and Coded Memo AA 2006-41) requires campus administrations to create plans to support faculty and staff practices that will ensure timely access to all instructional materials.

The campus administration is responsible for developing plans for ensuring that all instructional materials are accessible to all students, including those with disabilities. These plans include developing protocols for instructors to use: 1) for selecting accessible textbooks; 2) for compiling course readers in accessible print formats; 3) for integrating universal design and accessibility training modules into any courses that require students to create web-based instructional materials; 4) for assisting faculty to make their learning management systems (e.g., Beachboard) accessible; and, 5) as selection criteria for all digital and multimedia materials used in courses (this protocol shall also be used by departments, colleges, and the Library when purchasing digital or multimedia instructional materials).

Instructional Technology Support Services (ITSS) in collaboration with the Faculty Center for Professional Development (FCPD) shall develop plans and workshops to prepare faculty in making their course content and instructional materials accessible to all students, regardless of disability.

Definition of Terms

Instructional materials include textbooks, course readers, handouts, maps, multimedia, digital media, web-based materials, and learning management systems (e.g., Beachboard).

The Purpose of this Policy

Provide guidance to faculty and departments on textbook and other instructional material selection responsibility; in the appropriate selection and timely adoption of all instructional material in order to assure continuity in the content of sequential courses, similarity in the content and instruction of multi-section courses; and assist in insuring that instructional materials will indeed be accessible in a timely manner to all students, regardless of disability.
General Principles

I. The choice of textbook and other instructional material selection for a course is the professional responsibility of the faculty member teaching the course. Therefore, the following policy applies:

A. It is the responsibility of the faculty member teaching a course to choose the textbook(s) and other instructional material selection for the course.

B. By vote of the faculty, departments may adopt a policy that requires the use of the same textbook(s) or one of a small number of designated texts) course instructional material as defined, or choose from an approved selection of materials, for all sections of a multiple-section course or all semesters of a sequential course. Where such a policy is in effect, the faculty members who teach the course(s) are jointly responsible for making the selection.

C. It is imperative that course readers be available from the producer or publisher (e.g., campus Bookstore copy center) in a format acceptable to Disabled Student Services as accessible. The faculty is thus encouraged to develop and order their course readers through an entity that will ensure a format acceptable to Disabled Student Services.

D. Faculty are encouraged to use the campus learning management system (e.g., Beachboard), to the maximum extent possible, both for delivering technology-enabled course content, and for posting syllabi and instructional materials that are in usable and accessible formats in both traditional and hybrid courses.

II. The Office of the Provost, in consultation with the college deans, campus Bookstore and Disabled Student Services, will establish a deadlines each academic year for faculty submissions of requests for instructional materials to be used in their courses.

A. The deadlines established for faculty submissions of requests for instructional materials will provide sufficient lead time for the campus Bookstore to identify and secure accessible instructional materials (if possible) and/or for Disabled Student Services to consult with the CSU Center for Alternate Media (CAM), publishers, and other resources about accessible materials; and to convert, if necessary, textbooks, course readers, and/or other resource materials assigned by faculty to formats accessible by students with print disabilities.

III. Departments have responsibility for course content; for assuring continuity in sequential courses; and for ensuring that multiple sections of a course are similar in content and level of instruction.

A. An appropriate body in each department offering sequential and/or multiple-section courses shall meet each year to review syllabi or equivalent materials used by instructors in multiple-section and sequential courses and to advise them if there are inappropriately inadvisably wide variances in content, continuity, and levels of instruction between their courses and the departmental course outlines.

B. An appropriate body for purposes of this policy shall be the department chair, the department curriculum committee, an ad hoc committee consisting of those teaching the course, a course coordinator, or such other body as may be approved by the department.
C. The department chair, or designee as defined above, will insure that all faculty members submit their requests for instructional materials to the campus Bookstore by the deadlines established by the Office of the Provost. Faculty may request an extension of the due dates by providing a rationale for a late adoption to the department chair, who will then notify the campus Bookstore.

D. The department chair, or designee, shall order instructional materials for any faculty member who does not submit her/his requisition(s) by the deadlines established by the Office of the Provost or who does not submit a timely request for an extension of the due dates to the department chair. The ordering of textbooks/instructional materials for these courses will be the same as those most recently used for that class/course, or will be those materials recommended by the Department Curriculum Committee for new classes/courses.

E. The department chair, or designee, shall order instructional materials for late-hire faculty by the deadlines established by the Office of the Provost. The ordering of textbooks/instructional materials for these courses will be the same as those most recently used for that class/course, or will be those materials recommended by the Department Curriculum Committee for new classes/courses.

Effective: Immediately
CALIFORNIA STATE UNIVERSITY, LONG BEACH

MEMORANDUM

DATE: May 7, 2007

TO: Praveen Soni, Chair
    CSULB Academic Senate

FROM: Dave Hood, Chair, University Resources Council

SUBJECT: BA in Engineering Systems

At its regular meeting on May 1, 2007, the University Resources Council moved to recommend the implementation of the B.A. in Engineering Systems. There is a demonstrated need for this program, and the College of Engineering has sufficient resources to offer the degree.

Should you have questions, please contact me.

Thank you.

To: Praveen K. Soni, Chair, Academic Senate
From: David G. Huckaby, Chair, Curriculum and Educational Policies Council
Date: 16 May 2007
Re: BA in Engineering Systems

During its meeting on 16 May 2007, the Curriculum and Educational Policies Council reviewed the proposal for this new degree program. Although not a traditional BA in the liberal arts tradition, it is a departure from the BS programs in engineering in that it requires only 120 total units. But, it provides an alternate to those degree programs for students wanting more flexibility and desiring employment that involves engineering interacting with other fields. After extensive discussion, the council voted to recommend it to the senate for its deliberation.
Requirements for the Bachelor of Arts in Engineering Systems (code) XXXXXX (120 units)
The Bachelor of Arts in Engineering Systems provides students with an opportunity to study engineering in an interdisciplinary environment. This program combines a core engineering program with two options and course work and programs in business, communications, design, economics, or language for example.

Core Requirement: 31 units
CECS 100, 174, 312, 414; ENGR 203, 304, 310, 498; EE 403 or 380; MATH 122

Engineering Courses (Select one option): 31 units

Option in Network Systems and Security (CECS Department)
PHYS 151; CECS 110, 200, 261, 410, 412; ENGR 302I, and 9 units of approved engineering and non-engineering courses (see program advisor for a detailed list of courses)

Option in Systems Engineering (College of Engineering)
MATH 123; CECS 202, 271, 345; EE 402, and 380 or 403; CE 406, and 9 units of approved engineering and non-engineering courses (see program advisor for a detailed list of courses)

24 units of non-engineering courses with the consent of the advisor. For example:
- Business (e.g., Finance, Information systems, Operations Management)
- Communication Studies
- Design
- Economics
- Foreign language
To: Praveen K. Soni, Chair, Academic Senate
From: David G. Huckaby, Chair, Curriculum and Educational Policies Council
Date: 26 October 2006
Re: Charge to the International Education Committee

During its meeting on 11 October 2006, the Curriculum and Educational Policies Council reviewed changes to the charge of the International Education Committee that had been proposed by that committee. Specifically, they involved adding two new ex officio members, the Assistant Vice President for Academic Affairs, International Programs and the Associate Director, Career Development Services. The council recommends these additions to the senate. I note, however, that the charge to the council may need similar changes relative to whether the Assistant Vice-President for Academic Affairs, International Programs or the Director, Center for International Education should be an ex officio member of the council. The vice president is a new position.
INTERNATIONAL EDUCATION COMMITTEE (IEC)

Mission
The International Education Committee (IEC) explores and develops the international connections of CSULB. With broad and diverse representation, the IEC encourages links among those with common interests in international affairs or particular global regions and helps sustain their efforts. The Committee supports the work of the Center for International Education which helps coordinate and promote study abroad programs as well as student and faculty exchanges; organizes affiliations; facilitates affiliations with foreign universities outside the U.S.; and works with international students at CSULB. By fostering the internationalization of the curriculum and encouraging international experience among the faculty, the IEC makes an ongoing contribution to global education at CSULB.

In these and other ways, the International Education Committee helps our campus realize its potential for world-wide recognition as a leading center for international education.

Charge
The duties of the International Education Committee shall include, but not be limited to, the following:

1. Working with colleges and departments to encourage and facilitate development of international courses and curricula and academic programs;

2. Appointing and coordinating the work of special IEC subcommittees as related to particular aspects of international education;

3. Developing and supporting internationally related programs and activities across campus, both separately and through collaboration with a wide variety of offices and services;

4. Formulating and drafting policy statements concerning international education, in cooperation with the CSULB Center for International Education (CIE), and for recommendation to the Curriculum and Educational Policies (CEPC) Council; and

5. Reviewing proposed global linkages with institutions of higher education from other institutions, and serving as a recommending body to the assistant vice president of International Education and Global Engagement, as well as to the provost and the president, regarding the creation of exchange agreements with these institutions; and

6. Submitting an annual report of the committee's activities to the Chair of the Curriculum and Educational Policies Council (CEPC).

Membership
1. Provost and Vice President for Academic Affairs (or designee)
2. Dean, University College and Extension Services (or designee)
3. Director, Assistant vice president, International Programs, Education & Global Engagement
4. Senior director, Center for International Education
5. Associate director, Career Development Center (CDC)
6. Director, Center for Community Engagement (CCE) or designee
7. Director, Faculty Center for Professional Development
8. CSULB representative to the CSU Academic Council on International Programs (ACIP)
9. One (1) representative from Housing and Residential Life appointed by the Vice President for Student Services
10. One (1) representative from Student Life and Development appointed by the Vice President for Student Services
11. One (1) representative from the International Community Council
12. Two (2) tenured or tenure track or lecturer faculty members from each college, four (4) from the College of Liberal Arts, and one (1) from the University-Library and Academic Technology Services recommended by the Academic Senate Nominating Committee, in consultation with the Steering Group of the International Education Committee (IEC)
13. Up to six (6) additional faculty members for at-large positions, may be recommended by the Academic Senate Nominating Committee, in consultation with the Steering Group of the IEC
14. One (1) staff member, appointed by the Staff Council
15. Two (2) students, selected by the Associated Students, Inc.
16. One (1) member of the Curriculum and Educational Policies Council selected by the Council, who should also be a member of the International Education Committee if possible; if an individual with dual membership is not available, the Council member becomes a non-voting member of the International Education Committee

Staggered Terms of membership shall be three years, with eligibility for reappointment.

Governance
The Committee shall annually elect a Chair, Vice Chair, Recorder, and Secretary member at large. The Steering Group shall be composed of the Chair, Vice Chair, Secretary, individuals holding the above named roles, along with those in the ex officio positions of AVP, International Education & Global Engagement and the Senior Director, of the Center for International Programs, Education, and the (1) at-large member who shall be elected by the Committee as a whole.
General Education Governing Committee (GEGC)

Although the authority to review and approve courses for inclusion in the general education curriculum and to develop general education policy belongs ultimately to the Curriculum and Educational Policies Council, the primary responsibility for the general education program belongs to the General Education Governing Committee. The major aspect of this responsibility is approval and periodic review of individual courses, as well as periodic review of the entire program. [13.2.1.]

The GEGC shall
1. review courses for inclusion on the General Education Master Course List and notify departments of all decisions and actions;[13.2.1., 13.2.2., 13.2.3., 13.2.4, & 13.2.5.]
2. develop criteria for review of courses that are consistent with the intent of general education at CSULB and the standards for skills and content delineated in Policy Statement xx-xx, General Education, Executive Order 595, and Title 5;[13.2.1.]
3. review the guidelines for assessment of courses, which may include embedded assessment;[13.4.1 first bullet]
4. review the guidelines for program-level assessment;[13.4.1. second bullet]
5. review the results of periodic assessment of the outcomes of the program, as well as the results of assessment of student perceptions of the general education experience, interacting with the Assessment Director in this regard;[13.4.1. third bullet]
6. review the general education program periodically to determine the degree to which actual practice matches the stated intent of the policy;[13.4.1. fourth bullet]
7. make recommendations to the CEP Council regarding policy issues or to the appropriate administrator regarding implementation issues, when necessary;[13.4.2.] and
8. disseminate information on the content and conduct of courses under this policy by publishing an annual compendium of ideas furthering the goals of general education at CSULB drawn from those presented to the committee.[item A.3 in current charge]
9. {Proposed Amendment, K. Freesemann} review student requests for exception to the General Education policy. It may delegate this duty to a subcommittee. [Item 1 in current charge to AAC; 13.3.]

Membership of the GEGC shall consist of
- two faculty members from each college except Liberal Arts,
- four faculty members from Liberal Arts,
- two librarians from Library and Academic Technology Services
  {Proposed Amendment, W. Johnson} two one lecturer,
- the Provost and Senior Vice President for Academic Affairs or designee, {Proposed Amendment, K. Freesemann} (ex-officio, non-voting)
- the General Education Coordinator, {Proposed Amendment, K. Freesemann} (ex-officio, non-voting)
- the Director of the Academic Advising Center or designee (non-voting) {Proposed Amendment, K. Freesemann} (ex-officio, non-voting), and
- {Proposed Amendment, K. Freesemann} the one student member selected by President of the
  Associate Students, Inc., or designee (ex-officio, non-voting), and
- one member of the Curriculum and Educational Policies Council, selected by the Council, who should
  also be a member of the GEGC if possible; if an individual with dual membership is not available, the
  Council member becomes a non-voting member of the GEGC.
{Proposed Amendment, K. Freesemann} All elected faculty members shall serve staggered, three-year terms to insure continuity. Members may serve consecutive terms.

Near the end of the Spring Semester, the GEGC shall elect for the following year a chair, vice-chair, and secretary from among its voting members. In addition to presiding over the committee meetings, the chair shall write an annual report detailing the actions of the committee to the chair of the CEP Council, due at the end of the Spring Semester. The vice-chair shall serve as chair in the absence of the elected chair. The secretary shall keep minutes of the meetings.
By the beginning of the fall semester each year, the Academic Appeals Committee
will elect a chair, vice-chair, and secretary from among its voting members. At the
end of each semester in addition to presiding over the committee meetings, the chair of
the Academic Appeals Committee will submit a written report to the chair of the
Curriculum and Educational Policies Council, on the number of cases dealt with, by
general category, and issues that suggest a need for policy change. The vice-chair shall
serve as chair in the absence of the elected chair. The secretary shall keep minutes of
the meetings.

MEMBERSHIP
Associate Vice President for Academic Affairs (or designee)
*Director of the Academic Advising Center (or designee)
*Associate Vice President for Enrollment Services (or designee)
Two (2) tenured or tenure-track faculty members from the College of Liberal Arts,
one (1) from each of the other colleges, and
one (1) from the Library and Academic Technology Services
One (1) lecturer, who shall serve for a period of one year
One (1) member from Counseling and Psychological Services
One (1) member of the Curriculum and Educational Polices Council selected by the
council, who should also be a member of the Academic Appeals Committee if
possible; if an individual with dual membership is not available, the council member
becomes a non-voting member of the Academic Appeals Committee
*Proposed Amendment, K. Freese mann
One (1) member of the General Education
Governing Committee, selected by the committee, who should also be a member of
the Academic Appeals Committee if possible; if an individual with dual membership
is not available, the committee member becomes a non-voting member of the
Academic Appeals Committee, and
One (1) student member, selected by the Associated Students, Inc., non-voting

Other individuals may be invited to meet with the committee in an advisory capacity as
needed. Faculty members shall serve three (3) year terms.

Any member who has a vested interest in a particular case must excuse herself/himself
from voting on that particular case.
ACADEMIC APPEALS COMMITTEE (AAC)

The Academic Appeals Committee acts on student petitions for exceptions to university policies, such as but not limited to those noted below:

1. Exceptions to general education policy (Proposed Amendment, K. Freesemann)
   Exceptions to the general education policy
2. Academic renewal
32. Exceptions to repeal-delete
33. Disqualification and reinstatement
34. Change of grade or make-up of "I" grades beyond the allotted time period
35. Appeals of denials by Enrollment Services of requests to add and/or drop courses or change sections after the deadline (see item 1 below)
36. Other types of petitions as referred by the Associate Vice President for Graduate and Undergraduate Programs or the Associate Vice President for Enrollment Services

In addition to reviewing petitions, the Academic Appeals Committee is charged with bringing issues to the attention of the Curriculum and Educational Policies Council that suggest the need for development of new policy or change in existing policy.

The following issues are NOT a function of the Academic Appeals Committee. These petitions or requests are dealt with by other offices and/or programs within the university:

1. Exceptions to general education policy (Referred to General Education Governing Committee)
2. Requests to add and/or drop courses or change sections after the deadline (Referred to Enrollment Services)
23. Appeal of assigned grade (Referred to appropriate grade appeals committee)
34. Waiver or appeal of Graduation Writing Assessment Requirement (GWAR) (Referred to GWAR Committee)
45. Substitutions/waivers of major requirements (Referred to major advisor)
56. Request to earn graduate credit toward a master's degree as a second semester senior (Referred to graduate advisor of major department)
67. Refund of fees after published deadline (Referred to FAIR Committee)
78. Exceptions to graduation filing deadlines (Referred to Enrollment Services)
89. Exceptions to university admissions deadlines (Referred to Enrollment Services)
910. Student grievances

PROCEDURES
The Academic Appeals Committee should refer to appropriate campus, system, and Title 5 policies and regulations. The provisions of the California Code of Regulations under Title 5 cannot be subject to petition for exception. The committee often deals with items of a time-sensitive nature and must frequently deal with petitions at times outside the regular university semesters. Therefore, the committee acts with those members present or available for consultation when business requires, provided that a quorum of voting members are present. The committee meets approximately every two weeks throughout the calendar year; normally, meetings are held on Thursdays from 2 p.m. to 4 p.m. on a schedule that alternates with Academic Senate meetings.
To: Praveen K. Soni, Chair, Academic Senate
From: David G. Huckaby, Chair, Curriculum and Educational Policies Council
Date: 30 April 2007
Re: Policy on study week

After much deliberation, the CEP Council voted during its meeting on 25 April 2007 to recommend this policy, without comment, to the senate for its deliberation. It was initiated by the senate of Associated Students, Inc.
THE ONE-WEEK STUDY PERIOD

The one-week study period before Final Examinations shall consist of five full days, exclusive of Saturday, Sunday, and Holidays, to fall during the last week of instruction. All classes shall meet as a regular instructional day, but no academic work worth more than 15% of a final course grade may be scheduled or made due by the faculty during this period. The College Dean must approve any exception to this policy.