

Minutes

of the Academic Senate Meeting
November 13, 2019

- PRESENT: Barding, Chase, Chen, Coburn, Davidov-Pardo, Fisk, Flores, Gasdaglis, Givens, Gonzalez, Hargis, Huerta, Ibrahim, Kumar, Kwok, Lee, Lloyd, Milburn, Nelson, Ortenberg, Osborn, Pacleb, Quinn, Shen, Small, Snyder, Soper, Von Glahn, Welke
- PROXIES: Senator Gasdaglis for Senator Forrester, Senator Hargis for Senators Huh and Speak, Senator Quinn for Senator Pacleb, Senator Nelson for Senator Shih, Senator Huerta for Senator Urey, ASI Attorney General Manshaan Dhir attended for Senator Senaratne (non-voting proxy)
- ABSENT: Puthoff, Salem
- GUESTS: A. Baski, N. Butts, S. Eskandari, S. Garver, H. Gilli-Elewy, T. Gomez, L. Kessler, I. Levine, J. Passe, B. Quillian, D. Robinson, T. Roby, M. Sancho-Madriz, S. Shah

1. Academic Senate Minutes – October 23, 2019

M/s/p to postpone the minutes until the December 4, 2019 Academic Senate Meeting.

2. Information Items

a. Chair's Report

The Chair's Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2019-20/11.13.19/chairreportnov13_revised.pdf.

Chair Nelson stated the Board of Trustees has appointed two (2) committees for search for the next CSU Chancellor:

- Special Committee to Consider the Selection of the Chancellor
- Stakeholder Advisory Committee

The full Board of Trustees will conduct the final interview and select the next chancellor.

There are six (6) statewide open forums being held, there is one at CPP. The open forum will be Friday, November 22, 2019 from noon until 2:00 p.m. in SSB 1967 – 69. The open forum is with members of the committees and will be streamed live and will be recorded for viewing at a later date.

There is more information on the Chancellor's search at <https://www2.calstate.edu/csusystem/chancellor/chancellor-search>.

The Committee to Consider the Selection of the Chancellor has the following representatives:

- Trustee Jean Picker Firstenberg (Chair)
- Trustee Debra Farar (Vice Chair)
- Trustee Silas Abrego
- Trustee Wenda Fong
- Student Trustee Juan Garcia

- Faculty Trustee Romey Sabalius
- Trustee Peter Taylor
- Ex Officio members: Board Vice Chair Lillian Kimbell, Chancellor White, Chair Day, and Trustee Emerita Achtenberg will serve as senior advisor.

The Stakeholder Advisory Committee serves in concert with the trustees' Special Committee. The members of the Advisory Committee include:

- Catherine Nelson, Ph.D., chair, Academic Senate CSU and professor, Sonoma State University (*faculty representative*)
- Robert Keith Collins, Ph.D., vice chair, Academic Senate CSU and professor, San Francisco State University (*faculty representative*)
- Michael D. Hendren, facilities management, California State University, Sacramento (*staff representative*)
- Michael Wiafe, president, Cal State Student Association and student, San Diego State University (*student representative*)
- Jeremy Addis-Mills, president-elect, CSU Alumni Council and alumnus, California State University San Marcos (*alumni representative*)
- Jeffrey D. Armstrong, Ph.D., president, California Polytechnic State University, San Luis Obispo (*campus president representative*)
- Soraya M. Coley, Ph.D., president, California State Polytechnic University, Pomona (*campus president representative*)

Chair Nelson commented that the Academic Senate is struggling to fill recruitment vacancies and listed all available vacancies.

- **Open Recruitments for Regular Business**
 - Search Committee for the Presidential Associate for Diversity, Inclusion, and Campus Climate - 3 vacancies
 - Academic Programs Assessment Committee (APAC) - AG, CLASS, ENV, Library
 - Exceptional Assigned Time Committee (EATC) - AG, CEIS, CLASS, Collins, ENV, Library, Related Areas
 - College RTP Committees - AG (2), BUS, CLASS, Science
- **Open Recruitments for Special Projects**
 - **Academic Master Plan**
 - #1 - Inclusive Polytechnic University (3 vacancies)
 - #3 - Support to Exemplify Our Inclusive Polytechnic Identity (3 vacancies)
 - #4 - Inclusive Student Success (3 vacancies)
 - #6 - Shaping the Undergraduate Student Population (4 vacancies)
 - **Lifecycle of the Professoriate**
 - Sub-committee #1 - Faculty Cultivation: Pipeline and recruitment – Don B. Huntley College of Agriculture, College of Education and Integrative Studies, College of Environmental Design, and the Collins College of Hospitality Management
 - Sub-committee #2 - Faculty Onboarding and Retention: Early career through tenure – Don B. Huntley College of Agriculture, College of Business Administration, College of Education and Integrative Studies, College of Environmental Design, and the Collins College of Hospitality Management
 - Sub-committee #3 - Faculty Development: Leadership – Don B. Huntley College of Agriculture, College of Education and Integrative Studies, and the Collins College of Hospitality Management
 - Sub-committee #4 - Faculty Engagement: Legacy Builders – Don B. Huntley College of Agriculture, College of Business Administration, College

of Education and Integrative Studies, College Environmental Design, College of Science, and the Collins College of Hospitality Management

b. President's Report

President Coley yielded her time to Nicole Butts, Interim Presidential Associate for Diversity, Inclusion, & Campus Climate, who presented the proposal on the [Inclusive Excellence Council](#) and Chief Dario Robinson who discussed how the University Policy will be engaged in the Campus Climate Response Team.

The presentation on the Inclusive Excellence Council proposal is located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2019-20/11.13.19/inclusive-excellence-council-proposal-for-academic-senate-nov-13-2019.pdf> and the presentation for the UPD Engagement plan is located at <https://www.cpp.edu/~senate/documents/packets/2019-20/11.13.19/upd-engagement.pdf>.

Interim Presidential Associate Butts shared that a new campus council will be created, the Inclusive Excellence Council. This council will serve as an advisory body to the University, focused on operationalizing the strategic plan value of inclusivity. It will endeavor to create a diverse, inclusive, welcoming, and respectful University Community for students, faculty, and staff. This council will have an Executive Board to set the strategic direction and priorities of the council. The Executive Board will be comprised of the following:

- Presidential Associate for Diversity, Inclusion and Campus Climate (Chair)
- Executive Director of Student Inclusion and Belonging (Co-chair)
- Two faculty members
- Two staff members
- One administrator
- One Academic Senator
- One Foundation representative
- One ASI representative
- Campus Ombudsperson

In addition to the Executive Board there will be a General Body made up of one representative from all the departments on campus. The purpose of the General Body is to provide campus level information that informs and guides the strategic direction and priorities of the council. This body is designed to address the value of inclusivity for the entire campus community.

The third body of the council is the Advisors. This body will be comprised of representatives from all the colleges, plus student and faculty affinity groups. The purpose of the Advisory Board is to solicit feedback from their respective communities and share that feedback with the council. They will also help facilitate communication between the council and the respective communities.

The goal is to have the first meeting of the Executive Board before the end of the semester. The Executive Board will be made up of Presidential appointees. Nicole Butts added that there will be more information on the initiatives and strategies of the Inclusive Excellence Council starting next semester.

President Coley added that a campus wide climate survey will be conducted for students, faculty, and staff. The goal is to have common approaches to similar issues, but there is the need to have different strategies depending on the nature of the issues. The survey is planned for spring 2020.

The Inclusive Excellence Council will be responsible for developing and distributing the survey.

The council will analyze the results of the survey and communicate them, plus develop strategies based on the survey results.

There will also be a Campus Climate Response Team, which will be a team of people to receive, to assess, and to address issues on the campus that have a negative impact on climate. The University Police Department (UPD) is a member of the Campus Climate Response Team to help coordinate with campus partners on incidents that arise through various channels.

Chief Robinson went over the [UPD Engagement Plan](https://www.cpp.edu/~senate/documents/packets/2019-20/11.13.19/upd-engagement.pdf) located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2019-20/11.13.19/upd-engagement.pdf>. Chief Robinson commented that there have been many questions about the police department; mainly, when and how the police department responds. To better engage with the campus community the UPD plans on scheduling open houses at the police department and providing more outreach in the community. The UPD already provides ride-along opportunities, but the chief wants to advertise those opportunities and make them more visible to the campus community. Ride-along forms are at the police department if anyone is interested. They will also host periodic safety walks. The UPD department and social media will be updated to provide clarity on policies and officer trainings.

It was suggested that one method of outreach could be to hold a citizen police academy to train people in the different aspects of police work. Chief Robinson responded that they are planning on holding “citizen academies” where the UPD would hold one or two hour sessions over six weeks to educate people on the various aspects of police work.

One senator stated that one of the things to consider is how the police department is interacting with different ethnicities. Chief Robinson responded that this is a daily struggle in all police departments. He went on to say that visibility of the officers in the community is key to developing a relationship with the community. Chief Robinson stated that they have ordered bicycles for some of his officers because his goal is to get officers out of their cars and make them more approachable on a daily basis.

c. [Provost's Report](#)

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2019-20/11.13.19/provosts_report_to_academic_senate_2019-11-13.pdf.

Provost Alva explained that the fall 2020 application cycle is from October 1 to November 30, 2019. The campus enrollment goals will remain the same as the goals for the 2019-20 academic year with the enrollment headcount goal being 27,134 and the FTES goal being 24,061.

The campus will engage in a very intentional, comprehensive Strategic Enrollment Plan. Provost Alva defined strategic enrollment as an approach to determining the size, composition, balance between the number of undergraduate and graduate students, capacity for growth, etc. She explained that strategic enrollment management is much broader than just the numbers; it is an all-university approach that helps ensure that after students are admitted, the campus has the resources and the plans to serve the students well. The Strategic Enrollment Management Plan needs to involve the entire campus. Part of this plan is looking at who are we competing with for students and what are the “ebb and flow” in enrollment trends. A good plan will anticipate the enrollment trends in the future in terms of enrollment potential. The Provost stated that the campus needs to anticipate what is happening in other collateral, complementary parts of the educational pipeline. This plan will be a deep dive, understanding both the external and internal factors that impact enrollment.

On November 20, 2019 the Provost will be meeting with the Academic Senate Budget Committee to go over the details of the budget for the division of Academic Affairs.

The Day of the Advisor Conference is scheduled for Friday, November 15, 2019, from 8:00 a.m. to 1:30 p.m. in the Bronco Student Center, Ursa Major. The topic of the conference is “Advising Beyond the Curriculum: Holistic Approaches to Supporting Student Success.” The keynote speaker is Laura Rendón who is nationally recognized as an education theorist, activist, and researcher who specializes in college preparation, persistence, and graduation of low-income, first-generation students. This will be a conversation about curriculum and how does the curriculum support student success and how do we ensure that the pedagogy is meeting the needs of an increasingly diverse group of students.

The Provost’s Leadership Forums will be held on the following dates:

- Fall 2019
 - **Strategic Enrollment Management**
 - Monday, December 2, 2019
 - 11:30 a.m. to 1:00 p.m.
 - Kellogg West Auditorium
- Spring 2020
 - **Closing the Equity Gaps**
 - Date and time will be announced at a late date

d. Vice Chair’s Report

NEW REFERRALS: (11)

GE-006-190	MAT 1200 - Calculus for Life Sciences (GE Sub-area B4)
GE-007-190	IGE 3600 - UFOs, Illuminati, and Other Conspiracy Theories (GE Sub-area D4)
GE-008-190	ARC 1010 - Introduction to Architectural Design Theories and Methods (GE Area E)
GE-009-190	CPU 1540 - Exploring Contemporary Topics (GE Area E)
GE-010-190	IGE 1200 – Authority and Faith: Ancient and Medieval Worlds (GE Sub-areas A2 and C2) – Modify
GE-011-190	EWS 1450 – Introduction to Gender and Sexuality Studies (GE Sub-area D3) - Modify
GE-012-190	SPN – 2111 – Intermediate Spanish I (GE Sub-area C2) - Modify
GE-013-190	SPN – 2112 – Intermediate Spanish II (GE Sub-area C2) - Modify
GE-014-190	SPN -2140 - Intermediate Spanish Conversation (GE Sub-area C2) - Modify
GE-015-190	PHL – 3540 – The Philosophy and Psychology of Implicit Bias (GE Sub-areas C3 & D4) - NEW
GE-016-190	CLS - 4100 - Model United Nations (GE Sub-areas C3 & D4) - Modify

SENATE REPORTS FORWARDED TO PRESIDENT: (7)

AS-2846-190-EC	Update Library Advisory Council Provisions for Semester
AS-2847-190-AP	Change of name and CSU concentration code for the Master of Science in Business Administration (MSBA) (05011) to Master of Science in Information Security (MSIS) (07021)
AS-2848-190-AP	Discontinue Information Assurance Option in the MS in Business Administration
AS-2849-190-AP	New Option in Nutrition and Wellness in the BS in Nutrition
AS-2850-190-AA	Graduate Student Full-time and Part-time Status
AS-2851-190-AP	New Self-Support Counterpart of Previously Approved State-Support Master of Science in Mechanical Engineering
AS-2852-190-AP	New Self-Support Counterpart of Previously Approved State-Support Master of

Science in Engineering

PRESIDENT RESPONSES TO SENATE REPORTS: (2)

- AS-2851-190-AP New Self-Support Counterpart of Previously Approved State-Support Master of Science in Mechanical Engineering
 AS-2852-190-AP New Self-Support Counterpart of Previously Approved State-Support Master of Science in Engineering

e. CSU Academic Senate Report

No CSU Academic Senate Report presented. Both ASCSU Senators were at the ASCSU Plenary and Committee Meetings at the Chancellor's Office.

f. Budget Report

No Budget Report given.

g. CFA Report

No CFA Report given.

h. ASI Report

No ASI Report given.

i. Staff Report

Senator Gonzalez reported that the annual CSUEU Chapter 319 Holiday Luncheon will be on December 6, 2019, from 12:00 until 1:00 p.m. in BSC Ursa Major.

[Staff Council's Holiday Bash](#) is Tuesday, December 3, 2019, from 11:30 a.m. until 1:00 p.m. in BSC Ursa Major. Light appetizers will be served and there will be vendors present for holiday shopping. The Pomona Police Department's Santa Cop Program will also be in attendance. They will be collecting stuffed animals for children in need this holiday season.

Staff Council is doing a [See's Candy Fundraiser](#). All proceeds go towards Staff Scholarships. The fundraiser is available until Friday, November 22, 2019 and orders will be available on or before December 3, 2019.

j. WSCUC Report

No WSCUC Report given.

M/s/p to move time certain for Academic Senate Reports to current time of 3:27 p.m.

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

a. [AP-020-189, Structure of Blended Programs – SECOND READING](#)

The second reading report for AP-020-189, Structure of Blended Programs, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap020189sr.pdf>.

Senator Small presented the report.

M/s to adopt AP-020-189, Structure of Blended Programs.

Recommendation:

The following is the structure recommended for Blended Programs:

Blended programs must:

- Have a minimum of 150 units (120 Bachelor's+30 Master's).
- Have a 10-semester curriculum.
- The Bachelor's and Master's to be blended must exist at CPP before the creation of a Blended program.
- Guarantee that the Bachelor's and Master's satisfy all CSU and CPP University requirements.
- Comply with all external accreditation agency requirements when applicable.
- Use the same CIP (HEGIS) codes respectively for the existing Bachelor's and Master's degrees.
- For those programs requiring more than 120 units for graduation, up to a maximum of 6 units at the 4000 and 5000 levels, can double count in the Bachelor's and Master's degrees with advisor approval.
- No double counting is allowed between undergraduate Capstone Requirements and Culminating Experience units. Both requirements must be independently completed and cannot be substituted.
- Students will not be able to pursue a graduate Culminating Experience if their undergraduate Capstone Requirement has not been completed.

Implementation

- Students will be admitted to the University as undergraduate students.
- Students file a "Change Objective" petition to their graduate coordinator or designee in order to add a blended objective.
 - Students cannot apply for admission to the graduate portion of a blended program until they have completed a minimum of 90 units, maximum 120. However, departments should establish advising programs and roadmaps for students who declare an interest in a blended program so they can begin preparing in advance of 90 units.
 - To be eligible students must have a minimum 3.0 GPA in their most recent 60 semester units.
 - Students must have passed the GWT or equivalent.
 - Students must have completed all 1000 and 2000 level classes in their Bachelor's program.
 - Students must attach to the petition a "Graduate Program of Studies" (Contract) approved by their Graduate Coordinator and their Department Chair.
- Departments should develop an appeal procedure for "Change of Objective" denials.
- Departments can specify additional admissions requirements to their Blended programs.
- Departments must guarantee that classes will be offered to allow the timely graduation of Blended students.

Discussion:

Senator Small explained that this report defines the framework for programs that integrate a Bachelor's and Master's degree (often referred to as 4+1 programs). This is not a mandate for programs that have both traditional Bachelor's and Master's programs. Blended programs are designed to allow well prepared students, in their fourth year of study, to transition into the graduate program so that their graduate courses can start in the 4th year. This report takes language already provided by the Chancellor's Office and incorporates it into campus policy. The committee's goal was to put no more constraints in the policy than are in the Chancellor's Office

policy. This report was prepared in close consultation with the Accounting Department because they are considering creating a blended program. Senator Small stated that there was a question if this type of program was only for one year Master's programs and the response was that there is nothing in the report to preclude this from being used for longer programs. There is a change that needs to be made in the report to allow this and that means striking the second bullet in the recommendation (see page 3 of the report) which states "*Have a 10-semester curriculum*".

M/s to strike "*Have a 10-semester curriculum*" from the recommendation.

It was asked if the recommendation should be reworded to "*Have a minimum of a 10-semester curriculum*". Senator Small's response is that the bullet should be removed because the number of semesters for completion is implied by the number of units and adding more language may create confusion.

There was a comment that the [Chancellor's Office Memo](#) refers to a "4+1" program. Senator Small stated that although the memo does mention "4+1", the memo never stated that the Master's Degree program must be 30 units. There is nothing in the memo that requires that this type of program be only 5 years.

The Chancellor's Office Memorandum, AA-2012-01, is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/AP020189ref_3.pdf.

The motion to strike "*Have a 10-semester curriculum*" from the recommendation passed.

The following comments/concerns/questions were discussed:

- Will students in a blended program still receive a bachelor's degree at 120 units which is an important metric for the Graduation Initiative 2025 (GI2025)?

Response: There is nothing in the report that states when a bachelor's degree is conferred. The committee's interpretation is that when the requirements are completed the student would receive their bachelor's degree. In regards to the overall campus statistics, it is anticipated that the number of students participating in a blended program would be fairly small so it should not have a substantial negative impact on the metrics.

Sep Eskandari, Associate Provost, confirmed that the memo, AA-2012-01, does state that students will receive their bachelor's degree when all requirements for that degree are satisfied and that this type of program will not impact GI2025 metrics.

- There is the benefit of retaining high performing students and helping them on a path of higher education at Cal Poly Pomona.
- President Coley commended the committee for all their work on this report and added that when blended programs are available, students need to understand that this option is available to them.

Response: Although the formal transition to a blended program does not occur until 90 units, the report makes it very clear that departments should establish advising pathways prior to the 90 units. There is a comment in the report under **Implementation** that states "*departments should establish advising programs and roadmaps for students who declare an interest in a blended program so they can begin preparing in advance of 90 units*".

- Chair Nelson added that this type of program is becoming common in engineering programs, specifically civil engineering, because of licensure requirements.

- There was a question about the 3.0 GPA requirement since admittance to graduate programs usually requires a 2.5 GPA. There used to be a requirement of a 2.75 GPA and senior standing for students to take graduate courses.

Response: It is true that normally students are only required to have a GPA of 2.5 to be admitted to graduate programs, the rationale for the GPA requirement was this is a seamless and accelerated program and students are admitted prior to completing their bachelor's degree requirements. The higher GPA is required because there needs to be a high confidence that the student has the preparation for an accelerated program. A blended program is seen as an exceptional circumstance, but it is certainly not the only gateway into a graduate program. The committee was informed by looking at policies at other campuses.

- If a student is admitted to a blended program and is not able to continue in the program for any reason, can the student withdraw from the blended program and continue on with their bachelor's degree? Will courses taken for their graduate degree count towards their bachelor's degree?

Response: Students file a "Change of Objective" petition for admittance to a blended program, and there is nothing to preclude a student from filing another petition to return to their original degree objectives. The goal of this report is to make the changes from programs to blended degree paths to require fewer formalities rather than more. Whether the graduate courses would count towards the bachelor's degree requirements would depend on the curriculum. If the graduate courses are deemed suitable for their undergraduate requirements or the department is willing to make substitutions, the graduate courses can be counted towards their undergraduate degree. There is nothing in the policy that would prevent this. Generally a student will be completing undergraduate electives in their fifth year of a blended program.

- It was suggested that there should be language in the policy that states facilitating completion of the undergraduate degree by petitions, course substitutions, and waivers is allowed if a student is unable to complete their graduate portion of the degree.

Response: Senator Small stated there is nothing to prevent adding that language to the report but that wordsmithing such important language on the floor can be dangerous. In principle there is no objection to adding such language.

- There was a concern that grade forgiveness does not apply to graduate students and that is not addressed in the report.

Response: It is not appropriate to re-write the grade forgiveness policy in this report. There are policies in place that should be used for grade forgiveness. It was also pointed out that blended programs are for exceptional students therefore grade forgiveness should not be a problem.

M/s to table the second reading of AP-020-189, Structure of Blended Programs, until the December 4, 2019 Academic Senate meeting in order to provide more time for review and consultation.

The motion to table the second reading of AP-020-189, Structure of Blended Programs, passed with one (1) vote opposing the motion.

- b. [GE-001-190, Meaning and Purpose of General Education at Cal Poly Pomona – SECOND READING](#)

The second reading of GE-001-190, Meaning and Purpose of General Education at Cal Poly Pomona, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge001190sr.pdf>.

Senator Ibrahim presented the report.

M/s to adopt.

Recommendation:

The GE Committee recommends approval of GE-001-190, The Meaning and Purpose of General Education at Cal Poly Pomona. “The GE experience asks that students and faculty in our inclusive polytechnic community engage a breadth of subjects to encourage intellectual flexibility, empathy, creativity, curiosity, and rigor. The learning that takes place in GE supplements and complements the academic major. GE brings together diverse ways of knowing and doing to strengthen foundational skills, drive innovation, and adapt to new opportunities. Furthermore, it enables us to develop a deep understanding of one's self and respect for the complex identities of others, and to face the critical and ethical decisions we encounter throughout our lives.”

Discussion:

This statement was drafted by a university-wide Ad Hoc Committee formed by the Academic Senate at the request of the Provost and in accordance with the new Strategic Plan which calls for CPP to “Revitalize the General Education program by reimagining the integration of the liberal arts and sciences within the context of our polytechnic identity” (Strategic Initiative 1, Goal 4). The Provost tasked the Dean of CLASS and the AVP of Academic Programs with leading CPP through the first-year goal of this process: a statement of the meaning and purpose of General Education (GE) at an inclusive polytechnic university.

In preparation, several members of the committee attended the AAC&U General Education Conference. The Committee also reviewed literature on the concept and history of general education and researched similar types of statements from across the United States. The Committee met every other week during the spring semester to engage in robust discussions and to draft an initial statement. A draft statement was circulated to students, faculty, associate deans, and deans, inviting feedback via personal communication, a display in the library, and through an online survey. The Committee used the feedback to refine and finalize the statement.

Provost Alva complimented the committee for their vision and hard work in developing the statement. The Provost wants to very purposeful in communicating the meaning and purpose statement.

Senator Ibrahim stated that there have been no comments since the first reading.

The motion to adopt GE-001-190, Meaning and Purpose of General Education at Cal Poly Pomona, passed unanimously.

c. [GE-002-190, EC 2202, Principles of Macroeconomics \(D3-Modified\)](#) – **SECOND READING**

The second reading report for GE-002-190, EC 2202, Principles of Macroeconomics (D3-Modified) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge002190sr.pdf>.

d. [GE-003-190, EC 2201, Principles of Microeconomics \(D3-Modified\)](#) – **SECOND READING**

The second reading report for GE-003, Principles of Microeconomics (D3-Modified) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge003190sr.pdf>.

Senator Ibrahim presented the reports.

M/s to adopt GE-002-190, EC 2202, Principles of Macroeconomics (D3-Modified), and GE-003-190, EC 2201, Principles of Microeconomics (D3-Modified).

Recommendation:

The GE Committee recommends approval of EC 2202, Principles of Macroeconomics (D3 Modified), and EC 2201, Principles of Microeconomics (D3-Modified).

Discussion:

The changes for these courses are just pre-requisites. The two (2) courses have not been altered and the GE Student Learning Outcomes (SLOs) continue to be relevant for GE Area D3. The current pre-requisites prevent a large population of incoming freshman from taking these introductory courses which are needed for other courses.

The motion to adopt to adopt GE-002-190, EC 2202, Principles of Macroeconomics (D3-Modified), and GE-003-190, EC 2201, Principles of Microeconomics (D3-Modified), passed with one (1) vote in opposition and one (1) abstention.

e. [AA-010-189, Change in Make-Up Exam Policy on Course Syllabi – FIRST READING](#)

The first reading report of AA-010-189, Change in Make-Up Exam Policy on Course Syllabi, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa010189fr.pdf>.

Senator Wachs presented the report.

M/s to receive and file AA-010-189, Change in Make-Up Exam Policy on Course Syllabi.

Recommendation:

The Academic Affairs Committee recommends the following updates to Policy 1200, University Course Syllabus (see changes highlighted in blue):

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA POLICY NO: 1200

UNIVERSITY COURSE SYLLABUS

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

1.1 The instructor's name, office location, phone number, and e-mail address;

1.2 The instructor's Office Hour schedule;

1.3 A brief statement of course objectives (this might be limited to saying a course covers chapters one through six of the text);

- 1.4 Title(s) of required and recommended text(s);
- 1.5 Course prerequisites and co-requisites;
- 1.6 A tentative schedule of assignments and exams;
- 1.7 An explanation of the class grading system;
- 1.8 Examination methods (objective, essay, Scantron, other);
- 1.9 A policy statement regarding the make-up of assignments and exams (this could be that there will be no make-ups);
- 1.10 A policy statement concerning attendance, particularly as it affects the grade (this could be that a student is responsible for all material and activities covered in a class period whether the student chooses to attend or not); and
- 1.11 The instructor's information on academic dishonesty as it applies to the class.

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

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

- 2.1. Statements about campus Disability Resource Center (DRC) services, the campus address, the telephone number, the URL, and further statements that encourage students who qualify to register with the DRC.
- 2.2. Information about exam schedules.
- 2.3. Course-specific Student Learning Outcomes.
- 2.4. A reference to campus resources that students can access if they are having difficulties.
- 2.5 A statement regarding the campus Title IX policy and how to reach the Title IX office.
- 2.6. A statement regarding family friendly policies.

3.0 Excused Absences

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible.

3.1 Excused absences include, but are not limited to:

- Illness, injury to the student, or medical conditions, including those related to pregnancy
- Dillness, injury, or death of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student.
- Religious reasons (California Education Code section 89320)
- Jury duty, military service, or other government obligation
- University-sanctioned or -approved activities (examples include but are not limited to artistic performances, participation in scholarly conferences and presentations, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused.

3.2 Notification and Verification:

The earliest possible notification is preferred for all excused absences. In some circumstances, it may be possible for the student to notify the faculty member of anticipated absences (e.g., for religious reasons or for scheduled athletic events) during the first week of enrollment. Advance notification (minimally one week in advance) is required and verification may be requested for the following absences:

- Jury duty, military service, or other government obligation
- Religious reasons
- University-sanctioned or -approved activities

3.3 Alternative Assignments- In circumstances where a specific assignment, activity, quiz, or exam cannot reasonably be made up, it is the instructor's option to assign reasonable alternative work.

3.4. It is the responsibility of the student to make advance notification, contact the faculty member to make arrangements to make up any academic work that may be missed, submit assignments on time, and to make arrangements regarding activities, tests, quizzes, or exams that may be scheduled during the absences.

3.5. If a student does not notify the faculty member one week in advance of the date of absences for these reasons (jury duty, military service, other government obligations, religious reasons, or University-sanctioned activities), the instructor is not required to adjust the class schedule or to allow for make up activities, tests, or exams. However, students shall not be penalized for excused absences when circumstances make it impossible to provide advance notice (e.g., illness, injuries, engagement in a University-sanctioned event such as a performance, tournament, or playoff that cannot be anticipated).

3.6 Students who expect to be absent from the University for any valid reason, and who have found it difficult to inform their instructors, should notify the academic department office. The department office shall notify the student's instructors of the nature and duration of the absence. It remains the responsibility of the student to arrange with instructors to make up any academic work missed.

3.7 Students should consult with the faculty member about whether verification is necessary for excused absences. Faculty members may only require students to provide verification for repeated or successive absences (three or more instructional hours), or absences on the days of tests, presentations, and other graded activities. If verification is required, students should provide it to the faculty member within one week of the date of the last prior absence.

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

The California Education Code (section 89320) requires "each state university, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed. This requirement shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship, which could not reasonably have been avoided. In any court proceeding in which the existence of an undue hardship which could not reasonably have been avoided is an issue, the burden of proof shall be upon the institution."

Discussion:

Senator Wachs explained that this referral was written because there have been cases where faculty are unclear regarding make-up exam requirements, which could leave students unclear, which could result in potential lawsuits. The committee did not change the bulk of the existing

policy, but have added a section about excused absences. The new wording states “Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible.” The committee is asking for the students to give faculty notification as early as possible. Jury duty, military duty, and religious reasons are examples of absences that students should be able to give plenty of advanced notice.

Paragraph 3.3 states that “In circumstances where a specific assignment, activity, quiz, or exam cannot reasonably be made up, it is the instructor’s option to assign reasonable alternative work”. Senator Wachs acknowledged that the term reasonable is fluid and that the policy was written to give faculty members some leeway in what is “reasonable”.

The policy does state that the California State Education Code supersedes all campus policies. Where this policy gets a little complicated is that it deals with federal, state and CSU policy at the same time. The goal is for faculty to put a very clear statement on their syllabus regarding make-up exams as a result of an excused absences to avoid the situation where a student that has a legitimate reason for missing a class ends up failing their class. The federal requirements pertain primarily to disabilities and religious holidays. Where it gets a little unclear is in the definition of disability. The committee based their recommendation on policies from other CSUs (see supplemental material on Academic Senate website at http://academic.cpp.edu/senate/docs/AA010189fr_1.pdf and http://academic.cpp.edu/senate/docs/AA010189fr_2.pdf).

Military service is not covered in this report. There is a separate referral, AA-004-190, Accommodations of Military Students’ Service Obligations which covers military service.

The following comments/concerns/questions were discussed:

- The policy talks about providing faculty the earliest possible notification, but does not require documentation to verify absences. There was a suggestion that the policy needs to provide details about what documentation is sufficient.

Response: Senator Wachs responded that the committee felt requesting documentation is more procedural than policy related. There is a statement in the policy that students should consult with the faculty member about whether verification is needed for excused absences.

- The current policy states that everything in paragraph 1.0 is required and the items in paragraph 2.0 are recommended, so will the information in paragraph 3.0 regarding excused absences be required to be on the syllabus?

Response: The entirety of paragraph 3.0 will not be required, but a statement on the syllabus for what a faculty member will, or will not, accept as an excused absence would be required. For example, the syllabus may state that a faculty member will only accept religious holidays and jury duty as excused absences.

- It was pointed out that the language in existing paragraphs 1.9 and 1.10 might contradict the new language in paragraph 3.0.
- Does faculty need to consider the length of the absence when they are creating their syllabi?

Response: Senator Wachs commented that this falls into the category of writing policies for everyday or exceptions. This is just encouraging faculty to put more information on their syllabi regarding absences which could mean putting the acceptable absence length in the syllabus.

There could be a statement that if more than X number of absences, you are strongly advised to withdraw from the course.

- There was a concern that if faculty do not require documentation for absences then there will be no consequences for a student missing class. Faculty members are trying to prepare students for the “real world” and anything that encourages absenteeism does not serve the best interest of our students.
- Senator Wachs emphatically responded that the vast majority of students at Cal Poly Pomona are hardworking people who are doing the very best they can to make it through to graduation. Most of the concerns being voiced are about the very small percentage who will take advantage of the situation regardless of any policy in place, and not the majority who are just trying to balance school, work, and family life. She stated that the “real world” is full of make-ups and second chances and that students deserve every chance at being successful even if they have to miss some classes for valid reasons.
- Senator Wachs clarified that a university sanctioned event is considered an event that students would have an excused absence for, such as athletics, Model UN, ASI, etc. This language is standard at many of the other CSU campuses.
- This referral came about because there was a student who had a legitimate excused absence and an adjunct professor would not provide a make-up exam and the student could have failed the class because there was no clear understanding of what the policy was.
- There was a request to have this reviewed by the CFA, specifically Gwen Urey, to see if there is a workload issue.
- It was stated that the new language in the policy is a guideline and does not change what already exists. Faculty are supposed to put in their syllabi what the absence policy is and this gives tremendous flexibility to faculty to put their own requirements in place. The bottom line is that the statement a faculty member puts in their syllabi is up to faculty and this policy does not change that.
- There was a concern that this policy is not directed at the faculty and does not give specific guidance about what is and is not an excused absence or when a make-up exam should be offered. Instead, this policy is directed at the need for a statement in syllabi.
- Rules are made for the abhorrent, the majority of the population does follow regular conformity patterns. When structuring rules and policies, you do not want to make them constrictive and narrow because that provides the opportunity for loop holes. This policy is basically just “faculty will have a policy” and it is up to the faculty member’s discretion what their policy is.
- AVP Gomez stated that she is currently dealing with students at the point of petitions because accommodations were not made and now the students are withdrawing late from the class. These students could have been successful if accommodations were made for very serious reasons. She stated that there should be some flexibility for students. A syllabus is a contract between a faculty member and a student, aimed at protecting both parties.
- Associate Provost Eskandari emphasized that having this type of wording in the syllabus policy is the correct place for it. This policy will govern all the syllabi on the campus. Dr. Eskandari thanked Senator Wachs for mentioning how hard our students work and added that he does not think students will abuse the privilege just because the wording was changed in the policy.

Chair Nelson stressed that this is a first reading and all input should be provided to the committee.

f. [AA-001-190, Course Materials Adoption Policy – FIRST READING](#)

The first reading report for AA-001-190, Course Materials Adoption Policy, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa001190fr.pdf>.

Senator Wachs presented the report.

M/s to receive and file AA-001-190, Course Materials Adoption Policy.

Recommendation:

In order to meet accessibility requirements, increasing demands are made on the bookstore. In addition, timely submissions make it more likely that low cost alternatives can be made available. However, specifics of implementation are not necessary for good policy. Hence we modified the recommendations to remove procedure recommendations.

Policy for Timely Course Materials Adoptions

1. Course materials are defined as textbooks and other materials serving the same function as textbooks for the course, including but not limited to readers, course-packs, digital materials, Open Educational Resources materials, and adaptive learning products.
2. Academic departments are responsible for ensuring timely submission of adopted course materials for all courses by the due date. The default due date will be five business days prior to the start of priority registration for the term.
3. Department Chairs shall require all instructors to submit their adoptions for required and recommended materials, or confirm their courses are “No Text/Materials” to Bronco Bookstore by the due date. Departments may designate adoption committees or coordinators to select materials and submit adoptions, or may allow individual faculty choice. Timely submission is essential to meet accessibility standards.
 - a. For courses/sections with no assigned instructor by the due date (where the course materials are not chosen by an adoption committee/course coordinator), the Department Chair or designee will assign “default” course materials/textbooks based on prior textbook usage for the course.
 - b. For courses where the chair is not able to select materials on behalf of a pending instructor, the new instructor is required to submit their adoption as soon as possible following course assignment.
 - c. Instructors assigned to a class after the deadline who have a compelling need to change the adopted materials for that class, with the approval of the department chair, should contact the Bookstore to make changes as soon as possible.
4. Each department is responsible for ensuring timely submissions.
5. Due dates will be well publicized and made available to departments and faculty.

Discussion:

Senator Wachs explained that this policy failed in the Academic Senate last year because it was written as a procedure rather than policy. The purpose of this policy is to get book orders in before deadlines. The reason this is important is to help meet accessibility requirements which are federal mandates.

The committee did receive comments about 3(a) which states “for courses/sections with no assigned instructor by the due date (where the course materials are not chosen by an adoption committee/course coordinator), the Department Chair, or designee will assign “default” course materials/textbooks...” This is not a change in campus policy. Nothing in this updated policy is new, this is current policy documented into a policy for approval by the Academic Senate. The purpose of this policy is not to punish those who don’t comply, but to reward those who do comply.

g. [AP-004-190, New Option in Integrated Teacher Education Program Education Specialist: Moderate/Severe Disabilities, in the BA in Liberal Studies – FIRST READING](#)

The first reading report for AP-004-190, New Option in Integrated Teacher Education Program Specialist: Moderate/Severe Disabilities, in the BA in Liberal Studies, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap004190fr.pdf>.

h. [AP-005-190, New Option in Integrated Teacher Education Program Education Specialist: Mild/Moderate Disabilities, in the BA in Liberal Studies – FIRST READING](#)

The first reading report for AP-005-190, New Option in Integrated Teacher Education Program Specialist: Mild/Moderate Disabilities, in the BA in Liberal Studies, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap005190fr.pdf>.

Senator Small presented AP-004-190, New Option in Integrated Teacher Education Program Specialist: Moderate/Severe Disabilities, in the BA in Liberal Studies, and AP-005-190, New Option in Integrated Teacher Education Program Specialist: Mild/Moderate Disabilities, in the BA in Liberal Studies, together.

M/s to receive and file AP-004-190, New Option in Integrated Teacher Education Program Specialist: Moderate/Severe Disabilities, in the BA in Liberal Studies, and AP-005-190, New Option in Integrated Teacher Education Program Specialist: Mild/Moderate Disabilities, in the BA in Liberal Studies.

Recommendation:

The Academic Programs Committee recommends approval of Integrated Teacher Education Program Education Specialist: Moderate/Severe Disabilities in the BA in Liberal Studies Option, and Integrated Teacher Education Program Specialist: Mild/Moderate Disabilities, in the BA in Liberal Studies. The Committee also recommends that, upon approval of a new name for the credential by the California Commission on Teacher Credentialing, the program names will be automatically changed to “Integrated Teacher Education Program Education Specialist: Moderate/Severe Support Needs” and “Integrated Teacher Education Program Education Specialist: Mild/Moderate Support Needs.”

Discussion:

These are new options for students who are planning to become teachers in a high need area. This enables students to meet the requirements for both bachelor’s degree and a credential for working with students with disabilities within four (4) years. The Chancellor’s Office has put policies in place to allow integrated teacher education programs. The College of Education and Integrative Studies worked very closely with the Chancellor’s Office to assure compliance with the policy. It will be easy for students to switch to other programs in the BA in Liberal Studies if they wish.

The nomenclature for these programs is likely to change within the next year or so. In order to keep the nomenclature consistent with the terminology from the Commission on Teacher Credentialing, the recommendations include a clause that when the name change occurs the programs will be renamed with no new referral required.

i. [AP-006-190, New Master of Science in Business Analytics \(Self-Support\) – FIRST READING](#)

The first reading report for AP-006-190, New Master of Science in Business Analytics (Self-Support), is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap006190fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-006-190, New Master of Science in Business Analytics (Self-Support).

Recommendation:

The Academic Programs Committee recommends approval of the new Master of Science in Business Analytics (Self-Support).

Discussion:

This is a new self-support program in Business Analytics offered by the Technology and Operations Management Department in the College of Business Administration. This program is more focused than the Master's in Business Administration and is in the more specialized emerging area of analytics.

This program is proposed on a self-support basis to avoid diverting faculty time and other resources from state-support programs. Meeting the requirements of GI 2025 and increasing FTES targets is only possible if tenure-line faculty continue to devote their primary efforts to undergraduate instruction. The self-support program will generate the necessary resources to offer this high-quality program without diverting resources from these efforts. While this self-support mode will require voluntary participation from faculty willing to teach overloads, the proponents have identified numerous interested faculty who are eager to develop courses for this program in return for the projected compensation. The Budget Committee was consulted regarding the proposed compensation levels and enrollment, and finds the proposal to be reasonable.

j. EP-001-190, Adoption of More Inclusive Language in Senate Constitution and Reports – **FIRST READING**

M/s/p to postpone the first reading of EP-001-190, Adoption of More Inclusive Language in Senate Constitution and Reports, until the December 4, 2019 Academic Senate Meeting.

k. [FA-002-190, Review of Policy 1335 Periodic Evaluation of Tenured Faculty Members –FIRST READING](#)

The first reading report for FA-002-190, Review of Policy 1335, Periodic Evaluation of Tenured Faculty Members, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/fa002190fr.pdf>.

Senator Von Glahn presented the report.

M/s to receive and file FA-002-190, Review of Policy 1335, Periodic Evaluation of Tenured Faculty Members.

Recommendation:

The Faculty Affairs Committee recommends adopting the following to serve as Policy 1335:

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA POLICY NO: 1335
Periodic Evaluation of Tenured Faculty Members**

Periodic evaluation of tenured faculty members not under consideration for promotion shall be conducted by a department committee of full-time tenured faculty members at the professor rank and elected by a secret ballot of the probationary and tenured members of the department. This committee may be the RTP committee, a subcommittee of the RTP committee, or a separate committee. The committee shall have at least two members. If there are not enough faculty to properly constitute the committee, faculty members from other departments shall be elected to supplement the committee.

Tenured faculty members shall be evaluated at intervals of no greater than five years. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator. Evaluations shall be conducted during the spring term. The contents of the Post Tenure Review file shall be compiled and reviewed in electronic format beginning academic year 2020-2021. The evaluation of the tenured faculty member shall terminate at the college dean/director's level.

Periodic Evaluation of Tenured Faculty Members shall include:

1. An updated curriculum vitae;
2. A self-assessment narrative, not to exceed two pages, that discusses the following as applicable: the strengths and areas for growths in teaching, research and creative activities, and service; career accomplishments and obstacles;
3. For those with teaching responsibilities, statistical summaries of student evaluations of teaching performance.

Each department may choose to develop additional criteria or procedures that are consistent with this policy. Any such criteria or updates shall be approved by the majority of tenured and probationary faculty in the department and submitted to the dean or director (or other appropriate administrator) for approval no later than February 15th of the academic year prior to the year of implementation.

The departmental committee and the dean (or appropriate administrator) shall each produce a report providing feedback to the evaluated faculty member. The peer review committee chair, the department chair (in case the department chair is not the committee chair), and the appropriate administrator shall meet with the tenured faculty unit employee to discuss the faculty member's strengths and areas for growth, along with suggestions, if any, for improvement.

A copy of the reports of the peer committee and the appropriate administrator shall be placed in the faculty member's Personnel Action File in conformance with standard procedure for introducing material to a Personnel Action File.

The Faculty Affairs Office establishes the calendar for the periodic reviews and performance evaluations. Therefore, the Faculty Affairs Office establishes the calendar for the Periodic Evaluation of Tenured Faculty Members.

Discussion:

Policy 1335 (formerly UM Section 305.13) has not been reviewed in many years. In the Unit 3 Collective Bargaining Agreement (CBA) there is a five (5) year periodic review of tenured faculty. This is a streamlined and simplified process compared to the current process which looks very much like an RTP document. This problematic because this is a periodic review, not a performance review. The new process for periodic evaluation would include:

1. An updated curriculum vitae;
2. A self-assessment narrative, not to exceed two pages, that discusses the following as applicable: the strengths and areas for growths in teaching, research and creative activities, and service; career accomplishments and obstacles;
3. For those with teaching responsibilities, statistical summaries of student evaluations of teaching performance (this is required by the CBA).

Departments may choose to develop additional criteria or procedures that are consistent with the university policy.

There was a question about the review backlog since this policy has not been enforced for many years. AVP Sancho-Madriz responded that Faculty Affairs would schedule a calendar based on an estimate of 20% per year for five years. Faculty Affairs will review the rosters and create a schedule for periodic reviews based on what makes sense.

There was a concern raised about the workload for these reviews; faculty have to create the document, departments need to review the document, and then the Dean has to provide input to the review. This seems to be a heavy workload for no real benefit to faculty, departments, or the university. However, because this is a CBA requirement, the committee did work diligently on coming up with a streamlined policy that would be efficient in its implementation. Senator Von Glahn added that the benefit of this policy is that it brings us in compliance with the CBA.

I. [GE-004-190, MAT 1050 – College Algebra \(GE Sub-Area B4\) – FIRST READING](#)

The first reading report for GE-004-190, MAT 1050 – College Algebra (GE Sub-Area B4), is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge004190fr.pdf>.

m. [GE-005-190, MAT 1052 – College Algebra Stretch II \(GE Sub-Area B4\) – FIRST READING](#)

The first reading report for GE-005-190, MAT 1052 – College Algebra Stretch II (GE Sub-Area B4), is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge005190fr.pdf>.

n. [GE-006-190, MAT 1200 – Calculus for Life Sciences \(GE Sub-Area B4\) – FIRST READING](#)

The first reading report for GE-006-190, MAT 1200 Calculus for Life Sciences (GE Sub-Area B4) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge006190fr.pdf>.

Senator Givens presented the reports for GE-004-190, GE-005-190, and GE-006-190 as one item.

M/s to receive and file GE-004-190, MAT 1050 – College Algebra (GE Sub-Area B4), GE-005-190, MAT 1052 – College Algebra Stretch II (GE Sub-Area B4), and GE-006-190, MAT 1200 Calculus for Life Sciences (GE Sub-Area B4).

Recommendation:

The GE recommends approval of MAT 1050 – College Algebra (GE sub-area B4), MAT 1052 – College Algebra Stretch II (GE Sub-Area B4), and MAT 1200 Calculus for Life Sciences (GE Sub-Area B4).

Discussion:

MAT 1050 and MAT 1052 are existing courses that need to be included in GE Sub-area B4 because their equivalents are GE certified at other institutions and, consequently, it would be in harmony with EO 1100 that encourages transfer equity. These courses have been upgraded and they meet the rubric for GE sub-area B4.

MAT 1200, Calculus for Life Science, is an existing GE math course, but at the request of the Biological Sciences and Physics and Astronomy departments, about three (3) weeks of material has been changed by removing multivariable calculus and increasing the review of trigonometry. While the expected learning outcomes were modified, the GE student' learning outcomes (SLO's) for sub-area B4 have not and the course ECO continues to meet the rubrics of courses for GE sub-area B4.

4. New Business
5. Discussion

The November 13, 2019 Academic Senate Meeting adjourned at 5:56 p.m.