

S. Varela, C. Mader, C. Lyle, D. Czipinski, M. Hayes, H. Hajaiej, J. Chaudhuri, K. Perry, K. Castillo, E. Hernandez, M. Abdullah, M. Joseph, M. Talcott, S. Movva, P. Hyunh, A. Matthies

ABSENT

L. Ramos, M. Pizarro

EXCUSED ABSENCE

Chair DeShazo convened the meeting at 1:48 p.m.

Senator Phun read the Tongva land acknowledgement.

1. 1.1 Chair DeShazo announced: We have an Employee Recognition and Service Awards Celebration on Friday, April 10 at 9:00 a.m. in the University Gym.
- 1.2 Chair DeShazo announced: As a reminder, we have an additional Academic Senate meeting that is scheduled for April 28, 1:45-3:45 p.m. via Zoom. The agenda focus will be First and Second Reading Items.
- 1.3 Parliamentarian/Senator Bezdecny announced: I have just a few reminders:
 - Since we have Second Reading Items today, if you want to make changes or propose an amendment, please make a motion because that is how we make that change. We can also amend an amendment.
 - If you want to make a change with a completely different change, we can do that but it starts getting a little more advanced. If this happens, Chair DeShazo will walk us through the process.
- 1.4 Senator Hazra announced: April is Sexual Assault Awareness Month and the following events have been organized by Student Health Center, Center for Student Involvement, Office of DEIB and Office of Title IX:
 - o Dear Lara Film Screening
 - o Workshop on Gender-Based Violence
 - o Jenesse Student Leadership Conference for Violence Prevention
 - o Jeans for Justice
 - o Denim Day
 - o Additional ongoing activities for students as noted on Project Safe website maintained by the Student Health Center.

ANNOUNCEMENTS

2. There were no questions from the floor.

QUESTIONS FROM THE FLOOR

3. 3.1 There were no new intent to raise questions.

INTENT TO RAISE QUESTIONS

3.2 The following response was presented to the IRQ raised by Senator Meyerott at the meeting of March 24, 2026 (ASM 25-14):

1. Yes, a memo will go out indicating the following:
 - All Curriculog forms are now available for use.
 - The issues affecting the importing of course and program data into a proposal form were likely due to non-standard formatting within text fields for some proposals. While this was technically caused by users, we are concerned that Modem Campus tools make it difficult for us to identify the problem areas, and that problems in specific fields within specific courses cause challenges for the entire database. Another issue we found is that some proposals have typed-in courses rather than courses that have been imported. These typed versions of courses do not work for exporting to the catalog database and creates issues for attempts to import them for subsequent proposals.
 - Any questions or concerns related to Curriculog (Modem Campus Curriculum) should be reported using the [Curriculog Troubleshooting Support form](#) which is monitored by Esther Tam, Catalog Editor and Lead Curriculum Specialist. It is also best practice to report issues to college-level curriculum support staff as they work closely with Esther Tam to address challenges that arise.

INTENT TO RAISE
QUESTIONS (continued)

2. We've heard that some colleges have moved forward with curricular proposals using word documents so that department and college approvals can stay close to original timelines. This process works well if the proposals are ultimately prepared in Curriculog over the summer or by early fall. Esther Tam can force approve proposals that have already gone through department chair, department committee, college initial review, college committee, and associate dean approvals if the meeting minutes indicating those approvals are uploaded to the proposal form.
3. There are no workarounds for the approved curricular review process. But if the tools we rely upon to support the process fail to work as expected, we contact the Modem Campus tech support while providing manual support for the process.
4. Esther Tam has worked to breakdown the importing and exporting of course and program data to manage the process that Modem Campus seems to have difficulty handling. Basically, our best tool at this point is our curricular support staff at the college and university level.

Provost Note: The service disruptions caused by Modem Campus are significant and this dynamic is not sustainable. I have been in communication with the Chancellor's Office, and they have noted that multiple other campuses that use Modem Campus are experiencing similar frustrations. As part of the CSU move toward "systemness" the CO is re-visiting the conversation of a system-wide adoption of an academic operations platform. In the meantime, we are reviewing our campus options.

- 3.2 The following response was presented to the IRQ raised by Senator Meyerott at the meeting of March 24, 2026 (ASM 25-14):
 1. The [DOJ Title II Final Rule](#) sets out specific requirements to ensure web content and mobile applications (apps) are accessible to people with disabilities. Notable websites and mobile apps include the Cal State LA public facing website, Canvas LMS, and the Canvas mobile app. The interfaces of these platforms are accessible, but the content posted by users of these systems may not be accessible and will require the attention of the user who posted the content. The following examples further illustrate the responsibility of making content accessible:
 - 1.1 **An academic course in Canvas LMS:** The instructor of record for the academic course is responsible for ensuring the content posted by the instructor is accessible. This may include the course syllabus, documents such as readings and slides, instructor created video, and/or textbook publisher supplemental content. The instructor should take steps to ensure their syllabus and slides are accessible by modifying the original content. The instructor should create video or host existing video inside the Panopto video platform to ensure closed captioning. The instructor should utilize remediation services for content not created by the instructor such as library holdings and/or open educational resources. The instructor should also contact their publisher representative to request accessible versions of supplemental content, and push for all future content to be accessible.
 - 1.2 **Faculty research lab on Cal State LA website:** The faculty member leading the research lab is responsible for ensuring the content posted on the research lab webpage is accessible. This may include text, images, and uploaded files. The faculty member should first determine what website content can be archived, and either marked as such or removed from the website. For remaining content, the faculty should ensure text uses predefined webpage styles (e.g., heading 1, heading 2), images contain alternative text (a brief text-based description of the image, graphic, or diagram), and uploaded files are made accessible either by modifying original files or submitting files for remediation.

- 1.3 **Webpage for a Cal State LA college:** Individual faculty members are not responsible for ensuring the main college website is accessible. When pages nest under the main college website structure, and are maintained by a faculty member (e.g., profile page), the faculty member should ensure the content of the nested page is accessible using methods previously described.

As a general practice, the user that posted the content should take responsibility for ensuring it is accessible. This responsibility includes adjusting content to make it accessible, requesting support or utilizing a university service to make the content accessible.

2. The Final Rule calls for web content and mobile applications (apps) to be accessible to people with disabilities. The specific technical standard is [Web Content Accessibility Guidelines \(WCAG\) Version 2.1, Level AA](#).

The WCAG standards include four core principles. Content should be perceivable, operable, understandable, and robust.

Faculty members may wish to consider the following questions when assessing the level accessibility of their content:

1. Can everyone perceive the content?
2. Can everyone interact with this content?
3. Can everyone make sense of the content's structure?
4. Does the content work with the tools people rely on?

The Canvas accessibility tool UDOIT provides tools to identify, assess, and score accessibility issues present in a course. It assigns a numerical score to course content. Neither the Final Rule nor WCAG standards assign a minimum score for compliance. The Final Rule simply calls for content to be accessible. The UDOIT [course accessibility report](#) categorizes issues into high, medium, and low impact areas. As a recommendation, faculty should first address high impact issues that cause the most significant barriers to people with disabilities with the understanding that accessibility is a project of continuous improvement.

3. The Final Rule makes the [WCAG 2.1 AA](#) standards effective April 24th, 2026.
4. Regrettably, the DOJ did not consider academic year scheduling when announcing the Final Rule in April 2024. With the standards in effect starting April 24th, 2026, and with approximately one month of spring semester remaining, faculty members should prioritize attending [training](#), reviewing the UDOIT course [accessibility report](#) for their courses, and addressing high impact issues in courses currently being taught. Later in preparation for summer and fall courses, faculty should consider addressing accessibility as content is updated and readied for these future terms.
5. The DOJ Title II Final Rule applies to the institution, and compliance is an institutional responsibility. Questions related to individual legal liability are complex and fact specific. Currently, we cannot provide guidance on personal legal jeopardy. Faculty should follow university guidance and [utilize available support services](#) to ensure their content meets accessibility requirements.

4. It was m/s/p (Porter) to approve the minutes of the meeting of March 24, 2026 (ASM 25-14).

APPROVAL OF MINUTES

5. 5.1 It was m/s/ (Porter) to approve the agenda.

APPROVAL OF AGENDA

- 5.2 Chair DeShazo advised the body that President Eanes requested a time certain of 3:00 p.m. in the meeting to provide campus updates. It was m/s/p (Meyerott) to add a new item 9: Time certain with President Eanes – 3:00 p.m. and renumber the remaining items. (V: 26/1/0).

APPROVAL OF AGENDA
(continued)

SENATE CHAIR'S REPORT

FACULTY NEEDS ASSESS-
MENT SURVEY RESULTS
PRESENTATION –
EXECUTIVE COMMITTEE

ACADEMIC PLAN UPDATE
BY MEMBERS OF THE
STEERING COMMITTEE
AND PROVOST HEATHER
LATTIMER

TIME CERTAIN WITH
PRESIDENT EANES -3:00PM

CAL STATE LA ACADEMIC
RESOLUTION ON
ADDRESSING OPERATION-
AL FAILURES IN ENROLL-
MENT MANAGEMENT
THROUGH STRUCTURAL
REASSIGNMENT AND
ONGOING MONITORING
Second-Reading Item
Forwarded to recipients

PROPOSED NEW POLICY:
RESEARCH, SCHOLARSHIP,
AND CREATIVE
ACTIVITIES POLICY
COMMITTEE, FACULTY
HANDBOOK, CHAPTER II
(25-2.1)
First-Reading Item

PROPOSED POLICY MOD-
IFICATION: THE STUDENT
OPINION SURVEY ON
INSTRUCTION POLICY,
FACULTY HANDBOOK,
CHAPTER V (25-6)
First-Reading Item

ADJOURNMENT

- 5.3 The agenda was approved as amended.
6. Chair DeShazo presented her report.
7. Senators Hazra and Porter presented survey results related to Research, Scholarship, and Creative Activities.
8. Members of the Steering Committee presented an update.
9. President Eanes presented campus updates.
10. The recommendation was APPROVED. (V: 22/2/1)
11. 11.1 It was m/s/ (Meyerott) to approve the recommendation.
11.2 A five minute question and discussion period took place.
12. 12.1 It was m/s/ (Meyerott) to approve the recommendation.
12.2 A five minute question and discussion period took place.
13. It was m/s/p (Hazra) to adjourn at 3:43 p.m.