

Minutes

of the Academic Senate Meeting February 1, 2017

PRESENT: Dickson, Fisk, Garcia-Des Lauriers, Gonzalez, Guyse, Hargis, Husain, Ibrahim, Jia, Kampf, Kopplin, Lay-Bounpraseuth, Lloyd, Mirzaei, Muhtaseb, Nelson, Ortenberg, Osborn, Polet, Puthoff, Salik, Schmitzberger, Shen, Singh, Small, Sohn, Speak, Swartz, Szykowski, Von Glahn

PROXIES: Senator Small for Senator Alex, Senator Nelson for Senators MacNevin and Shih, Senator Lloyd for Senator Mekonnen, Senator Lay-Bounpraseuth for Senator Pacleb, Senator Sohn for Senator Sancho-Madriz, Senator Kopplin for Senator Winer

NOT PRESENT: Sadaghiani

GUESTS: S. Alva, A. Baski, L. Dopson, S. Eskandari, T. Gomez, S. Hilles, M. Holz-Clause, N. Hurlbut, K. Forward, J. McGuthry, F. Neto, L. Preiser-Houy, E. Rolland, L. Rotunni, S. Shah, M. Woo

1. Academic Senate Minutes –November 30, 2016 and January 11, 2017

M/s/p Academic Senate Meeting Minutes from November 30, 2016 and January 11, 2017 as posted.

2. Information Items

a. Chair's Report

Chair Speak stated that he has no report since the topics he wants to cover are later in the agenda. He mentioned that President Coley is at the Chancellor's Office in Long Beach today so there will be no President's report.

b. President's Report

No report given.

c. Provost's Report



Provosts_Report_to
_Academic_Senate_2

The Provost's Report to the Academic Senate is also located on the Academic Senate website at: https://www.cpp.edu/~senate/documents/packets/2016-17/02.01.17/Provosts_Report_to_Academic_Senate_2017-02-01.pdf.

Provost Alva extended an invitation to the Provost's Excellence Awards Symposium on Thursday, March 2, 2017 from 3:00 to 5:00 pm in the Bronco Student Center. She encouraged faculty, staff, and administration to attend and to bring colleagues and students to the symposium. The recipients are honored for their efforts in teaching, service, and scholarly and creative activities. The following faculty members are being recognized:

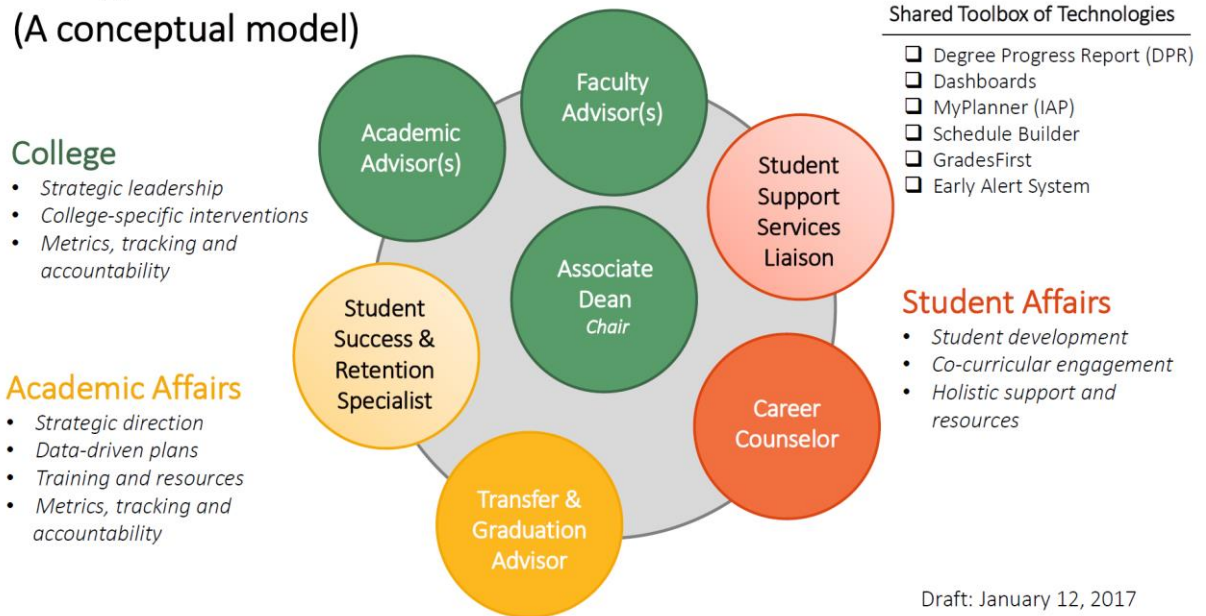
- Provost's Excellence Award for Service - Dr. Jeffery Mio, Psychology

- Provost's Excellence Award for Teaching – Dr. Mariappan Jawaharlal, Mechanical Engineering
- Provost's Excellence Award for Scholarly & Creative Activities – Dr. Craig LaMunyon

Provost Alva recognized Dr. Jawaharlal for also being one of the recipients of the Wang Family Excellence Award for his extraordinary commitment to student achievement and exemplary contributions in his field. This is a very prestigious reward. Provost Alva thanked Dr. Ontiveros, Interim Dean of Engineering, and the Engineering faculty and staff for submitting such a strong application portfolio for Dr. Jawaharlal.

Provost Alva shared that in order to support the Graduation Initiative 2025 (or GI 2025) College-Based Student Success Teams are being created. She stated that this is a conceptual model and the strategy is to create a team of individuals who work with an identified group of students to assist them in finishing out their remaining degree requirements by interpreting their degree audits and ensuring the curriculum is in place to help the students graduate. The teams would be composed of resources from the college (green circles in the diagram), transfer degree advisors who are representatives from the registrar's office who interpret and manage the degree audits (gold circles in the diagram), and student success and retention specialists (the orange circles in the diagram). Provost Alva explained that career counselors are an important part of the team because some students delay their graduation because they are not sure what the next step after graduation looks like. The goal is to be intentional about helping students visualize what life looks like after the bachelor's degree.

College-Based Student Success Teams (A conceptual model)



The Provost stated that there will be a call for “faculty data champions” to perform data analytics to allow for data-informed decisions in support of student success. Provost Alva encouraged participation and stated that there will be training on the tools for data analytics; and then there will be opportunities for colleges to propose questions for analysis

The Provost announced that there is a new proposed Student Success Dashboard to provide real time data to faculty. New proposed dashboard to provide real time data on who has graduated, who is close to graduation, etc. This database will be used by the Student-Success Teams to identify whom they will target to advising or intervention. Similarly there will be a new IAP and MyPlanner Dashboard to provide real time data on students completing their Individual Advising

Plans (IAPs) using MyPlanner. The dashboard provides not only high-level data but also allows the user to drill down to the specific students, who either have or have not completed their IAPs.

Provost Alva apprised the body of the very rich, engaging, consultative dialog with department chairs and schedulers related to multi-term scheduling. The goal is to develop the schedules serially so they can be available for students to view as they work to build their graduation plans.

Provost Alva thanked all who participated in Academic Master Plan focus groups. Over 100 people participated actively in the 10 working groups. All of the working group reports are on the Academic Master Plan website at <http://www.cpp.edu/~academicplan/plan-development.shtml>.

Chair Speak interjected that he has reviewed the ten (10) working group reports and strongly recommended that people read them. He went on to say that, it is very encouraging to see the seriousness and reflectiveness, and the professionalism reflected in the documents.

In referring to the Student-Success Teams diagram, Chair Speak stated that one of the things that the Chancellor has stated is that students themselves have an important role to play in their success; he recommended that students be included in the diagram to reflect they are a part of the team.

A senator inquired whether a student's financial ability plays into the ability of them to graduate on time. The Provost responded that Cal Poly Pomona was recently recognized for being a campus that not only has with high financial needs, but also have students with needs who have financial aid packages; so there is a good alignment between need and resources to students. She went on to say that is not to say that financial ability does not play into the equation of student success. Provost Alva gave the example of PELL Grants. The financial aid provided by a PELL Grant starts on the first day a student starts college and we know that it is taking students too long to transfer from the community colleges to Cal Poly Pomona and are spending a disproportionate amount of their financial aid at the community college level. Provost Alva stated that there would be a dashboard created to provide students information regarding where they are at on the eligibility matrix. Students will need to spend their money responsibly to ensure that they can get through their degree; but the Federal Government now requires that they make academic progress towards their degree.

There was a question about the availability of financial aid for summer classes. Provost Alva responded that there is not state financial support; however, Cal Poly Pomona has created a self-funded model where part of the fees for summer school are used to help students in financial need. In addition, the price structure is such that there is a pricing discount for taking two classes.

d. Vice Chair's Report

Vice Chair Shen reported.

NEW REFERRALS: (8)

AP-075-167	Multiple Subject Credential (Revised)
AP-076-167	Single Subject Credential (Revised)
AP-077-167	Civil Engineering, M.S. - Environmental and Water Resources Engineering Option (New)
AP-078-167	Civil Engineering, M.S. - Geotechnical Engineering Option (New)
AP-079-167	Civil Engineering, M.S. - Transportation Engineering Option (New)
AP-080-167	Civil Engineering, M.S. - Structural Engineering Option (New)
AP-081-167	Preliminary Education Specialist Credential, Moderate/Severe Disabilities
FA-002-167	Electronic Workflow for RTP

REJECTED REFERRALS: (0)**WITHDRAWN REFERRALS: (0)****SENATE REPORTS FORWARDED TO PRESIDENT: (37)**

- AS-2613-167-AP Reinstatement of Options in Master of Science in Electrical Engineering Program
- AS-2614-167-AP Pest and Disease Management Minor
- AS-2615-167-AP Theatre, B.A. - Dance Theatre Subplan/Option
- AS-2616-167-AP Chemistry, B.S. - General Chemistry Option
- AS-2617-167-AP Chemistry, B.S. - American Chemical Society Option
- AS-2618-167-AP Political Science, B.A.
- AS-2619-167-AP Geography, B.S. - Geographic Studies Option
- AS-2620-167-AP Geography, B.S. - Geospatial Analysis Option
- AS-2621-167-AP Theatre, B.A. - Theatre in Education and Community Engagement Option
- AS-2622-167-AP Geography, B.S. - Environmental Studies Option
- AS-2623-167-AP Theatre, B.A. - Design and Technical Production Option
- AS-2624-167-AP B.A. in Philosophy - General Option
- AS-2625-167-AP B.A. in Philosophy - Law and Society Option
- AS-2626-167-AP Discontinuation of Latin American Studies Minor
- AS-2627-167-AP Discontinuation of Religious Studies Minor
- AS-2628-167-AP Biology, B.S. for Semesters
- AS-2629-167-AP Discontinuation of Biology, B.S. - Botany Subplan/Option
- AS-2630-167-AP Discontinuation of Biology, B.S. - General Subplan/Option
- AS-2631-167-AP Discontinuation of Biology, B.S. - Microbiology Subplan/Option
- AS-2632-167-AP Discontinuation of Biology, B.S. - Zoology Subplan/Option
- AS-2633-167-AP Urban and Community Agriculture Minor for Semesters
- AS-2634-167-AP MA in English - Rhetoric and Composition Option
- AS-2635-167-AP MA in English - Teaching English to Speakers of Other Languages (TESOL) Option
- AS-2636-167-AP BS in Kinesiology - Pedagogical Kinesiology Option
- AS-2637-167-AP BS in Economics - General Option
- AS-2638-167-AP BS in Economics – Applied Economics Option
- AS-2639-167-AP BS in Economics - Quantitative Option
- AS-2640-167-AP Animal and Veterinary Science Minor
- AS-2641-167-AP BS in Urban and Regional Planning - Infrastructure and Transportation Option
- AS-2642-167-AP BS in Urban and Regional Planning - Resiliency, Sustainability and the Environment Option
- AS-2643-167-AP BS in Urban and Regional Planning - Urban Design Option
- AS-2644-167-AP BS in Urban and Regional Planning - Community Development and Social Justice Option
- AS-2645-167-AP BS in Urban and Regional Planning
- AS-2646-167-AP Master of Urban and Regional Planning
- AS-2647-167-GE IGE 3500 - The Creative Process: Theory and Practice (GE Areas C4/D4)
- AS-2648-167-GE BIO 1020 - Plagues, Pandemics and Bioterrorism
- AS-2649-167-AA Academic Calendar by Quarters - 2017-2018

PRESIDENT RESPONSES TO SENATE REPORTS: (6)

- AS-2596-167-AA Update Process for Registration Appointment – **REQUEST DELAY**
- AS-2598-167-AA Policy for Priority Registration – **REQUEST DELAY**
- AS-2599-167-AP Water Resource and Irrigation Design Minor – **REQUEST DELAY**
- AS-2600-167-GE AST 3050 - Archaeoastronomy (GE Area B5) – **REQUEST DELAY**
- AS-2601-167-GE ANT 3050 - Archaeoastronomy (GE Area B5) – **REQUEST DELAY**
- AS-2602-167-GE STA 1300 - Biostatistics (GE Area B4) – **REQUEST DELAY**

e. CSU Academic Senate

Senator Swartz reported.

Senator Swartz stated that the Statewide Senate spent three (3) days in meetings last week.

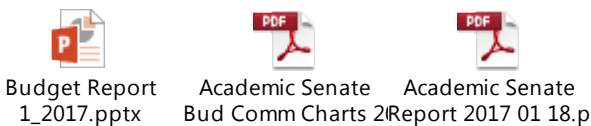
Senator Swartz reported that the Fiscal & Governmental Affairs (FGA) Committee spent two months in detailed econometrics and analytics examining pros and cons of the proposed tuition increase. The committee’s outcome and recommendation to the Trustees was against the tuition increase. Senator Swartz stated that the Chancellor’s Office opinion is that this is not a tuition increase but a tuition adjustment. The committee considered this a euphemism and was not pleased by the Chancellor’s Office choice of words. The matter of the tuition adjustment is not settled; it will go to the full vote of the Board of Trustees in March.

Chair Speak added that no one likes tuition increasing, including the legislature. He went on to say that when the Chancellor took the tuition increase proposal to the Trustees, in part it was a recognition that this is a “bargaining chip” to say to the legislature that the CSU System needs more money. However, the reality of the circumstances is that the system will not get the money needed so a tuition increase may be necessary. Chair Speak added that the students’ interest are not necessarily opposed to a tuition increase for two reasons:

- (1) The pattern has been has been that to resist tuition increases for multiple years and then when tuition is increased it is a large increase. An alternative to this approach would be to make smaller cost of living increases over smaller periods.
- (2) If the legislature is not going to allocate the money needed, and if the CSU System decides not to have a tuition increase, then the money comes out of the university budget. Chair Speak stated that his fear if this happens that over time, the CSU System will be seen as the source of “second class” degrees.

f. Budget Report

Senator Lloyd reported.



The budget report is also located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2016-17/02.01.17/02.01.17.shtml>.

Senator Lloyd reported that the Budget Committee met with Vice President and Chief Financial Officer Danielle Manning last week. Vice President Manning gave a thorough overview of this year’s budget plus the previous two (2) years budgets. Senator Lloyd stated Vice President Manning emphasized her goals and objectives for the year were to look at sources of revenue and allocation of resources and stated that administration in is the progress of developing a multi-year budget.

Senator Lloyd went over the basic sources of revenue for 2016-17.

State Appropriations (money from general fund)	\$131.3M
Tuition Fees	\$124.2M
Non-resident tuition	\$ 9.5M
Other Student Fees	\$ 18.8M
Chancellor’s Office Allocations	\$ 3.3M

Carryforward (savings from last year) \$ 55.9M

The Chancellor's Office allocations and carryforward funds are considered "one time funds"; in other words, these are not funds that are not expected to be received every year. Senator Lloyd went on to say that Chancellor's Office allocations often are designated for certain purposes such as enrollment growth or other statewide initiatives.

Senator Lloyd stated that the committee is concerned about the Academic Affairs budget, which is of critical importance to faculty members. One of the concerns is that it is difficult to make year-to-year comparisons in part because of the reorganization; Enrollment Services has moved from Student Affairs to Academic Affairs and Facilities and the Police Department have been moved from Student Affairs to Administrative Affairs. It is the hope that in the future the Budget Committee will be able to make "apples to apples" comparisons.

Senator Lloyd noted that under previous administrations enrollment growth funds from the Chancellor's Office were divided up proportionally to various divisions. This year President Coley has allocated all of the \$1.7M of the enrollment growth money into instruction. Senator Lloyd thanked the President for putting those funds into instruction and thanked the Provost for her advocacy on behalf of Academic Affairs.

Chair Speak asked about the personnel funds in the President's Office, which have dropped dramatically over the last three (3) years. Lisa Rotunni, Executive Director, Institutional Research and Academic Resources, responded that previously the Vice President's salaries were budgeted in the President's Office and now they are budgeted in their individual divisions, therefore the funds and salary were transferred out to each division and that is why it appears that the personnel funds have dropped.

g. CFA Report

No report given.

h. ASI Report

No report given.

Senator Lloyd, who was ASI Senator Mekonnen's proxy, commended Senator Swartz on his powerful and thought provoking lecture at the "Last Lecture" series sponsored by ASI.

i. Staff Report

Senator Gonzales reported.

Senator Gonzales reminded everyone that February 7, 2017 is the Kellogg Distinguished Lecture Series with speaker Kevin Carroll who will be discussing "Unleashing Growth through Creativity and Innovation". She also stated that the call for nominations for the Provost's Awards for Excellence in Teaching, Service, and Scholarly and Creative Activities are due Wednesday, February 8, 2017.

j. Semester Conversion Report

Dr. Neto, Director of Semester Conversion, reported.

Dr. Neto reported that the semester catalog is in production. She went on to say that very aggressive student advising strategies are being developed; more than doubled efforts in the area

of communication to emphasize how important advising is to students. Dr. Neto stated that the team is working on the tables for the pre-requisites and that the conversion guides are almost 100 percent complete. She gave some perspective and stated that what is seen in PeopleSoft is not what the Registrar's Office will use to create the Degree Progress Reports (DPR); different types of data are needed in order to create the reports and serve the students. Dr. Neto stated that they are continuing to look at demand for semester courses, especially for the first year, and trying to develop strategies for scheduling using lessons learned from the other CSUs, Cal State LA and CSU San Bernardino, who have recently gone through the conversion process.

k. GE Committee Report

Senator Ibrahim, Chair, General Education Committee, reported.

- Total Directly Converted Courses = 246
 - Approved= 190
 - Incomplete, returned to author for changes = 52
 - Rejected = 4
- Total New/Revised Courses = 106
 - Adopted by Academic Senate = 58
 - First Reading on 1/11/17 = 6
 - Second Reading on 1/11/17 = 2
 - Incomplete, returned to author for changes = 26
 - Rejected = 13
 - Not GE = 1

Senator Ibrahim reported that the GE Committee has given a deadline for all incompletes of February 6, 2017. This will enable the committee to review all the courses by the March deadline. He went on to state that committee members have been assigned to departments that are having difficulties completing the ECOs.

3. Consent Agenda

Academic Senate Chair Speak reminded the body that the Executive Committee is careful about placing items on the consent agenda that are very simple and straightforward and non-controversial. There are first and second reading reports on the consent agenda; adopting the consent agenda means receiving and filing all first reading reports and adopting all second reading reports. Per procedure, any senator can request that an item be removed from the consent agenda. Reports are not debatable until removed from the consent agenda. Senate Chair Speak observed that there are three (3) one-unit GE Area B5 engineering courses that seem inexplicable in a semester context, but they are part of a three-unit sequence in which the Senate has already adopted the first courses in the sequence.

- a. AA-010-156, Revision of Academic Renewal Policy for Semester Conversion – **FIRST READING**
- b. AA-012-156, Revision of University Honors Policy for Semester Conversion – **FIRST READING**
- c. AP-018-167, Fashion Merchandising Minor for Semesters – **FIRST READING**
- d. GE-016-156, SOC 3345 – Crime, Criminalization and Society (GE Area D4) – **FIRST READING**
- e. GE-022-156, ARC 4630 – Interpreting Architecture (GE Area C4) – **FIRST READING**
- f. GE-098-156, EWS 4250 - Gender, Identity and Technology – **FIRST READING**
- g. GE-101-156, EWS 4520 - Ethnicity, Race, and Sexuality – **FIRST READING**
- h. GE-116-156, GEO 3030 – Climatology (GE Area B5) – **FIRST READING**
- g. GE-126-156, EGR 4820 - Project Design Principles and Applications – **FIRST READING**
- h. GE-127-156, EGR 4830 - Project Design Principles and Applications – **FIRST READING**
- i. GE-129-156, EWS 4430 - Women, Health, and Body Politics (GE Areas C4/D4) – **FIRST READING**

- j. GE-133-156, URP 3010 – Introduction to Urban Planning (GE Area D4) – **FIRST READING**
- k. AP-042-167, Chicana/o & Latina/o Studies Minor – **SECOND READING**
- l. AP-043-167, Native American Studies – **SECOND READING**
- m. AP-044-167, Gender and Sexuality Studies Minor – **SECOND READING**
- n. AP-046-167, BA in Spanish – **SECOND READING**
- o. AP-047-167, BA in Music - General Option – **SECOND READING**
- p. AP-056-167, Discontinuation of BA in Liberal Studies - BA/Credential Subplan/Option – **SECOND READING**
- q. AP-057-167, Discontinuation of BA in Liberal Studies - Bilingual Authorization BA/Credential Subplan/Option – **SECOND READING**
- r. AP-058-167, Discontinuation of BA in Liberal Studies - Bilingual Authorization Precredential Subplan/Option – **SECOND READING**
- s. AP-059-167, MS in Mathematics and Statistics – **SECOND READING**
- t. AP-064-167, Discontinuation of MS in Economics – Economics Analysis Subplan/Option – **SECOND READING**
- u. AP-065-167, MS in Economics – **SECOND READING**
- v. AP-066-167, Discontinuation of MS in Economics – Financial Economics Subplan/Option – **SECOND READING**
- w. AP-067-167, Discontinuation of BS in Kinesiology - Health Promotion Subplan/Option – **SECOND READING**
- x. AP-068-167, Discontinuation of BS in Kinesiology - Exercise Science Subplan/Option – **SECOND READING**
- y. AP-071-167, BS in Kinesiology - General Option – **SECOND READING**
- z. GE-003-156, AMM 1200 - American Demographics and Lifestyles – **SECOND READING**
- aa. GE-017-156, SOC 4465 - Impact of Colonization on the Peoples of Hawaii – **SECOND READING**
- bb. GE-025-156, ENG 4880 - Modernism and Postmodernism – **SECOND READING**
- cc. GE-121-156, CRM 3390 - Media and Crime (GE Area D4) – **SECOND READING**
- dd. GE-122-156, ENG 2800 - Introduction to Folklore – **SECOND READING**
- ee. GE-123-156, ENG 2331 - U.S. Latino/a Literature – **SECOND READING**

M/s/p to adopt the consent agenda passed unanimously.

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

- a. AP-074-167, Guidelines for Academic Credit Certificate Programs – FIRST READING



AP-074-167_Report_
First_Reading-Guide

The report for AP-074-167, Guidelines for Academic Credit Certificate Programs is also located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap074167fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-074-167, Guidelines for Academic Credit Certificate Programs.

M/s to waive the first reading of AP-074-167, Guidelines for Academic Credit Certificate Programs.

Senator Small explained that the rationale for waiving the first reading is that the policy needs to be finalized to meet the deadlines for put in place for semester conversion. The

previous reports for undergraduate and graduate programs did not address credit certificate programs. Senator Small stated that there are three (3) credit certificate programs in Curriculog and getting the rules in place allows the Academic Programs Committee to meet the March deadline.

Chair Speak reminded the body that the motion to waive is a debatable motion; and in general, he personal is opposed to first reading waivers, but since this is a straightforward conversion from quarters to semesters, he is in favor of the first reading waiver. The motion to waive the first reading of AP-074-167, Guidelines for Academic Credit Certificate Programs passed unanimously.

M/s to adopt file AP-074-167, Guidelines for Academic Credit Certificate Programs.

Recommendation:

The Academic Programs Committee recommends adoption of the guidelines for academic credit-bearing certificate programs, given below.

Guidelines for Academic Credit Certificate Programs

This policy covers only academic credit certificate programs. This policy does not apply to professional certificate programs (that do not carry academic credit), certificates of completion of courses, workshops, or seminars, or certificates of appreciation. For the remainder of these guidelines, academic credit certificate programs shall be referred to as certificate programs.

Definition: According to Executive Order 806 (<http://www.calstate.edu/EO/EO-806.pdf>), “a certificate program provides a set of learning experiences concentrated in a specific set of educational goals.” Certificate programs are normally oriented toward occupations and/or career skills. Executive Order 806 lists some possible learning goals of certificate programs, including increasing knowledge in a career area, providing initial knowledge designed for entering a new career, providing knowledge for emerging career opportunities, and providing an organized set of knowledge within a discipline. Certificate programs are comprised of a coherent set of university-level courses considerably narrower in scope than a major. Some certificate programs may be subsumed within a minor, and some may of themselves constitute a minor program.

Two types of academic certificate programs may be offered: Fundamental (Designed to provide students with undergraduate coursework designed to meet specific educational needs which may have a professional application) and Advanced (Designed to provide post-baccalaureate students with coursework leading to a specific educational goal which generally will have a professional application).

Departments, colleges, and interdisciplinary groups may develop certificate programs. The programs are most often provided through the College of the Extended University, but also may be offered through regular session. A faculty coordinator shall be assigned to each certificate program. If the program is interdisciplinary, each department involved shall have an assigned program advisor.

Admissions:

- Students enrolled in regular session or special session degree programs or teacher credential programs may complete regular session certificate programs as part of their studies. Students must enroll through Extended University to earn a special session certificate.
- Students seeking a certificate must apply for admission according to the guidelines set forth by the entity offering the certificate program. Students may not be admitted conditionally to any certificate program.

- Departments may consider the applicability of coursework that is over seven years old.
- To be admitted to a fundamental certificate program, students must have graduated from high school, have earned a Certificate of General Education Development (GED), or have passed the California High School Proficiency Examination.
- To be admitted to an advanced certificate program, students must have a bachelor's degree and have earned a GPA of 2.5 in their last 45 quarter units, 30 semester units, or be approved by the Program Coordinator.
- Programs may set higher, or require additional, admissions requirements.

Financial Aid:

For students pursuing a certificate exclusively to be eligible for financial aid, the certificate program must be at least 30 units, one academic year in duration, and prepare students for gainful employment in a recognized occupation. Students enrolled in a fundamental certificate program must be enrolled for at least 6 units per semester. Students in an advanced certificate program must be enrolled in at least 3 units per semester.

Requirements:

At least two-thirds of the units for a certificate must be completed at Cal Poly Pomona (including courses taken through the College of the Extended University). All completed attempts are included in GPA. Grade forgiveness may be applied to a maximum of three units taken to satisfy the requirements of certificate programs. No courses may be taken credit/no credit. Students may use courses to satisfy major requirements, minor requirements, and certificate requirements. Credit by examination is permitted in accordance with established university regulations.

Fundamental Certificate Program

- The program must include a minimum of 12 units, and a maximum of 30 units.
- At least half of the units must be upper division. No units may be graduate units.
- The program must contain a core of 12 units. The remaining units may be elective.
- A course may be repeated only once, and a maximum of 6 units may be repeated.
- Students must earn a 2.0 GPA in all coursework attempted.

Advanced Certificate Program

- The program must include a minimum of 9 units, and a maximum of 30 units.
- Two-thirds of the courses must be numbered 500 or higher. None of the courses may be numbered 299 or lower.
- The program must contain a core of 9 units. The remaining units may be elective.
- A course may be repeated only once, and a maximum of 3 units may be repeated.
- Students must earn a 2.5 GPA in all coursework attempted.

Students may not receive both a certificate and a minor in the same discipline (defined as emphasis, option, or major if there are no options or emphases). Students may not receive a fundamental certificate in a discipline in which they have already received a bachelor's degree or higher. Students may not receive an advanced certificate in a discipline in which they have already received an advanced degree.

Completion:

Candidates for certificates shall be responsible for filing an application with the Registrar's Office, no later than the last term of study for the certificate. In no circumstances may matriculated students enrolled in regular session or special session degree programs complete regular session certificate program requirements after the completion of degree requirements.

Successful completion of certificate programs will be recognized with a certificate awarded by the University. Completion of the certificate will be noted on the student's transcript. The director of the certificate program shall be responsible for verifying a student's satisfactory completion of the academic requirements of the certificate program, completing a verification form, and submitting the form to the Registrar's Office.

Proposal Process:

Proposals shall go through regular curriculum approval process, including review at the department, college and dean's level. They shall be submitted to the Office of Academic Programs for verification that all guidelines have been followed. Both new certificate programs and proposals for certificate programs that are subsets of previously approved major or minor programs will be directed to the Academic Programs Committee of the Academic Senate. Any courses that proposal authors create specifically for the certificate program must be reviewed and approved by appropriate department, college, and university authorities and judged as worthy of college-level credit in a particular discipline and/or academic program at already established at Cal Poly Pomona. Final approval shall be given by the President for such proposals before implementation.

A certificate proposal shall include the following components:

- 1) Name of the department/college
- 2) Full and exact title of the certificate
- 3) Program Description
- 4) Accreditation Requirements
- 5) Justification
 - a) Reason for proposal;
 - b) Proposed audience
 - c) Similar offerings at other CSU campuses
 - d) Workforce Projections
 - e) Student Demand
- 6) Curriculum
 - a) List courses by catalog number, title, and units of credit as well as the total units to be required under the proposed certificate
 - b) Completion Requirements
 - c) Two Year Schedule
- 7) Assessment Plan
 - a) Program goals and objectives
 - b) Student Learning Outcomes
 - c) Curriculum Matrix
 - d) Timeline
- 8) Admission criteria
- 9) Existing Resources
 - a) Faculty
 - b) Facilities
 - c) Technology
 - d) Library
- 10) Additional resources required

Discussion:

Senator Small stated that the university has a number of certification programs that have roughly the same number of units as an academic minor. An academic minor is recognized on the transcript at the time that one completes their degree. The certificate

programs are completely standalone and are usually offered through extended university. Senator Small explained what makes the academic credit bearing certificate programs unique is that one could take the classes for the certificate program, get the certificate, and at the same time, those classes could potentially meet the requirements for an undergraduate or graduate degree; these are classes that might be double counted for various purposes. He went on to say that there are only three (3) such programs in Curriculog; one in a foreign language studies for business, one involving unmanned aerial vehicles, and one proposed off campus program. Senator Small stated that this report is straightforward conversion of the policy put in place for quarters in which 2 of the 3 programs satisfy all of the numbers in this proposed policy; one program is not in compliance, but the program is very unique in nature and its non-compliance should not be considered a problem with the policy.

It was asked what the basic requirements for a certificate program are. Senator Small explained that there are two types of certificate programs:

- Fundamental Certificate Program
 - The program must include a minimum of 12 units, and a maximum of 30 units.
 - At least half of the units must be upper division. No units may be graduate units.
 - The program must contain a core of 12 units. The remaining units may be elective.
 - A course may be repeated only once, and a maximum of 6 units may be repeated.
 - Students must earn a 2.0 GPA in all coursework attempted.

- Advanced Certificate Program
 - The program must include a minimum of 9 units, and a maximum of 30 units.
 - Two-thirds of the courses must be numbered 500 or higher. None of the courses may be numbered 299 or lower.
 - The program must contain a core of 9 units. The remaining units may be elective.
 - A course may be repeated only once, and a maximum of 3 units may be repeated.
 - Students must earn a 2.5 GPA in all coursework attempted.

The motion to adopt AP-074-167, Guidelines for Academic Credit Certificate Programs, passed unanimously.

b. FA-004-156, Adjustment of Faculty Affairs Policies for Semester Conversion – **FIRST READING**



FA-004-156_Report_
First_Reading_Polici

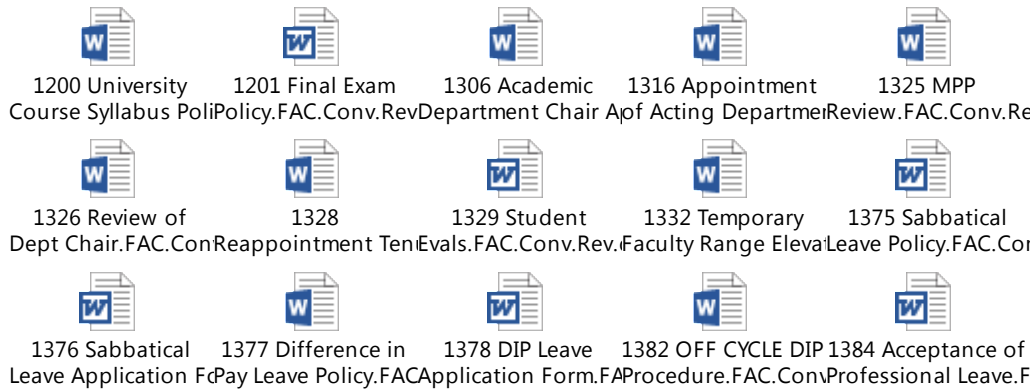
The report for FA-004-156, Adjustment of Faculty Affairs Policies for Semester Conversion, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/fa004156fr.pdf>.

Senator Von Glahn reported.

M/s to receive and file FA-004-156, Adjustment of Faculty Affairs Policies for Semester Conversion.

Recommendation:

Amend all the policies as proposed on the draft documents attached to this report with to become effective on the first day of Fall Semester 2018. The policies affected by changes are: 1200, 1201, 1306, 1316, 1325, 1326, 1328, 1329, 1332, 1375, 1376, 1377, 1378, 1381, 1382 and 1384.



Discussion:

Senator Von Glahn explained that the policies were updated to get rid of redundancies and reflect the semester calendar; mainly the changes were changing the word “quarter” to “semester” or “term”, but there were instances where the committee had to change deadlines to make proportional to the quarter deadlines. Senator Von Glahn stated that the committee does not think any of the changes are controversial.

c. **AA-011-156, Revision of Academic Standing Policy for Semester Conversion – FIRST READING**



AA-011-156_Report
_First_Reading_Acac

The report for AA-011-156, Revision of Academic Standing Policy for Semester Conversion, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa011156fr.pdf>.

Senator Guyse reported.

M/s to receive and file AA-011-156, Revision of Academic Standing Policy for Semester Conversion.

Recommendation:

The Academic Affairs Committee recommends adoption by the Academic Senate and recommendation to the President to approve the following revisions to Policy No. 1430 and 1431 and to accordingly update them in the online University Manual.

Recommended Policy (*Black font is AS 2462-145/AA which supersedes Policy No. 1431 and contains significant overlap with Policy No. 1430*). Policy 1430 below attempts to combine policies 1430, 1431 (based on AS 2462-145/AA) and EO 1038 into a single policy for undergraduate students. Policy No. 1431 can then be designated for postbaccalaureate students.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
POLICY NO: 1430*

ACADEMIC STANDING - UNDERGRADUATE ~~PROGRAM~~ STUDENTS

1.0 Purpose

The purpose of this policy is to establish the criteria for assignment of Probationary and Disqualification academic standings to undergraduate students. The minimum requirements for academic probation and disqualification are established under Executive Order No. 1038, Sections 41300 and 41300.1 of Title 5 of the California Code of Regulations, and Chapter III, Sections 1 and 2 of the Standing Orders of the Board of Trustees of the California State University.

2.0 Good Standing

An undergraduate student is considered to be in good standing when a cumulative grade point average of 2.0 (C) for all university level work attempted and for all such work attempted at Cal Poly Pomona is earned.

If a student's GPA remains below 2.0 for more than two ~~three~~ consecutive semesters ~~quarters~~, the student will not be certified for veterans educational benefits until his/her academic status is restored to good standing.

3.0 Early Warning

All undergraduate students with a Cal Poly GPA of less than 2.2 will have an advising hold placed systematically on their record. The students will not be able to register until they have cleared this hold with their major department.

4.0 Academic Probation

An undergraduate student shall be placed on academic probation if at any time the cumulative grade point average in all college work attempted or cumulative grade point average for work ~~attempted~~ ~~completed~~ at Cal Poly Pomona falls below 2.0. The student shall be advised of probation status promptly.

The first time an undergraduate student's cumulative grade point average in either work ~~completed~~ ~~attempted~~ at Cal Poly Pomona or for all college level work attempted falls below 2.0 he/she shall be placed on academic probation, even in circumstances where his/her GPA falls below the disqualification thresholds as described under section 3 of this policy.

An undergraduate student shall be removed from academic probation when the cumulative grade point average in all college work attempted, and the Cal Poly Pomona cumulative grade point average is 2.0 or higher.

After the first occurrence of the GPA falling below 2.0, students may be academically disqualified as detailed in section 5.0 of this policy without first being put on probation.

5.0 Academic Disqualification

After attempting 12 ~~quarter-semester~~ units at Cal Poly Pomona, an undergraduate student is subject to Academic Disqualification if at any time:

- a) As a freshman (less than ~~45-quarter~~30 semester units of college work completed) the student's cumulative grade point average falls below 1.50 ~~for-in~~ all units attempted at in Cal Poly Pomona, or in all college level course work attempted overall.
- b) As a sophomore (~~45-through-89-quarter~~30 through 59 semester units of college work completed) the student's cumulative grade point average falls below 1.700 for all units attempted at in Cal Poly Pomona, or in all college level course work attempted overall.
- c) As a junior (~~90-through-134-quarter~~60 through 89 semester units of college work completed) the student's cumulative grade point average falls below 1.85 for all units ~~in-attempted at~~ Cal Poly Pomona, or in all college level course work attempted overall.
- d) As a senior (~~135-or-more-quarter~~90 or more semester units of college work completed) the student's cumulative grade point average falls below 1.95 for all units attempted at in Cal Poly Pomona, or in all college level course work attempted overall.

An undergraduate student who is academically disqualified will not be allowed to attend for at least one ~~quartersemester~~. All academically disqualified students shall be notified of their disqualification before the beginning of the ~~quarter-semester~~ following the assignment of that academic standing. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. The disqualification notification shall advise the student that the disqualification is to be effective at the end of the quarterimmediately*. The disqualification notification shall include any conditions which, if met, will result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment. After notification students shall be permitted to continue with their classes, if already enrolled, until the end of the quarter. These students will have, in effect, a "grace" quarter during which time they can demonstrate improved potential for academic success and appeal the restriction on enrollment. Students will not be allowed to attend the semester following academic disqualification. Students who do not attend two semesters consecutively in one calendar year are considered to have broken continuous enrollment status.

Students have the right to appeal their eligibility to enroll by completing the Disqualification Appeal Student Information Sheet available in the Registrar's Office.

Except in extraordinary circumstances, appeals will be considered only if the student's CPP and overall grade point average, during the ~~quarter-semester~~ subsequent to disqualification, have improved enough to remove the student from disqualification status. Students will be notified of their College Appeals Committee's decision no later than the last day to register for the ~~quarter-semester~~ in question. A successful appeal request is considered a reinstatement. However, no reinstatement petition or advising contract is required. Students may not appeal a second disqualification. Students who are disqualified at the end of the spring ~~quarter-semester~~ shall have until the end of the following fall ~~quarter-semester~~ to appeal the restriction on enrollment.

Upon initial disqualification, students may request consideration for reinstatement only after presentation to the university of satisfactory evidence that they have improved their chances of scholastic success. The Petition for Academic Reinstatement must be filed in the Registrar's Office after approval by the student's major department chair and the college dean. After

reinstatement, students must be removed from disqualification status by the time they have attempted an additional ~~24 quarter~~ 16 semester units in baccalaureate level courses. The student and the department chair must agree upon this coursework at the time of reinstatement.

Undergraduate students who do not remove the disqualification within the 2416 semester-unit limit and academically disqualified undergraduate students who attain good standing or probationary status and then become disqualified again shall normally not be eligible to re-enroll at the university. However, in exceptional circumstances, a student may be allowed to petition for reinstatement or re-ad mission after a second disqualification.

6.0 Administrative-Academic Probation

An undergraduate student may be placed on administrative-academic probation for any of the following reasons:

- a) Withdrawal from more than two-thirds of a program of study in two successive ~~quarters~~ semester or in any three quarterssemesters. A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to Administrative- Academic probation for such withdrawal.
- b) Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 ~~quarter-semester~~ units of No Credit, when such failure appears to be due to circumstances within the control of the student.
- c) Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy, which is routine for all students or a defined group of students (example: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program) .

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

7.0 Administrative-Academic Disqualification

A student who has been placed on administrative-academic probation may be disqualified from further attendance if:

- a) The conditions for removal of administrative-academic probation are not met within the period specified.
- b) The student becomes subject to academic probation while on administrative- academic probation.

c) The student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

When a student has been placed on administrative-academic disqualification he/she shall receive written notification including an explanation of the basis for the action.

In addition, the ~~associate provost~~ Office of Academic Programs may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
POLICY NO: 1431*

~~ACADEMIC STANDING - POSTBACCALAUREATE ADMINISTRATIVE-ACADEMIC PROBATION AND DISQUALIFICATION OF POSTBACCALAUREATE STUDENTS~~

1.0 Purpose

The purpose of this policy is to establish the criteria for assignment of probationary and disqualification academic standings to postbaccalaureate students. The minimum requirements for academic probation and disqualification are established under Executive Order No. 1038, Sections 41300 and 41300.1 of Title 5 of the California Code of Regulations, and Chapter III, Sections 1 and 2 of the Standing Orders of the Board of Trustees of the California State University. Probation and disqualification criteria of post-baccalaureate and graduate students may not be less than those established for undergraduate students.

2.0 Academic Probation

A postbaccalaureate student shall be placed on academic probation if at any time the cumulative grade point average in all postbaccalaureate level course work attempted or cumulative grade point average for postbaccalaureate course work attempted at Cal Poly Pomona falls below 3.0. The student shall be promptly notified in writing of their probation status.

The first time a postbaccalaureate student's cumulative grade point average in either postbaccalaureate course work ~~completed~~ attempted at Cal Poly Pomona or for all postbaccalaureate course work attempted overall falls below 3.0 he/she shall be placed on academic probation, even in circumstances where his/her GPA falls below the disqualification thresholds as described under section 3.0 of this policy.

A postbaccalaureate student shall be removed from academic probation when the cumulative grade point average in all postbaccalaureate course work attempted overall, and the Cal Poly

* Revised AY 2016-2017. Former Policy No. 1431 included in Current Policy No. 1430

Pomona cumulative grade point average is 3.0 or higher. The student shall be provided with any additional conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

After the first occurrence of the GPA falling below 3.0, postbaccalaureate students may be academically disqualified without first being put on probation.

3.0 Academic Disqualification

A postbaccalaureate student is subject to Academic Disqualification if at any time:

- a) After the completion of 12-quarter8 semester units of postbaccalaureate work, the student's cumulative grade point average falls below 2.3 for all postbaccalaureate work ~~completed-attempted~~ at Cal Poly Pomona or for all postbaccalaureate work attempted overall.
- b) After the completion of 24-quarter16 semester units of postbaccalaureate work, the student's cumulative grade point average falls below 2.7 for all postbaccalaureate work ~~completed-attempted~~ at Cal Poly Pomona or for all postbaccalaureate work attempted overall.
- c) After the completion of 36-quarter24 semester units of postbaccalaureate work, the student's cumulative grade point average falls below 2.9 for all postbaccalaureate work ~~completed-attempted~~ at Cal Poly Pomona or for all postbaccalaureate work attempted overall.

All Academically Disqualified postbaccalaureate students shall be notified of their disqualification at before the beginning of the quarter-semester following the assignment of that academic standing. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. The disqualification notification shall advise the student that the disqualification is to be effective at the end of the quarter-immediately. The disqualification notification shall include any conditions which, if met, will result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment. After notification students shall be permitted to continue with their classes, if already enrolled, until the end of the quarter. These students will have, in effect, a "grace" quarter during which time they can demonstrate improved potential for academic success and appeal the restriction on enrollment. Students who are disqualified at the end of the spring quarter shall have until the end of the following fall quarter to appeal the restriction on enrollment.

Postbaccalaureate and graduate students may petition for reinstatement following disqualification with no break in continuous enrollment status. Postbaccalaureate and graduate students will normally be ineligible for reinstatement or readmission after a second disqualification. However, in exceptional circumstances, a student may be allowed to petition for reinstatement or readmission after a second disqualification.

4.0 Administrative-Academic Disqualification

A postbaccalaureate student may be placed on administrative-academic probation for any of the following reasons:

- a) Withdrawal from more than two-thirds of a program of study in two successive ~~quarters~~ semester or in any three ~~quarters~~ semester. A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to Administrative- Academic probation for such withdrawal.
- b) Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 semester units of No Credit, when such failure appears to be due to circumstances within the control of the student.
- c) Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy, which is routine for all students or a defined group of students (example: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program) .

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

5.0 Administrative-Academic Disqualification

A student who has been placed on administrative-academic probation may be disqualified from further attendance if:

- a) The conditions for removal of administrative-academic probation are not met with in the period specified.
- b) The student becomes subject to academic probation while on administrative- academic probation.
- c) The student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

When a student has been placed on administrative-academic disqualification he/she shall receive written notification including an explanation of the basis for the action.

In addition, the ~~Office of Academic Programs~~ associate provost may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

Discussion:

Senator Guyse stated that the academic policies are now on line and without the access to the previous policies there was some ambiguity as to what the policies really were; for example,

there were senate actions that changed policies but the policies never reflected those changes. For the Academic Standing Policy there was a senate report, AS-2462-145-AA that took into consideration EO 1038, Minimum Requirements for Probation and Disqualification. Senator Guyse explained if you overlap the EO with the current policies 1430 and 1431, there is some redundancy and obsolescence; the EO has superseded some of policies. The Academic Affairs Committee attempted to combine all into a set of policies that reflect not only the previous senate report, but also EO 1038. Senator Guyse stated that most of the changes are not controversial, direct conversions from quarter units to semester units and change the wording from “quarter” to “semester” or “term”. This policy will not go into effect until the semester calendar so there is no need to refer back to “quarter” language. The reason that this report did not go on the consent agenda was that in the President’s Response to AS-2462-145-AA there was a change in the proposed policy regarding student notification. The original policy had a grace period of one term for the student to bring their GPA up to the minimum level before disqualification. The President’s recommendation was that the disqualification happens immediately with no grace period, which aligns with the EO; this recommendation was never incorporated into the current policy.

d. AA-004-156, Student Work Retention Policy – **SECOND READING**



AA-004-156_Report
_Second_Reading.pr

The report is also located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa004156sr.pdf>.

Senator Guyse presented the report.

M/s to adopt AA-004-156, Student Work Retention Policy.

Recommendation:

The Academic Affairs Committee recommends adoption by the Academic Senate and recommendation to the President to approve the Student Work Retention Policy (as stated below) and to add it to the University Manual.

RETENTION OF STUDENT WORK

1.1 Student work refers to examinations and other materials, including materials in electronic form, which contribute to the student’s final grade in a course and/or to the fulfillment of the requirements for a degree, program, or certification offered by the University. Duplicative copies in any format (such as digital or photographic copies) that preserve the content of the original work upon which grade evaluation is based are acceptable.

1.2 Students have the right to examine their work even if the instructor chooses to retain it rather than return it. It is the student’s responsibility to review their work within one academic term after a grade is assigned for the related courses(s). If a student does not review their work within this time, the faculty has no further obligation to produce said work for student review. After one academic term, faculty members have the right to determine the method of disposal of the work. This disposal shall be in accordance with the Family Educational Rights and Privacy Act (FERPA). For the purposes of this policy summer is not considered an academic term. If the instructor is on leave, on sabbatical, or is not currently on the faculty including those participating in the Faculty Early Retirement Program, the academic term in question is the term in which the faculty member returns.

1.3 Student work pertaining to a grade appeal or other official review that is not completed must be retained until the appeal process is completed; provided the appeal process or other official review commenced within the academic term as defined in the subsection 1.2 of this policy.

Discussion:

Senator Guyse stated that no comments have been received since the first reading. This policy is an extension of the current policy that deals primarily with written assignments; this policy has been adjusted to accommodate all types of materials that can be considered work product. Due to storage concerns, student work does not need to be kept in its original format; photographs and videos can be used to document student work. In addition, the new policy added Family Educational Rights and Privacy Act (FERPA) standards when work product is disposed of.

There was a clarification that this updated policy will not be in effect until the semester calendar therefore, the word “term” does mean semester.

Senator Schmitzberger voiced concern about the resources required to implement the policy, data storage, digital camera, etc. Senator Guyse responded that the committee did discuss this issue and there were two conclusions:

- The resources vary widely across programs; meaning that there is not a common set of tools to retain student work, so it is not appropriate to try to create a “catch all” in the policy.
- Resources and cost of resources are dynamic and will change over the life of the policy.

Senator Guyse went on to say that the enforcement of policy is not dictated within the policy.

The motion to adopt AA-004-156, Student Work Retention Policy passed unanimously.

5. Discussion/New Business

Chair Speak mentioned that this is the time in the agenda for new business or discussion on the floor. He went on to say that, it is very clear that the Academic Senate has very good standing committee chairs and without those chairs the work of the university would not be getting done in a timely manner.

Senator Guyse stated that there were two (2) Academic Affairs reports covering semester conversion policies in the consent agenda and the process in which the committee is using to do the conversions of the policies is to take past senate reports, EOs, and any other applicable documents and compare those to the current policies to bring them up to date. As this is being done it has become a little ambiguous about which is the most current policy because there are no revision dates on the on-line policies. Senator Guyse explained that going forward the Academic Affairs Committee is putting a revised date on the policy so that going forward it will be easier to ensure that you are working to the latest policy.

Senator Lloyd provided an update on the status of the resolution on Alternative Transportation that the Academic Senate passed last year. Through ASI there has been a Transportation Advisory Committee established, which Senator Lloyd is a member of, and that committee recommended some short-term improvements for transit, bike and pedestrian access on campus. Senator Lloyd stated that he received an email from Gary Hamilton, President Coley’s Chief of Staff, that the requests have been approved which is a testament to President Coley’s willingness to improve alternative transportation on

campus.

Senator Nelson stated that the catalog does not always reflect the latest policy in all cases and recommended that there needs to be a clear procedure to make sure all policy changes are accurately reflected in the university manual and the catalog. She suggested that the catalog should have references to the actual policy in the university manual. Chair Speak interjected a very big conversation needs to happen about creating the authoritative version of the university manual. He went on to say that with electronic access and multiple points of entry to the catalog, we need to ensure that the appropriate “gate-keepers” are identified. Senator Guyse stated that his committee is looking at the catalog when they are doing policy review in order to identify any inconsistencies.

Senator Mirzaei commended President Coley for signing the letter condemning President Trump’s travel ban. She stated that the travel ban affects many professors in engineering, including herself. Senator Mirzaei stated she had to change her travel plans to Iran to visit her parents since there was so much uncertainty on how the travel ban would affect her getting back into the United States. Senator Garcia-Des Lauriers followed up with the statement that the ban could also affect those doing international research and need to be cognizant of some flexibility when a grant is awarded for international research; we may have to interpret more broadly and determine how to adjust under these circumstances.

Academic Senate Meeting adjourned at 4:40 P.M.