

Message from the President



Rooted in our city's many diverse communities, Cal State LA is a platform for equity and justice. As a faculty member, you shape the future for our university and our students. Dedication to academic excellence is essential to the transformation of lives, families, and neighborhoods. So too is involvement in the work of faculty leadership and shared governance.

This handbook outlines the policies and procedures that offer a foundation to a campus culture of care and collegiality. By understanding these guidelines, you help us maintain our vibrant exchange of ideas in celebration of both place and purpose.

Berenecea Johnson Eanes
President

Chapter I

Organization of the California State University, and California State University, Los Angeles

Organization of the California State University System

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972, the system became The California State University and Colleges (CSUC), and in 1982 the system became The California State University (CSU). Today the campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus - San Jose University - was founded in 1857 and became the first institution of public higher education in California. The newest - CSU Channel Islands - opened in fall 2002, with freshmen arriving in fall 2003.

Responsibility for The California State University, is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, who are the chief executive officers of the respective campuses.

The Trustees, the Chancellor, and the Presidents develop systemwide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of The California State University, made up of elective representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

Academic excellence has been achieved by The California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All of the campuses require, for graduation with a baccalaureate, a basic program of "General Education Requirements" regardless of the type of bachelor's degree or major field selected by the student.

The CSU offers high quality and affordable bachelor's and master's level degree programs. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California. In 2005, the CSU was authorized to independently offer educational doctorate (Ed.D.) programs.

Enrollments in fall 2008 totaled more than 433,000 students, who are taught by more than 21,000 faculty. The system awards about half of the bachelor's degrees a third of the master's degrees granted in California. More than 2.5 million students graduated from CSU campuses since 1961.

A recent economic report found that the CSU supports more than 150,000 jobs statewide, annually. The engine driving job creation is more than \$17 billion in economic activity that directly results from CSU-related spending that generates \$5.43 for every dollar the state invests. For more information, please see www.calstate.edu/impact.

Governance of The California State University

California Postsecondary Education Commission. Pursuant to the recommendation of the Master Plan, the Legislature established a Coordinating Council for Higher Education to make recommendations concerning the differentiation of functions among the various segments of public higher education and to develop plans for the orderly growth of public higher education in California. The commission was created to provide advice to the Governor and the Legislature on problems and issues in postsecondary education, as well as to bring about improved statewide planning and coordination among the hundreds of public and private institutions in California that offer educational programs beyond the high school level. In 1974, the Legislature dissolved the Coordinating Council of higher education and replaced it with the California Postsecondary Education Commission.

The Board of Trustees. The Legislature further implemented the Master Plan by resting the governance of The California State University in a body corporate, known as "The Trustees of the California State University." Under the present law, there are 24 voting Trustees. Five Trustees are ex officio: the Governor, Lieutenant Governor, Speaker of the Assembly, State Superintendent of Public Instruction, and the Chancellor of the California State University. The Alumni Trustee is appointed by the CSU Statewide Alumni Council. The Student Trustee and Faculty Trustee are appointed by the Governor from nominees proposed by the California State Student Association and the Statewide Academic Senate respectively. The Student, Alumni, and Faculty Trustees serve for two years. The sixteen remaining Trustees are appointed by the Governor, confirmed by the State Senate, and serve for eight years. Trustees remain on the Board until a replacement is named or 60 days after their term expires.

The Chancellor. The chief executive officer of The California State University is the Chancellor appointed by the Board of Trustees. The Chancellor is directly responsible to the Trustees for the administration of the universities.

The Chancellor's Executive Council. The Chancellor's Executive Council, comprised of the campus Presidents, acts as an advisory group to the Chancellor. The Council evaluates proposed programs and policies prior to their submission to the Board of Trustees through the Chancellor. The Council also is involved in the implementation of all policy decisions affecting the universities and thus in the formulation of workable programs and means for the application of policy. The Council normally meets once a month.

The Academic Senate of The California State University. The Academic Senate of The California State University serves as the official voice of the faculties of The California State University in matters of systemwide concern; considers issues bearing on systemwide policies and makes recommendations thereon; and assumes such responsibilities and performs such functions as may be delegated to it by the Chancellor or the Trustees. All recommendations of the systemwide Senate are addressed to or through the Chancellor. The Constitution of the Senate was ratified by the faculties on February 1, 1963, and approved by the Board of Trustees on March 8, 1963. See Appendix B, "[Constitution of the Academic Senate of The California State University.](#)"

Relationships and Lines of Communication

Communication With Trustees. The Trustees are the governing board of The California State University. The Chancellor is directly responsible to the Trustees for the administration of the system.

1. The Chancellor communicates directly with the Trustees.
2. Communication by others with the Trustees may be effected through the Office of the President upon approval of the Chancellor.

Communication Between Chancellor and Presidents. Each President is directly responsible to the Chancellor for the administration of the University.

Communication between the Chancellor and each President, individually, is direct in both directions.

- a. The Chancellor communicates with each President concerning policies which govern the operation of the academic program and matters which are applicable to all the campuses. The Chancellor will normally observe the established direct channel to a campus but may deviate when the occasion demands it or when other procedures have been established in accordance with approved policy.
- b. Each President communicates with the Chancellor concerning operation of the campus, including the progress and review of established programs and the development of new programs; problems which require resolution above the campus level; and educational developments and ideas which are pertinent to the responsibilities of the Chancellor or the Trustees. The Office of the Chancellor is not perceived as the chief operational center of each campus or as an appellate office for campus matters, except where such is provided for approved policy and procedures.

Communication between the Chancellor and the Presidents, collectively, is through the Chancellor's Executive Council.

- a. The Chancellor transmits Trustees' policy definitions to the Presidents through the Council. The Chancellor directs the functioning of the system through general and specific instructions to the Council. The Chancellor informs the Presidents, through the Council, of the educational progress and problems of the system and solicits their advice.

The Chancellor reviews, with the Council, the proposals and plans for meetings of university personnel.

- b. The Presidents, through the Council, advise the Chancellor. The Council presents to the Chancellor matters which require attention at the policy or highest administrative level and advises or makes recommendations to the Chancellor. The Council reviews the recommendations of staff and organized systemwide administrative and faculty groups. The Council advises the Chancellor regarding the resolution of systemwide problems. The Agenda Committee, with the approval of the Chancellor, assembles subjects and materials for presentation to the Council.

Communication Between Chancellor's Staff and Each President's Staff. The Chancellor designates to the Presidents the assignment and responsibilities given to each of the Chancellor's administrative staff members. Each President designates to the Chancellor the assignment and responsibilities given to each of the members of their administrative staffs.

1. The Chancellor identifies appropriate channels and informs the Presidents of approved communication. Once communication has been approved and begun, the Chancellor and the Presidents involved are kept informed of progress.
2. The findings and recommendations of such cooperation are subject to appropriate administrative authorization at the Chancellor's and Presidents' level before implementation.

Communication Between Chancellor and Other University Personnel and Groups and University-Affiliated Groups.

1. The Chancellor normally communicates with other university personnel or organized groups through the President or with a copy of the communication to the President.
2. Other university personnel normally communicate with the Chancellor through the line of the university organization, specifically including the President.
3. Organized inter-university groups outside university jurisdiction may communicate directly with the Chancellor. In communication with such groups the Chancellor may inform the appropriate President, or the Council, of the nature of the communications.
4. Organized university-affiliated groups such as student associations, alumni organizations, and citizen **committees**, may communicate directly with the Chancellor and the Presidents. The Chancellor and each President inform each other of the nature of such communications. (CCSCP, July 10, 1962).

California State University, Los Angeles

California State University, Los Angeles was established by the Legislature on July 2, 1947, as "The Los Angeles State College." In 1949, the Los Angeles State College was reconstituted by the Legislature as "The Los Angeles State College of Applied Arts and Sciences." In 1964, the Board of Trustees of the California State Colleges changed the name of the college to the "California State College at Los Angeles," in 1968 to "California State College, Los Angeles," and in 1972 to "California State University, Los Angeles."

From 1947 to 1955, the college shared the campus of the Los Angeles City College. In 1956, the college moved to its present campus of one hundred and seventy-five acres in the northeastern section of the City of Los Angeles, five miles east of the Civic Center. A total of 18 permanent buildings, representing a financial investment by the State of California of more than \$100 million, stand on a plateau that serves as a refreshing oasis in the center of the Los Angeles region.

A faculty of about 700 full-time and 385 part-time professors serves a student body of some 19,000 men and women. Bachelor's degrees are offered in 58 fields, master's degrees in 53, and the doctor's degree is offered in one field jointly with the University of California, Los Angeles.

The Presidents of California State University, Los Angeles have been P. Victor Peterson (1947-49), Howard S. McDonald (1949-62), Albert D. Graves (1962-63), Franklyn A. Johnson (1963-65), John A. Greenlee (1965- 79), and James M. Rosser (1979 to date).

The University Seal



The University Seal has as its motif the outline of the State of California, with a sunburst indicating the location of the University within the city of Los Angeles. The open book symbolizes the educational purpose of the University, with the numerals indicating the date of founding. The original design for the seal, created by John R. Siebon, was accepted by the Associated Students as their official emblem in November 1949, and was adopted officially by the President of the University and the Executive Council in April 1953.

Approval by the President or designee is required for use of the seal on any form of graphic productions.

The University Mace



The University Mace is a ceremonial piece symbolizing the authority under which the University is chartered. It is identified with the Office of the President and is carried in academic processions for commencements and other official University gatherings. The honor of serving as Mace Bearer is accorded to the Chair of the Academic Senate.

Historically, maces date back to the thirteenth century, when they began to be carried as ceremonial symbols of royal authority at events attended by English kings.

The University Mace, first used at the annual Commencement exercises in June 1960, was designed and executed by Hudson Roysher, Emeritus Professor of Art. The head of the mace bears the seal of the University. The crowning ornament on the head depicts three buds of the bird of paradise, official flower of the City of Los Angeles. The buds represent the arts, letters, and sciences. The design at the foot of the mace is derived from the poppy, floral emblem of the State of California. The decorative bands encircling the mace symbolize the mountainous terrain of Southern California.

Academic Organization of the University

For the administration of its instructional programs, the University is organized into seven colleges. The colleges and their departments, divisions or schools, follow:

College of Arts and Letters: Departments of Art; Communication Studies; English; Liberal Studies; Modern Languages & Literatures; Music; Philosophy; Television, Film and Media Studies; Theatre & Dance; and Women's, Gender, and Sexuality Studies.

College of Business and Economics: Departments of Accounting; Economics & Statistics; Finance, Law & Real Estate; Information Systems; Management; and Marketing.

Charter College of Education: Departments of Applied and Advanced Studies in Education; Curriculum and Instruction; and Special Education and Counseling.

College of Engineering, Computer Science, and Technology: Departments of Civil Engineering; Computer Science; Electrical and Computer Engineering; Mechanical Engineering; and Technology.

College of Ethnic Studies: Departments of Asian and Asian American Studies; Chicana(o) and Latina(o) Studies; and Pan-African Studies.

Rongxiang Xu College of Health and Human Services: Departments of Child and Family Studies; Communication Disorders; Public Health; Nutrition and Food Science; Criminal Justice and Criminalistics; School of Kinesiology; Patricia A Chin School of Nursing; and School of Social Work.

College of Natural and Social Sciences: Departments of Anthropology; Biological Sciences; Chemistry and Biochemistry; Geography, Geology, and Environment; History; Latin American Studies; Mathematics; Natural Science Program; Physics & Astronomy; Policial Science; Psychology; and Sociology.

Special Study Centers

Several special centers which are committed to various objectives are part of the campus community. These and other research-oriented organizations engage in the acquisition and dissemination of information, issuance of publications, and support of special programs aimed at bringing outstanding speakers to the campus and seeking out sources of funds for expanding library holdings and other resources essential to research. These centers are described in the **General Catalog**.

The General Catalog

The **General Catalog** of the University incorporates descriptions of programs leading to degrees and credentials, the special study centers, the faculty in various disciplines, and many of the statutory and administrative regulations governing University policies and their implementation in relation to the instructional programs and student progress.

Chapter II

Governance of the University

The President

The President is the executive officer of the University, appointed by and responsible to the Board of Trustees of The California State University. The President communicates with the Trustees through the Chancellor and provides the leadership for the development of internal policies and for the governance of the University.

The term "President" as used in this faculty handbook refers to the chief executive officer or his/her designee.

The Academic Senate

Faculty members and students have a major role in the governance of the University through the Academic Senate, which is the official representative body of the faculty. The Senate recommends policy to the President. If the President rejects a Senate proposal, the Chair of the Senate is informed in writing of the compelling reasons for rejection of the Senate recommendation. All full-time members of the faculty are eligible for election to the Senate, whose membership also includes five student voting members and one emeritus faculty voting member. See Appendix C, "[The Constitution of the Faculty of California State University, Los Angeles.](#)"

Faculty members and students participate in the governance of the University by their service both as members of the Senate, and as members of the university-wide standing committees and various subcommittees which are agencies of the Senate in the determination of internal policies.

Committee Structure of the Academic Senate

(Senate: 2/6/64, 5/25/65, 10/13/66, 5/25/67, 1/14/75, 3/28/79, 2/10/81, 11/11/81, 1/5/82;
President: 3/2/64, 6/14/65, 12/1/66, 6/12/67, 1/28/75, 4/24/79, 2/10/81, 11/18/82; Editorial
Amendment: 9/00, 9/03)

Philosophy. The concept underlying the committee organization of the Academic Senate can be found in the following principles:

1. University-wide standing committees are agents of the Academic Senate.
2. University-wide standing committees are policy-recommending and advisory. They will have administrative support and personnel to ensure that ministerial functions growing out of policies are properly administered.
3. The standing committees will be supplemented by such ad hoc subcommittees as they find necessary.

4. College committees will be given a high degree of local autonomy and responsibility.
5. The term of office for faculty members of standing committees and subcommittees is three years, with the exception of the Committee on Academic Freedom and Professional Ethics, for which the term is five years, and committees which select recipients of awards, for which the term is one year maximum. The term of office for student members of the committee is one year. No person may serve concurrently on more than one of the following committees: Educational Policy Committee, Faculty Policy Committee, Fiscal Policy Committee, Student Policy Committee, and the Nominations Committee.
6. Administrators who serve by virtue of their positions within the University or who are appointed by the President to serve as Executive Secretary do so in an ex officio non-voting capacity on all standing committees and subcommittees of the Academic Senate, i.e. they do not make motions, vote, nor serve as chair.

Channels of Communication and Responsibility. The operational procedures established by the Senate for university-wide standing committees are as follows:

1. University-wide committees submit recommendations for the initiation of new university policy or changes in present policy to the Academic Senate and at the same time provide the President with a copy of these recommendations.
2. The President withholds action on such committee recommendations until the Academic Senate has reacted to these recommendations and presented in writing a specific recommendation to the President to accept the recommendations of a committee, to accept them with modifications, or to reject them. Copies of the minutes do not suffice to inform the President of Academic Senate recommendations.
3. In all of their actions the Academic Senate, the university committees, the administration, and faculty organizations must act within the limits of state law, the rules of the Board of Trustees, ordinary concepts of academic freedom, and the statement "Academic Freedom, Professional Ethics, and Faculty Freedom" adopted by the Faculty Council on April 20, 1961 and approved thereafter by the President, and any subsequent revisions of or amendments added thereto.

Committee Meeting Schedules

Meetings of the Senate and standing committees are scheduled at fixed times. Faculty and student members elected to them are asked to arrange instructional programs to accommodate meeting times. In the event of an unavoidable conflict, an alternate elected from the same constituency serves during the quarter so affected.

The Academic Senate meets on even Tuesdays of the semester from 1:45 p.m. to 3:45 p.m. The Executive Committee meets every three out of four Wednesdays from 1:45 to 3:45 p.m. The standing committees are scheduled as follows:

Nominations Committee - Thursdays, 10:50 a.m. to 12:05 p.m.
Educational Policy Committee - Wednesdays, 1:40 to 2:55 p.m.
Faculty Policy Committee - Mondays, 1:40 to 2:55 p.m.

Fiscal Policy Committee - 2nd & 4th Thursdays, 9:25 to 10:40 a.m.
Student Policy Committee - 1st & 3rd Tuesdays, 9:25 to 10:40 a.m.

Institutional Animal Care and Use - 1st & 3rd Wednesdays, 12:15 to 1:30 p.m.
Institutional Review Board - Human Subjects - even weeks (of the semester) 12:30 p.m. to 2:35 p.m.

Several standing university-wide subcommittees have established fixed schedules. In particular, the General Education Subcommittee meets on Tuesday afternoons, the Curriculum Subcommittee meets on Tuesday mornings, the Library Subcommittee meets on Thursday mornings, the Academic Information Resources and Academic Advisement Subcommittees meet on Mondays, and Program Review Subcommittee meets on Thursdays. Other subcommittees, all ad hoc committees, and all administrative committees set meeting times in accordance with the teaching programs of the faculty members serving on them.

Information regarding college committees is available in the administrative office of each college.

Policy on Elections

(Senate: 4/21/66, 5/8/73, 5/17/77, 4/30/96, 6/1/11, 8/3/11 [EA], 5/24/16, 11/5/24; President: 9/8/11, 11/18/16, 2/10/25; Editorial Amendment: 9/00, 8/01)

General Considerations

This policy applies generally to department/division/school, college and university-wide faculty elections and all Senate elections in which a written ballot is used unless procedures for specific elections are detailed in policy elsewhere in this handbook or in department/division/school or college policy documents. Departments/divisions/schools and colleges that wish to follow alternative election procedures must specify those procedures in their approved policy documents.

Election Procedures

Department/division/ school, college, and university-wide faculty elections shall utilize an electronic voting system that ensures that voters' names are not attached to their ballots. Electronic ballots will be prepared by the elections committee or other appropriate committee in each department/division/school or college. The Academic Senate shall conduct all university-wide faculty elections according to its established procedures. The elections committee or appropriate body will set the timeline for submission of nominations of candidates and for election, which will run for a minimum of five business days for nominations and seven days for elections. For each candidate or issue to be voted upon, all options must be simultaneously visible to the voter.

Tabulating Election Results

Elections shall utilize a preferential ballot with a single-transferable vote unless otherwise specified in university, college or department/division/school policy. The counting system is described in an explanatory document available in the Office of the Academic Senate and distributed to college and department/division/school offices. When a tie occurs for two or more candidates at the lowest ranking, all shall be dropped. When a tie occurs near the end of the count such that the elimination of all the tied candidates would result in an incomplete complement of elected persons, the order of the final election may be established by comparison of the tied candidates' respective rankings on the ballot.

Election results will be announced within one week of the close of voting. Following elections, and after the announcement of results, the electronic file of voting shall be stored for ten days after which it may be deleted if no challenge is received. If there is a challenge to the results, a written appeal of the elections results must be presented to the elections committee or appropriate body within the 10-day period following the announcement of results. If an appeal is presented, the electronic file of voting will continue to be stored until a final resolution of the appeal has been reached. The file will be permanently deleted once any appeals are resolved.

Academic Senate CSU Substitutes and Alternates

(Senate: 4/30/13; President: 6/17/13)

Each year each CSULA Academic Senate CSU Senator shall nominate a minimum of two substitutes to serve in the event a senator is unable to attend a Statewide Senate meeting during the year. Persons nominated as substitutes must be current or past senators. The substitutes will be rank ordered by the full Academic Senate.

When a senator is unable to attend an ASCSU meeting or other activity, the first substitute should attend instead. If the first substitute is not available, the senator will follow the list of substitutes to find someone able to attend. If no substitute is available, and there is not sufficient time for a vote of the full Senate to elect a substitute, a current CSULA senator will be selected by the Senate Executive Committee to serve as the substitute.

If a statewide academic senator is unable to complete a portion of their Senate term, the vacancy will be filled using the rank ordered list of alternates from the most recent election for statewide senator. If no alternate is available, a new election will be conducted for the statewide senate position.

Committee Policies and Procedures

Election and Appointment to Committees

(Senate: 4/16/74; President: 4/23/74; Editorial amendment: 9/23)

Election and appointments of committee members and alternates take place during the spring quarter. After the election or appointment of faculty members to committees, but not before the first week following general student elections in the spring quarter, an organizational meeting of each new committee is held for the purpose of electing officers. Committee members and new officers take office on the day following the close of the spring quarter.

Election of Officers of Standing Committees

(Senate: 6/5/84; Editorial amendment: 9/23)

Eligibility for Election as Chair.

To be eligible for election as chair of a standing committee, the nominee must have served for at least one quarter on that committee by the time his or her office as chair would start.

Vice Chair.

All standing committees shall elect a vice-chair from among their voting members to serve during the absence of the chair and to assist the chair in preparation of the agenda.

Term of Office for Faculty Appointees to Administrative Committees

(Senate: 2/12/85; President: 2/22/85; Editorial Amendment: 9/03)

Faculty appointees nominated by the Nominations Committee to administrative committees serve three-year terms with the exception of ad hoc awards committees. If more than one member is appointed, terms will be staggered by lot.

Responsibilities of a Liaison Member from the Executive Committee to a Standing Committee of the Academic Senate

(Senate: 9/25/18, 10/24/23; President: 10/15/18, 12/13/23; Executive Committee: 6/20/84)

Preamble. Because of the importance of the liaison function, the Executive Committee should be careful in making liaison assignments, to accommodate the liaison member's background, experience, and interests as far as possible. It is the responsibility of the Senate Chair to counsel liaison members on their duties and responsibilities.

The specific responsibilities of a liaison member include the following:

1. Informs the committee chair of actions by, and information coming to, the Executive Committee that may be of significance to the work of the committee.
2. Reports to the Executive Committee the actions and agenda of the committee.
3. Assists the committee chair in the preparation of the committee agenda, as requested.
4. Assists the committee chair in representing the committee at meetings, as requested.

5. Assists the committee chair in instructing new committee members about the committee's relationship to other standing committees, subcommittees, and academic governance in general.
6. Assists the committee chair in instructing new committee and subcommittee members on their duties as members, and as representatives of their particular constituencies.
7. Serves as a full, voting member of the committee with all rights and responsibilities thereof.

Job Description: Chair of Standing Committee

(Executive Committee: 5/16/84; Senate: 10/24/23; President: 12/19/23)

Preamble. This job description is an attempt to spell out the critical duties and responsibilities of a Senate Standing Committee Chair. It should apply with few or no modifications to all standing committees.

The duties and responsibilities of the chairs are a separate and distinct issue from a definition of the charges of these committees, and the two issues need to be considered separately. Hence, no attempt has been made to specify individual committee charges.

Chair of Standing Committee. The Chair of a Senate Standing Committee is responsible for overall coordination and direction of the parent committee and its subcommittees, insuring that the charges to the committees are carried out in a timely and competent manner. Upon consultation with the Senate Chair, Executive Committee Liaison Representative, and other sources of committee input, and with the assistance of the Executive Secretary to the committee, the Chair prepares the agenda and conducts the meetings of the committee. The Chair routinely consults with appropriate sources of information in order to gather and/or prepare background information and documents relating to the business of the committee. The Chair coordinates the activities of the Executive Secretary, the clerical secretary, and the Senate secretary, to insure that the typing, reproducing, and distribution needs of the committee are being met. The Chair attends meetings of other committees and governmental bodies as necessary.

In addition to the technical duties aforementioned, the Chair of a Senate Standing Committee is responsible for the instruction and indoctrination of new committee members in the functions of the committee as well as in their specific roles in academic governance as committee members.

1. Conducts meetings of the committee.
 - a. Prepares agenda.
 - b. Consults with Executive Secretary on background information relative to the agenda.
 - c. Supervises distribution of agenda and related documents.
2. Routinely consults with appropriate providers of technical information, agenda referrals, clerical assistance, etc.
 - a. Senate Chair.

- b. Executive Secretary.
 - c. Executive Committee Liaison Member.
 - d. Secretary to Executive Secretary.
 - e. Chairs of subcommittees, steering committees, as appropriate.
 - f. Other providers of information and/or support (e.g. administrators, faculty, other committee chairs).
- 3. Ensures that the Committee is represented at meetings as required.
 - a. Senate.
 - b. Subcommittees.
 - c. Other committees as needed.
- 4. Instructs new committee members on the charges of the committee, its subcommittees, and the interrelationships between these committees and academic governance in general and other committees and subcommittees in particular.
 - a. Charge of the parent committee.
 - b. Charges of the subcommittees.
 - c. Relationships between the parent committee and its subcommittees.
 - d. Relationships of the parent committee and subcommittees to other committees, faculty, and to University administrators.
- 5. Instructs new committee members and new subcommittee members on their duties as committee members and as representatives of their particular constituencies.
 - a. Explains the importance of timely attendance.
 - b. Reviews need to study issues and read relevant background documents.
 - c. Encourages members to seek out opinions and viewpoints of colleagues, where appropriate.
 - d. Attempts to convey the serious responsibility that committee membership entails.
 - e. Attempts to reasonably and accurately estimate the amount of preparation necessary to carry out committee duties.

Responsibilities of Liaison Members from Senate Standing Committees to Subcommittees

(Executive Committee: 4/22/92)

Because of the importance of the liaison function, the Standing Committee in making liaison assignments should try to accommodate the liaison member's background, experience, and interests as far as possible. The committee chair shall advise liaison members of their duties and responsibilities:

The specific responsibilities of a liaison member include the following:

- 1. Informs the subcommittee chair of actions by and information coming to the Standing Committee that may be of significance to the work of the subcommittee.
- 2. Reports to the Standing Committee the actions and agenda of the subcommittee.

3. Assists the subcommittee chair in the preparation of the subcommittee agenda, as requested.
4. Assists the subcommittee chair in representing the subcommittee at meetings, as requested.
5. Assists the subcommittee chair in instructing new members about the subcommittee's relationship to the Standing Committee, other subcommittees and academic governance in general.
6. Assists the subcommittee chair in instructing new subcommittee members of their duties as members.
7. Serves as a full, voting member of the subcommittee with all rights and responsibilities thereof.

Liaison Reporting to the Executive Committee by Faculty Members Serving on Presidential Committees and Boards

(Executive Committee: 1/26/83; Editorial Amendment: 9/03)

Every Executive Committee or Nominations Committee appointee to a standing Presidential advisory committee or board is required to report to the Executive Committee on a regular rotating basis for a minimum of once per quarter.

Committee Vacancies

(Senate: 6/1/67, 1/7/75; President: 8/25/67, 1/9/75; Editorial Amendment: 9/03, 9/23)

Faculty members on leave or quarter off for one or more quarters will normally not serve on committees, and must notify the committee chair at the beginning of the quarter preceding the absence. If a faculty member is available and willing to serve and if there are extraordinary circumstances, such as membership on a selection committee, which make the faculty member's attendance highly desirable, a faculty member may serve while on leave or quarter off. If a faculty member so serves on a committee in a position in which assigned time normally would be received, assigned time will not be granted nor will the faculty member accrue assigned time for subsequent use.

In the absence of a member of the Nominations Committee for a quarter, the Executive Committee of the Academic Senate shall appoint a temporary replacement. If a member is to be absent for more than one quarter, the Senate shall elect a temporary replacement.

The chair of a standing committee should announce to the committee as early as possible which quarter will be spent on leave or vacation, so that the committee can provide for appropriate continuity in committee leadership (e.g., acting chair or vice chair).

Equity Statement

(Senate: 4/16/91; Editorial Amendment: 9/00)

RESOLVED: That before each election the Chair of each college's elections committee shall make the following announcement:

Because a strength of our faculty lies in its ethnic, cultural and gender diversity and because of our commitment to equity let us remember, as we make nominations and cast our votes today, that we should strive to elect committee members which reflect that diversity.

Attendance at Meetings of the Academic Senate and its Committees

(Senate: 12/5/67, 3/9/76; President: 12/7/67, 3/16/76; Editorial Amendment: 9/03)

All voting members of the Academic Senate and of its standing committees and subcommittees, both faculty and students, are expected to attend meetings regularly in order to fulfill the commitments of membership. If any voting members are absent from three consecutive meetings, they shall be replaced unless they are on approved leave or off campus for university related business.

In the case of committee membership, the chair of the committee concerned will notify the Nominations Committee regarding such a vacancy. The Nominations Committee in turn will request the appropriate body to provide a replacement.

Committee Service

(Senate: 12/5/67; President: 12/7/67; Editorial Amendment: 9/03)

If a member of a standing committee of the Academic Senate fails to meet committee responsibilities, the committee may by a two-thirds vote recommend to the Nominations Committee that the member be replaced. The Nominations Committee has responsibility to act on such a recommendation.

Operation of Academic Governance during Summer

[See policy on Curriculum Calendar](#)

(Senate: 10/2/88, 12/3/03, 2/26/13, 10/24/23; President: 3/15/90, 2/19/04, 3/26/13, 12/13/23; Editorial Amendment: 9/99, 9/03)

Faculty committees at university and college levels may not surrender or delegate to designated members of the administration any part or the whole of committee responsibility during the summer or any other term or portions thereof.

The operation of governance during the summer quarters shall be:

1. Academic Senate

The Academic Senate will not meet during the summer term.

2. Executive Committee
The Executive Committee of the Academic Senate will meet every other week during the summer term but may schedule additional meetings if needed.
3. Nominations Committee
The Nominations Committee does not meet during the summer term. Nominations Committee matters that need immediate attention will be handled by the Executive Committee.
4. Educational Policy Committee
The Educational Policy Committee does not meet during the summer term. Educational Policy Committee matters that need immediate attention will be handled by the Executive Committee.
5. Faculty Policy Committee
The Faculty Policy Committee does not meet during the summer term. Faculty Policy Committee matters that need immediate attention will be handled by the Executive Committee.
6. Fiscal Policy Committee
The Fiscal Policy Committee does not meet during the summer term. Fiscal Policy Committee matters that need immediate attention will be handled by the Executive Committee.
7. Student Policy Committee
The Student Policy Committee does not meet during the summer term. Student Policy Committee matters that need immediate attention will be handled by the Executive Committee.
8. The Institutional Animal Care and Use Committee
Standing committee continues to function during summer term.
9. Institutional Review Board - Human Subjects
Standing committee continues to function during summer term.

Access to Meetings of University Committees

(Senate: 10/19/71; President: 11/18/71; Editorial Amendment: 9/00, 8/01)

All committee meetings at all levels -- university, college and department/division/school, including subcommittees and ad hoc committees -- shall be open to interested members of the faculty, student body, and staff. Faculty, students, and staff wishing to observe a committee meeting shall inform the committee chair prior to their attendance. Unless specifically invited to participate, observers may not interfere with the processes and procedures of any committee. During the discussion of personnel matters, only committee members may attend, except that individuals specifically invited by the committee to provide needed information may also attend. During the actual deliberations and voting on personnel matters, only members of the committee may attend.

Assigned Time for Academic Governance

(Senate: 5/21/68; President: 7/17/68, Editorial Amendment: 9/90, 9/03)

The members of the Executive Committee are each assigned to one of the four major committees of the Academic Senate -- Educational Policy, Faculty Policy, Fiscal Policy, and Student Policy Committees. All members of the Executive Committee not otherwise receiving assigned time shall be granted three or four quarter units of assigned time, depending upon what is consistent with each individual assignment. When circumstances dictate, the Executive Committee shall request the Provost and Vice President for Academic Affairs to grant assigned time to the Chair of the Committee on Academic Freedom and Professional Ethics.

Assigned time will not be granted to faculty members serving in full-time administrative positions. The Senate may request additional time on an ad hoc basis for specific functions.

Proxies

(Senate: 2/24/66, 7/24/73; President: 3/9/66, 7/27/73)

The use of proxies on the Academic Senate and university-wide committees is prohibited.

Alternates for Presidential appointees and for ex officio members on the Academic Senate and university-wide committees are prohibited, except that Executive Secretaries of committees may designate alternates as needed.

Student Participation in Academic Governance

(Senate: 2/29/72; President: 3/3/72; Editorial Amendment: 9/00, 8/01, 9/03)

Students participate in academic governance by holding membership with full voting privileges in the Academic Senate, as provided for by the Faculty Constitution, and on all university-wide committees, except for instances when a personnel matter involving a member of the faculty is being considered.

Under the same conditions, students may serve on college-level and department/division/school-level committees whenever a majority of the faculty of a college or department/division/school agree to their participation.

Students may not serve on the university-wide Nominations Committee, the Committee on Academic Freedom and Professional Ethics, and on other committees a major portion of whose work requires that committee membership be limited to tenured faculty, department/division chairs, school directors and academic administrators, as prescribed by the Administrative Code, Title 5, section 42701. None of the above is intended to restrict student participation on student grievance committees.

Recognition of Student Participation in Academic Governance

(Senate: 7/20/71, 8/26/75; President: 7/30/71, 9/8/75; Editorial Amendment: 9/00, 8/01, 9/039/23)

A notation is made on the permanent record of every student member of an academic governance body for participation in academic governance, provided that the student so recognized has maintained a minimum of 70 percent attendance during each such appointment.

Participation in academic governance is defined as membership in any recognized university, college, or department/division/school committee; college assembly; or the Academic Senate, its four standing committees, their subcommittees, or any ad hoc committee established by the Senate or the President.

At the end of each quarter, the Associated Students, Inc., Vice President for Academic Governance shall submit a list of participating students to the appropriate chair; after verification by the chair and the designated student activity adviser, the lists will be forwarded to the Vice President for Student Affairs for final recording.

Procedures for Placing Faculty Members on Student Committees and Student Members on Faculty Committees

(Senate: 10/8/68; President: 11/18/68; Editorial Amendment: 9/03)

Faculty Members on Student Committees. If the Board of Directors of the Associated Students, Inc., requests that faculty members serve as representatives of the faculty on any committees of the Associated Students, Inc., the procedures shall be as follows:

1. The Board of Directors will indicate any specific criteria for faculty members who serve on a given Associated Students, Inc., committee.
2. The request will be submitted to the Academic Senate for its approval.
3. If the Senate approves, the Nominations Committee will be asked to designate the faculty member or members to serve.

Any faculty member who is invited by the students to serve on a student committee has the right to do so, but such individual membership shall not constitute faculty representation.

Student Members on Faculty Committees. If the Academic Senate requests that student members serve as representatives of the student body on any of its committees, the procedures shall be as follows:

1. The Senate will indicate any specific criteria for students who serve on a given committee.
2. The request will be submitted to the Board of Directors for its approval.
3. If the Board of Directors approves the student membership on the faculty committee, it will designate the student to serve.

Senate committees that desire student representation on ad hoc subcommittees do not need Senate approval. The chair of the committee may request such representation directly from the Board of Directors.

Any student who is invited by the faculty to serve on a faculty committee has the right to do so, but such individual membership shall not constitute student body representation.

Relation of Administrative Committees to the Senate

(Senate: 4/14/66; President: 4/14/66)

The President shall inform the Executive Committee of the Academic Senate whenever an administrative committee has been appointed. Within three months of the time that the committee is appointed, there shall be consultation between the President and the Executive Committee concerning the future of the committee. If it is established that the work of this committee is relevant to the instructional program, then arrangements shall be made immediately to bring this committee under the Academic Senate committee structure.

Relation of Membership on University-Wide Committees to Administrative Appointments

(Senate: 4/14/66, 7/15/75; President: 4/14/66, 7/28/75; Editorial Amendment: 9/00)

Any faculty members who are appointed or elected to a committee of the Academic Senate, and who subsequently accept an administrative position within a college at the level of associate dean or higher or any position in central university administration, shall submit a resignation to the electing or appointing body. The electing or appointing body may accept or decline the resignation as it sees fit. This policy does not apply to Presidential appointees to committees.

College and Department/Division/School Advisory Committees

(Senate: 3/31/71; President: 4/21/71; Editorial Amendment: 9/00, 8/01)

Establishment. Advisory committees may be established at the discretion of colleges and departments/divisions/schools.

Membership. The selection, eligibility, and terms of service of the members of a college or department/division/school advisory committee shall be proposed by the college or department/division/school concerned to the respective college dean for approval. When approved and filed by the college dean, the procedures shall become the official policy for the selection of committee members.

Charge. The general function of advisory committees is one of consultation and advice. Specific functions of these committees shall be determined by the colleges and departments/divisions/schools concerned. However, advisory committees shall not make policy, evaluate personnel, or engage in internal fiscal affairs. Final decisions on all matters made by advisory committees shall be the responsibility of the faculty concerned.

Policy for Committees that Make Awards to Individual Faculty Members

(Senate: 1/6/66, 11/26/75, 10/17/06; President: 1/7/66, 12/8/75, 11/20/06)

The determination of policy and the function of making awards shall be separated. To ensure such separation, the following procedures apply:

1. Members who serve on committees that make awards shall be ineligible to receive awards granted by the committee during the period in which they serve.
2. The criteria to be followed by these committees in granting awards shall be set by the appropriate policy committee.

Formation of Subcommittees

(Senate: 10/6/66; President: 10/14/66; Editorial Amendment: 9/03)

In the formation of subcommittees, an ad hoc committee shall be used whenever it is not clear that a standing committee would be preferable because of the enduring nature of the task. The effort shall be made to keep subcommittees small; university committees shall be urged to utilize the services of the Nominations Committee in the formation of subcommittees. The formation of joint subcommittees shall be considered where issues overlap functions of two or more university-wide committees.

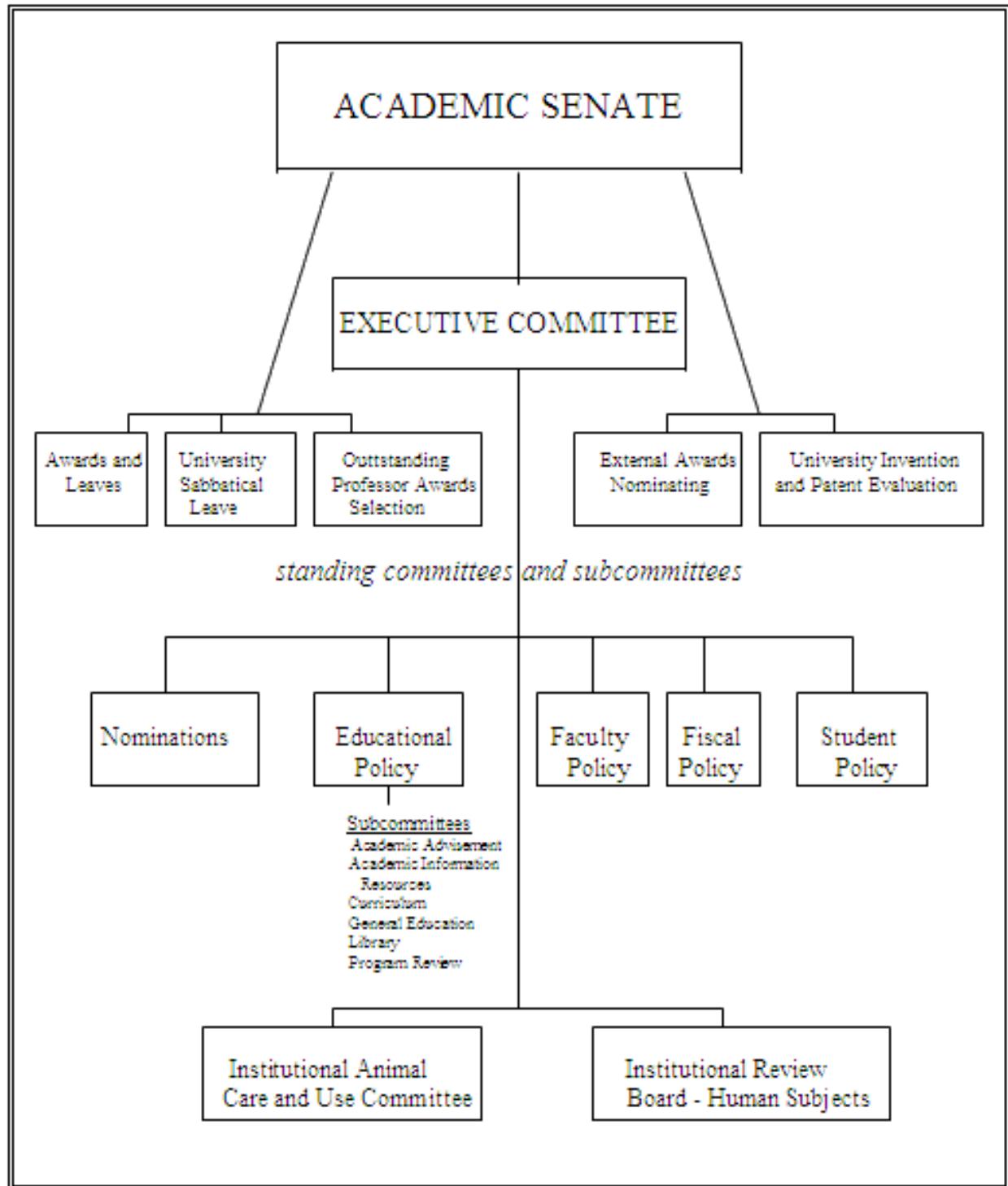
Subcommittees of Standing Committees

(Senate: 5/11/67, 3/26/68, 10/31/79, 1/5/82, 10/24/23; President: 5/15/67, 4/2/68, 12/5/79, 1/18/82, 12/19/23; Editorial Amendment: 9/03)

Subcommittees of standing committees of the Academic Senate are appointed or elected by each standing committee (in consultation with the Nominations Committee if desired), and they report to the respective standing committee.

Each standing committee reviews all its subcommittee memberships with a goal of substantially limiting the size of those memberships. Each standing committee is responsible for determining procedures for the implementation of Senate policy for all of its subcommittees.

All recommendations made by subcommittees of standing committees of the Academic Senate are forwarded to the respective standing committees for official action.



The Academic Senate

Information on the responsibilities, functions, and membership of the Academic Senate appear in the "[Constitution of the Faculty, California State University](#)," Appendix C.

The Executive Committee

Information on the responsibilities, functions and membership of the Executive Committee appear in the "[Constitution of the Faculty, California State University](#)," Appendix C, Article IV, Section 7.

The Awards and Leaves Committee

(Senate: 1/5/82, 3/6/90, 5/20/03, 6/29/04, 10/17/06; President: 1/18/82, 4/5/90, 9/5/03, 8/16/04, 11/20/06; Editorial Amendment: 9/99; 9/00, 11/07)

Charge. The Awards and Leaves Committee recommends award of institutional grants, grants-in-aid and recommends faculty for research and creative leaves. The Committee will develop a campus plan, procedure and schedule, that provides for the allocation of awards based upon the review of proposals, consistent with campus and systemwide policy. The Committee is guided by the statements in the section titled "[Policy for Committees that Make Awards to Individual Faculty Members](#)." Recommendations for individual awards are made to the appropriate administrative officer. All members of the Awards and Leaves Committee must agree to refrain from applying for grants or awards to be made by the Committee during their membership.

The Awards and Leaves Committee also is responsible, on an interim basis, for reviewing and making recommendations concerning CSU Innovative Improvement Proposals originating on or off campus which require commitment of campus resources. These recommendations are made to the Provost and Vice President for Academic Affairs.

The head of the administrative unit under which the award or leave is assigned, or a designee, will serve as a non-voting member. A faculty member from the Cal State L.A. University Auxiliary Services, Inc. Board of Directors will be appointed only if the award or leave is administered by the University Auxiliary Services, Inc.

Membership. The membership of this committee shall be composed of the following:

1. Membership shall be for two year staggered terms, and shall include one member from each college elected according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty members in the Library and Student Affairs are considered the same as a college for this purpose. Faculty members must have at least two years of service at this University in order to be eligible for election to this committee.
2. One classified graduate student member, who has participated in faculty-mentored scholarly or creative activity, selected annually by the Board of Directors of the Associated Students, Inc. The criteria for the student member are the same as those specified for student members of the Academic Senate (Constitution of the Faculty, Section 3h, Appendix C of the *Faculty Handbook*).
3. The Provost and Vice President for Academic Affairs or designee who serves ex officio as executive secretary, is a non-voting member.

Quorum. A quorum shall be a majority of the voting members of the committee.

Officers and Duties.

1. The officers of this committee are chair and vice chair who shall be elected by the committee at the first meeting of each academic year.
2. The chair shall call regularly scheduled meetings of the committee and shall set the agenda.
3. The chair shall determine by the second week of the spring quarter the faculty replacement needs for the following year and shall so notify the Academic Senate.
4. The executive secretary shall call a meeting of the entire committee no later than the second week of the fall quarter for the purpose of electing the officers and establishing a regular meeting time until such time as a permanent meeting time is set. The meeting time established in the fall quarter shall also be followed in winter and spring quarters.

Selection Committee for Innovative Instruction Awards

(Senate: 6/25/96; President: 10/7/96; Editorial Amendment: 9/00; 09/03)

Charge. The Selection Committee for Innovative Instruction Awards, convened annually by the Chair of the Academic Senate and the Provost and Vice President for Academic Affairs, reviews proposals, makes awards, and ranks alternates based on criteria established by the Executive Committee of the Academic Senate in consultation with the Provost and Vice President for Academic Affairs. Awards shall be announced to applicants before the end of the spring quarter.

The record of applications and awards for each cycle will be kept in the Center for Effective Teaching and Learning.

Members of the Innovative Instruction Awards Selection Committee are ineligible to apply for these awards during their service on the Committee.

The expenditure ceiling will be established annually by the President in consultation with the Provost and Vice President for Academic Affairs and the Chair of the Academic Senate. Subject to approval by the President, unexpended funds for any given year will be rolled over to be used for Innovative Instruction Awards for the following year.

Membership. The membership of this committee shall be composed of the following:

1. Five faculty members from different colleges will be appointed annually during the winter quarter by the Nominations Committee. The term of membership for faculty is one award cycle. Elections will take place in the winter quarter.
2. The Director of the Center for Innovative Excellence in Teaching and Learning who serves ex officio as executive secretary, non-voting.

Quorum. All members of the committee must be present during deliberations and voting.

Officers and Duties.

1. At the first meeting, convened by the Chair of the Academic Senate, the committee shall elect its chair from among committee members.
2. The chair shall call meetings of the committee and set the agenda.
3. The chair shall report the committee's decisions to the Executive Committee of the Academic Senate for review before awards are announced.

The Outstanding Professor Awards Selection Committee

Information on responsibilities, functions and membership of the Outstanding Professor Awards Selection Committee appear in the section titled "[The Outstanding Professor Awards Program](#)," Chapter VIII.

The Nominations Committee

(Senate: 10/11/67, 10/12/71, 7/3/84, 3/6/90, 8/17/99, 5/2/03; President: 10/30/67, 10/15/71, 8/15/84, 4/5/90, 9/17/99, 9/5/03; Editorial Amendment: 9/00, 11/07, 1/27/16 [EA])

Charge. The Nominations Committee has the following responsibilities:

1. To appoint members to all other standing committees of the Academic Senate as provided for in the Constitution, and to such other committees as the Academic Senate may stipulate.
2. To ensure more effective faculty governance by overseeing committee assignments.
3. To prepare a slate of nominees for those university-wide committees, for which candidates are not nominated by the colleges. Nominations also may be made by the faculty directly.
4. To distribute committee assignments broadly, being mindful of the University's commitment to equity and diversity, and always seeking to develop new leadership from among the new faculty.

Membership. The Nominations Committee shall be composed of the following:

1. One member from each college elected by the Academic Senate for staggered three-year terms. Initial nominations are made by the Academic Senate. Additional nominations may be made to the Senate on the petition of ten full-time faculty members. Alternate members shall also be elected by these procedures. Faculty members in the Library and Student Affairs are considered the same as a college for this purpose.
2. The Vice Chair of the Academic Senate who serves ex officio as executive secretary.

Officers and Duties.

1. The officers of this committee are chair and vice chair who shall be elected annually at the last meeting of the spring quarter by the members of the following year's committee.
2. The chair shall call regularly scheduled meetings of the committee and shall set the agenda.
3. The chair shall determine by the third week of the spring quarter the faculty replacement needs for the summer quarter and for the following year and shall notify the Executive Committee to conduct the necessary elections.

Meeting Time. The Nominations Committee meets weekly on Thursdays from 10:50 a.m. to 12:05 p.m.

Educational Policy Committee

(Senate: 4/15/69, 8/1/72, 3/28/79, 2/10/81, 11/11/81 [EA], 1/5/82, 3/6/90, 2/6/96, 5/20/02;
President: 4/21/69, 8/22/72, 4/24/79, 1/18/82, 4/5/90, 5/7/96, 9/5/03; Editorial Amendment: 9/00,
11/07, 1/27/16 [EA])

Charge. The Educational Policy Committee has the following responsibilities:

1. To recommend policy to the Academic Senate on all instructional matters. These include but are not limited to the following:
 - a. review and approval of new major programs, options, minor/credential programs and certificates and resolution of unresolved challenges
 - b. critical thinking/written and oral communication/quantitative reasoning/information competency
 - c. general education
 - d. undergraduate study
 - e. graduate study
 - f. teacher education
 - g. continuous study of the improvement of instruction
 - h. technologically mediated and other non-traditional instruction
 - i. international education
 - j. admission, probation and disqualification of students
 - k. programs for superior students
 - l. student petitions which pertain to instructional problems arising from the application of university rules and from regulations of the Education Code
 - m. special academic needs of particular segments of the student body
 - n. credit for work-study
 - o. special sessions and extension
 - p. calendar
2. To establish processes for continuous evaluation and review of instructional programs.

- a. **Academic Master Plan:** The committee shall review the Academic Master Plan and advise the Provost and Vice President for Academic Affairs concerning the interpretation and execution of established policy.
- b. **Long Range Planning:** The committee, in cooperation with such other long range planning bodies as may exist, shall develop ideas for long range plans, and review and recommend long range planning proposals for the University. Review of long range planning proposals shall include all resource implications of the proposals and shall be conducted in the context of the impact of the plans on the academic program and mission of the University.
- c. **New Courses and Programs:** The committee shall establish guidelines for development, approval and implementation of new courses and programs, recognizing that the prime responsibility for these matters rests with the colleges. In those cases in which there is extensive overlap of proposed courses or programs in two or more colleges, the issue should be resolved by the college deans, with the Provost and Vice President for Academic Affairs or designee negotiating any differences.
- d. **Review of Programs:** The committee shall be responsible for program review to determine program effectiveness. Results are reported to the Provost and Vice President for Academic Affairs and college deans as a means of assuring quality control of programs. University procedures are developed for evaluating both quality of education and the determination of student needs. Particular attention is also paid to general education courses, service courses and pre-service teaching credential programs. The committee shall recommend procedures for terminating instructional programs. Administration of such procedures is achieved through the college deans.

Membership. The Educational Policy Committee shall be composed of the following:

1. One or more members from each college on the basis of one member for each 100 full-time faculty members or major portion thereof elected for staggered three-year terms according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty members in the Library and Student Affairs are considered the same as a college for this purpose. No college shall have fewer than one member on this committee.
2. Two members from two different colleges appointed by the Nominations Committee for staggered three-year terms.
3. One member from the Executive Committee of the Senate as the liaison member.
4. The Provost and Vice President for Academic Affairs or designee who serves ex officio as executive secretary, non-voting.
5. Two students to be selected annually by the Board of Directors of the Associated Students, Inc. One of the student members must be an undergraduate student and the other student member must be an enrolled classified graduate or postbaccalaureate credential student. The criteria for student members are the same as those specified for student members of the Academic Senate (Constitution of the Faculty, Section 3h, Appendix C of the *Faculty Handbook*).

Quorum. A quorum shall be a majority of the voting members of the committee.

Officers and Duties.

1. The officers of this committee are chair and vice chair who shall be elected annually at the last meeting of the spring quarter by the members of the following year's committee.
2. The chair shall call regularly scheduled meetings of the committee and shall set the agenda.
3. The chair shall determine by the third week of the spring quarter the faculty replacement needs for the committee for the summer quarter and the following year and for its subcommittees for the following year. The committee chair shall notify the colleges to conduct necessary elections for both the committee and its subcommittees.
4. The chair is responsible for monitoring the performance of the committee's subcommittees.

Subcommittees. Subcommittees of the Educational Policy Committee include those on Academic Advisement; Academic Information Resources; Curriculum, General Education; Library; and Program Review.

Meeting Time. The Educational Policy Committee meets weekly on Wednesdays from 1:40 to 2:55 p.m.

Subcommittees of the Educational Policy Committee

The Academic Advisement Subcommittee

(Senate: 5/7/91, 1/19/93, 8/17/99, 8/17/99, 5/20/03; President: 10/2/91, 3/5/93, 9/17/99, 9/17/99, 9/5/03; Editorial Amendment: 9/00, 11/07, 1/27/16 [EA])

Charge. In consultation with the Provost and Vice President for Academic Affairs or designee, the subcommittee:

1. Surveys all academic advisement activities and policies on campus and makes recommendations to the Educational Policy Committee.
2. Considers and recommends on a continuing basis programs to enhance faculty academic advisement skills including particular skills needed for advising students of diverse cultural backgrounds in a manner which is free of personal bias.
3. Considers and recommends on a continuing basis activities and policies for the Academic Advisement Center.
4. Reviews periodically the academic advisement systems for each of the colleges and recommends modifications to the colleges and/or to the Educational Policy Committee as appropriate.
5. Examines periodically the standards and guidelines for faculty academic advisers.

Membership. The membership of this subcommittee shall be composed of the following:

1. One member from each college elected for staggered three-year terms according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty members in the Library and Student Affairs are considered the same as a college for this purpose.
2. One liaison member selected annually by the Educational Policy Committee from its own membership.
3. One liaison member selected annually by the Student Policy Committee from its own membership.
4. The Coordinator of the Academic Advisement Center who serves ex officio as a non-voting member.
5. Two students to be selected annually by the Board of Directors of the Associated Students, Inc. One of the student members must be an undergraduate student and the other student must be an enrolled classified graduate or postbaccalaureate credential student. The criteria for student members are the same as those specified for student members of the Academic Senate (Constitution of the Faculty, Section h, Appendix C of the *Faculty Handbook*).
6. The Provost and Vice President for Academic Affairs or designee who serves ex officio as executive secretary, non-voting.

Quorum. A quorum shall be a majority of the voting members of the subcommittee.

Officers and Duties.

1. The officers of this subcommittee are chair and vice chair who shall be elected annually at the last meeting of the spring quarter by members of the following year's subcommittee.
2. The chair shall call regularly scheduled meetings of the subcommittee and shall set the agenda.
3. The chair shall determine by the second week of the spring quarter the faculty replacement needs for the following year and shall so notify the standing committee chair.

Meeting Time. The Academic Advisement Subcommittee meets the first and third Mondays of the month from 12:15 to 1:30 p.m.

The Academic Information Resources Subcommittee

(Senate: 3/6/90, 4/25/90, 8/17/99, 5/20/03; President: 4/5/90; 6/20/90, 9/17/99, 9/5/03; Editorial Amendment: 9/00, 11/07, 1/27/16 [EA])

For the purpose of this subcommittee charge, academic information resources shall refer to all instructionally related technology including course management software and in-classroom equipment such as computers, video cassette recorders, digital video disk players, and overhead projectors, as well as all support services related to such technology.

Charge. The Academic Information Resources Subcommittee has the following responsibilities:

1. To recommend policy to the Educational Policy Committee on all issues related to the use of academic information resource services.
2. To participate in the long-range and intermediate planning of the University as it affects academic information resource services.
3. To assist in developing priorities for academic information resources in support of curricular activities.
4. To consult with the Fiscal Policy Committee on subcommittee recommendations bearing on fiscal issues; with the Baseline Committee on subcommittee recommendations bearing on issues of compatibility with other academic information resources acquired by the campus and with the Faculty Policy Committee on subcommittee recommendations bearing on faculty research, scholarly, and creative activity issues, prior to submitting subcommittee recommendations to the Educational Policy Committee.

Membership. The Academic Information Resources Subcommittee shall be composed of the following:

1. One member from each college elected for staggered three-year terms according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty members in the Library and Student Affairs are considered the same as a college for this purpose.
2. One liaison member selected annually by the Educational Policy Committee from its own membership.
3. The Provost and Vice President for Academic Affairs or designee who serves ex officio as executive secretary, non-voting.
4. Two students to be selected annually by the Board of Directors of the Associated Students, Inc. One of the student members must be an undergraduate student and the other student must be an enrolled classified graduate or postbaccalaureate credential student. The criteria for student members are the same as those specified for student members of the Academic Senate (Constitution of the Faculty, Section 3H, Appendix C of the *Faculty Handbook*).
5. The Director of the Center for Effective Teaching and Learning or designee who serves ex officio, non-voting.

Quorum. A quorum shall be a majority of the voting members of the committee.

Officers and Duties.

1. The officers of this committee are chair and vice chair who shall be elected annually at the last meeting of the spring quarter by the members of the following year's subcommittee.
2. The chair shall call regularly scheduled meetings of the committee and shall set the agenda.
3. The chair shall determine by the second week of the spring quarter the faculty replacement needs for the following year and shall notify the standing committee chair.

Meeting Time. The Academic Information Resources Subcommittee meets the second and fourth Mondays of the month from 12:15 to 1:30 p.m.

The Curriculum Subcommittee

(Senate: 5/20/03, 10/18/16; President: 9/5/03, 11/22/16; Editorial Amendment: 11/07, 1/27/16 [EA])

Charge. The Curriculum Subcommittee has the following responsibilities:

1. To consider all policy issues pertaining to undergraduate studies and PaGE and to make recommendations thereon to the Educational Policy Committee.
 - Policies concerning undergraduate studies include but are not limited to selection, admission, probation and disqualification of undergraduate students; regulations governing undergraduate studies; regulations concerning credit for prior experiential learning and cooperative education; and the development and review of undergraduate curricula.
 - Policies concerning PaGE include but are not limited to applicability of extension credit to undergraduate degree programs and offering of regular courses and undergraduate programs through PaGE.
2. To consult with individual faculty members, program, department/division/school, college and administrative representatives concerning the various aspects of undergraduate and PaGE.
3. To review policies regarding articulation agreements with community colleges and forward to the Educational Policy Committee those recommended for approval.
4. To review department/division/school and college requests for new undergraduate program and unresolved challenges to the modification of existing undergraduate programs including the inclusion, modification or deletion of specific courses from the programs and to forward to the Educational Policy Committee those recommended for approval.
5. To review and approve or deny student petitions pertaining to undergraduate studies in those areas in which authority has not been delegated to colleges, schools, divisions or departments.
6. To review proposals for certification and other undergraduate programs designed for PaGE and make recommendations thereon to the Educational Policy Committee.
7. To review as appropriate PaGE procedures to assure compliance with approved policies.

Membership. The membership of the subcommittee shall be composed of the following:

1. One member from each college elected for staggered three-year terms according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty members in the Library and Student Affairs are considered the same as a college for this purpose.
2. One liaison member selected annually by the Educational Policy Committee from its own membership.

3. Two undergraduate students from different colleges to be selected annually by the Board of Directors of the Associated Students, Inc. The criteria for student members are the same as those specified for student members of the Academic Senate (Constitution of the Faculty, Section h, Appendix C of the *Faculty Handbook*).
4. The Provost and Vice President for Academic Affairs or designee who serves ex officio as executive secretary, non-voting.
5. The Deans of Undergraduate Studies and PaGE shall be invited to attend (non-voting) when matters before the subcommittee concern their areas.

Quorum. A quorum shall be a majority of the voting members of the subcommittee.

Officers and Duties.

1. The officers of this subcommittee are chair and vice chair who shall be elected by the subcommittee at the last meeting of the spring semester by the members of the following year's subcommittee.
2. The chair shall call regularly scheduled meetings of the subcommittee and shall set the agenda.
3. The chair shall determine by the sixth week of the fall semester the faculty replacement needs for the spring semester. The chair shall determine by the sixth week of the spring semester the faculty replacement needs for the following year. When the chair has determined that faculty needs to be replaced, the chair shall inform the Senate office who will notify the colleges to conduct necessary elections.

Meeting Time. The Curriculum Subcommittee meets the first and third Tuesdays of the month from 10:50 to 12:05 p.m.

The Graduate Studies Subcommittee

(Senate: 10/18/16; President: 2/22/16)

Charge. The Graduate Studies Subcommittee has the following responsibilities:

1. To consider all policy issues pertaining to graduate studies and make recommendations thereon to the Educational Policy Committee. Policies concerning graduate courses and/or programs offered by PaGE include but are not limited to selection, admission, probation and disqualification of graduate students; regulations governing graduate studies; and the development and review of graduate curricula. Policies concerning PaGE include but are not limited to applicability of extension credit to graduate degree programs and offering regular courses and graduate programs through PaGE.
2. To consult with individual faculty members, program, department/division/school, college and administrative representatives concerning the various aspects of graduate courses and/or programs offered by PaGE.
3. To review department/division/school and college requests for new graduate programs for unresolved challenges to modification of existing programs, and for

post-baccalaureate certificate programs and to forward to the Educational Policy Committee those recommended for approval.

4. To review and approve or deny student petitions pertaining to graduate studies in those areas in which authority has not been delegated to the colleges.
5. To establish policies and guidelines for the award of graduate scholarship that are not housed in department/divisions/schools or colleges.

Membership. The membership of this subcommittee shall be composed of the following:

1. One member actively involved with graduate students and programs (such as masters, doctoral, credential, or other post-baccalaureate programs) elected from each college for staggered three-year terms according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty members in Library and Student Affairs are considered a college for this purpose.
2. One liaison member selected annually by the Educational Policy Committee from its own membership.
3. Two classified graduate student members from different colleges selected annually by the Board of Directors of the Associated Students working with the Dean of Graduate Studies. The student members must be enrolled during subcommittee service and be in good standing.
4. The Provost and Vice President for Academic Affairs or designee who serves ex-officio as executive secretary, non-voting.

Quorum. A quorum shall be a majority of the voting members of the subcommittee.

Officers and Duties.

1. The officers of this subcommittee are chair and vice chair who shall be elected annually at the last meeting of the spring semester by the members of the following year's subcommittee.
2. The chair shall call regularly scheduled meetings of the subcommittee and shall set the agenda.
3. The chair shall determine by the sixth week of the fall semester the faculty replacement needs for the spring semester. The chair shall determine by the sixth week of the spring semester the faculty replacement needs for the following year. When the chair has determined that faculty need to be replaced, the chair shall inform the senate office who will notify the colleges to conduct necessary elections.

Meeting Time. The Graduate Studies Subcommittee meets the second and fourth Wednesdays of the month from 12:15 to 1:30 p.m.

The General Education Subcommittee

(Senate: 1/5/82, 3/6/90, 3/12/91, 8/17/99, 8/17/99, 7/17/01 5/20/03, 1/30/08[EA]; President: 1/18/82, 4/5/90, 3/29/91, 9/17/99, 9/17/99, 10/15/01, 9/5/03, 3/3/08; Editorial Amendment: 9/00, 8/01, 11/07, 1/27/16 [EA])

Charge. The General Education Subcommittee has the following responsibilities:

1. To consider all policy issues pertaining to general education and make recommendations thereon to the Educational Policy Committee.
2. To consult with individual faculty members, program, department/division/school, college, and administrative representatives concerning the various aspects of the general education program.
3. To evaluate the effectiveness of the guidelines and criteria for courses and themes in the general education program and to make recommendations for improvement.
4. To monitor the general education program and recommend approval of the content of the program including the addition, modification or deletion of specific courses and themes, subject to Title 5, Chancellor's Office Executive Orders, and campus guidelines and criteria.
5. To review department/division/school and college requests for variances from the general education program and to forward to the Educational Policy Committee those recommended for approval.
6. To review and approve or deny student petitions pertaining to general education.

Membership. The membership of this subcommittee shall be composed of the following:

1. One member from each college elected for staggered three-year terms according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty members in the Library and Student Affairs are considered the same as a college for this purpose.
2. One liaison member, selected annually by the Educational Policy Committee from its own membership.
3. One undergraduate student member selected annually by the Board of Directors of the Associated Students, Inc. The criteria for the student member are the same as those specified for student members of the Academic Senate (Constitution of the Faculty, Section h, Appendix C of the *Faculty Handbook*).
4. The Provost and Vice President for Academic Affairs or designee who serves ex officio as executive secretary, non-voting.

Quorum. A quorum shall be a majority of the voting members of the subcommittee.

Officers and Duties.

1. The officers of this subcommittee are chair and vice chair who shall be elected annually at the last meeting of the spring quarter by the members of the following year's subcommittee.

2. The chair shall call regularly scheduled meetings of the subcommittee and shall set the agenda.
3. The chair shall determine by the second week of the spring quarter the faculty replacement needs for the following year and shall so notify the standing committee chair.

Meeting Time. The General Education Subcommittee meets the second and fourth Tuesdays of the month from 12:15 to 1:30 p.m.

The Library Subcommittee

(Senate: 1/5/82, 3/6/90, 5/20/03; President: 1/18/82, 4/5/90, 9/5/03; Editorial Amendment: 9/00, 11/07, 1/27/16 [EA])

Charge. The Library Subcommittee has the following responsibilities:

1. To consider all matters of mutual concern to the standing committee and to the Library.
2. To review proposed allocations of funds for the purchase of books, periodicals and other print and non-print materials.
3. To review plans for expansion and improvement of Library facilities and services.
4. To serve as liaison among instructional and Library faculty.

Membership. The membership of this subcommittee shall be composed of the following:

1. One member from each college elected for staggered three-year terms according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty in the Library and Student Affairs are considered the same as a college for this purpose.
2. One liaison member selected annually by the Educational Policy Committee from its own membership.
3. One upper division, classified graduate or postbaccalaureate credential student member selected annually by the Board of Directors of the Associated Students, Inc. The criteria for the student member are the same as those specified for student members of the Academic Senate (Constitution of the Faculty, Section h, Appendix C of the *Faculty Handbook*).
4. The Provost and Vice President for Academic Affairs or designee who serves ex officio as executive secretary, non-voting.

Quorum. A quorum shall be a majority of the voting members of the subcommittee.

Officers and Duties.

1. The officers of this subcommittee are chair and vice chair who shall be elected annually at the last meeting of the spring quarter by the members of the following year's subcommittee.

2. The chair shall call regularly scheduled meetings of the subcommittee and shall set the agenda.
3. The chair shall determine by the second week of the spring quarter the faculty replacement needs for the following year and shall so notify the standing committee chair.

Meeting Time. The Library Subcommittee meets the second and fourth Thursdays of the month from 10:50 a.m. to 12:05 p.m.

The Program Review Subcommittee

(Senate: 1/5/82, 3/6/90, 2/25/97, 5/20/03; President: 1/18/82, 4/5/90, 4/22/97, 9/5/03; Editorial Amendment: 9/00, 8/01, 11/07, 1/27/16 [EA])

Charge. The Program Review Subcommittee has the following responsibilities:

1. To implement Trustee policy on review of degree programs.*
2. To report and recommend to the Educational Policy Committee any proposed policies that might be desired.

*See section titled [Review of Degree Programs](#).

Membership. The membership of this subcommittee shall be composed of the following:

Voting members

1. One tenured faculty member from each college elected for staggered three-year terms according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty in the Library and Student Affairs are considered the same as a college for this purpose. Members shall serve as representatives of the University, not as representatives of their respective colleges.
2. One tenured member elected annually by the Educational Policy Committee from its own membership or from the membership of its other subcommittees.
3. One tenured faculty member elected from the faculty of the college which houses the department/division/school being reviewed, excluding faculty from that department/division/school. This member serves only when programs in his or her college are being reviewed.
4. One upper division, classified graduate or post baccalaureate credential student member selected annually by the Board of Directors of the Associated Students, Inc. The criteria for the student member are the same as those specified for student members of the Academic Senate (Constitution of the Faculty, Section h, Appendix C of the *Faculty Handbook*).
5. The Provost and Vice President for Academic Affairs or designee who serves ex officio as executive secretary, non-voting.

Quorum. All members of the subcommittee should be present during all of the deliberations and all members must sign the final program review reports.

Officers and Duties.

1. The officers of this subcommittee are chair and vice chair who shall be elected annually by the subcommittee at the last meeting of the academic year by members of the following year's subcommittee.
2. The chair shall call regularly scheduled meetings of the subcommittee and shall set the agenda.
3. The chair shall determine by the second week of the spring quarter the faculty replacement needs for the following year and shall so notify the standing committee chair who shall notify the appropriate body to conduct necessary elections.

Meeting Time. The Program Review Subcommittee meets weekly on Thursdays from 12:15 to 1:30 p.m.

The Faculty Policy Committee

(Senate: 4/15/69, 8/1/72, 3/28/79, 2/10/81, 11/11/81 [EA], 8/4/82, 3/6/90, 8/17/99, 5/20/03; President: 4/21/69, 8/22/72, 4/24/79, 11/22/82, 4/5/90, 9/17/99, 9/5/03; Editorial Amendment: 9/00, 8/01, 11/07, 1/27/16 [EA])

Charge. The Faculty Policy Committee has the following responsibilities:

1. To recommend policy to the Academic Senate on all matters concerning the faculty that are not specifically reserved to the bargaining agent. This includes but is not limited to the following:
 - a. The committee shall develop policies and review procedures for faculty development programs, including grants, awards, publications and research.
 - b. The committee shall deal with any [personnel](#)* matter that may be assigned to it by the President or the Academic Senate.
 - c. The committee shall review the appointment, retention, tenure and promotion documents of each college and department/division/school after the ratification of each contract.
 - d. The committee shall develop policy dealing with faculty participation in filling academic administrative positions.
 - e. The committee shall develop and review policy dealing with sabbatical and other leaves.
2. To review the collective bargaining agreement and all of its later modifications in order to be able to inform the Academic Senate of any conflicts between the Agreement and University policy as developed under the laws of the State of California.

3. To monitor the status and effectiveness of faculty hiring in the University, including the full-time/part-time ratio and the projected need for full-time faculty, and recommending policy, if needed, to alleviate problems.
4. To recommend policy in accordance with the University's commitment to equity and diversity.
5. The committee shall promote the University's commitment to equity and diversity, defined here as a commitment to maintaining a University environment in which a diverse population can learn, work, and live in an atmosphere of tolerance, civility and respect. The committee will review recruitment, selection, retention, tenure and promotion procedures as they relate to equity and diversity. The committee shall advise the Director of Equity and Diversity on matters concerning equity and diversity goals and policies.
6. To monitor the effect on the faculty of the strategic planning process.

*The California State University, Los Angeles "[Definition of a Faculty Personnel Matter](#)" is given in Chapter 6 of the present *Faculty Handbook* and the laws dealing with collective bargaining and faculty policy are stated in the Statutes of 1978, Chapter 744, Section 3562.

Membership. The Faculty Policy Committee shall be composed of the following:

1. One or more members from each college on the basis of one member for each 100 full-time faculty members or major portion thereof elected for staggered three-year terms according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty members in the Library and Student Affairs are considered the same as a college for this purpose. No college shall have fewer than one member on this committee.
2. Two members from two different colleges appointed by the Nominations Committee for staggered three-year terms.
3. One member from the Executive Committee of the Senate as the liaison member.
4. The Provost and Vice President for Academic Affairs or designee who serves ex officio as executive secretary, non-voting.
5. Two students to be selected annually by the Board of Directors of the Associated Students, Inc. One of the student members must be an undergraduate student and the other student member must be an enrolled classified graduate or postbaccalaureate credential student. The criteria for student members are the same as those specified for student members of the Academic Senate (Constitution of the Faculty, Section h, Appendix C of the *Faculty Handbook*).

Quorum. A quorum shall be a majority of the voting members of the committee.

Officers and Duties.

1. The officers of this committee are chair and vice chair who shall be elected annually at the last meeting of the spring quarter by the members of the following year's committee.
2. The chair shall call regularly scheduled meetings of the committee and shall set the agenda.
3. The chair shall determine by the third week of the spring quarter the faculty replacement needs for the committee for the summer quarter and the following year and for its subcommittees for the following year. The committee chair shall notify the colleges to conduct necessary elections for both the committee and its subcommittees.
4. The chair is responsible for monitoring the performance of the committee's subcommittees.

Meeting Time. The Faculty Policy Committee meets weekly on Mondays from 1:40 to 2:55 p.m.

The Fiscal Policy Committee

(Senate: 4/15/69, 8/1/72, 3/28/79, 2/10/81, 11/11/81[EA], 1/5/82, 3/6/90, 3/7/95, 12/2/97, 8/17/99, 5/20/03, 11/13/07, 1/30/08[EA], 5/8/18; President: 4/21/69, 8/24/72, 4/24/79, 1/18/82, 4/5/90, 5/30/95, 12/17/97, 9/17/99, 9/5/03, 11/30/07, 3/3/08, 5/14/18; Editorial Amendment: 9/99; 9/00, 11/07, 1/27/16 [EA])

The Fiscal Policy Committee is charged with recommending the establishment of policy and guidelines relative to the allocation of academic and academic support resources that affect the quality of the University's educational programs. These recommended policies should foster more effective and efficient use of resources that are intrinsic to instructional activities common to all academic and academic support units of the University while not infringing on the discretion of the colleges and library to meet their unique internal needs.

In accordance with the Chancellor's statement on the "Role of Faculty and Students in Budgetary Matters," the Fiscal Policy Committee has the following responsibilities:

1. To provide recommendations through Senate channels regarding areas that may warrant emphasis in the budget planning and allocation process.
2. To review the President's annual budget initiation memorandum prior to the President's consultation with the Executive Committee of the Academic Senate. Information on budgetary issues will be provided to the Executive Committee.
3. To review the proposed annual academic affairs budget with the Provost and Vice President for Academic Affairs. Prospective policy recommendations will be provided to the Senate and subsequently to the President.
4. To review, as appropriate, the fiscal implications of pertinent planning documents, including tactical plans.
5. To review and make recommendations regarding local fees that have university-wide impact.
6. To provide advice through Senate channels concerning campus physical planning and development and, as appropriate, the maintenance of physical facilities.

7. To review and make other policy recommendations concerning the optimum utilization of resources in the achievement of university academic objectives.

Membership. The Fiscal Policy Committee shall be composed of the following:

1. One member from each college elected for staggered three-year terms according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty members in the Library and Student Affairs are considered the same as a college for this purpose. Faculty who are elected as college representatives to serve on the Fiscal Policy Committee shall also serve as an ex-officio non-voting member on their respective college Resource Allocation Advisory Committee (RAAC).
2. Three members appointed by the Nominations Committee for staggered three-year terms. One member appointed by the Nominations Committee to the Fiscal Policy Committee shall also be the same member appointed by the Nominations Committee to the Resource Allocation Advisory Committee and the other two shall be faculty members with expertise in budgets and the budgetary process.
3. One representative from the Executive Committee of the Senate as the liaison member.
4. The Vice President for Administration and Finance or designee, who serves ex officio as executive secretary, non-voting.
5. Two students to be selected annually by the Board of Directors of the Associated Students, Inc. One of the student members must be an undergraduate student and the other student member must be an enrolled classified graduate or postbaccalaureate credential student. The criteria for student members are the same as those specified for student members of the Academic Senate (Constitution of the Faculty, Section 3h, Appendix C of the *Faculty Handbook*).

Quorum. A quorum shall be a majority of the voting members of the committee.

Officers and Duties.

1. The officers of this committee are chair and vice chair who shall be elected annually at the last meeting of the spring semester by the members of the following year's committee.
2. The chair shall call regularly scheduled meetings of the committee and shall set the agenda.
3. The chair shall determine by the third week of the spring semester the faculty replacement needs for the following year and shall notify the colleges to conduct necessary elections.
4. All elected college representatives shall also serve as an ex-officio non-voting member on their respective college RAAC.
5. Ex-officio non-voting members shall attend both FiPC meeting and their respective college RAAC meetings. They shall report on FiPC meetings to college RAACs and shall report on college RAACs meetings to FiPC.

Meeting Time. The Fiscal Policy Committee meets the second and fourth Thursdays of the month from 9:25 to 10:40 a.m.

The Student Policy Committee

(Senate: 4/15/69, 8/1/72, 4/5/78, 3/28/79, 2/10/81, 11/11/81[EA], 1/5/82, 3/6/90, 8/17/99, 5/20/03, 10/4/16; President: 4/21/69, 8/22/72, 4/28/78, 4/24/79, 1/18/82, 4/5/90, 9/17/99, 9/5/03, 3/3/17; Editorial Amendment: 9/00, 11/0, 1/27/16 [EA])

Charge. The Student Policy Committee has the following responsibilities:

1. To recommend policy related to student services and student affairs including, but not limited to, student educational equity, counseling, financial aid, health, learning assistance, orientation, outreach, placement, programs for special groups, records, recruitment, registration, retention, student activities, student discipline, testing, and tutoring.
2. To advise the administration of the effect on students of the University's operations and policies.

Membership. The Student Policy Committee shall be composed of the following:

1. One member from each college elected for staggered three-year terms according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty members in the Library and Student Affairs are considered the same as a college for this purpose.
2. Two members from different colleges appointed by the Nominations Committee for staggered three-year terms.
3. One member from the Executive Committee of the Senate as the liaison member.
4. The Vice President for Student Life or designee who serves ex officio as executive secretary, non-voting.
5. Two students to be selected annually by the Board of Directors of the Associated Students, Inc. One of the student members must be an undergraduate student and the other student member must be an enrolled classified graduate or postbaccalaureate credential student. The criteria for student members are the same as those specified for student members of the Academic Senate (Constitution of the Faculty, Section 3h, Appendix C of the *Faculty Handbook*).
6. The Dean of Undergraduate Studies or designee who serves as an ex officio non-voting member.
7. The Dean of Graduate Studies or designee who serves as an ex officio non-voting member.

Quorum. A quorum shall be a majority of the voting members of the committee.

Officers and Duties.

1. The officers of this committee are chair and vice chair who shall be elected annually at the last meeting of the spring quarter by the members of the following year's committee.
2. The chair shall call regularly scheduled meetings of the committee and shall set the agenda.

3. The chair shall determine by the sixth week of the fall semester the faculty replacement needs for the spring semester. The chair shall determine by the sixth week of the spring semester the faculty replacement needs for the following year. When the chair has determined that faculty need to be replaced, the chair shall inform the senate office who will notify the colleges to conduct necessary elections.

Meeting Time. The Student Policy Committee meets the first and third Tuesdays of the month from 9:25 to 10:40 am.

The Institutional Animal Care and Use Committee (IACUC)

(Senate: 1/5/82, 3/6/90, 4/13/93, 2/15/94, 5/3/94, 8/17/99, 8/13/02, 5/20/03, 9/27/06, 5/5/15;
President: 1/18/82, 4/5/90, 5/14/93, 6/6/94, 6/29/94, 9/17/99, 4/14/03, 9/5/03, 11/6/06, 5/29/15;
Editorial Amendment: 9/00, 9/03, 1/27/16 [EA])

Charge. The Institutional Animal Care and Use Committee (IACUC) maintains oversight of university animal facilities and procedures for animal care and shall carry out such activities as are required to assure humane treatment of animals, including compliance with federal regulations. The committee reviews proposed research and educational projects involving animals to ensure that they do not violate principles and policies on animal use.

Membership. The membership of this committee shall be composed of the following:

1. Four faculty members, from at least two different colleges, who are knowledgeable regarding the care of animals used in research and education nominated by the Nominations Committee and appointed by the President for staggered four-year terms. Two faculty members shall be practicing scientists experienced in research involving animals. The primary concerns of two other faculty members shall be in a nonscientific area (e.g., ethicist, lawyer, clergy, and librarian).
2. The University Veterinarian appointed by the President.
3. One upper division, classified graduate or postbaccalaureate student member who is knowledgeable regarding the care of animals used in research and education recommended annually by the Nominations Committee from nominees submitted by the Board of Directors of the Associated Students, Inc., and appointed by the President. The criteria for the student member are the same as those specified for student members of the Academic Senate (Constitution of the Faculty, Section 3h, Appendix C of the *Faculty Handbook*).
4. One public member nominated by the Nominations Committee who is not connected with the University and is not a laboratory animal user, appointed by the President for a specified term.
5. The Provost and Vice President for Academic Affairs or designee who serves ex officio as executive secretary, non-voting, and in consultation with the committee chair, will be responsible for establishing the agenda and promoting efficient and effective committee action.

6. The University Biological Safety Officer will serve as an ex officio, non- voting member. The Animal Care Director and the Animal Care Supervisor will serve as non-voting members.

The committee shall not include more than two members from the same department/division/school.

All members will attend an annual orientation meeting.

Quorum. A quorum shall be a majority of the voting members of the committee.

Officers and Duties.

1. The officers of this committee are chair and vice chair who shall be recommended annually at the last meeting of the spring semester by the members of the following year's committee and appointed by the President.
2. The chair shall call regularly scheduled meetings of the committee and shall set the agenda.
3. The chair shall determine by the tenth week of the spring semester the faculty replacement needs for the following year and shall so notify the Nominations Committee to conduct necessary elections.

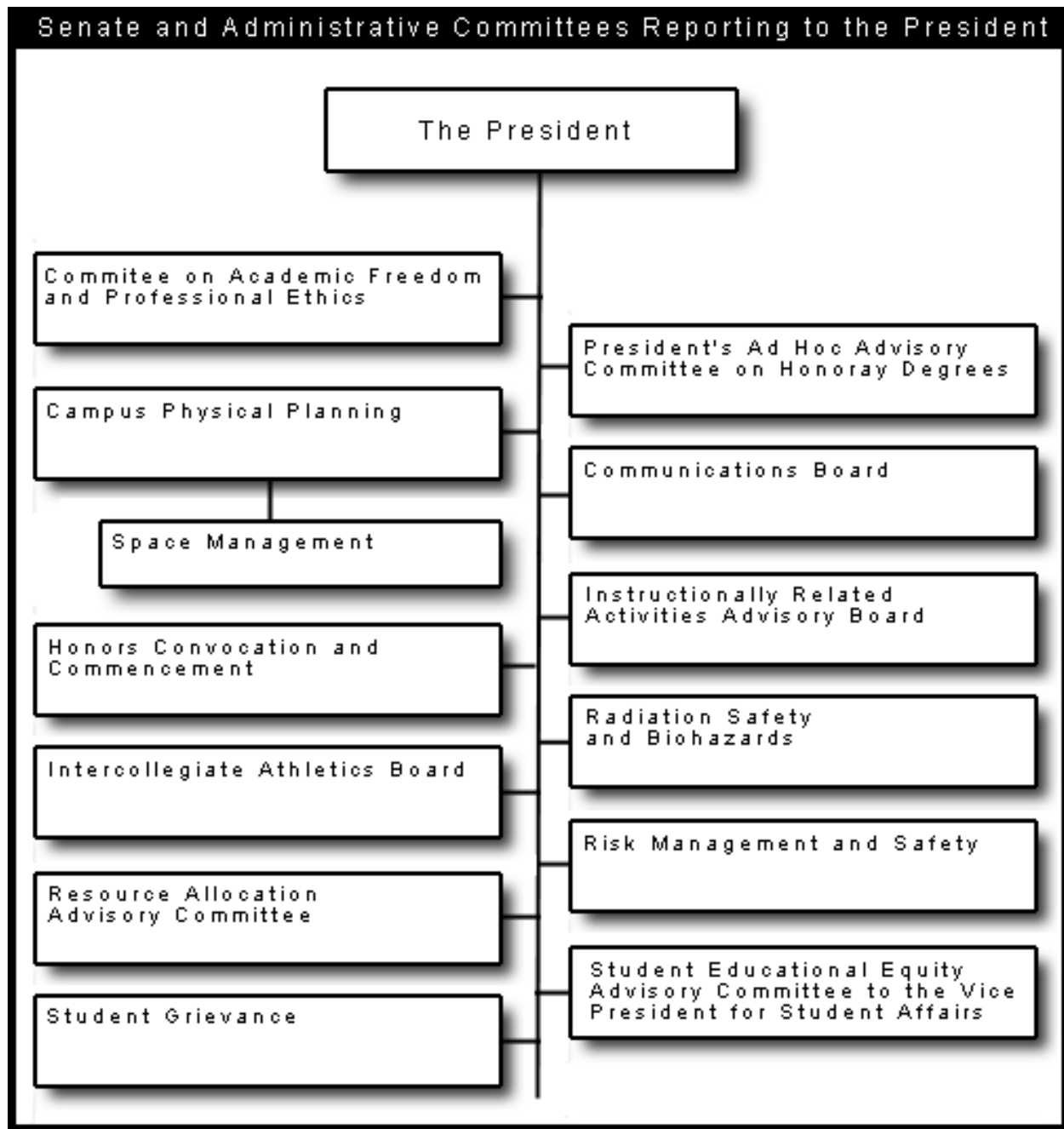
Meeting Time. The Institutional Animal Care and Use Committee meets the first and third Wednesdays of the month from 12:15 to 1:30 p.m.

The Institutional Review Board - Human Subjects

(Senate: 1/5/82, 3/6/90, 4/13/93, 2/15/94, 5/3/94, 8/17/99, 2/19/02, 5/20/03; President: 1/18/82, 4/5/90, 5/14/93, 6/6/94, 6/29/94, 9/17/99, 3/21/02; 9/5/03; Editorial Amendment: 9/00, 8/01, 1/27/16 [EA], 5/8/18 [EA])

<http://www.calstatela.edu/orsca/research-human-subjects-irb>

Senate and Administrative Committees Reporting to the President



Enrollment Management Council

(Senate: 9/24/19; President: 11/8/19)

Charge of Council

The Enrollment Management Council is a faculty and administrative council responsible for advising the president on all aspects of enrollment management.

The council is to participate fully in the development of policy recommendations, standards, and criteria relative to all facets of enrollment management. The council will consider issues including but not limited to admissions criteria, the size of the student population and rate of enrollment growth, student degree completion, the recruitment and retention of students.

The council is also charged with the responsibility for ensuring comprehensive and inclusive consultation on enrollment matters within the university community and with our external constituencies.

The council shall submit an annual report on its activities to the Academic Senate each spring.

Membership

The Enrollment Management Council shall include the following members:

Eight faculty members, with one faculty member from each college and the Library/Student Life, to be elected by the Academic Senate (staggered three-year terms)

Two department chairs to be elected by the Academic Senate

One Senate executive council liaison, to be elected by the Academic Senate Executive Committee

One Undergraduate Student Senator to be elected by the Associated Students Inc.

One representative from Student Life appointed by the vice president for Student Life

One college dean, appointed by the Cal State LA president

One LAUSD or high school representative appointed by the Cal State LA president

Two representatives from local community colleges in the Cal State LA service area appointed by the Cal State La president

Ex Officio Members

- Academic Senate Chair (or designee)
- Associated Students Inc. President (or designee)
- Associate Dean of Undergraduate Studies
- Director, Educational Opportunity Program (EOP)
- Vice Provost for Enrollment Services
- Vice President for Diversity And Inclusion, University Diversity Officer (or designee)
- Vice Provost for Planning and Budget

In selecting members of the council, sensitivity to the cultural diversity of the campus and participants' cultural competence will be essential.

Co-Chairs of the Council

The Academic Senate Chair (or designee) and the provost will serve as the co-chairs of the council.

Meeting Frequency

The council will meet at a minimum of three times a term.

The Committee on Academic Freedom and Professional Ethics

(Senate: 6/4/75, 11/16/76, 11/20/84, 6/25/96, 1/27/98; President: 6/11/75, 11/18/76, 1/30/85, 9/4/96, 6/3/98; Editorial Amendment: 8/01, 9/03)

Charge. The Committee on Academic Freedom and Professional Ethics reviews allegations of violations of academic freedom and/or professional ethics and provides advisory or counseling service, when requested, to any faculty member on a question relating to academic freedom or professional ethics. It may also recommend policy on academic freedom and professional ethics when needed to the Executive Committee.

An alleged violation of academic freedom and/or professional ethics may be submitted in writing to the Chair of the Committee on Academic Freedom and Professional Ethics through the Administrative Assistant to the Academic Senate. The Committee shall report its findings in writing to the President.

A request for advice or counseling may be submitted in writing to the Chair of the Committee on Academic Freedom and Professional Ethics through the Administrative Assistant to the Academic Senate. The Committee may respond to the faculty member seeking advice or counsel either orally or in writing.

The right to place charges or file a grievance pertaining to disciplinary or grievance procedures for academic personnel shall not be abrogated by prior consultation with the Committee.*

The committee may continue to play a mediatory role in seeking an informal resolution of a grievance or disciplinary issue before or after a request for initiation of formal proceedings has been filed.

Membership. The committee is composed of five tenured faculty members who hold the rank of Professor. The members are appointed by the Nominations Committee for staggered five-year terms. Committee members shall not take part in deliberation of allegations involving faculty in their own departments/divisions/schools. An alternate shall be chosen to replace the member. Alternates shall be appointed by the Nominations Committee. The Committee elects its own officers at the first meeting of each academic year.

Related Procedures. Procedures pertaining to faculty rights in the context of academic freedom and professional ethics are included in the section titled "[Academic Freedom, Professional Ethics, and Faculty Rights](#)."

*The Grievance Procedure appears in Article 10 of the Agreement.

The President's Ad Hoc Advisory Committee on Honorary Degrees

(Senate: 11/21/89, 5/3/94; President: 12/11/89; 6/6/94; Editorial Amendment: 9/03)

Charge. The President's Ad Hoc Advisory Committee on Honorary Degrees reviews and evaluates nominations received by the campus community for honorary degrees according to criteria set out in the "Revised Guidelines for the Awarding of Honorary Degrees - The California State University," approved July 10-11, 1990 by the CSU Board of Trustees.

The committee shall review nominations made by the campus community; assist in the development and compilation of materials in support of such nominations; and forward those nominations selected by the committee as meeting the criteria set out in trustee policy to the President.

The committee will develop local campus procedures for the timely dissemination of information relating to availability, criteria, eligibility, and the process by which nominations for honorary degrees might be made.

Membership. The President's Ad Hoc Advisory Committee on Honorary Degrees is composed of the following:

1. Four faculty members, no more than one from any one college, elected by the Nominations Committee.
2. The Provost and Vice President for Academic Affairs.
3. One student to be selected by the Board of Directors of the Associated Students, Inc.
4. One alumni representative to be selected by the Board of Directors of the Alumni Association, Inc.
5. The President, or President's designee.

From time to time the Board of Trustees of the California State University decides to award an honorary degree and asks that a particular campus host the conferring of the degree. When a request is received from the Board of Trustees for campus participation in the conferring of an honorary degree, the President shall consult with and receive a recommendation from the Executive Committee of the Academic Senate before responding to the Trustees' request.

The Campus Physical Planning Committee

(President: 7/1/83, 12/7/84, 11/30/88, 3/29/02, 4/26/10)

The Campus Physical Planning Committee shall be appointed by the President to assist in the formulation, development, and coordination of physical planning of the campus that will result in systematic, planned development supporting the mission of the University.

Its responsibilities include the campus physical master plan, major and minor capital outlay projects, schematic building plans, special repair projects and zoning. This is an administrative committee; for detailed information refer to Administrative Procedure No. 007 in the Administrative Manual.

Membership. The membership shall consist of the following:

1. Director of Facilities/Planning and Construction (Chair).
2. Director of Facilities Services
3. The Provost and Vice President for Academic Affairs or his/her representative
4. The Vice President for Information Technology Services and Chief Technology Officer or his/her representative
5. The Vice President for Student Affairs or his/her representative
6. The Vice President for Institutional Advancement or his/her representative
7. Two appointees recommended by the Academic Senate.
8. One appointee recommended by the Associated Students, Inc.
9. Representative of the Chancellor's Office, Department of Capital Planning, Design and Construction, ex officio.
10. Campus Consulting Architect or his/her representative, ex officio.
11. Campus Consulting Landscape Architect or his/her representative, ex officio.

Representatives substituting for Committee members shall be identified on an annual basis, and submitted to the Committee Chair for approval by the University President no later than May 31st for the following academic year.

Subcommittees of the Campus Physical Planning Committee Space Management Subcommittee

(President: 7/1/83, 1/9/85, 3/29/02/ 4/26/10; Editorial Amendment: 9/99)

The Space Management Subcommittee is appointed by the President to establish and maintain a comprehensive space management program for the University. To maximize effective space planning and utilization, the Space Management Subcommittee shall review the inventory of all University space and requests for space changes that occur between executive administrative units, and develop policies and procedures related to space assignment and utilization. The subcommittee will forward recommendations through the chair of the Campus Physical Planning Committee. This is an administrative committee; for detailed information refer to Administrative Procedure No. 007 in the Administrative Manual.

Membership. The Space Management Subcommittee, appointed by the President, shall be as follows:

1. Director, Facilities Services or designee - Chair (ex officio, non-voting)
2. One appointee recommended by the Provost and Vice President for Academic Affairs.
3. One appointee recommended by the Vice President for Administration and Chief Financial Officer.
4. One appointee recommended by the Vice President for Information Technology Services and Chief Technology Officer.
5. One appointee recommended by the Vice President for Student Affairs.
6. One appointee recommended by the Vice President for Institutional Advancement.
7. Two appointees from two different colleges recommended by the Academic Senate.

The appointees will serve a three-year term and may be reappointed.

The Communications Board

The functions and membership of the Communications Board appear in Appendix J, "[Communications Code](#)."

The University Honors and Commencement Committee

(Senate: 4/21/70, 7/24/73, 7/22/80, 10/26/93, 1/28/20; President: 5/21/70; 7/27/73, 4/6/81, 12/13/93, 7/30/20 ; Editorial Amendment: 9/03, 11/07)

Charge. The University Honors and Commencement Committee is charged with the responsibility to recommend policies and procedures for the University Honors and Commencement ceremonies. Each year, the committee will recommend appropriate programs, ceremonial procedures, physical and/or other arrangements related to University Honors and Commencement ceremonies directly to the President or designee.

Membership. The University Honors and Commencement Committee is composed of the following:

1. One faculty member from each college, including the Library and Student Life, selected by the Nominations Committee from a slate of at least three nominees submitted by each of these units, to serve staggered two-year terms.
2. One Associate Dean selected by the council of Associate Deans.
3. At least one, to a maximum of three student(s) appointed by the Board of Directors of the Associated Students, Inc.
4. Three ex officio members appointed by the President.
5. Chair of the Commencement Planning Committee.

Voting. All members of the committee are eligible to vote.

Committee Chair and Vice Chair. The committee elects a chair and vice chair annually.

The Instructionally Related Activities Advisory Committee

(President: 9/18/84, 5/12/04; Editorial Amendment: 9/03)

The Instructionally Related Activities Advisory Committee is an advisory committee to the President on eligibility of activities for Instructionally Related Activities Fee funding and the level of funding for eligible activities. This is an administrative committee; for detailed information refer to Administrative Procedure No. 217 in the Administrative Manual.

Membership. The Instructionally Related Activities Advisory Committee is composed of the following:

1. Two faculty members recommended by the Nominations Committee.
2. Two student representatives selected by the Associated Students, Inc.
3. An administrator appointed by the President who serves as chair.

The Intercollegiate Athletics Board

The responsibilities, functions, and membership of the Intercollegiate Athletics Board appear in the section titled "[The Intercollegiate Athletics Program](#)".

The Radiation Safety and Biohazards Committee

The committee has established and maintains a safety program in order to instruct personnel in proper safety procedures; evaluate facilities and measuring instrumentation; establish protocols for the control of radiation, biohazardous, and recombinant-DNA risks; dispose of hazardous waste products; and monitor personnel and campus facilities.

Membership. The members of the committee are appointed by, report to, and serve at the pleasure of the President. Decisions of the committee are final and not subject to review by any other committee.

The Resource Allocation Advisory Committee

(President: 2/9/81, 2/28/85, 11/14/86; Editorial Amendment: 9/00, 9/03)

The Resource Allocation Advisory Committee is appointed by and advisory to the President on issues regarding budget policy, planning and resource allocation matters. The committee will review the consolidated University Resource Allocation Request and submit recommendations to the President. This is an administrative committee; for detailed information refer to Administrative Procedure 212 in the Administrative Manual.

Membership. The Resource Allocation Advisory Committee is composed of the following:

1. The Vice President for Academic Affairs or designee (Chair).

2. The Vice President for Student Affairs or designee.
3. The Vice President for Information Resources Management or designee.
4. The Chair of the Academic Senate or designee.
5. One faculty member appointed by the Nominations Committee.
6. The President of the Associated Students, Inc. or designee.
7. One college dean appointed by the President.
8. One non-academic administrator appointed by the President.
9. The Director of Financial Management and Services, who serves without vote.

Risk Management and Safety Committee

(President: 3/30/90, 4/11/02)

The Risk Management and Safety Committee advise in the formulation of policies that ensure the health and safety of all members of the campus community and provide economical protection of the University's resources. The Risk Management and Safety Committee will form ad hoc advisory subcommittees to address issues related to the operation of the committee. This is an administrative committee; for detailed information refer to Administrative Procedure No. 009 in the Administrative Manual.

Membership. The Risk Management and Safety Committee, appointed by the President, shall be as follows:

1. University Risk Manager, will serve as chair.
2. Environmental Health and Safety Officer.
3. Chemical Safety Officer.
4. Radiation Safety Officer.
5. Workers' Compensation Liability Manager.
6. Biological Safety Officer
7. Appointee from Public Safety, recommended by the Director of Public Safety.
8. Appointee from Auxiliary Services, Inc., recommended by the University Auxiliary Services, Inc., Executive Director.
9. One faculty member recommended by the Academic Senate.
10. One appointee from each collective bargaining unit (1, 2, 3, 4, 5, 6, 7, 8 and 9)
11. Appointee from Associated Students, Inc., recommended by the Associated Students, Inc., Board of Directors.
12. Appointee from Information Resources Management, recommended by the Vice President for Information Resources Management.
13. Appointed from Facilities Services, recommended by the Director of Facilities Services.
14. Appointee from Facilities Planning and Construction, recommended by the Director of the Facilities Planning and Construction.
15. Appointee from the Student Health Center, recommended by the Director of the Student Health Center.

The Strategic Planning Coordination Committee

(President: 4/20/84; 7/1/02; Editorial Amendment: 11/07)

The Strategic Planning Coordination Committee is charged with the development, review, and assessment of the strategic plan for the University. The role of the committee is to facilitate communication about the strategic planning process. This is an administrative committee; for detailed information refer to Administrative Procedure No. 022 in the Administrative Manual.

Membership. Membership of the committee, which is appointed by and will be advisory to the President, shall be as follows:

1. Provost and Vice President for Academic Affairs (Chair).
2. Vice President for Information Resources Management (ex officio).
3. Vice President for Institutional Advancement (ex officio).
4. Vice President for Administration and Finance (ex officio).
5. Vice President for Student Affairs (ex officio).
6. Three college deans/central academic administrators (minimum of one college dean), two-year staggered terms.
7. Chair of the Academic Senate or designee from the Executive Committee, one-year term.
8. Seven faculty members, one from each college and the Library and Student Affairs selected by the faculty of the college or Library and Student Affairs and serving as liaison to the college or the Library and Student Affairs governance body, three-year staggered terms.
9. President of the Associated Students, Inc. or designee, one-year term.
10. Presidential appointee from the Alumni Association, or Advisory Committee, one-year term.
11. Staff appointee, appointed by the President. The staff member will serve on an ad hoc basis as requested by the committee or committee chair.

Student Grievance Committee

Charge. The Student Grievance Committee will conduct grievance hearings, deliberate, and issue findings of fact and recommendations for action fairly and expeditiously, according to procedures established in Appendix H "Student Grievance Procedures".

The duties of the committee members include:

- Attending all meetings called by the coordinator of the committee;
- Ensuring that fair and proper procedures are followed;
- Considering all pertinent and relevant evidence in the case; determining matters of fact, interpreting policies and procedures, and making recommendations in writing to the appropriate administrator.

Membership. The committee shall consist of:

- The Assistant Dean of Students: Wellness and Engagement - serving as coordinator of the committee.
- Three students to be named by the Associated Students Inc. (ASI). Students serving on this committee must be regular students in good standing, determined to be so under the same regulations imposed for ASI members.
- Three faculty members to be named by the Nominations Committee of the Academic Senate. All faculty members shall hold full-time faculty appointments.
- Three staff representatives to be named by the president. The staff representatives shall hold regular full-time positions.
- Three members of the administration to be named by the president. All administrators shall hold continuing (regular) employed positions.
- An MPP representative from Human Resources who shall be a nonvoting ex-officio member.
- Students shall be appointed for a one-year term of office. All other members shall be appointed for a two-year term of office.

The Dean of Students shall work with each representative body regarding the appointments of members to the committee. Committee members will be appointed using procedures consistent with the Academic Senate Constitution and Bylaws, and the Associated Students INC. Constitution and Bylaws.

The guidelines and standards for the filing of a grievance by a student and procedures for a grievance process appear in Appendix H.

Chapter III

Administration of the University

Administration of the University

This chapter of the *Faculty Handbook* describes the procedures for the appointment of academic and other specified administrative personnel and lists those major administrative policies of the University which directly impinge on the faculty. Policies closely allied to curricular development, instructional procedures, personnel matters, faculty research, and other information will be found in Chapters [IV](#) through [VIII](#).

The President

In addition to being chief governing officer concerned with the development of internal policies, the President is also the chief executive officer. As such, the President is concerned with the implementation and execution of both the internal policies of the University and those established by the Board of Trustees and the Chancellor. The principal administrative officers participate in the functions and procedures developed to enable the President to meet these responsibilities. In addition, the community served by the University is represented on the President's Advisory Board.

The President's Advisory Board

The President's Advisory Board is a group of persons who reside in the area from which the University draws its students. As specified in the **Education Code**, sections 89060-89066, the Board may have no fewer than seven nor more than 13 members, each appointed to a four-year term on a staggered schedule. The President appoints new members to the Board after consulting with continuing members. No more than three members may also be members of a school board or hold any salaried educational position. None may hold a salaried position with The California State University at the time of service on the Board.

The Advisory Board consults with and advises the President regarding the improvement and development of the University.

The Faculty and Students

Just as faculty members and students have a voice in the governance of the University by their involvement in the legislative functions of the Academic Senate, so, too, do they have a role in the administration of the University through their service on various standing and ad hoc committees of the Senate.

Advisory Committee to the Trustees' Committee for the Selection of the President (ACTCSP)

(Senate: 11/6/12; President: 11/26/12)

- A. The Chair of the Academic Senate and two faculty members will serve on the ACTCSP as called for in the California State University Board of Trustees policy adopted September 20-21, 2011. The faculty representatives will be elected by those members of the faculty granted the right to vote in university-wide elections by University policy (see policy on Voting Rights of Faculty for the list of eligible categories of voters).
- B. Nomination requires a statement, not exceeding 250 words, from the nominee describing why the candidate is well qualified to serve on the ACTCSP.
- C. Tenured and tenure-track faculty may self-nominate or may give written permission to be nominated by a faculty colleague. Only nominees with completed applications will appear on the ballot.
- D. Faculty members serving in positions in the Management Personnel Plan are not eligible to serve on the ACTCSP as representatives of the faculty.
- E. The timeline for the election will be as follows:
 - 1. Announcement of election and period for preparation of nomination packet – ten working days
 - 2. Posting of online election – seven working days
Links to the nomination statements will be provided
 - 3. Announcement of election results – as soon as possible after the conclusion of the election

Ad Hoc Advisory for the Appointment of Administrators: Formal and Informal Consultation

(Senate: 1/2/64, 1/6/66, 2/10/67, 12/2/69, 11/15/77, 1/13/98, 2/16/99, 7/16/03, 10/04/16, 4/9/19; President: 1/2/64, 1/21/66, 2/22/67, 12/31/69, 11/21/77, 5/18/98, 3/31/99, 8/27/03, 03/20/17, 5/7/19; Editorial Amendment: 9/00, 8/01, 11/07)

Formal Consultation in Appointment of Administrators

When an administrative vacancy requiring formal consultation is announced by the President, an ad hoc advisory committee will be established. All persons serving on such an ad hoc committee must recognize that their responsibilities include positive efforts to strengthen the University's commitment to inclusivity and diversity. Nominees for each committee shall:

- a. possess specific knowledge or relevant experience;
- b. agree that primacy will be given to the importance of the search process;
- c. be available for selection committee meetings on Fridays as well as other times, as needed;
- d. agree to maintain the confidentiality of the entire process.

Before recruitment for any position requiring formal consultation takes place, a job description detailing duties, responsibilities and qualifications, shall be established in writing by the appointing authority and reviewed with the Executive Committee of the Academic Senate. Subsequent to the establishment of an ad hoc advisory committee, explicit and reasonable criteria for evaluating applicants shall be established in writing by the ad hoc advisory committee. All applicants for a position shall be judged by the same criteria.

Each committee will include a majority of individuals who are tenured members of the faculty, as described below. The University Diversity Officer or designee will serve as an ex-officio member of each committee. The University Diversity Officer may attend all meetings to ensure that sound recruitment practices are followed.

For the purpose of this policy, the Library is considered a college.

- a. For central administrative positions including, but not limited to the Provost/Vice President for Academic Affairs, Associate Vice President for Academic Affairs, Associate Vice President for Faculty Affairs, Associate Vice President for Research, Vice Provost for Enrollment Services, Vice Provost for Planning and Budget, Vice Provost for Diversity and Engaged Learning, Dean of Undergraduate Studies, Dean of Graduate Studies, Director of Honors College, Dean of College of Professional and Global Education or new positions of comparable rank:
 1. four tenured faculty members (no more than two from any one college) to be elected by the Academic Senate from the university at large;
 2. two members appointed by the President from the university at large;
 3. at most one additional tenured faculty member appointed by the President or designee with the approval of the Executive Committee of the Academic Senate.
- b. For Vice President for Student Life:
 1. four tenured faculty members (no more than two from any one college) to be elected by the Academic Senate from the university at large;
 2. two members appointed by the President from the university at large;
 3. one student in good standing elected by the Board of Directors of the Associated Students, Inc.; and
 4. at most one additional tenured faculty member appointed by the President or designee with the approval of the Executive Committee of the Academic Senate.
- c. For the Dean of Students:
 1. two tenured faculty members from different colleges to be elected by the Academic Senate from the university at large;
 2. two students in good standing to be elected by the Board of Directors of the Associated Students;
 3. one to three members appointed by the President from the university at large. Faculty members appointed by the President shall be tenured; and
 4. at most one additional tenured faculty member appointed by the President or designee with the approval of the Executive Committee of the Academic Senate.
- d. For College Deans and the Dean of the University Library:

1. three tenured faculty members from the college/Library in which the vacancy exists, to be elected by the faculty of the college/Library, with no more than one from any one department/division/school;
 2. one tenured faculty member, not from the college concerned, to be elected by the Academic Senate;
 3. one permanent college dean, not from the college concerned, appointed by the President;
 4. one member appointed by the President from the university at large; and
 5. at most one additional tenured faculty member appointed by the President or designee with the approval of the Executive Committee of the Academic Senate.
- e. For College Associate Deans and the Associate Dean of the University Library:
1. three tenured faculty members from the college/Library on which the vacancy exists, to be elected by the faculty of the college/Library, with no more than one from any one department/division/school; and
 2. one member appointed by the President from the university at large;

Recommendations by a committee shall require the affirmative vote of a majority of the members.

Each such advisory committee will elect its own chair.

The above procedures will be followed in all cases, whether the appointment is a permanent or an acting/interim appointment. In such cases, the President shall utilize informal consultation in making the acting/interim appointment. The President or designee shall seek approval of the Executive Committee of the Academic Senate in the case that an acting/interim appointment is to be extended beyond one year.

The committee will receive recommendations for the appointment to be filled from members of the faculty and administration. It will actively and expeditiously seek names of candidates, both on campus and off, and will screen them in order to help find the best persons for the position. It will be in constant consultation during this process with the President or designee.

The committee will be expected to interview finalist candidates on the campus. The committee in consultation with the appointing authority shall determine the extent of the interaction candidates will have with the broader campus community, including students and faculty.

At the invitation of the President other interested individuals or groups will interview the candidates, depending upon time available and the degree of closeness of their working relationships with the appointee. Their reports, written where feasible, will be submitted to the committee and the President or designee.

Primacy will be given to the importance of the search process by members of the administration. Their reports, written when feasible, will be submitted to the President or designee.

Informal Consultation in Appointment of Administrators

In informal procedures, the appointment shall be made by the President after consultation with the Executive Committee of the Academic Senate. The following professional positions which carry rank and class or which are equivalent to such positions and which are not covered by formal consultation will be covered by this type of review:

1. All professional personnel reporting directly to the President (including the Executive Vice President and Chief Operating Officer, Vice President for Administration and Chief Financial Officer, and the Vice President for University Advancement.
2. All administrators reporting directly to the Vice President for Administration and Chief Financial Officer and the Vice President for Institutional Advancement.

Before recruitment for any position requiring informal consultation takes place, a job description detailing duties, responsibilities, qualifications and requirements shall be established in writing by the appointing authority and reviewed with the Executive Committee of the Academic Senate. The appointing authority shall determine if an ad hoc advisory committee will be established. If the search is to be conducted by the appropriate administrator or an ad hoc committee, explicit and reasonable criteria for evaluating applicants shall be established in writing and endorsed by the University Director of Human Resources. All applicants for a position shall be judged by the same criteria.

Report by President on Consultation

The President shall report to the Academic Senate whether appointees did or did not have the recommendation of the ad hoc committee in the case of formal consultation, or that of the Executive Committee, in the case of informal consultation.

Review of Rank of Administrators

The initial appointment of administrators to academic rank shall be subject to review by the appropriate department/division/school. Promotion in rank shall be in accord with University policy.

Faculty Perceptions of Performance of Administrators

(Executive Committee: 7/3/90, 10/11/94; Academic Senate: 4/10/01, 2/14/06, 4/4/17; President: 7/23/90, 10/21/96; 5/21/01, 10/2/06, 5/30/17; Editorial Amendment: 9/99, 9/00, 9/03)

The procedures that follow outline a process for collecting, interpreting, and reporting faculty perceptions of the work performance of **specified administrators**. This information is used as one element in the evaluation of administrators. The Executive Committee has primary responsibility for this process.

Administrators concerned:

Group 1:

Provost and Vice President for Academic Affairs
Vice Provosts
Associate/Assistant Vice Presidents for Academic Affairs
Dean of Undergraduate Studies
Dean of Graduate Studies

Group 2:

Deans of the Colleges
Dean of the Library
Dean of the College of Professional and Global Education
Director of the Honors College

Group 3:

Vice President for Information Technology Services & Chief Technology Officer
Vice President for University Advancement/Executive Director of the CSULA Foundation
Vice President for Administration & Chief Financial Officer
Executive Vice President & Chief Operating Officer
Vice President for Student Life
Dean of Students
Executive Director of Public Affairs

If new administrative positions at the level of Associate Vice President, Vice Provost, Director, or Dean, or that report directly to the President or any of the Vice Presidents, are created, there shall be discussion between the President and the Executive Committee about whether the administrator is to be included in these procedures and, if so, in which Group.

The Committee will evaluate each group of administrators every three years.

Procedures:

1. Each year, in the Fall Semester, the Executive Committee appoints a three-person ad hoc committee with staggered three year terms to gather faculty perceptions of that academic year's group of administrators. The Secretary of the Senate shall be the liaison member of the Executive Committee to the ad hoc committee; the Executive Committee may delegate to the Nominations Committee the selection of the other members of the ad hoc committee. The ad hoc committee elects a chair.
2. The ad hoc committee collects, interprets, and reports faculty perceptions of the performance of each administrator in the Group.
 - a. The ad hoc committee reviews the job description and recent work plans for each administrator, in the light of the mission and goals of the University.
 - b. Based on its review, the ad hoc committee develops a plan for collecting information, bearing in mind the suggestions below.

- The aspects of administrative performance to be reviewed, including the contribution of the
- (1) administrator in meeting affirmative action goals of the University and the performance of administrators reporting to the administrator to be reviewed.
- A method for collecting information which must include a survey of selected faculty; and may include:
- (a) written comments prepared by committees on which the administrator serves as Executive Secretary, or which interact with the office of the administrator, based on administrative performance pertinent to the committee's work. Provisions shall be made for those selected faculty members to have access to a copy of the job description and work plan for the administrator being evaluated.
 - (b) signed statements from faculty pertaining to administrative performance, solicited from the faculty at large; the administrative assistant to the Senate shall forward the contents of these statements, minus the signatures to the ad hoc committee to preserve confidentiality; all such statements will be included in the final report with signatures removed.
- (3) A description of the faculty groups to be surveyed.
 - (4) A schedule for collecting Information.

3. The ad hoc committee presents its plan to the Executive Committee for approval.
4. The ad hoc committee follows the approved plan, collects its information, and submits its report to the Executive Committee by the end of the fifth week of Spring Semester.
5. The Executive Committee reviews the reports, may add its own comments (clearly identified as such), submits the reports to the designated evaluators of the administrators reviewed by the end of the eighth week of Spring Semester, and meets with the evaluators to discuss the reports.
6. These procedures and reports are strictly confidential. Faculty submitting surveys and written comments shall be informed in writing that the confidentiality of the perceptions they submit may be disclosed in legal or administrative proceedings and that such confidentiality is protected only to the extent provided by law.

Associate and Assistant College and Library Deans

(Senate: 5/25/65, 8/24/71, 5/9/17; President: 6/15/65, 8/25/71, 10/13/17; Editorial Amendment: 9/00, 8/01)

The associate or assistant dean performs administrative functions as directed by the dean and governed by the Board of Trustees, the Chancellor's Office, and University policies. Normally, tenured full professors serve as associate or assistant deans. It is expected that the incumbent will possess those scholarly, administrative, and personal characteristics that will secure the respect of the college's faculty, and thus to most effectively assist the dean.

The selection process for associate and assistant deans includes consultation by the dean with the department/division chairs or school directors (for college associate and assistant deans), and with an elected faculty committee (for all associate and assistant deans). The procedures are developed within the college/library and filed with the President and with the Provost and Vice

President for Academic Affairs. Appointment is by the President, upon recommendation of the college/library dean.

The appointment as associate or assistant dean is for an unstated term, but the incumbent can be removed from office by the dean only after full discussion with the associate or assistant dean concerned, or by the President only after full discussion with the dean and the associate or assistant dean concerned.

Where more than one associate or assistant dean is appointed in a college or the library, the dean shall designate beforehand one to serve as acting dean in the absence of the dean.

Associate and assistant deans shall be reviewed annually following procedures adopted by the college/library.

Department/Division Chairs and School Directors

(Senate: 3/5/64, 2/20/68, 12/2/69, 8/22/72, 7/21/76, 5/23/95, 8/27/02, 1/25/05, 10/30/07, 1/14/14, 9/20/16; President: 3/9/64, 3/27/68, 12/31/69, 8/25/72, 8/5/76, 7/7/95, 11/13/02, 2/28/05, 11/29/07, 2/4/14, 4/7/17; Editorial Amendment: 9/00)

Governing Documents: Article 20.30 of the Collective Bargaining Agreement between the California State University and the California Faculty Association.

Each department/division/school (hereafter department) has a chair or director (hereafter chair). The department chair is the liaison between the department and the administration. Chair appointments are governed by University policy. It is the responsibility of the department chair to keep the faculty informed of department business and consult with faculty as appropriate.

A faculty member appointed to the position of department chair retains the rights and responsibilities possessed by virtue of being a member of the faculty, consistent with the terms of that appointment.

The college dean shall inform the chair of college and department policies and procedures as appropriate. There shall be orientations and regular professional development sessions for department chairs conducted by the college dean and, as needed, by the Provost and Vice President for Academic Affairs or designee. Chairs are expected to regularly participate in such professional development.

Assigned time and other forms of compensation for department chairs may be recommended by the college dean and determined by the President or designee, consistent with the Collective Bargaining Agreement.

Department Chair Responsibilities

The responsibilities of the department chair may include the following activities.

- **Administration.** Administer University, school and department policies for professional duties such as class attendance, office hours, committee obligations, sick leave, final examinations, off-campus travel, and course grade reporting. Make recommendations for instructional assignments to the dean. Exercise signatory authority as assigned by the University for items such as approval of late adds/drops, change of grades, etc.
- **Leadership.** Provide department leadership in program and curriculum development and quality, effective teaching, budget, advising, staff relations, professional activity, research, external funding, student achievement, University outreach, University and community service, and collegial working relations.
- **Course Programing.** Oversee the timely planning of course schedules submitted in compliance with University policy. Recommend appropriate staffing to the dean for all courses offered by and through the department. Chairs shall consult with faculty prior to notifying faculty of their assigned schedules. Oversee course offerings to assure curricular requirements of the department receive appropriate curriculum reviews at department and college levels.
- **Personnel Actions.** Make recommendations on matters of faculty retention, tenure, and promotion as indicated in the department appointment, retention, tenure, and promotion document. Make recommendations about requests for leaves of absence and faculty appointments. Ensure that all hiring recommendations by the department conform to University hiring policies.
- **Representation.** Call and chair meetings of the department faculty. Disseminate information transmitted to the department and maintain departmental records. Represent the department at the college and University levels, and within the community, and represent the college and the University to the department.
- **Budget.** With faculty input, propose and administer the department's budget. Manage the appropriate use of equipment, supplies, and facilities assigned to the department. Plan and allocate budget resources openly and fairly. Ensure that accurate records are maintained and made available to faculty.
- **Staff Appointment and Supervision.** Make recommendations about support staff hiring, performance, and reclassification. Supervise support staff assigned to the department.
- **Planning and Coordination.** Coordinate and guide department planning in areas of academic programs, personnel, facilities, and equipment; and oversee the ongoing review of departmental plans consistent with college and University goals and plans. Coordinate the work of departmental committees.
- **Collaboration.** Work collaboratively with college and University staff and administrators to monitor student success, including academic progress, advisement, and registration, and other retention initiatives. Works collaboratively with dean's office and college advising office to provide advisement for students during winter and summer breaks.
- **Liaison.** Serve as liaison between students, faculty, administration and the community for discussion and informal resolution related to departmental concerns.
- **Conflict Resolution.** Serve as the first point of discussion for issues arising within the department having to do with faculty, staff and student complaints.

Department Chair Appointments

When a vacancy occurs or is expected to occur in a department chair's position, the department, under the initiative of the college dean, will elect by secret ballot a three-person (or comparably limited number) advisory committee. Membership on the advisory committee shall not be considered a detriment to selection as department chair. Persons eligible to vote for or eligible for election to the committee membership are all full-time probationary and tenured faculty (including all such members who have become administrative officers, with tenure rights as academic employees, in the college, University, or The California State University system). Members who serve on the advisory committee must recognize that one of their responsibilities is to make positive efforts to implement the principles of diversity and inclusivity of the University. The deliberations of the advisory committee shall be confidential.

The advisory committee will solicit recommendations of the permanent and temporary faculty members of the department in the form of secret preferential ballot. The ballots shall include the names of all tenured members of the department and also provide an opportunity for the faculty to express a preference to search outside the department or University. Each permanent or temporary faculty member of the department will be given the opportunity to rank all names on this ballot that are acceptable as department chair. Faculty with less than a 0.5 time base shall receive 0.5 votes. Faculty with a time base of 0.5 or above shall receive one vote. These ballots will be transmitted to the advisory committee which shall utilize the rankings as an important source of information in reaching its recommendation.

The advisory committee may also consult the relevant records of candidates, and may also consult individual members of the faculty in the department. It will also keep the college dean generally informed of its progress, and give careful consideration to the dean's views on the nature of the position of department chair.

The advisory committee will render its recommendation of one or more candidates for the chair's position to the college dean. Given the role of the department chair in the recruitment, retention, tenure and promotion process, normally only tenured full professors are eligible to hold these positions. In the event of few or no tenured full professors, committees may also consider tenured associate professors, or, tenured full professors from other departments, with justification for their recommendations in either case. If the recommendation is not accepted, the advisory committee will be so informed, along with the reasons for such action, and will further review potential department chairs and make further recommendations. The dean and the department advisory committee shall each have a veto power in their considerations.

Terms of department chairs shall be determined by their respective departments with the approval of the appropriate college committee and the dean. The appointment shall be for a term of no less than three years and no more than five beginning with the first day of any semester. Normally the department may be appointed for a maximum of two terms consecutively. Appointments beyond those two terms require the approval of an appropriate college committee, the dean, and the Provost and Vice President for Academic Affairs. In the case of reappointment beyond a second term, the same procedures shall be followed as in the case of a vacancy. The chair may hold a 12 month position when mutually agreeable among the nominee, department, and the dean of the college, and when administratively desirable and fiscally feasible. Whenever feasible, the department should continue to teach on a part-time basis.

Since chairs are foremost faculty members, when a college dean thinks that an off-campus search for a department is necessary, but the department does not concur, the dean shall consult with the college Faculty Policy Committee (or equivalent) and shall carefully consider their views as to the advisability of seeking a chair from off campus. That college committee will consult faculty from the affected department and review the most recent department program review document, and then advise the dean. If the dean finally concludes that an off-campus search is warranted, the college Faculty Policy Committee will establish the process for electing or appointing the search committee of three to seven tenured faculty members, after giving the department the opportunity to indicate its preferences as to the membership and chairing of the search committee. The search committee shall conduct a nationwide search and make a recommendation to the dean from the pool of candidates. Except as noted in this paragraph, the committee's search will be governed by the policies and procedures for faculty appointments in the *Faculty Handbook*.

Following the procedures outlined above, the department/division chair or school director selected will be appointed by the President or designee.

As long as the general procedures stated above are followed, a department may propose supplementary requirements, e.g., eligibility criteria for the chair or for advisory committee members, subject to the approval of the college, with the procedure being approved and recorded by the President.

Department Chair Review

The department chair will be subject to formal review by the department and the college dean at least twice during each term of office according to procedures established by the college. The first review shall occur in the second year of their term and the second review in the final year of their term. Department chairs may be reviewed more frequently upon the request of either the chair or the President. A chair with an appointment longer than three years who wants to be considered for a subsequent term will also be reviewed during the final year of the current term. The review committee shall consider the performance of the department chair in the context of the responsibilities of the position.

The review of each chair shall be conducted by the department faculty personnel committee charged with reviewing those at the highest rank (e.g., RTP Committee A) and by the college dean. The department personnel committee shall solicit the input of full and part-time department faculty serving during the year of the review using the department chair Performance Evaluation Form. In addition, the input of students shall be solicited according to the procedures outlined in the policy "Student Input in Academic Personnel Processes." The review of all department chairs within a college will follow the same procedures. Chairs shall be given an opportunity to provide the review committee with a self-evaluation of their activities as chair.

The opinions and judgments received by review committees, the deliberations and reports of such committees, and any accompanying materials, shall be confidential. The reviews by the department and the college dean shall be formal written reports to be included in the department chair's Personnel Action File. All individuals completing the evaluation forms shall have the

opportunity to provide statements or opinions. However, if a review includes statements and/or opinions about the performance of a department chair from individuals other than the author(s) of the report, the source(s) of such statements and opinions shall be identified by name.

Review of Directors of Interdisciplinary Programs

In cases in which an interdisciplinary program is sufficiently complex (e.g., which involves the appointment of faculty members, the scheduling of courses, supervision of staff, and other duties typical of a department chair) and is not wholly contained within an existing department, subject to the availability of resources, a college dean may appoint a program director to administer the program.

The review of such program directors shall fall within the scope of this policy, with oversight by the dean of the college in which the program is housed and shall include input from all permanent and temporary faculty supervised and/or appointed by the director, as well as those faculty appointed in other departments whose teaching assignment includes courses in the interdisciplinary program.

In such cases where a program is housed within an existing department, the evaluation of the program director is subject only to such policies as they exist in the department or the college in which the program is housed.

Resignation or Removal of Department Chairs

The department chair may resign as chair at any time. The resignation should be directed to the President with copies to the dean and department faculty.

The department chair can be removed as chair by the President, but only after full discussion with the college dean and with the permanent faculty of the department. The President or designee will normally be expected to report reasons for such action to the department.

Appointment of Interim Department Chair

When such conditions exist that warrant the appointment of an interim department chair, the dean shall consult with the department faculty regarding the recommendation to appoint an interim department chair. The dean, after consultation with faculty, shall recommend to the President the name of an interim department chair.

Normally, the term of service for an interim department chair shall be one year or until a new department chair is appointed. Only in exceptional cases may the dean, after consultation with the department faculty, recommend to the President that an interim department chair continue to serve beyond one academic year.

Department/Division Associate Chairs and School Associate Directors

(Senate: 5/11/67, 8/27/02; President: 5/15/67; 11/13/02)

An associate chair or director shall be appointed to serve as acting chair or director in the absence of the chair or director and to assist the chair or director as needed. During the period of service as acting chair or director, the associate chair or director shall be given the released time which would otherwise be given to the chair or director, and may be given additional released time during one or more of the remaining quarters of the academic year to assist the chair or director in administrative duties. The associate chair or director normally shall serve for at least one year, but in no case longer than the unexpired term of the chair or director.

The associate chair or director shall be appointed by the dean of the college upon recommendation of the department/division chair or school director. The chair or director shall make a recommendation only after department/division/school consultation, following procedures established by the total full-time department/division/school faculty. These procedures shall be on file in the office of the college dean.

Administrative Policies

Agreements of the University

(Senate: 1/14/69; President: 1/15/69)

Any agreement as to policy, program, curriculum, or administrative decisions made at California State University, Los Angeles which is inconsistent with or violative of established appropriate consultative processes shall be of no force or effect.

Office Assignments

The Provost and Vice President for Academic Affairs or designee is responsible for the allocation of space to the colleges after consultation with the college deans. College deans are responsible for specific assignments of space from the college allocation.

Use of Academic Positions for Administrative Assignments

(Senate: 8/5/68; President: 8/21/68)

Before a new function in central administration or student services is established, staffed by a class-and-rank position, and supported by either state or non-state funds, the Executive Committee of the Academic Senate shall be consulted.

Fiscal Support and Administrative Control of Interdepartmental/Interdivisional/Interschool and Intercollege Programs

(Senate: 10/6/66; President: 10/14/66; Editorial Amendment: 8/01)

The responsibility for fiscal support of and administrative control over interdepartmental/interdivisional/interschool and intercollege programs shall be placed in the departments/divisions/schools and colleges concerned; wherever more than one college is involved, administrative responsibility shall be assigned to one college, but fiscal responsibility shall be shared. Programs for which administrative control and fiscal support are specifically established by action of the Senate are exceptions to this policy.

Computer and Network Policy

(Senate: 2/3/70, 8/1/79, 2/15/94, 8/12/97; President: 5/12/70, 8/20/79, 6/29/94, 12/4/97)

The University shall make all efforts

- a. To insure 24 hour access to computer systems and networks is provided to support the instruction, research, service and administrative functions of CSLA. Use of University computing and network resources for any other reason is inappropriate, and may result in termination of computer privileges and other appropriate disciplinary actions.
- b. To provide each probationary and tenured faculty member with at networked computer workstation appropriate to his or her needs.
- c. To make computing and network resources available to all currently employed faculty and staff, and to students in continuing student status. For shared resources, authorization for accounts may be granted for instructional and research use and for projects supporting the mission and programs of the university (e.g. community activities.) These resources also will be made available as legally and fiscally feasible to emeriti faculty.
- d. To provide computer and network training for faculty, students and staff.

Faculty and staff who bring personally owned equipment into the university environment are required to obtain permission from a school dean or senior administrator in accordance with Administrative Procedure 508.

The University assumes no responsibility for student-owned equipment used at the University. However, faculty, staff and students are required to adhere to existing campus hardware standards if use of their equipment requires connection of their hardware to the University computer system.

Policy on Electronic Mail Privacy

(Senate: 2/27/96; President: 4/30/96)

California State University, Los Angeles supports privacy in the use of electronic mail to the maximum extent possible under state and Federal laws, consistent with computer system maintenance demands.

California State University, Los Angeles will inform all authorized accounts of the Electronic Mail Privacy policy and the limitations of privacy on electronic mail. Electronic mail is subject to disclosure under the public records act, and when relevant, to discovery in civil litigation.

All electronic mail in authorized accounts stored on the CSLA campus data system shall be considered to be confidential except as follows:

1. Requests for disclosure of electronic mail or disclosure of confidential information, for any purpose other than technical problem resolution, will be reviewed by the President or designee, and honored only when required by state or Federal law, or when there is probable cause to suspect illegal activity.
2. Inspections of electronic mail solely for the purpose of technical problem resolution must be approved by the appropriate computer affairs administrator and only for the resolution of a specific technical problem.

Except under extraordinary circumstances or when prohibited by law, computer users will receive notice prior to such inspections of electronic mail, access or disclosure.

Except where prohibited by law, users not notified prior to inspection, access or disclosure will receive notice after the fact within three working days.

Formation, Dissolution, Relocation or Merger of Departments/Division/Schools

(Senate: 8/14/73, 8/27/02, 8/11/09; President: 8/20/73, 11/13/02, 8/31/09; Editorial Amendment: 9/99)

Departments/divisions/schools are considered equivalent units for the purposes of University policy and the Collective Bargaining Agreement. Departments/divisions/schools are units within a college. Schools may not include departments as subunits. The head of a department/division/ is designated as the chair; the head of a school is designated as the director. Chairs and directors are equivalent positions within the administrative structure and are selected according to the University policy for selection department/division chairs and school directors. They report to the dean of the college. Criteria for the designation of a unit as a school could include such issues as:

- professional accreditation or licensing/certification requirements for graduates
- established practice for the naming of the discipline in higher education
- the reorganization of logical subunits within a college
- enhanced potential for procuring grants or contracts
- improvements in services to students, faculty, staff and community.

A college through its dean after consultation with the affected college faculty shall have authority to recommend directly to the President modifications of department/division/school relationships following a 20-day waiting period during which time the Provost and Vice President for Academic Affairs or designee, the Faculty Policy Committee, the Educational Policy Committee, the Fiscal Policy Committee and affected faculty are advised of the proposed change. Such changes may involve formation of a department/division/school, a realignment of disciplines between departments/divisions/schools, dissolution of departments/divisions/schools,

merging of departments/divisions/schools or the relocation of a department/division/school to another college. In the event of a challenge by the department(s)/division(s)/school(s) in question, any of the above named committees, or the Provost and Vice President for Academic Affairs or designee, the matter will be adjudicated by the Academic Senate. Final approval, in any case, shall rest with the President.

Formation, Dissolution, or Merger of Colleges

(Senate: 8/11/09; President: 8/31/09)

Proposals for formation, dissolution or merger of colleges shall follow consultation and approval procedures similar to those outlined for departments/divisions/schools.

Department/Division/School Name Changes

(Senate: 11/8/68, 1/29/85; President: 4/10/69, 2/20/85; Editorial Amendment: 8/01)

Proposals for name changes for departments/divisions/schools shall follow the same consultation procedure as curricular items, be submitted to the Provost and Vice President for Academic Affairs and then to the President. The action of the Educational Policy Committee shall be reported to the Academic Senate.

The Intercollegiate Athletics Program

(Senate: 11/18/80, 2/11/81 [EA]; President: 3/16/81)

Statement of Philosophy. The intercollegiate athletics program at California State University, Los Angeles provides an opportunity for participation by qualified students in a variety of sports appropriate to the various interests and skills of the participants. The intercollegiate athletics program shall operate in a manner that is consistent with the ideals and purposes of this institution in its pursuit of excellence. It must support the principle of equity between men and women as it relates to the opportunity for participation and the attainment of excellence in intercollegiate athletics. It must be conducted as supplementary to and supportive of the academic career of the athlete, not as a substitute for academic advancement.

Policies and procedures of the [intercollegiate athletics program](#), in addition to adhering to the above principles, shall conform at all times to the letter and spirit of the rules and regulations of associations and conferences in which the University holds membership.

The Intercollegiate Athletics Board

(Senate: 11/18/80, 2/11/81 [EA], 11/4/86; President: 3/16/81, 11/26/86; Editorial Amendment: 9/99, 11/12)

Objectives

1. To serve as a representative body drawn from students, faculty, administrators, alumni, and the community.
2. To provide direction for the intercollegiate athletics program consistent with the statement of philosophy noted above.
3. To maintain communication with the President, the Academic Senate, the Associated Students Board of Directors, the administrators of the intercollegiate athletics program, the Alumni Association Board of Directors, the University Development Board, and the community through the representatives of those groups serving on the Intercollegiate Athletics Board.

Responsibilities and Functions. The Intercollegiate Athletics Board recommends and interprets policy in specific and related phases of the intercollegiate program. It respects the appropriately designated prerogatives of the School of Kinesiology and Nutritional Science, the College of Health and Human Services, and the Associated Students, Inc., Board of Directors.

The Intercollegiate Athletics Board has the following charge:

1. To recommend to the President the distribution of available funds to each sport and to the administration of the intercollegiate athletics program.
2. To serve as an informal appeals board for student athletes in those matters pertaining to intercollegiate athletics.

The Intercollegiate Athletics Board may develop and recommend policy for any university intercollegiate athletics activity, to include:

1. The role and emphasis to be placed on each of the sports in the intercollegiate athletics program.
2. Conference affiliations.
3. The addition or deletion of sports, within conference or association.
4. Eligibility rules consistent with university and conference or association guidelines.
5. Alumni and community involvement and public relations as related to athletics, in cooperation with the Office of the President.
6. Other activities related to intercollegiate athletics.

Membership. The Board consists of 11 voting members, as enumerated below. It is the responsibility of each appointing group to consider the current composition of the Board in terms of ethnicity and gender before making an appointment.

1. A member of the full-time faculty appointed by the President from a list of at least three nominees (including both genders) provided by the Academic Senate. That member shall:
 - a. serve as chair;
 - b. have no institutional relationship to the intercollegiate athletics program;
 - c. be responsible for determining the eligibility of all student athletes; and

- d. serve at the pleasure of the President.
2. Four full-time faculty members, two men and two women, to be elected by the Academic Senate for staggered terms not to exceed four years.
3. Three students, currently registered and in good standing, to be selected by the Board of Directors of the Associated Students, of which not more than two shall be of the same gender. These students shall serve staggered two-year terms.
4. One member of the Alumni Board or designee, a former student, to serve a two-year term.
5. One member of the University Development Board or designee, to serve a two-year term.
6. The Vice President for Student Affairs or designee.
7. The Director of Intercollegiate Athletics, ex officio, non-voting.

Policy. Policy recommendations are submitted to the Academic Senate and the Board of Directors of the Associated Students for their recommendations to the President.

Amendment. Any proposed change in this document must be considered as a policy matter.

Career Center

(Senate: 10/8/74; President: 10/17/74)

All placement recruiting activities, except Cooperative Education courses (those numbered 398 and 498) which earn academic credit, will be conducted under the supervision of the Center for Career Planning and Placement. Such activities will be permitted only within the physical confines of the Center or within space specifically designed for alternate use when regular space is not available. The latter condition will be approved by the Director for Career Planning and Placement. This policy does not constitute grounds for permitting recruitment outdoors or in other public areas except as provided below.

Agencies such as the Armed Forces, whose representatives act primarily as information agents, may be allowed access to the campus community outside of the physical limits of the Center for Career Planning and Placement. Information programs of this sort may be staged in approved public areas insofar as prior agreement is secured from the Center for Career Planning and Placement and the Associate Vice President for Student Affairs/Dean of Students. This waiver is available only to governmental agencies.

Parking Priorities

(Senate: 4/2/69, 4/11/72, 1/17/79; President: 4/10/69, 4/24/72, 1/24/79; Editorial Amendment: 9/99)

The categories listed below are established for preferred plateau parking in the following sequence:

1. Disabled.

2. Full-time faculty and staff.
3. Elected members of student government.
4. Part-time faculty and staff working at least 20 hours per week.
5. Other part-time faculty and staff, without restrictions.
6. Non-elected members of student government.
7. Students.

The Vice President for Administration and Finance shall determine which categories can be allocated preferred plateau parking based on resources available at the time and shall allot, on a continuing basis, sufficient parking spaces so that anyone allocated plateau and preferred parking may arrive on campus at any time and find a space in which to park.

Gifts to the University

Only the President legally may accept gifts, donations, and bequests made to the University. Such gifts shall be reported to the Vice President for Institutional Advancement, who will have the forms required by section 42301 of the Administrative Code prepared for the President's signature and subsequent transmittal to the Board of Trustees.

Publications and Questionnaires

Publications which are designed to represent the entire University, or any division or department or school of the University, should be reviewed in each instance with the college dean and with the appropriate administrator before they are sent to press. For example, publications or questionnaires dealing with student services should be reviewed by the Vice President for Student Affairs. Those relating to instructional programs should be referred to the Provost and Vice President for Academic Affairs or designee. Those relating to workshops, conferences, extension courses, or summer session should be reviewed with the Dean of Extended Education.

Publications which describe any of the officially approved programs and activities of the University and which are intended for public (i.e. off-campus) distribution are subject to review by the Executive Director of Public Affairs. Assistance with the development of editorial content and graphic design of publications is provided by publications services available in the Office of Publications and Public Affairs.

Questionnaires should bear the identification of the individual, class, or instructor initiating them.

Freedom of Expression

(Senate: 5/26/09; President: 6/16/09)

Preamble

Exposure to the widest possible range of ideas, viewpoints, opinions and creative expression is an integral and indispensable part of a university education for life in a diverse global

society. California State University, Los Angeles, supports the right of individual students, faculty, staff and student organizations to exercise free speech, including but not limited to artistic, political, and/or symbolic speech, provided only that such expression does not significantly or materially disrupt normal activities or infringe upon the rights of others. This policy establishes reasonable, non-discriminatory, content neutral guidelines and procedures designed to protect the rights of speakers and non-speakers, respect the rights of faculty and staff in the classrooms, ensure fair access and due process for those who wish to use the University's public forums, and maintain a safe environment on the University campus.

General Provisions:

California State University, Los Angeles, supports the right of individual students, faculty, staff and student organizations to exercise all forms of expression and free speech including but not limited to artistic, political, and/or symbolic speech, provided that such activities do not prevent the University from carrying out other aspects of its mission, or infringe upon the rights of others.

Learning to respond to the widest possible range of free expression in a civil and responsible manner is an integral and indispensable part of a university education for life in a diverse global society. The University will not condone behavior that violates, by intimidation or force, the freedom of speech, choice, assembly, or movement of other individuals or organizations, or that restrains others' voluntary exposure to free expression and free speech.

Freedom of Expression in the University does not extend to actions that are illegal under the Constitutions, or under valid applicable laws, of the United States and of the State of California. This policy does not endorse, or relieve any person from legal liability for, actions that amount to libel, slander, or infringement of intellectual property. All persons or groups engaging in activities on University property are subject to, and are expected to comply with, any applicable University policies and procedures.

The mention in this policy of certain means and contexts for freedom of expression shall not be construed to deny or disparage any aspect of freedom of expression by other means or in other contexts.

Whenever any provision of this policy is subject to interpretation, it shall be interpreted to maximize freedom of expression, consistent with the educational mission of the University and with the constitutions and laws of the United States and the State of California.

Public Expression Areas and Loud Sounds on Campus

(Senate: 12/2/75; President: 1/6/76)

The public expression areas are those sites officially designated by the President upon recommendations of the Student Policy Committee. The following areas have been so designated, with the limitations stated below.

1. The stage and patio area immediately adjacent to the southeast section of the University-Student Union building. Use of this area is available for:
 - a. all scheduled activities, excluding those activities requiring high-level amplification, such as rock bands; and
 - b. any member of the student body, faculty, administration, or staff at any time which is not in conflict with an approved reservation.
2. The Amphitheater north of the University-Student Union building. Use of this area is available for all scheduled activities including those activities requiring a high level of amplification.

Use of the public expression areas shall be limited to faculty, staff, students currently enrolled, continuing students as defined by University policy, and invited off-campus speakers. Policies governing the appearance of invited off-campus speakers are described immediately following this section.

Any materials or publications sold or distributed shall be in compliance with the "[President's Directive Regarding Use of California State University Buildings and Grounds](#)," Appendix D.

The Director of the Health Center and the University Librarian hold equal authority in issuing an order to lower or to cease amplification that is extremely destructive to learning or health.

Associated Students contracts for musical activities in the public expression areas shall include an emergency cancellation clause, which will give contracted parties prior notice and written agreement regarding the possibility of emergency procedures terminating musical amplification.

The Director of Student Life shall be responsible for scheduling and supervising events in the public expression areas as well as for follow-up of complaints or violations regarding the use of those areas.

Scheduling a public expression activity (e.g., rally, musical activity, speaker) at any outdoor location other than those areas designated as public expression areas requires the written approval of the Director of Student Life.

Visiting Speakers

(Senate: 10/15/68, 5/25/76; President: 11/18/68, 5/28/76)

Invitations to off-campus persons to speak at California State University, Los Angeles shall be in compliance with the following policy:

1. The appearance of a speaker at an event sponsored by university recognized student, faculty, or employee organizations does not imply University endorsement of a speaker's view or organizational affiliations. This policy shall apply both to events open to the entire university community and to events open only to the organization's members.
2. All individuals and organizations must arrange for the use of university facilities for visiting speakers through the Central Reservations Office, University-Student Union.

These arrangements are not required for visiting speakers participating in normal classroom activities held in regularly scheduled classrooms. For regulations and procedures governing use of campus facilities, see Appendix D, "[President's Directive Regarding Use of California State University Buildings and Grounds](#)," and Appendix E, "[Policy for Use of Campus Facilities](#)."

Electronic Recording of Visiting Speakers

(Senate: 2/20/68; President 2/27/68)

The lectures, remarks, or other expressions of a visiting speaker may be electronically recorded by otherwise unauthorized persons only if both the speaker and the faculty adviser of the sponsoring organization (or designee) consent. This permission shall be in writing, it shall include an indication of any limitations to be placed on the future use of the recording, and it shall require the signatures of both the visiting speaker and the adviser or designee. A copy of this permission form shall be filed in the Student Programs Office. One may be retained by the adviser.

Extra-Institutional Relations

(Senate: 4/18/72; President: 7/7/72; Editorial Amendment: 9/00)

The free flow of communication among members of the Board of Trustees, faculty, staff, and student body is encouraged and their participation in formal relationships with state and federal officials and agencies is seen as beneficial to the University. However, individual members or groups of members of the faculty, staff, or student body of the University shall not, unless authorized by the President, act or give the appearance of acting on behalf of the University, or of representing it officially, when communicating with state or federal government officials concerning policies or legislation relating to this University or The California State University.

The foregoing does not preclude the right of individual members (or groups of members) of the faculty, staff, or student body of the University to identify themselves by rank and employing institution, if in so doing they specifically indicate that they are not authorized representatives of the University, and if the written communications expressing personal views are transmitted on non-university stationery.

Additionally, when an individual member (or group of members) of the faculty, staff, or student body of the University is invited to become involved with state and federal agencies in formal contacts dealing with legislation or policy relating to the University, or to serve on a governmental commission, board, or committee relating to the University, the invitee shall notify the President through his or her college dean or supervisor. However, the tendering and acceptance of such an invitation shall not be construed to mean that the invitees, when participating in such activities or performing in related civic capacities, are acting on behalf of the University or representing it officially.

The intent of this regulation is not to stultify such participation but to assure its coordination and enhance its effectiveness at the university level.

Communication with Chancellor's Legal Staff

(President: 10/21/77; Editorial Amendment: 9/00)

Pursuant to the Trustees' policy on "[Relationships and Lines of Communication](#)," as cited on page 5, the President has delegated the authority to seek legal opinions from the Chancellor's legal staff exclusively to the Provost and Vice President for Academic Affairs and the Vice President for Administration and Finance. Members of the faculty and staff should route legal inquiries through these offices.

Consultative Procedures in Emergencies

(Senate: 1/15/69; President: 1/19/69, 12/10/82)

The Executive Committee shall be kept fully informed and participate in significant policy decisions of the President. When time permits in any major campus emergency, the usual procedure of consulting the Academic Senate shall be followed. If time does not permit this established consultation, the Executive Committee of the Academic Senate shall be involved in the deliberations.

Use of Police in Emergency Situations

(Senate: 5/27/69; President: 6/6/69)

While the Academic Senate expects the administration to continue its policy of restrained approach to the settlement of campus problems before resorting to direct action and outside help, it fully recognizes that situations may arise which, in the best judgment of the administration, require that off-campus police be summoned to restore order to the campus. In such circumstances, the Academic Senate expects the administration to pursue whatever course of action it deems appropriate to ensure the safety and well-being of members of the academic community and to protect the integrity of the institution.

Communications

(Senate: 2/14/78; President: 2/23/78)

Senate and administrative policy and procedures on mail, telephone, and security of communication, with citation of legal authority therefore, appear in Appendix S, "[Communications Policy Statement](#)."

University Pool Vehicles

(Vice President for Administration: 12/3/81)

Administrative policy and procedures for the use of university pool vehicles, with citation of legal authority therefore, appear in Appendix T, "[University Pool Vehicles](#)."

CHAPTER IV

Curricular Policies

(Senate: 1/30/96, 4/9/96, 3/16/21; President: 5/7/96, 7/24/96, 5/15/21; Editorial Amendment: 9/00, 8/01; 9/03)

Responsibility for the development of the curriculum rests with the faculty, subject to system guidelines in the **Administrative Code, Title 5**, and in other pertinent statutory documents.

New degree programs, including options and concentrations, are projected on the University's Academic Master Plan prior to their detailed design. Undergraduate and graduate degree programs with options, concentrations, or special emphases must have a major or program core that comprises more than 50 percent of the total units required for the program. The major core or program core is the set of courses required of all students pursuing a degree program and should represent the majority of required units so that the program learning outcomes can be achieved by all enrolled students, regardless of subprogram. Modifications in existing courses and programs also are given formal consideration, and all programs are reviewed in an ongoing process which has a five-year cycle.

The curriculum has both residence and external components, and includes undergraduate and graduate segments. Courses, degree and certificate programs, and modifications thereof are proposed by the faculty in the respective disciplines or interdisciplinary areas. Following departmental/divisional/school approval, these proposals are reviewed by the appropriate committee of the corresponding college.

At the university level, new major programs, options, minor/credential programs and certificates and resolution of unresolved challenges to curricular modifications are considered by the Curriculum Subcommittee or Graduate Studies Subcommittee. The subcommittee submits approved proposals to the Educational Policy Committee, where the curricular actions stand approved unless questioned and agendized for further consideration.

Detailed policies and procedures on curriculum development appear in Appendix F.

Curriculum Calendar

(Senate: 1/16/90; President: 3/15/90; Editorial Amendment: 9/00; 8/01, 1/21/15)

Curricular proposals may be considered by departmental/divisional/school, college and University committees and subcommittees only during fall and spring semesters. Curricular proposals which did not receive final action prior to the end of spring semester shall be held on the agenda of the committee or subcommittee until fall semester.

The Educational Policy Committee subcommittees shall not meet during summer term. Non-curricular items which cannot wait until fall semester, such as policy issues requiring timely response and referrals of student petitions which cannot be handled by executive action, shall be referred to the Senate Executive Committee for consideration.

Academic Advisement

(Senate: 10/22/91, 10/28/97, 12/1/15; President: 11/5/91, 11/20/97, 3/2/16; Editorial Amendment: 1/21/15)

Advisement is central to the educational process. It is a multifaceted all-university function intended to facilitate student success. Advisement is an ongoing process during which the student develops an educational plan in consultation with an advisor and completes a curricular program of study. Students benefit from regular advisement to achieve their academic goals, clarify their career objectives and better understand how the University can assist them in realizing their goals and objectives in a timely and efficient manner.

To this end, advisement is a campus-wide, integrated support service which provides appropriate resources to students. The purposes of advisement include the following:

- Assist students to maximize the benefits of their educational experience by providing guidance in the selection of curricular programs and courses;
- Familiarize students with academic policies, procedures and University requirements for graduation;
- Help students develop a plan to complete all University requirements for graduation in an efficient and timely manner;
- Familiarize students with career opportunities directly and indirectly related to their academic interests and professional ambitions;
- Inform students about campus resources and services, including how these can help meet their educational goals and individual aspirations;
- Encourage students to develop the independence and personal skills necessary to make informed judgments about their educational objectives, careers, and use of University support systems and other opportunities available on or through the campus.

While the faculty bear responsibility for academic advisement, other campus personnel also provide important advisement services. All individuals involved in advisement are part of the overall system for advisement and must interact with each other in order to be effective. An effective system of advisement is an important factor in student retention and is the essential first step in facilitating student success at Cal State LA. Collectively and individually, each unit that provides advisement services makes an important contribution to each student's ultimate academic and personal success. This contribution notwithstanding, students share major responsibility in contributing to and ensuring their own success, and, as such, must be active participants in the advisement process.

Advisement is conducted with respect for the individual student being advised. The ultimate success of effective advisement depends on the individual commitment of faculty and staff to perform their duties in a professionally competent manner and professional expertise within a campus-wide system of support.

Academic Progress Criteria and Milestones for Undergraduate Programs

(Senate: 3/21/17; President: 4/7/17)

I. Establishing Academic Progress Plans

Departments or colleges may develop academic progress plans requiring students to meet established milestones on a timely basis. Possible milestones may include but are not limited to: passing grades in specific required courses; program-established gpas; number of units earned; and excessive numbers of repeats or withdrawals.

Departments or colleges who wish to implement academic progress criteria must create plans that contain the following:

1. Clearly identified milestones consistent with graduation requirements and university policy.
2. Detailed descriptions of the intervention that will follow a missed milestone. The intervention must include mandatory academic advising to provide the student with guidance to meet the missed milestone.
3. Clearly articulated timelines for dismissal from the academic program for students who have not satisfied the specified academic progress plan requirements.
4. Detailed descriptions of the process by which students dismissed from the academic program will be advised into new academic programs.
5. Clearly articulated plans to monitor impact on student success including underrepresented groups.

II. Plan Approval and Review Process

Plans for academic progress criteria, including plans for pre-majors, must first be approved through the regular school/department and college curricular approval process and then be submitted to the provost's office. All plans must be approved by the provost's office before they are implemented to assure that they adhere to University and State Education policies. Academic progress plans and their impact on student success shall be monitored through the program review process. Academic progress plans must be published in the University Catalog and included in advising materials. Departments or colleges may revise plans, subject to approval by the provost's office.

III. Dismissal from the Academic Program

Students must be warned in writing or via email that they are in jeopardy (or probation in the major) with regard to completing their academic milestones at least one semester before they are subject to dismissal. Students may be dismissed from their academic program only if they fail to satisfy the academic progress requirements established by their school/department. School/department chairs or college associate deans may decide that the student's performance merits additional time to complete a missed milestone; authority for this decision must be clearly articulated in the program criteria. School/department chairs or college associate deans must notify students in writing or via email that they have been dismissed from the academic program. The college dismissing the student must offer students an appointment with a faculty and/or professional advisor and provide information regarding processes for changing to a new academic program or moving to undeclared status. Students who are dismissed from an academic program have a right to appeal that dismissal to the Office of the Dean of the college, and if not satisfied they may file an appeal with the Academic Appeals Committee. The college must publish required timelines for the student to appeal and for the college to render a decision in a timely way. A list of dismissed students must be submitted to the Office of Undergraduate Studies each

semester, which shall ensure that students' change of major has been communicated to Enrollment Services in a timely manner.

Timely Progress to Degree Completion for Undergraduate Students - Milestones and Advising Guidelines

(Senate: 10/20/20; President: 11/5/20)

This policy is designed to provide clear guidelines that will help students graduate in a timely manner, remain in good standing with financial aid, and in compliance with CSU policies about time to degree. It also provides information about the role that advisors and the University play in supporting students along the way.

First and Second Years:

During their first year, freshmen will be encouraged to explore their major options. Students who have selected a prospective major should validate their choice through their coursework, interactions with their departments, and engagement with other campus resources, including the Career Center and student clubs and organizations. Advisors will support students throughout this process. They will proactively identify and support students who are off track and help students select and affirm their major and degree pathway by the end of their second year.

Third Year and Beyond:

When first-time freshmen reach their third year, and transfer students are in their first year, they will have declared a major. Advisors and faculty will encourage students to explore their major more deeply through coursework, research, scholarly and creative activities, and by participating in co-and extra-curricular activities that will prepare them to embark upon a career or pursue a post-baccalaureate degree.

By the time first-time freshmen reach the second semester of their third year (and transfer students their first year), students should be working with advisors to ensure that they are completing degree requirements needed in order to apply for graduation in the fall of their final year.

Students are expected to meet the following milestones along the pathway to their degree:

Advising for First-Time Students

- First-time freshmen and transfer students are required to participate in academic advising before the beginning of their first year at Cal State LA
- First-time freshmen are required to meet with an advisor during their first year to validate that they are on the right path and/or to explore alternatives.

Declaring a Major

- First-time freshmen shall declare a major by the end of the second year; an option or concentration within the major must also be declared at that time if applicable.
- First-time freshmen who are pre-majors and are not on track to be able to complete their major specific criteria by the end of their second year may be granted an extra

semester under the following conditions:

- o If they need an additional semester to pursue a major in their home college
- o If they need an additional semester to complete pre-major requirements for a different major within their home college
- Students who are not able to meet major specific criteria for a major in their home college will be referred to the University Academic Advisement Center as “exploring” students to find a major that they can complete in a timely manner.

Changing Majors or Adding a Major or Minor (i.e., changing degree objectives)

- Students may only change degree objectives if they can complete those requirements in six years (first-time freshmen) or four years (transfer students).
- Changing majors in or after their third year (for first-time freshmen) or in their first year or later year (for transfer students) is permitted under certain circumstances. Students seeking to do so should be able to complete their degree requirements within six years (for first-time freshmen) or four years (for transfer students). They should meet with an advisor to review a degree plan and discuss career goals. The advisor shall review and approve the degree plan to ensure that it does not exceed these limits.

Preparing for Graduation

- First-time freshmen should apply for graduation during the fall term of their fourth year if they are planning to graduate in four years (during the fall term of their second year for transfer students);
- First-time freshmen who have not applied for graduation by the end of their fifth year and transfer students who have not applied for graduation by the end of their third year may be required to meet with an advisor to agree upon a timely graduation plan. In rare circumstances, should the advising plan prove unsuccessful, the University may initiate additional actions designed to facilitate graduation, including the following:
 - o Identification and implementation of appropriate course substitutions that will help the student complete degree requirements;
 - o Limiting students to one major that can be completed in a timely manner;
 - o Restricting enrollment to courses required to graduate in the major for which graduation is most likely to occur in a reasonable time;
 - o In the rare case of students who have met graduation requirements but have not applied for graduation, the University may automatically graduate them; such students will be charged graduation fee.

Exceptions: Some students, such as students who are not able to be continuously enrolled, or students who are unlikely to meet graduation requirements for their current majors, may require an exception to the limits in this policy. Students requesting an exception to the limits in this policy should file an appeal for an exception to Academic Policy to the AVP of Undergraduate Studies. The appeal must include a rationale, such as specific circumstances beyond the student’s control, and an advisor-approved plan to graduate.

Awarding Posthumous Degrees

(Senate: 4/28/26; President: 5/12/26)

Purpose

The purpose of awarding a posthumous degree is to honor and commemorate a student who is deceased prior to completing degree requirements and to recognize the student as a valued and contributing member of the Cal State LA community. This designation reflects the University's commitment to acknowledging the academic journey and personal impact of students whose lives ended before they were able to graduate.

Definitions

For the purposes of this policy, a student is defined as an individual for whom Cal State LA maintains official student records and who meets one or more of the following criteria:

- is enrolled in or registered with an academic program at Cal State LA; or
- is on a leave of absence at the time of their passing

Eligibility

The conferral of a posthumous degree is honorary and symbolic in nature; eligibility is extended to anyone who, at the time of their passing, was a student. Consideration may be given to persons who no longer meet the definition of student.

Procedures for Awarding a Posthumous Degree

- A recommendation for the awarding of a posthumous degree may be submitted by family members, faculty, staff, or fellow students to the Vice President for Student Affairs (or designee).
- Upon notification of a student's passing, the Vice President for Student Affairs (or designee) will notify:
 - The student's department, school, or academic program; and
 - The office of the Registrar.
- The Vice President for Student Affairs (or designee) will contact the student's family to inform them that the deceased student may be eligible for a posthumous degree and to determine their preferences regarding the conferral of the degree.
- In collaboration with the student's family, faculty, and university leadership, the Vice President for Student Affairs (or designee) will determine the appropriate manner in which the posthumous degree will be conferred.
- The office of the Registrar will make the appropriate notation in the student's academic record and facilitate the conferral process.

Implementation of Advisement at Cal State, Los Angeles

(Senate: 10/22/91, 12/1/15; President: 11/5/91, 3/2/16)

In order to accomplish the goal of providing effective and successful advisement, the University shall:

1. Maintain a coordinated, integrated system of advisement that supports the teaching and academic mission of the University, meets the needs of a culturally diverse student body, increases the retention of students, and promotes their educational success.
2. Provide advisement services to students in a manner that encourages them to be responsible, informed and active participants in the achievement of their educational goals.
3. Make available to students, especially prior to and during their first term, comprehensive information about student academic policies and procedures and advisement programs and services on campus.
4. Provide faculty with the necessary resources, including training to ensure that they effectively perform their academic advisement responsibilities (including workshops, on-line training, mentors, manuals, resource guides, etc.).
5. Maintain a University advisement center that provides advisement services to undecided majors and provides staff advisors with appropriate resources, including training and information on all aspects of academic advisement, including General Education.
6. Support college advisement centers that provide advisement services for majors in that college and provide staff advisors with the necessary resources, including training and information on all aspects of academic advisement in their college, as well as General Education requirements.
7. Establish an assessment plan to evaluate the effectiveness of academic advisement.

Entry Level Proficiency in Mathematics and English

(Senate: 8/27/85, 5/26/15; President: 9/9/85, 10/13/15; Editorial Amendment: 8/01)

The CSU requires all entering undergraduate students to demonstrate entry level proficiency in Mathematics and English. Entry level proficiency is determined in Mathematics by the CSU Entry Level Mathematics (ELM) examination, and in English by the CSU English Placement Test (EPT). A student might also demonstrate entry level proficiency in Mathematics and/or English by qualifying for one of the CSU approved ELM and/or EPT exemptions listed in the general catalog. Entry level proficiency in Mathematics is a prerequisite to enrollment in a course that satisfies the General Education Breadth Requirement in quantitative reasoning. Entry level proficiency in English is a prerequisite to enrollment in a course that satisfies the General Education Breadth Requirement in written English communication.

Students who do not demonstrate the requisite proficiency in Mathematics, English, or both shall be required to begin remediation prior to the term for which they have been admitted (by participating in the CSU Early Start Program), to continue to enroll in appropriate developmental courses/activities during the first term of enrollment and progress every term toward achieving entry level proficiency. Those who have not completed their developmental courses/activities within one year of matriculation are subject to disenrollment.

Proficiency scores on the English Placement Test (EPT) and the Entry Level Math examination (ELM) for placement in developmental courses shall be set by the Educational Policy Committee in accordance with CSU policy and/or guidelines and with recommendations from the Departments of English and Mathematics regarding GE basic subjects and developmental courses in their department.

Early Entrance Program

(Senate: 3/8/83, 3/21/17; President: 3/30/83, 4/7/17)

Purpose. The Early Entrance Program (EEP) provides the opportunity for highly gifted students between the ages of 11 and 15 to begin their college studies early at Cal State LA and bypass part or all of high school, and offers them the support and guidance necessary to prepare them for success at the university level.

Admission Criteria. The criteria for EEP selection include maturity, motivation, and readiness for early college admission. Admission is based on a holistic assessment of the student's overall academic performance. The Admissions Committee considers various factors, including an interview with the applicant and the student's performance in the Honors Academy Summer Program. Those students whose academic and personal performances are judged adequate and appropriate during the Honors Academy and who receive final approval from the Admissions Committee and the Honors College are admitted as matriculated students for the fall term.

Academic Program. Upon admission, EEP students are assigned to a class cohort that is enrolled in special EEP honors classes for their first year and are required to attend regular meetings with EEP staff, and participate in scheduled EEP activities. EEP students maintain enrollment as full-time, degree-seeking undergraduates and are responsible for tuition and fees. EEP students are provisionally admitted to the Honors College. After completion of their first year with a gpa of 3.3 or above, EEP students will be recommended for formal admission to the Honors College with the approval of the director of the Honors College. If a student's gpa falls below 3.3 during their first year, the student will not be recommended for formal admission to the Honors College, but they may remain in EEP. They are, however, eligible to reapply to the Honors College in future terms should their gpa meet the threshold.

All Honors College policies apply to EEP students admitted to the Honors College. In addition, EEP students may not enroll in more than 15 units per semester if they earned a term gpa lower than 3.0 in the immediately preceding academic term.

Definition, Purpose, and Guidelines for Assessment

(Senate: 11/23/93, 12/1/98; President: 1/13/94, 2/1/99; Editorial Amendment: 9/00, 8/01)

General Definition of Assessment. Assessment is the process by which academic institutions evaluate student progress in learning and success in achieving educational goals. Assessment of courses, programs, and University activities, involve among other things, a measure of student outcomes. Achievement may be assessed directly by measuring the changes, progress and/or gains that occur with students or indirectly, by using other indicators such as employment, employers' satisfaction and the percent of students who continue their education in graduate or professional programs.

Purpose of Assessment. The purpose of assessment is to assist in improving learning, teaching and academic advising at the individual, course, program and institutional levels. Assessment should be on-going, consistently applied, and based on teaching and learning goals and objectives. Each academic department/division/school or program should utilize information from assessment to analyze and improve the effectiveness of its academic programs in such areas as curriculum, academic advisement, faculty development and student services. Data from outcomes assessment will not be used for cross-program rankings or comparisons of individual faculty.

Assessment Plan. Faculty, students and academic administrators shall work together to develop a campus strategy for coordinating and supporting student outcomes assessment activities that includes:

1. Development of an institutional plan for assessment;
2. Incorporation of evaluation of assessment data in the review of the effectiveness of the general education program;
3. Incorporation of the evaluation of assessment into program review procedures; and
4. Development of an assessment program to review the academic support programs (e.g. Writing Center, Library, Tutoring Center).

Assessment of Programs

Assessment is a significant portion of both the academic and academic support programs review. It should assist in unit planning and improvement. Program review shall include an evaluation of the extent of assessment measures have been used to document effectiveness and to improve the program.

Each unit shall develop, in consultation with the college dean or other college level entity as determined by the college, an assessment plan based on the goals and objectives of the unit, college and University. The assessment plan shall identify the methods for evaluating the student outcomes of the program. The plan shall include a description and justification for the selection of current evaluation practices, as well as a description of other assessment measures the unit might consider using in the future, and a timetable for implementation of the plan. Assessment methods should generate both quantitative and qualitative information. A summary of assessment activities shall be provided triennially to the college dean and included as part of the program review self-study.

The General Education Subcommittee, working with units that offer courses in General Education, shall be responsible for assessing the General Education program. The program review of General Education shall include an evaluation of the extent to which student outcomes assessments have been utilized to improve the program.

Administration and Students

Academic Administrators shall support faculty and departments by providing resources for a reference library, workshops and other appropriate activities.

Student input shall normally be sought in the development of assessment activities of academic programs and departments/divisions/schools.

Definition, Philosophy, Student Learning Outcomes and Criteria for General Education Breadth Requirements

(Senate: 11/24/81, 2/16/82, 12/3/85, 6/1/93, 6/4/96, 10/9/96, 11/6/96 [EC], 2/29/97[EA], 4/21/98, 6/2/98, 11/17/98, 11/7/00, 5/8/12, 3/11/14, 3/16/21, 5/6/24, 10/22/24; President: 12/9/81, 3/5/82, 3/10/86, 6/11/93, 8/27/96, 10/14/96, 3/28/97, 4/22/97, 6/9/98, 9/21/98, 2/1/99; 1/30/01, 8/31/12, 3/19/14, 3/19/21, 7/3/24, 2/10/25; Editorial Amendment: 8/01, 1/21/15, 2/22/18 [EA])

Governing Documents: Title V of the Higher Education Code and CSU General Education Breadth Requirements

I. Definition and Philosophy of General Education

California State University, Los Angeles is a comprehensive institution that offers educational opportunities to its students who are as varied as the city's population. Cal State LA has a special mission to provide an educational experience that recognizes and takes full advantage of this diversity, while emphasizing the knowledge, experiences, and ethical concerns common to all people.

The General Education program enriches the lives of students as they acquire knowledge, learn to think critically, and use methodologies of the various disciplines. Students also learn to prepare for participation in a democracy, to appreciate a sense of shared cultural heritage, and to understand the environment. Students experience self-discovery and personal growth and recognize them as lifelong processes.

Mission Statement

General Education (GE) at Cal State LA prepares students for advanced study in their chosen academic disciplines and provides a broad foundation for a lifetime of intellectual discovery and personal and professional development. The mission of General Education at Cal State LA is

- To prepare students with the intellectual skills and habits necessary for success;
- To provide students with a breadth of knowledge through focused study in a range of disciplines and disciplinary-specific ways of knowing;
- To encourage students to bridge disciplines and disciplinary-specific ways of knowing;
- To develop students who are informed citizens and reflective and ethical thinkers actively committed to improving their local and global communities; and
- To encourage students to become self-motivated and self-directed lifelong learners and leaders in their communities.

General Education Learning Outcomes

The General Education program at Cal State LA is defined by a set of learning outcomes that are aligned with the Cal State LA Institutional Learning outcomes and the Liberal Education and America's Promise (LEAP) outcomes promoted by the American Association of Colleges and Universities (AAC&U) and adopted by the California State University System.

Knowledge: Mastery of Content and Processes of Inquiry

Students who successfully complete GE will be able to:

- Demonstrate understanding of the physical and natural world.
- Demonstrate understanding of contemporary events within political and historical contexts.

- Demonstrate understanding of the diversity of cultures and communities in the United States and abroad.
- Demonstrate understanding of constructions, institutions, and structures of power and privilege in societies as well as strategies used to challenge existing inequalities.
- Demonstrate understanding of a range of disciplinary ways of knowing.
- Demonstrate understanding of creative expression in the context of the relevant art form and intellectual history.
- Demonstrate understanding of race, ethnicity, gender, and socioeconomic class.

Proficiency: Intellectual Skills

Students who successfully complete GE will be able to:

- Demonstrate civic literacy that would enable them to participate effectively in a democratic society.
- Use inquiry processes, including quantitative and qualitative reasoning and critical and creative thinking, to engage with contemporary and enduring questions.
- Find, use, evaluate and process information in order to engage in complex decision-making and problem solving.
- Read, speak and write effectively.
- Demonstrate an ability to work collaboratively.

Engagement: Local and Global Communities

Students who successfully complete GE will be able to:

- Demonstrate the capacity to engage meaningfully with diverse communities.
- Demonstrate understanding of how individuals affect society and the environment.
- Demonstrate the capacity to make well informed, ethical, and socially responsible decisions.
- Demonstrate understanding of the interconnectedness of local and global communities.
- Demonstrate literacy in the perspectives and needs of individuals and groups.

Transformation: Integrative Learning

Students who successfully complete GE will be able to:

- Integrate academic learning with life through project-based experiences.
- Integrate their knowledge, skills and experience to address complex, enduring, and emerging issues.

II. General Education Program Framework

Governing Principles

1. The Cal State LA GE program shall have a distinctive theme that features engagement with the surrounding multicultural communities and the greater Los Angeles area. Civic Learning and/or Community Engagement shall be a 3-unit requirement for all first-year students and transfer students at Cal State LA.
2. In order to keep the total number of units as near as possible to the 43 units required by E.O. 1101 Revised and Title V, the proposed GE program shall require no more than 43 units, with 34 at the lower division level and 9 at the upper division level. Subsequent to a change of major, students shall not be required to take different or additional GE courses solely to address CSU GE requirements already satisfied by coursework taken in the original major.
3. All classes in the GE program shall require students to find, evaluate, use, and process information to facilitate learning and critical inquiry and to engage in complex decision making and problem solving.
4. All students shall complete one course that meets the outcomes for Critical Thinking (1B) and the outcomes for a second composition course. Area 1A is prerequisite to this course.
5. Two American Institutions requirements (6 units) are mandated under EO 1061. A U.S. History course (3 units) is a campus graduation requirement, and a U.S. Constitution course (3 units) meets both the American Institutions requirements and the outcomes for Area 4, Social and Behavioral Sciences, in the CSU General Education Requirements.
6. All students shall complete one course each from Area 5A (Physical Science) and Area 5B (Biological Science). One of these courses must be associated with a one-unit laboratory (Area 5C).
7. Students shall complete three GE courses at the upper division level, one each in Areas 2/5, 3, and 4, with a Civic or Community Engagement component (designated as CL in the catalog) in at least one of these courses. The nine semester units of upper division GE shall be taken within the CSU. If all three upper division GE courses have been satisfied at another CSU campus, the Civic or Community Engagement component shall be

waived.

8. Diversity shall be incorporated to the extent possible and appropriate into GE courses, and all students shall complete at least two GE courses that address diversity explicitly and substantially (designated as D in the catalog). The intersectionality of gender, race, ethnicity, and socioeconomic class shall be substantially incorporated to the extent possible into GE courses. If all lower and upper division GE area and unit requirements have been satisfied prior to admission to Cal State LA, the Diversity component (including Race and Ethnicity) shall be waived.
9. In addition to courses in 1A and 1B, all students shall complete at least two writing intensive courses (designated as WI in the catalog) with at least one in the major that satisfies the graduation writing requirement. If all lower and upper division GE area and unit requirements have been satisfied prior to admission to Cal State LA, the second WI requirement shall be waived. However, all students shall complete the WI course in the major to satisfy the graduation writing requirement.
All UD GE courses shall continue to require a substantial writing assignment.
10. Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.
11. Faculty shall have the opportunity to develop GE pathways that reflect a specific disciplinary, interdisciplinary or multi-disciplinary emphasis. The GE pathways shall include lower and upper division GE courses and could lead to minors if so approved. Each GE pathway shall include an UD course that meets the learning outcome of transformation and integrates the use of one or more high impact practices (as defined in *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh [AAC&U, 2008]) <http://www.aacu.org/leap/hip/cfm>. These GE pathways and minors, while encouraged, shall be optional for the completion of GE at Cal State L.A.
12. All courses, including General Education replacement courses, approved for General Education are mandated to require the practice of writing in English, including, where appropriate, library assignments. Evaluation of such writing shall be included in all courses.
13. General Education requirements will provide ample opportunity for students to be active learners during their educational experience.
14. The General Education requirements shall be structured so that introductory courses are taken prior to participation in integrative experiences. Students are expected to have completed the General Education requirements in Areas 1A, 1B, 1C, 2, and at least one course each from Areas 3, 4, and 5 before enrolling in any upper division General

Education course. No course with a non-General Education prerequisite may be used as a General Education course.

GE Program (48 units)	Required Courses	Units	GELOs	EO 1100 Revised Blocks
Lower Division (34 units)	English Composition	3	P	1A*
	Critical Thinking	3	P	1B*
	Oral Communication	3	P	1C*
	Mathematical Concepts & Quantitative Reasoning	3	K,P	2*
	Arts	3	K,P,E	3A
	Humanities	3	K,P,E	3B
	Social & Behavioral Sciences	3	K,P,E	4
	American Institutions-US Constitution and State/Local Govt.	3	K,P	4
	Physical Science	3	K,P	5A
	Biological Science	3	K,P	5B
	Laboratory	1	K,P	5C
	Ethnic Studies	3	K,P,E,T	6
Upper Division (9 units)	Mathematical Concepts & Quantitative Reasoning/Physical & Biological Sciences	3	K,P,E,T	2/5

Three of the 9 units (one course) must include a civic and community-based learning component.	Arts & Humanities	3	K,P,E,T	3
	Social & Behavioral Sciences	3	K,P,E,T	4

* A grade of C- or better is needed to satisfy the requirement for these courses.

GELO Abbreviations:

K = Knowledge: content and processes of inquiry; P = Proficiency: Intellectual Skills; E = Engagement: Local and Global Communities; T = Transformation: Integrative and Lifelong Learning

III. Student Learning Outcomes for General Education Breadth Requirements

Area 1. Communication and Critical Thinking (9 units)

Area 1 addresses communication in the English language, both oral and written, and critical thinking, to include consideration of common fallacies in reasoning.

This block must be completed within the first 30 semester units counted toward the baccalaureate degree. In addition, Area 1A must be completed prior to enrolling in Area 1B. Transfer students who have not completed this requirement must take at least one of these courses each semester until the requirement is met. Courses in this block must be completed with a grade of C- or better to satisfy requirements.

Student Learning Outcomes for Oral Communication (Area 1A)

Students successfully completing an English Composition will be able to:

1. Apply fundamental rhetorical strategies used to produce university-level writing, especially
 - a. modify content and form according to the rhetorical situation, purpose, and audience.
 - b. appropriately use authorities, examples, facts, and other forms of persuasive evidence to support an argument or position.
 - c. vary stylistic options to achieve different effects.
2. Think critically to analyze a rhetorical situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research.
3. Develop an effective writing process that includes flexible strategies for generating, revising, editing, and proof-reading.
4. Incorporate textual evidence through quotation, summary, and paraphrase into their essays and appropriately cite their sources.

5. Develop knowledge of genre conventions ranging from structure and paragraphing to tone and style.
6. Control such surface features as syntax, grammar, punctuation, and spelling.
7. Use electronic environments for drafting, reviewing, revising, editing, and sharing texts

Student Learning Outcomes for Critical Thinking (Area 1B)

Students successfully completing a Critical Thinking will be able to:

1. Demonstrate the ability to distinguish between knowledge and belief, facts and values, and identify faulty reasoning through an understanding of the formal and informal fallacies of language and thought, through writing, reading, and research.
2. Analyze and evaluate a range of evidence used to support various types of claims.
3. Recognize, respond to and use common techniques of persuasion.
4. Understand the fundamentals of logic and critical thinking and the relationship of logic to language.
5. Use inductive and deductive reasoning to reach well- supported conclusions.
6. Identify the assumptions, biases, and prejudices upon which particular conclusions rely and understand how they may erode sound arguments.
7. Refine fundamental rhetorical strategies used to produce university-level writing, especially
 - a. modify content and form according to the rhetorical situation, purpose, and audience.
 - b. incorporate textual evidence through quotation, summary, and paraphrase into their essays and appropriately cite their sources.
 - c. evaluate the relevance, validity, and authority of information, and ethically use and cite that information in their own writing.
8. Develop cogent arguments for views on theoretical and practical matters.
9. Exhibit knowledge of genre conventions ranging from structure and paragraphing to voice, tone and style.
10. Control such surface features as syntax, grammar, punctuation, and spelling.

Student Learning Outcomes for Oral Communication (Area 1C)

Students successfully completing an Oral Communication Course will be able to:

1. Describe the theoretical foundations of oral communication.
2. Recognize the importance and purpose of oral communication.
3. Analyze the audience and situation and adapt to the specific context in which a speech is to be delivered.
4. Conduct research and evaluate the quality of source materials and their appropriateness for use in specific occasion, purpose, and context.
5. Prepare outlines that include appropriate organization, well-supported claims, reasoned arguments, and sensitivity to the rhetorical situation.
6. Perform a variety of well-prepared speeches using effective delivery techniques.
7. Listen to and evaluate the public communication of others and provide constructive criticism.

Area 2. Mathematical Concepts & Quantitative Reasoning

The goal of lower division General Education in quantitative reasoning is to gain basic knowledge and develop key skills in mathematics and quantitative reasoning. The knowledge and skills developed in these courses are essential in a world where many arguments, claims, and decisions should rely on scientific studies and statistical evidence. Courses used to meet the requirement for this block must be completed with a grade of C- or better within the first 30 semester units counted toward the baccalaureate degree.

Students successfully completing a mathematics/quantitative reasoning class will be able to:

1. Use mathematical concepts and quantitative reasoning to solve problems, both in a pure mathematical context and in real-world contexts.
2. Interpret information presented in a mathematical form (e.g., equations, graphs, diagrams, tables, words) and convert relevant information into a mathematical form.
3. Draw appropriate conclusions based on the quantitative analysis of data, recognizing any underlying assumptions or limits of this analysis.
4. Use deductive reasoning in a pure mathematical context to draw conclusions and provide an irrefutable logical justification for them.

5. Formulate and communicate a position on a real-world question and use appropriate quantitative information in support of that position, and evaluate the soundness of such an argument.

Area 3: Arts & Humanities

Courses in this block should result in developing students' understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to a diverse range of world cultures.

Students successfully completing a Area 3 Arts & Humanities class will be able to:

1. Demonstrate understanding of the diversity and complexity of the human search for meaning, value, and purpose.
2. Demonstrate an ability to respond subjectively as well as objectively to aesthetic experiences and develop an understanding of the integrity of both emotional and intellectual responses.
3. Demonstrate understanding of the interrelationship between the self and the creative arts and/or the humanities in a variety of cultures.

In addition, students successfully completing courses in Area 3A (Arts: Cinema, Dance, Music, Theatre) will be able to do one or more of the following:

1. Analyze, appreciate, and interpret significant works of art and be informed observers of, or active participants in, the Creative Arts.
2. Demonstrate an understanding of the intellectual, imaginative, and cultural elements involved in the creative arts through participation in, and study of, Drama, Music, Studio Art and/or Creative Writing.

In addition, students successfully completing courses in Area 3B (Humanities: Literature, Philosophy, languages other than English) will be able to do one or more of the following:

1. Demonstrate an understanding of the personal and social values of cultures and how ideas influence the character of human beliefs and the norms that guide human behavior, as explored in the study of cultures, philosophies, and literary texts.
2. Investigate and analyze fundamental human beliefs and their justifications, especially as reflected in Philosophy and Religious Studies.
3. Apply language skills within a cultural and social context and understand aspects of the culture of the language being studied.

Area 4: Social & Behavioral Sciences

The courses in the social sciences block must reflect the fact that human, social, political, and economic institutions and behavior are inextricably interwoven. Students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Courses in this block should explicitly address the interconnectedness of peoples, communities, societies, and/or cultures. Courses shall be completed in at least two different disciplines among the 9 required units for this Area (6 lower division, including the American Institutions course, and 3 at the upper division).

Students successfully completing Area 4 courses will be able to:

1. Demonstrate understanding of problems and issues using the principles, methodologies, value systems and ethics employed in social scientific inquiry.
2. Use inquiry processes, such as quantitative reasoning, qualitative reasoning, critical thinking, or creative thinking, to engage with contemporary and enduring questions or to engage in complex decision making and problem solving.
3. Demonstrate understanding of contemporary or historical events within political, social, cultural, or economic contexts with an emphasis on how these contexts are interwoven.
4. Demonstrate understanding of the diversity of cultures and communities in the United States or abroad.
5. Demonstrate understanding of the interconnectedness of individuals, communities, society, and/or the environment.

Area 5: Physical & Biological Sciences

The goal of lower division General Education in the Natural Science is to gain basic knowledge and learn key principles in the Life and Physical Sciences as essential for an informed citizenry. In addition, students should recognize the experimental and empirical methodologies characteristic of science and understand the modern methods and tools used in scientific inquiry. Students complete one course each from Area 5A (Physical Science, minimum 3 units) and Area 5B (Biological Science, minimum 3 units). One of these courses must be associated with a one-unit laboratory (Area 5C), for a total of 7 units in Area 5.

Students successfully completing 5A Physical Science or 5B Biological Science and the 5C laboratory will be able to:

1. Demonstrate an understanding of the principles of scientific inquiry (i.e., the "Scientific Method"). The nature of science, the potential limits of scientific endeavors, and the value systems and ethics associated with scientific inquiry.

2. Demonstrate knowledge of basic scientific principles as they apply to broader concepts (e.g., global climate change, the spread of infectious diseases, etc.), including historical developments of the disciplines and major contributions various cultures of the world.
3. Evaluate the credibility of sources of scientific information.
4. Draw appropriate conclusions based on the analysis of qualitative and quantitative empirical data.
5. Demonstrate an understanding of the value of science in developing a rigorous understanding of the natural world and of the impact of science on societal, environmental, political, economic, and/or technological contexts.
6. Students successfully completing a science laboratory will be able to demonstrate hands-on skills applying specialized methods and tools of scientific inquiry (such as collecting, analyzing, and interpreting the data, presenting the findings, and using the information to answer questions).

Area 6: Ethnic Studies

This lower-division, 3 semester unit requirement fulfills Education Code section 89032. The requirement to take a 3 semester unit course in Area 6 shall not be waived or substituted.

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Chicana(o) and Latina(o) American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana(o) Studies, Ethnic Studies) shall also meet this requirement. Courses without Ethnic Studies prefixes may meet this requirement if cross-listed with a course with an Ethnic Studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Chicana(o) and Latina(o) American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Chicana(o) and Latina(o) American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Chicana(o) and Latina(o) American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian

Americans and/or Chicana(o) and Latina(o) Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Chicana(o) and Latina(o) communities and a just and equitable society.

Upper-division ethnic studies courses may satisfy the lower-division area F requirement so long as adequate numbers of lower-division course options are available to students. Ethnic Studies courses required in majors, minors or that satisfy campus-wide requirements and are approved for GE area F credit shall also fulfill (double count for) this requirement.

IV. Upper Division General Education Requirements and Learning Outcomes (9 units)

Students will be required to complete one course in each of the three following areas, (Humanities, Social & Behavioral Sciences, and Physical & Biological Sciences / Mathematical Concepts & Quantitative Reasoning).

Criteria for Upper-Division GE Courses:

1. Courses are all 3000-level courses.
2. All upper-division GE courses must include as prerequisites the completion of Areas 1 and 2, and at least one course each from Areas 3, 4, and 5.
3. Students will be required to complete at least one upper division GE course that includes a Civic Learning/Community Engagement Component (CL). The nine semester units of upper division GE shall be taken within the CSU. If all three upper division GE courses have been satisfied at another CSU campus, the Civic or Community Engagement component shall be waived.
4. An upper division GE course may not be prerequisite to another.
5. Courses must require substantial writing consistent with general education policy.

Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

Upper Division Student Learning Outcomes

Students successfully completing upper division GE courses will be able to:

1. Demonstrate basic skills of General Education, namely, oral and written communication, critical thinking, and where appropriate, mathematical skills, beyond the lower division level.

2. Demonstrate attainment at the upper division level of the outcomes identified under the area requirements in Areas 2/5, 3, and 4.
3. Demonstrate their mastery of the outcomes listed under the Civic Learning/Community Engagement requirement in GE for courses so designated.

V. University Graduation Requirements

American Institutions Requirement and Learning Outcomes

Students are required by California Statutory Law (Title V, section 404) to complete six units (two courses) in the following areas of United States History, Constitution and American ideals:

1. Any course or examination that addresses the historical development of United States institutions and ideals must include all of the subject matter elements:
 - a. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period of study.
 - b. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
 - c. The events presented within a framework that illustrates the continuity of the United States experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.
2. Any course or examination that addresses the Constitution of the United States, the operation of representative Democratic government under that Constitution, and the process of California state and local government must address all of the subject matter elements.
 - a. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
 - b. The rights and obligations of citizens in the political system established under the Constitution.
 - c. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government

under that Constitution.

- d. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.

Students successfully completing the American Institutions requirement will be able to:

1. Demonstrate civic literacy that would enable them to participate effectively in a democratic society, including an understanding of the requirements of democratic citizenship.
2. Use inquiry processes, including qualitative reasoning and critical thinking to engage with contemporary and enduring questions regarding United States institutions and government.
3. Demonstrate understanding of ethical principles and values that have shaped United States institutions and ideals throughout the history of the United States and its government.
4. Demonstrate understanding of United States institutions and ideals within the context of a changing and diverse society, including the impact of government on the introduction and evolution of various cultures and institutions in the United States and the effect of new cultures and institutions on the structures and policies of federal and state government.

In addition, students successfully completing the requirement in U.S. History will be able to:

1. Demonstrate understanding of the historical diversity of cultures and communities in the United States.
2. Demonstrate understanding of cultural expression in the historical context of the United States.

Introduction to Higher Education (IHE) Requirement and Learning Outcomes

Every student shall be required to complete a two-unit IHE requirement no later than their second term in residence or seek advisor approval for an extension.

Students successfully completing the Introduction to Higher Education requirement will demonstrate information literacy competency and be able to utilize the resources available at higher education institutions to support learning, academic planning, and a sense of belonging.

Diversity Requirement and Learning Outcomes

Students will be required to complete two courses (six units) certified as diversity courses. At least one of these courses must focus on issues of race and ethnicity and their intersectionality with other social categories that structure inequality in society. These courses can be completed

either at the lower division or upper division level from among courses satisfying GE requirements. It is the intent of the diversity requirement to promote understanding of diversity and encourage tolerance and acceptance of others. General diversity courses will be designated with (D) in the catalog. Those courses focusing on race and ethnicity will be designated with (RE) in the catalog.

Students successfully completing a diversity course will be able to:

1. Demonstrate understanding of theoretical and practical factors of race, ethnicity, gender, gender identity, socioeconomic class, disability, sexuality, religion or age.
2. Demonstrate understanding of the intersectionality of these factors, with particular attention paid to race, ethnicity, gender, and socioeconomic class.
3. Demonstrate understanding of the diversity of intercultural and intracultural relationships.
4. Demonstrate civic literacy and an awareness of social justice that would enable effective participation in a diverse society.

Civic Learning/Community Engagement Requirement and Learning Outcomes

Students are required to complete at least one course (three units) containing a Civic Learning or Community Engagement component at the upper division level. Civic Learning/Community Engagement courses will be designated as (CL) in the catalog.

Students who successfully complete the Civic Learning/Community Engagement courses will be able to:

1. Demonstrate understanding of the connection between academic learning/disciplinary knowledge and civic participation.
2. Demonstrate understanding of their impact on their respective physical, social and cultural environments and how such environments impact them.
3. Demonstrate knowledge of ways to make change in local and global communities.
4. Demonstrate the ability to collaborate in order to develop and implement an approach to a civic issue.

Writing Intensive (WI) Course Requirements and Learning Outcomes

Students will complete at least two writing intensive courses with at least one in the major. Writing intensive courses will be designated as (WI) in the catalog.

Students successfully completing a writing intensive course will:

1. Be able to use both formal (such as essays, reports, and research writing) and informal (such as brainstorming, free-writing, and reading responses) writing strategies to develop their understanding of course content and to think critically about that content.

2. Be able to use drafting, revising, editing and other writing processes to demonstrate their mastery of course content through formal writing products appropriate to the discipline, such as thesis-driven essays, formal reports, or professionally formatted manuscripts.
3. Be able to demonstrate understanding of discipline specific features of writing including rhetorical strategies and genre and format conventions prominent in assigned reading and writing or found in professional publications in the discipline.
4. Have completed written assignments that total at least 5,000 words, of which at least 2,500 words are polished and revised based on responses from readers, such as instructors, peers via workshops, or writing center tutors.

VI. Approved General Education Course Replacements

Departments/divisions/schools shall have the opportunity to request that existing or new courses be allowed to double count in GE and the major provided the courses meet the outcomes for GE. Requests to double count courses must be approved by the Educational Policy Committee.

VII. Periodic Review

The entire program must be reviewed every five years by the appropriate curriculum committee for reapproval. Courses and pathways, including approved General Education replacement courses, must meet the General Education guidelines. Courses and pathways, including approved General Education replacement courses, not reapproved within the review cycle will be deleted from the General Education program. All courses and pathways must continue to meet the General Education guidelines as they are currently taught.

Minimum Grade Point Average in General Education

(Senate: 4/15/86, 1/27/87, 10/24/95, 4/21/15; President: 6/5/86, 4/27/87, 12/1/95, 5/29/15; Editorial Amendment: 1/21/15)

It is essential that students plan their General Education programs with the help of an academic adviser. Please consult the current **Schedule of Classes** for specific information about distribution requirements, unit requirements, and current General Education courses. General requirements include a minimum of 48 semester units to be selected in accordance with the specified distributions among the designated categories. At least 9 units of upper division course work must be included, taken subsequent to the attainment of upper division standing (completion of 60 semester units) and selected from the list of approved courses. Effective Fall Quarter 1986 a minimum grade point average of 2.0 is required in all course work used to satisfy the General Education breadth requirements. In addition, effective for those students subject to the 1987/89

or later Catalog, a minimum C grade (2.00 grade points) is required in each course taken to satisfy basic subjects course requirements (Block A and B4): written communication, oral communication, critical thinking/composition and quantitative reasoning.

Introduction to Higher Education Course

(Senate: 6/15/96, 5/25/99, 5/20/14, 12/1/15; President: 9/5/96, 10/8/99, 6/26/14, 3/2/16; Editorial Amendment: 9/00)

Every entering freshman shall be required to complete a 1000-level course, no later than their second term in residence. This requirement is met through Block E courses as described in the policy "Definition, Philosophy, Student Learning Outcomes and Criteria for General Education Breadth Requirements" effective fall 2016, in which the learning outcomes for Lifelong Learning and Self -Development (Block E), Introduction to Higher Education, and Lower Division Civic Learning and/or Community Engagement are described.

Minors

Although not required for a baccalaureate, minors are available in many fields that will help strengthen students' preparation in areas related to their major field or to career choices. A minor consists of a formal aggregate of courses totaling 12 or more semester units. At least 9 semester units must be upper division and taken in residence at Cal State LA. A minimum of 12 units must be distinct from the core requirements in the student's major but may overlap with the electives in the major. A minimum grade point average of 2.0 is required in the minor program. Students must get approval from an advisor in the minor department in order to declare a minor. It is essential that this advisor verify that the courses used to satisfy the minor are aligned with the criteria stated above. The minor field will be noted on the student's transcript and on the student's diploma if the individual program has been approved by the offering department/division/school and is completed at the same time as or prior to the work for the degree itself.

Information Literacy

(Senate: 4/4/00, 1/22/08; President: 5/1/00, 3/3/08; Editorial Amendment: 1/21/15)

Prior to graduation from California State University, Los Angeles, students must develop the ability to: (1) define a research topic and identify the need for information, (2) access information effectively and efficiently, (3) evaluate information critically for relevance, for quality of sources, and for objectivity, (4) organize, analyze, evaluate, synthesize and communicate that information for a specific purpose, and (5) ethically and legally access and use information.

The process of developing information literacy shall occur progressively. Therefore, instruction in necessary skills shall occur in lower division and introductory courses, including the Introduction to Higher Education course for first time freshmen. These skills shall be further developed and refined in discipline specific courses. The extent to which programs are effective in progressively preparing students in developing information literacy shall be assessed at the time of program review.

Service Learning Definition

(Senate: 1/22/02; President: 2/26/02)

Consistent with the special mission at Cal State LA to provide an educational experience that recognizes and takes full advantage of diversity, while emphasizing the knowledge, experience, and ethical concerns common to all people, service learning at California State University, Los Angeles:

- is a teaching and learning strategy that provides students with organized and meaningful learning experience outside the classroom designed to enhance their understanding of information, knowledge and theoretical principles shared in the classroom;
- is also defined as a pedagogical model that links course content with a community service component that is designed to address the needs identified by the community whether local or global; and
- has, as an integral component, the use of reflective activities intended to integrate course content and skills and knowledge with community involvement and to develop or strengthen students' commitment to social responsibility and civic engagement.

Criteria for Service-Learning Course Designation

All courses approved for a service-learning designation must address the following criteria:

1. The service experience must relate course content to clearly articulated course objectives and student learning outcomes, which helps to foster or strengthen the students' awareness of social responsibility and sense of civic duty.
2. The service-learning option or requirement must link course content with a community service component that addresses a need identified by the participating community.
3. Since knowledge from the course informs the service experiences with which the students are involved, the service opportunities must be appropriate for the course.
4. Service-learning courses must provide a method to assess the learning derived from the service, and academic credit must be based on learning outcomes—not the service itself.
5. Structured and organized opportunities for critical reflection of the learning gained through the service experience and how the service relates to the course content must be evident.
6. Number of hours devoted to the service-learning component must be specific and sufficient to provide meaningful service while also meeting course objectives and student learning outcomes.
7. Opportunities must be available for community partners to provide input into the evaluation process of students' community service and activities within their agencies.

--Adapted from the Lowell Bennion Community Service Center, University of Utah

Time Limits on Major Requirements for the Bachelor's Degree

(Senate: 10/10/89; President: 11/10/89; Editorial Amendment: 8/01)

A department/division/school may specify that no subject, unit or grade credit be granted for specific upper division courses offered by that department/division/school, which were completed more than ten years prior to the date of the bachelor's degree. Approval of time limits

for specific courses shall be requested through normal curricular channels in the form of a course modification for existing courses or as part of an initial course proposal and shall be subject to mandatory consultation with departments/divisions/schools using the courses on their majors. Courses with time limits shall be designated in the **Catalog** description of the courses and on the program advisement sheet submitted by the student's major department/division school to the Graduation Office. When a Cal State LA course is so designated, the restriction shall also apply to equivalent courses from transfer institutions. Students may petition and in extraordinary circumstances the major department/division/school may grant permission to validate by examination such an expired course with the concurrence of the department/division/school offering the course or its equivalent.

Residence Requirement

(Senate: 5/25/99; President: 6/25/99; Editorial Amendment: 1/21/15)

Undergraduate students must complete a minimum of 30 semester units, including at least 24 upper division units, 12 units in the major, and 9 units in General Education courses in residence at Cal State L.A. for the baccalaureate. Credit earned in special sessions, including Open University, may be applied toward this residence requirement. However, only 24 residence units may be earned through Open University. Credit earned in extension courses or by examination may not apply toward the residence requirement.

Second Baccalaureate Degree

(Senate: 12/2/69, 4/23/74, 8/11/87, 10/27/98, 2/19/13, 10/14/15 [EA]; President: 12/31/69, 4/24/74, 7/25/88, 2/1/99, 6/24/13, 1/27/16; Editorial Amendment: 8/01)

Students seeking a second baccalaureate degree from Cal State LA other than nursing, may qualify for graduation with the approval and recommendation of the faculty upon completion of the following:

1. Residence and scholarship requirements then in effect;
2. A major program as specified by the major department/division/school;
3. Completion of a minimum of 30 semester units in residence beyond the requirements of the first degree. The student must complete 30 semester units in residence, which must include at least 24 units in upper division courses, at least 12 units in the second academic major, and 9 units in General Education if applicable;
4. Graduation Writing Assessment Requirement (GWAR);
5. General Education and other University requirements as appropriate:

In the case of a post-baccalaureate student pursuing a second baccalaureate degree, the General Education requirements and the GWAR shall be satisfied if the student previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association or if the student completed equivalent academic preparation, as determined by the Admissions Office and Undergraduate Studies.

A student who completes a baccalaureate degree from other than a regionally accredited institution will be required to complete the following requirements if equivalent academic preparation was not completed as part of the first degree as determined by the appropriate campus authority:

1. Breadth requirements for Executive Order 1100 with a minimum of 12 semester units in each of three areas (including 3 upper division units in each): natural sciences and math, humanities, and social sciences. Course by course articulation or comparability will not be required. Sub-blocks (B1, B2, B3) will not be considered; i.e., the GE block as a whole will be evaluated.
2. Statutory requirements, i.e., U.S. history and California state and local government.

Nursing Students seeking a second baccalaureate degree:

Students who have been admitted to the baccalaureate nursing degree program who have previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association, may qualify for graduation with the approval and recommendation of the faculty upon completion of the major program, as specified by the School of Nursing.

Post-baccalaureate nursing students who have not previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association may qualify for graduation with the approval and recommendation of the faculty upon completion of the major program as specified by the School of Nursing and an academic preparation equivalent to an accredited baccalaureate that includes the following requirements:

1. Residence and scholarship requirements then in effect;
2. Completion of a minimum of 30 semester units in residence beyond the requirements of the first degree. The student must complete 30 units in residence, which must include at least 24 units in upper division courses, 12 units in the second academic major, and 9 units in General Education if applicable;
3. Graduation Writing Assessment Requirement (GWAR);
4. General Education and other University requirements as appropriate.

A student who has earned a baccalaureate degree from other than a regionally accredited institution will be required to fulfill the following requirements if they were not completed as part of the first degree as determined by the appropriate campus authority:

1. Breadth requirements for Executive Order 1100 with a minimum of 12 semester units in each of three areas (including 3 upper division units in each): natural sciences and math, humanities, and social sciences. Course by course articulation or comparability will not be required. Sub-blocks (B1, B2, B3) will not be considered; i.e., the GE block, as a whole will be evaluated.
2. Statutory requirements, i.e., U.S. history and California state and local government.

Course Components and Instruction Modes

(Senate: 1/23/07, 9/27/16, 3/15/22; President: 2/22/07, 3/20/17, 4/29/22)

I. Course Components

Course Component refers to the teaching format used to designate the types of courses available to provide instruction in approved curriculum. The standard course components are lecture,

seminar, laboratory, activity, recitation, and supervision. Specific courses or course sections are designated as employing one or more of the course components listed above, typically classified in increments of at least one unit for a selected course component.

II. Instruction Modes

The three instruction modes of the course components are face-to-face, online, and hybrid. The instruction mode is determined by the proportion of face-to-face compared to online instruction. These instruction modes can be further specified into learning modes based on the CSU Chancellor's Office's definitions.

1. In a face-to-face instruction mode, students meet in-person with an instructor physically present during class meetings. Class meetings outside of the university-assigned class time and/or physical space must involve comparable instructional activities such as field trips, service-learning experiences, directed study, or technologically-mediated instruction. Face-to-face instruction must account for at least 75% of the instructional time provided.
2. In an online-only instruction mode, 100% of the instructional time occurs online. This includes all class meetings, instructional materials, office hours and support, class activities, assignments, exams, and assessments. Online-only components may be synchronous, asynchronous, or a combination of the two. The learning mode and meeting pattern (synchronous meetings, field trips, etc.) must be published in the schedule of the classes before students enroll.
3. Hybrid instruction modes blend face-to-face instruction with more than 25% and less than 100% online instructional time.
4. Learning modes in the table below are based on the CSU Chancellor's Office learning mode reporting examples, available on CSYOU Tools and Services under Academic Affairs tools, Academic Planning Database.

CODE	INSTRUCTION MODE	DESCRIPTION	DEFINITION
01	Online Only	Asynchronous No Meeting	Instruction is delivered online asynchronously (i.e. not at scheduled days/times) and requires no face-to-face meetings with students throughout the term.
02	Online Only	Synchronous No Campus Meetings	Instruction is delivered online synchronously (i.e. at scheduled days/times) and requires no face-to-face meetings with students throughout the term.

03	Hybrid (Allowed)	Asynchronous Meetings Allowed	Instruction is delivered online asynchronously (i.e. not at scheduled days/times) and may require face-to-face meetings with students throughout the term for one or more of the following: orientation, mid-term and/or final exam, and overview of next phase of course content.
04	Hybrid (Allowed)	Synchronous Meetings Allowed	Instruction is delivered online synchronously (i.e. at scheduled days/times) and may require face-to-face meetings with students throughout the term for one or more of the following: orientation, mid-term and/or final exam, and overview of next phase of course content.
05	Hybrid	Asynchronous with Meetings, Hybrid	Instruction is delivered in a combination of asynchronous (i.e. not at scheduled days/times) online and face-to-face meetings. Face-to-face portion of instruction must meet weekly or bi-weekly at scheduled days/times.
06	Hybrid	Synchronous with Meetings, Hybrid	Instruction is delivered in a combination of synchronous (i.e. at scheduled days/times) online and face-to-face meetings. Both the face-to-face and online portions of instruction must meet weekly or bi-weekly at scheduled days/times.
09	Face-to-Face	Face-to-Face	Instruction is delivered at least 75% in person with a live instructor and physically assembled students throughout the term.

10	Online Only	Polysynchronous No Campus Meetings	Instruction is delivered in a combination of asynchronous (i.e. not at scheduled days/times) and synchronous (i.e. at scheduled days/times) online meetings and requires no face-to-face meetings with students throughout the term.
11	Hybrid	Polysynchronous Meetings allowed	Instruction is delivered in a combination of asynchronous (i.e. not at scheduled days/times) and synchronous (i.e. at scheduled days/times) online meetings and may face to face meetings with students throughout the term.

5.

III. Curriculum Development and Approval

1. The instruction mode has a significant impact on the learning experience of students. Thus, the instruction mode(s) for a new or modified course shall become part of each new curriculum proposal. The instruction mode shall be approved through the curricular approval process. A course component may be approved for more than one instruction mode. If a course is offered in multiple sections, then different sections may have different instruction modes.
2. For both new and modified courses proposing online-only and/or hybrid instruction modes, the course proposal must include a justification of the appropriateness of the proposed instruction mode(s).
3. For both new and modified courses proposing online-only and/or hybrid instruction modes, the course proposal must include a description of how the student- to-student and student-to-instructor interaction appropriate for the instruction mode and course component (E.G. lecture, lab, seminar, activity) will be accomplished.
4. For both new and modified courses, the course proposal must include the need for specialized technical skills, computer hardware, and/or computer software for each instruction mode.
5. For both new and modified courses, the course proposal must address accessibility for any required materials.

IV. Operational Procedures

The University shall publish the following information in the *Schedule of Classes*:

1. The instruction mode of each course offering that is online-only or hybrid.
2. Regularly scheduled times for online class meetings, if applicable.
3. Any required off-site meetings for any courses that include such a requirement.
4. Notification to students that an instructor may drop them from an online-only course if they do not log in within the first four days of instruction.

Criteria For Proposing Courses with Hybrid and Online Components

(Senate: 3/15/22; President: 4/29/22)

This policy acknowledges that online-only and hybrid instruction can help meet the needs of our university community while addressing opportunity gaps and enhancing retention and graduation rates. It also acknowledges that faculty have academic freedom to innovate their courses as well as responsibility and control over all curricular decisions. To ensure continuity in delivering high-quality education across all modes of instruction, specific justifications and examples for proposing courses with hybrid and online-only components are outlined below. These criteria were developed in alignment with evidence-based best practices for technologically mediated teaching and learning, as outlined in the online white paper from the Academic Senate of the CSU

1. All courses must be approved through appropriate curricular procedures.
2. Programs must ensure that the addition of new online-only and hybrid course proposals or change to online-only or hybrid within a program does not constitute the program becoming 50% or more online without approval from WSCUC as a Distance Education Program.
3. Courses that include separately listed components, e.g., a lecture and a lab section, must indicate the instructional mode(s) for each component. Each component that involves online-only or hybrid instruction must have a separate justification for that instructional mode that addresses all of the relevant standards.
4. New course proposals and course modifications seeking approval to convert to hybrid or online-only must address in their justification the following QM standards. The feasibility of offering the online-only or hybrid course component will be assessed based on evidence provided in the justification as well as consideration of:
 - Program costs, including equipment, faculty workload in developing materials, academic support, and student services.
 - Availability of appropriate campus support for instructional design, technical assistance, technical support, and faculty professional development.

	Justification	Annotation/Example
1	Purpose and structure of the online course	List the instruction mode(s) (online-only or hybrid) and delivery modality (synchronous vs. asynchronous); provide the breakdown of face-to-face vs. Online components; give a breakdown of synchronous vs. asynchronous components for online courses; describe the modes of communication; and general types of learning activities in the course.

2	Requirements for student interaction	List any specific requirements expected of students. This may include required log-ins, asynchronous interaction (e.g., discussion boards, video, or voice recordings), as well as any required synchronous meetings and participation (e.g., class discussion or breakout rooms). For hybrid components, the schedule of in-person class meetings vs. online course delivery should be explicit. For online components, the schedule of synchronous vs. asynchronous meetings should be explicit.
3	Minimum technology requirements for the course, and how to obtain the technologies listed	List all technologies needed to participate in the course, including any necessary to complete course assignments or activities. Technologies refers to hardware, software, subscriptions, plug-ins, mobile applications (apps) and/or publisher materials or open-educational resources (OERS). If students need to download and/or purchase any tools or equipment, information on where tools can be obtained should be specified. For hybrid courses, if technology or software will be provided during in-person meetings (e.g., in-person sessions will meet in a computer lab), this should be explicit.
4	Computer skills and digital information literacy skills required of students	General, as well as course-specific technical skills, should be specified. Examples may include: ▪ Using the Learning Management System ▪ Creating and uploading Word processing files to submit assignments ▪ Downloading and installing software for class use ▪ Using spreadsheet programs ▪ Using web conferencing programs ▪ Using online libraries and databases to locate appropriate information ▪ Preparing a presentation of research findings using presentation and/or graphics programs

5	Measurable course learning outcomes (e.g., skills, knowledge, attitudes) that will be achieved upon successful completion of this course	Measurable course learning outcomes clearly describe what students will learn and be able to do if they successfully complete the course. They describe actions that are specific and observable, as measured by the instructor. Examples of measurable learning outcomes are: ▪ Select appropriate tax strategies for different financial and personal situations. ▪ Demonstrate correct use of personal protective equipment. ▪ Create an original composition using computer technology. ▪ Analyze a case study to determine the cause of the organizational issue. Examples of learning outcomes that are not measurable are: ▪ Understand various tax strategies ▪ Learn the basics of using personal protective equipment ▪ Demonstrate an understanding of using computer technology for music composition ▪ Realize the significance of organizational issues
6	Instructional materials required for the course	Instructional materials may include physical or electronic textbooks, open educational resources (OERS), publisher- or instructor-created materials, slide presentations, etc. These materials should align with the course learning outcomes.

7	Plans for student-student interaction as well as plans for active learning in the course	Online course components should incorporate student-student interaction and active learning. Examples of student-student interaction include: 1. Discussion boards 2. Small-group projects 3. Peer review of papers 4. Group collaboration using online tools Examples of lessons that incorporate active learning include: ▪ Students are asked to watch examples of persuasive speeches, then identify specific components of effective delivery. Students receive timely feedback from the instructor on the assignment. ▪ Students are asked to view virtual lab content and complete an end-of-lab quiz. Then students discuss aspects of the virtual lab in an online discussion forum. The instructor facilitates the discussion and highlights key concepts from the lab before concluding the discussion.
8	Plans for student-instructor interaction, including for course communication and timely feedback	Frequent communication from the instructor increases students' sense of engagement in online courses. Clear information should be provided as to when learners should expect email responses, feedback on assignments, and how often the course gradebook will be updated. List any potential communication tools used (e.g., cloud-based video office hours) and guidelines for contacting the instructor (e.g., email, Learning Management System (LMS), phone). In addition, the course should include multiple opportunities for student-instructor interaction Examples of student-instructor interaction include: ▪ Synchronous class discussions ▪ Regular course announcements ▪ Short instructor videos ▪ Assignments submitted for instructor feedback and grading

9	Course assessments, including how you will ensure the security of assessment measures (e.g., exams, writing assignments). Course assessments should be aligned, sequenced, varied and suited to the level of the course	Course assessments should be aligned with the course learning objectives. Please list the planned course assessments (e.g., exams, projects, papers) and how they help students meet course objectives. In addition, please describe how the submission and grading of assessments will ensure academic integrity. Examples of alignment between a course learning objective and assessment: ▪ A course objective of “identify” or “recognize” includes a multiple-choice quiz ▪ A course objective of “explain” or “describe” includes an essay or discussion forum activity ▪ A course objective of “analyze” or “evaluate” includes a case study or problem-based scenario If online exam proctoring is proposed, include justification for requiring this type of assessment in an online course and explain the rationale for offering the course online (instead of in-person) if high stakes, lower-level assessments are required. Assessments should also be suited to the level of the course. For example, an introductory survey course should focus on lower-level cognitive skills (e.g., remembering, understanding). In contrast, a senior-level capstone course should include higher-order cognitive skills (e.g., evaluating, creating).
10	Accessibility of all course materials (e.g., videos, readings, webpages, etc.)	To ensure all learners can access course materials, departments must ensure online course materials meet any federal, state, or CSU accessibility standards (e.g., ADA, section 504). Please describe the department’s steps to ensure all course materials are accessible, or if necessary, an equally effective alternate access plan (EEAAP) that will be used to meet accessibility standards.

It is strongly encouraged that all faculty avail themselves of the many resources on campus to help transition course components to hybrid and online-only modes, particularly training and support offered

by the Center for Effective Teaching and Learning (CETL) and by CSU Online Course Services (CSU-OCS).

Inactivation of Infrequently Offered Courses from the Curriculum

(Senate: 10/3/79, 1/12/16; President: 10/25/79, 4/14/16; Editorial Amendment: 8/01, 8/11)

In order to avoid advertising the availability of courses that are not actually being offered, it is imperative that departments/divisions/schools and colleges act promptly to remove unused courses from the Catalog. Courses not offered successfully for a period of three years that normally would be offered annually will be inactivated. A course is considered to have been offered successfully if it meets through the census date. Courses not offered successfully for a period of four years that are normally offered every other year will be inactivated. The Provost and Vice President for Academic Affairs or designee may initiate the inactivation of infrequently offered courses. They will notify colleges and departments/divisions/schools of the proposed action in sufficient time for adjustments to be made.

Courses that have been recently inactivated will be reactivated upon notification from the department to the Office of Undergraduate Studies that it intends to offer them again.

The following courses are exempt from inactivation: Cooperative Education, Directed Study, Independent Study, Comprehensive Examinations, Graduate Research, Graduate Directed Study, Thesis or Project, and Special Topics Courses.

The Office of the Provost and Vice President for Academic Affairs produces each semester a report showing total enrollments in all University courses over the previous three years. This report flags courses not offered during the previous two years ("two-year rule warning") and three years ("three-year rule warning"), and four years, as well as new courses and those offered recently at enrollment levels requiring special justification. Courses thus flagged should be acted upon appropriately and promptly by departments/divisions/schools concerned.

Honors Convocation and Awards

(Senate: 3/2/93, 10/14/08, 5/10/16, 4/9/24; President: 5/14/93, 1/20/09, 8/17/16, 6/27/24; Editorial Amendment: 9/00, 8/01)

Honors Convocation. The University and colleges may, at their discretion, recognize undergraduate and graduate students in an Honors Convocation ceremony. Colleges may grant authority to departments/divisions/schools to recognize students in an honors ceremony.

Undergraduates Named to the Dean's List. Undergraduates who earn a grade point average of 3.5 or higher in 12 or more units of graded course work in one semester are named to the Dean's List. Students who receive NC for any coursework in the semester under consideration are not eligible to be named to the Dean's List for that semester.

Scholarship and Award Recipients. Scholarship awards are generally based on high academic achievements.

Honor Society Initiates. Chapters of more than twenty national and international honor societies have been chartered at the University to accord recognition to students who demonstrated superior scholarship and leadership in specific academic areas.

Certificate of Honor. The primary purpose of this award is to recognize students for academic excellence. Students who receive the Certificate of Honor are selected by their respective academic departments/divisions/schools for outstanding and distinguished achievement within their major area of study. Each department/division /school is limited to two undergraduate and two graduate awards.

Graduate Students Receiving Special Honors. Graduate students who have a 3.80 or better GPA on their graduate programs and who have completed 80% or more of their graduate programs may be recognized by their respective colleges and/or departments/divisions/schools.

Graduation with Honors in General Education

(Senate: 10/25/83; President: 11/8/83)

For members of the General Education Honors Program who entered the program during the fall, winter or spring quarter of the 1982-83 academic year, the number of honors courses required for graduation with Honors in General Education is reduced. Students would be required to take four classes instead of six and students who were freshmen when they entered during that period of time would be required to take five honors courses in order to graduate with Honors in General Education. All students entering the honors program during or later than fall quarter, 1983, will be responsible for completing the original requirement of six courses in order to graduate with Honors in General Education.

Honors College Recognition at Graduation

(Senate: 5/20/14; President: 6/26/14)

The following language will be included on the diplomas of students who successfully complete the Honors College Program:

"Honors College Program Completed."

Honors at Graduation

(Senate: 7/15/75; 10/25/83, 8/9/88, 11/28/95, 2/11/97, 5/10/16; President: 7/21/75, 11/8/83, 9/21/88, 4/30/96, 4/22/97, 8/16/16; Editorial Amendment: 9/99, 9/00, 8/9/16)

California State University, Los Angeles uses three designations of honors at graduation: cum laude, magna cum laude and summa cum laude. To be eligible for honors a graduate must have completed a minimum of 45 units in residence at Cal State LA and have attained the appropriate standing (in terms of cumulative grade point average earned at Cal State LA) as described below.

Summa Cum Laude: GPA equal to or greater than 3.9

Magna Cum Laude: GPA equal to or greater than 3.75 but less than 3.9

Cum Laude: GPA equal to or greater than 3.5 but less than 3.75

All students attaining these minimum grade point averages will be awarded the corresponding honors upon conferral of degree.

Honors for Candidates for Second Baccalaureate Degrees

(Senate: 11/25/75; President: 12/8/75; Editorial Amendment: 1/6/16)

Students who have earned a baccalaureate degree and are candidates for another baccalaureate degree (as distinct from an advanced degree or a teaching credential or other type of certificate) shall be eligible for the Dean's List or other academic honors according to the same criteria as candidates for first degrees. Candidates for second baccalaureate degrees shall be eligible for graduation with honors according to the same criteria as candidates for first degrees, with residence counted to include all residence at this institution that is applicable toward any baccalaureate degree (including the first). This excludes residence or grade points earned in graduate courses or professional education courses.

Review of Degree Programs

(Senate: 7/3/73, 2/7/79, 8/19/81, 4/26/83, 1/19/93, 7/29/97, 11/23/99; President: 7/5/73, 2/27/79, 10/6/81, 5/5/83, 2/16/93, 12/4/97, 12/28/99; Editorial Amendment: 9/00, 8/01; 9/03)

Trustee Policy. Program Review on this campus has its origins in Chancellor's Office memorandum AP 71-32, "Performance Review of Existing Degree Major Programs," which requested that each campus "establish a formal performance review procedure for all existing degree programs on campus in order to assess periodically both the quantitative and qualitative viability of each undergraduate and graduate program in the total context of offerings." AP 71-32 was endorsed by the Educational Policies Committee of the Board of Trustees, and later by the Board of Trustees on July 14, 1971. Although initiated in the context of limited resources and impelled by externally defined quantitative criteria, the review process has matured into an intensive, quality oriented program of benefit to departments/divisions/schools, colleges, and the University alike.

Purpose of Program Review. The purpose of program review is to enable the University, its colleges and its departments/divisions/schools to effectively achieve their stated objectives, and to examine on a continuing basis the worthiness of these programs; in short, the purpose is to maintain and strengthen the quality of the University's curriculum. The priorities in program review center around the desire to provide a quality university-level program balanced with respect to the needs of society in general, needs of the urban community, professional preparation requirements, and student interest. Program review leads to informed recommendations related to program, faculty, and student needs; curricular planning, resource allocation, and management; and such matters as recognition of unique situations, the need for additional study or planning, augmentation, maintenance, consolidation or discontinuation of programs, and responses to the problem of diminution of available resources, while attempting to maintain and enhance program quality.

Inherent in program review are two assumptions:

1. Program review is a judgmental process which uses both qualitative and quantitative data; it is comprehensive and intensive.
2. Quality cannot be easily defined or simplistically evaluated. It emerges from honest professional discourse about the evaluation criteria that should be applied, changes in

knowledge, the relationship of programs to each other, and the educational needs of students and the society at large.

Review Cycles. In accordance with the Trustees' resolution, each academic program must be reviewed qualitatively and quantitatively at least once every five years. The Office of the Provost and Vice President for Academic Affairs or designated subunit of that office will determine the specific review cycles for each department/division/school and interdisciplinary program by consultation with the administration of the colleges. In the selection of programs to be reviewed each year, related disciplines will be grouped to the extent possible and in such a manner that approximately one-fifth of the programs are reviewed each year over the review period. Care will be taken to schedule review of graduate programs at the same time as the review of the undergraduate program(s) within the same discipline, and to coordinate with accreditation cycles for the discipline. In the case of new programs, it should be expected that a developmental period of up to five years will be required to establish a valid measure of their productivity. The President, Provost and Vice President for Academic Affairs, or the Educational Policy Committee may request additional reviews of programs in any given academic year for purposes of planning or to satisfy a request from the Chancellor's Office or the Board of Trustees. Reviews other than the university reviews may of course be conducted by colleges or departments/divisions/schools at times other than those scheduled by the Office of the Provost and Vice President for Academic Affairs, and they may request a university review on their own initiative. The schedule for program review and all subsequent modifications will be published by the Office of the Provost and Vice President for Academic Affairs and distributed to the faculty.

Periodic Review. Departments/divisions/schools or interdisciplinary groups scheduled for university review prepare a complete program review document for the program under consideration, as a result of department/division/school wide consultation, and according to the format prescribed by the Program Review Subcommittee. However, a department/division/school that has programs which have undergone within the past three years specialized accreditation which included external reviewers will prepare a matrix comparing the standards and criteria of accreditation and those of program review, and, if necessary, a modified report consisting of those sections which are not addressed in the accreditation documents. The full program review reports will be submitted for department/division/school programs which were not addressed in the accreditation process. Copies of all accreditation documents shall be provided to the subcommittee.

Periodic Review of Accredited Programs. Because the goal and intent of program review and accreditation are distinct, programs that have undergone accreditation review must also undergo program review, albeit modified, so as to utilize the work done for accreditation. Therefore, one year prior to the scheduled program review the program will develop a matrix comparing the program review standards and criteria with the standards and criteria required for accreditation, and submit it to the college dean. The matrix along with the accreditation documents will be reviewed by an ad hoc committee in order to determine the extent to which accreditation documents meet the program review criteria. This ad hoc committee will be composed of the executive secretary of the Program Review Subcommittee, the chair of the Program Review Subcommittee, the college dean, and the chair of the program. At the conclusion of the review of documents, the ad hoc committee will report to the Provost and Vice President for Academic Affairs the extent to which the program's accreditation documents meet the requirements for

program review self-study, and identify any areas that should be addressed in a modified program review self-study.

The Program Review Subcommittee is selected according to established campus procedures.*

Following review by the Program Review Subcommittee, its report will be transmitted to the department/division/school and college for their responses. The report of the Program Review Subcommittee shall be prepared by the voting members of the subcommittee. The Program Review Subcommittee report and response will be submitted to the Educational Policy Committee. The Program Review Subcommittee report and response will be filed in both college and university academic planning and resources offices, where they can be used for planning purposes (which might include processes such as long-range program planning, program modification, and reallocation of resources), data extraction for systemwide analyses, and other positive aspects of program development. Implementation of recommended changes shall be handled through appropriate academic channels.

External Review. All programs to be reviewed by the Program Review Subcommittee are subject to an independent evaluation by external reviewers. Unless otherwise determined by the Program Review Subcommittee, departments/divisions/schools in which an external review or national accreditation has been conducted within the previous three years will be exempt from this requirement. The external reviewers will be individuals of significant professional reputation in the field, who will report their findings to the Program Review Subcommittee and to the appropriate department/division/school or college. The evaluation report will become part of the permanent Program Review file. The Provost and Vice President for Academic Affairs or designee will be responsible for the overall coordination of the external review.

Nominations for evaluators of each program will be solicited from the chair of the department/division or director of the school, the dean of the college, and from other institutions, higher education associations and professional organizations. Nominees should have no prior or present academic appointment at Cal State, Los Angeles. These nominees will be reviewed by the departmental/divisional/school faculty, who may reject any of the nominees for cause. The external review evaluators will be selected from the remaining nominees by the Program Review Subcommittee. When possible one evaluator should be from the CSU system and one from outside the CSU system. The evaluators will spend at least two days on campus meeting with students, staff, department/division/school faculty, and administrators, and then prepare a written evaluation. Sufficient funds to cover the expense of the external reviews will be included in the budget of the University.

Additional Reviews. Student academic support programs (University Writing Center, Tutorial Center, Academic Advisement Center, Testing Center, GE Honors Program, PALS Program and the Library) must be reviewed qualitatively and quantitatively on a periodic basis. The determination of review cycles and review criteria will be approved by the Office of the Provost and Vice President for Academic Affairs or a designated sub-unit of that office after consultation with the Educational Policy Committee. Ad hoc review committees will be convened for the purposes of reviewing each of these programs which shall include a member of the corresponding Senate committee when such a committee exists, i.e., Academic Advisement Center - Academic Advisement Subcommittee. In the case of new programs, it should be expected that a developmental period of up to five years will be required to establish a valid measure of their achievement. The President, Provost and Vice President for Academic Affairs, or the Educational Policy Committee may request additional reviews of the aforementioned

programs in any given academic year for purposes of planning or to satisfy a request from the Chancellor's Office or the Board of Trustees.

*See "The Program Review Subcommittee," Chapter II.

Policies and Procedures for Temporary Suspension of Academic Programs

(Senate: 4/27/2010; President: 5/25/2010; Editorial Amendment: 1/21/15)

Program suspension is a formal process to temporarily halt new student admission in an academic program. Program suspension is not applicable when the goal is program discontinuance. Temporary suspension of an academic program is intended to allow time for program faculty to review curricular structure, resources, enrollment issues, accreditation demands, etc., in order to reinstate the program by enrolling new students once again within three years. It must be clear in the request for suspension that significant problems exist that prevent effective implementation of a program and that there are reasonable grounds to believe that these problems can be rectified within the proposed period of suspension.

Academic programs covered in this policy include: a) undergraduate and graduate degrees; b) concentrations and options; c) minors; d) credit certificate programs; and e) credential programs.

Program faculty refers to the tenured and tenure-track faculty in the department/division/school in which the program is housed.

I. Procedures for Requesting Program Suspension

1. Consultation

- a. Initial consultation between the dean and the program faculty entails meaningful interaction in which all parties may freely exchange information and counsel.
- b. Prior to a formal request for program suspension, a meeting between program faculty and the dean of the college in which the program is housed must occur and minutes shall be taken. This consultation may be initiated by program faculty or the college dean.
- c. Upon completion of the consultation process, if the program faculty and dean are in agreement that program suspension should be requested, the formal request for program suspension will be made by program faculty, regardless of who initiated consultation. If consultation was initiated by the dean, and program faculty still object to program suspension after consultation, the formal request for program suspension will be presented by the college dean.

2. Formal request for program suspension

The formal request for program suspension shall include all of the following, whether the request is made by program faculty or the college dean:

- a. A full explanation of why the temporary program suspension is being proposed.
- b. Reasons why temporary program suspension is being proposed instead of discontinuance.

- c. The semester and date when the proposed suspension will take effect. No temporary suspension may exceed three academic years.
 - d. A complete list of courses where offerings will be suspended or substantially reduced. Evidence of consultation with affected units, including written responses, if any.
 - e. Student enrollment and application patterns for the program during the previous five years.
 - f. Likely effects of the temporary suspension on students currently enrolled in the program.
 - g. Potential consequences regarding faculty assignments.
 - h. Any changes that would be necessary in order to resume offering the program.
3. Review of formal request for program suspension presented by the college dean
- a. Formal requests for program suspension presented by the college dean are forwarded to the program faculty for review. Program faculty are given 10 academic work days to prepare a written response to the request for suspension, which should include a justification for not suspending the program (which may include the need for the program, the importance of the program to the University, the quality of the program, and program benefits and costs), alternatives to suspension, identification of community stakeholders, and identification of other programs in the University that would be affected by the suspension.
 - b. The dean submits the formal request for program suspension and the program faculty's written response and any written dissent by program faculty to the Provost and Vice President for Academic Affairs, the Educational Policy Committee, the College Curriculum Committee, all other college deans, and affected programs that were identified in the program's response. The Educational Policy Committee, the College Curriculum Committee, college deans, and affected programs will have 20 academic work days to submit opposition to the proposed suspension, if any, to the Provost and Vice President for Academic Affairs.
 - c. The Provost and Vice President for Academic Affairs makes the final decision regarding program suspension.

II. Procedures for Implementing Program Suspension

1. Notification to programs

Following a decision to suspend a program by the Provost and Vice President for Academic Affairs, the college dean, the Educational Policy Committee, the faculty of the suspended program, and others affected by the suspension will be notified as soon as possible regarding the decision to suspend, date of implementation, and length of suspension.

2. Catalog

A notice of program suspension will be included in the CSULA online catalog. The notice will include that the program is under temporary suspension, is not currently accepting new students, the date of plans to resume the program, contingent on campus approval procedures, and an appropriate University contact for further information about the suspended program.

3. Accommodating students

If a program is to be suspended, the Provost and Vice President for Academic Affairs or designee shall:

- a. Require program faculty to develop a teach-out plan with a list of courses that would need to be offered during the suspension period or other mechanisms such as course substitutions that would allow those students to graduate in a timely manner.
- b. Prepare an official list of students enrolled in the program.
- c. Notify all students enrolled in the program of the following:
 - I. the date by which requirements must be completed to receive the specified degree/credential/certificate;
 - II. a provisional teach-out plan, a part of which will apply to each individual student;
 - III. other closely related programs offered by CSULA to which the student may wish to transfer;
 - IV. similar programs available at other institutions in the geographical area or in the CSU system;
 - V. the extent to which courses from other institutions can be substituted;
 - VI. a designated office that can assist the students to transfer to another institution or complete program requirements at CSULA;
 - VII. that readmission to the program will not be allowed during the suspension period if the student loses continuing student status;
 - VIII. any other relevant aspects of the teach-out plan mentioned above.

4. Faculty assignments

If a program is to be suspended, the college dean must communicate to faculty who currently teach in the program their assignments during the period of suspension.

III. Early Reinstatement

Program faculty can request reinstatement of a suspended program for sooner than the date originally specified. A written justification must be submitted to the college dean, which is then forwarded to the Provost and Vice President for Academic Affairs. The college dean may append a letter of support or non-support for the request for early reinstatement if desired. The Provost and Vice President for Academic Affairs will make the final decision regarding early reinstatement.

IV. Extended Suspension and Discontinuance

A program will automatically be reinstated and new students will be enrolled at the end of the stated suspension period unless a request for a one-time extension of no more than one academic year has been approved by the Provost and Vice President for Academic Affairs. Such a request may be initiated by program faculty or the dean of the college where a program is housed, and must explain why the program could not be reinstated during the proposed period of suspension, the continuing importance of the program to the University, and assurances that appropriate measures will be taken to assure that new students will be enrolled in the program by the end of the extension period.

Program faculty or the college dean may initiate discontinuance procedures if program reinstatement at the end of the approved suspension period, including extensions, if applicable is not desired.

Policies and Procedures for Academic Program Discontinuance

(Senate: 10/30/79, 8/25/81, 11/10/92, 7/29/00, 11/3/09; President: 5/30/80, 9/3/81, 11/25/92, 9/29/00, 11/23/09; Editorial Amendment: 9/00, 8/01, 9/03, 1/21/15)

I. Preamble. This policy provides criteria and a set of processes and procedures to be used in considering the discontinuance of academic programs. Academic programs covered in this policy include the following: a) undergraduate and graduate degrees; b) concentrations and options; c) minors; d) certificate programs (including those administered by Extended Education); and e) credential programs.

This policy, which describes two procedures for discontinuing programs, allows the University to maintain flexibility and respond to changing demands. Programs shall be discontinued when they no longer serve the needs of the students, the University or society, or no longer possess academic validity or when the University cannot provide the resources to offer them. The decision to discontinue a program shall be made only after all appropriate evidence has been gathered and examined, and thorough consultation with faculty and other affected parties has occurred.

In the event that imposed budget restrictions lead to a request for program discontinuance, the University shall seek alternatives to discontinuance, and the University shall terminate programs only as the last resort.

II. Criteria. Should it be necessary to consider the discontinuance of an academic program, a determination will be based upon a review of the program under the following criteria, which are listed in rank order:

1. The need for the program and importance of the program to the University.
 - a. The extent to which the University and society need the program should be assessed qualitatively by using the three criteria listed below:
 - i. The extent to which the program is central to Cal State LA using the following priorities: (1) programs essential to a comprehensive public university; (2) programs that contribute to the mission of Cal State LA with its commitment to understanding and respecting diversity and to serving the changing needs of a global society; (3) programs that contribute to a well-rounded University but are not essential; and (4)

programs that fill special needs for society, but without which the University could still fulfill its primary mission.

- ii. Present and projected student demand for the program as well as present and projected demand for graduates of the program.
- iii. The importance of the program to the Southern California community and the extent to which the program is unique to the Southern California community.

2. The quality of the program.

- a. The quality of the program should be assessed by the results of the program reviews, accreditation reviews, or other comparable evidence. Among the variables for assessing the program quality are:
 - i. Offering and maintaining a current rigorous curriculum.
 - ii. The quality of the faculty in terms of their degrees, currency in the field, quality of teaching, and level and quality of scholarly, creative and professional activity including the extent to which the faculty have received external funding and support. A demonstrated ability to attract and retain well-qualified and diverse faculty is an important part of this criterion.
 - iii. The quality of the positions received, or graduate or professional programs entered into, by graduates of the program.

3. Program benefits and costs.

- a. The efficiency of the programs should be assessed using the following criteria and information from the departments/divisions/schools, colleges and university.
 - i. The full-time equivalent faculty (FTEF), full-time equivalent students (FTES), and student-faculty ratio for the program or department/division/school; the trends in these numbers; and the reasons for these trends. Where data are available total cost per FTEF and per FTES may be used in comparison to comparable programs at other institutions. Other discipline specific information may be provided.
 - ii. The number of students completing the program per year.
 - iii. The graduation rate, the continuation rate, and the tracking rate (a combination of the continuation rate and the graduation rate).
 - iv. Other benefits and costs, including the extent to which programs support or duplicate other programs on campus.

III. Procedures for Program Discontinuance as a Result of Changes in Student, University, or Societal Needs, or a Loss of Academic Validity

1. Program Discontinuance Process

- a. Requests for discontinuance of a program may be made by:
 - i. the offering department/division/school,
 - ii. the Program Review Subcommittee,

- iii. the dean of the college in which the program is housed,
 - iv. the Provost and Vice President for Academic Affairs.
 - b. All requests to discontinue a degree program must proceed through all levels of curricular review with an accompanying record of its action and rationale for that action from each review forwarded to the next level.
 - c. Requests for discontinuance made by and agreed to by the offering department/division/school will follow the regular levels of curricular review.
- 2. Process When There Are Objections by the Offering Department/Division/School
 - a. In cases where the Program Review Subcommittee, the dean of the college housing the program, or the Provost and Vice President for Academic Affairs makes requests for discontinuance, and where there are objections by the offering department/division/school; the following procedures shall be followed:
 - i. The request for discontinuance shall be submitted to, or made by, the Provost and Vice President for Academic Affairs. The request shall include the following information:
 - 1. the specific recommendations and justification for the recommendation to discontinue the program;
 - 2. an assessment of the impact on students, program faculty, other programs and the mission of the University if the program be discontinued;
 - 3. copies of the most recent program review documents including, but not limited to, the self-study, external evaluator reports, Program Review Subcommittee's reports and the department's/division's/school's responses to those reports.
 - ii. The Provost and Vice President for Academic Affairs shall appoint an individual whose charge it will be to present the case supporting the recommendation for discontinuance at each curricular level.
- 3. Levels of Review
 - a. All recommendations made at each curricular level shall be forwarded to the next level and finally to the Provost and Vice President for Academic Affairs.
 - b. The levels of curricular review shall include the following:
 - i. the department/division/school curriculum committee
 - ii. the department/division chair or school director
 - iii. the college curriculum committee
 - iv. the college dean
 - v. the appropriate University level subcommittee of EPC
 - vi. the Educational Policy Committee
 - c. The Provost and Vice President for Academic Affairs shall establish timelines for the review of the recommendation for discontinuance in consultation with the

department/division/school and college in which the program is housed and the Dean of Graduate and/or Undergraduate Studies, whichever is appropriate. In no case shall the review extend beyond twelve months.

- d. In the case of a non-degree program the Provost and Vice President for Academic Affairs shall make the final decision on the discontinuance in this process. In the case of a degree program the recommendation will be forwarded to the President or his or her designee in accordance with Trustee policy.

IV. Procedures for Program Discontinuance as a Result of Imposed Budget Restrictions

A. The Program Discontinuance Committee (PDC).

1. Membership. The PDC shall be made up of the following members:

1.1 One tenured faculty member elected by the faculty in each college and three members-at-large from different colleges elected by the faculty for a one-year term in an all-university election from nominees provided by the colleges.

1.2 Two student members from different colleges selected annually by the Board of Directors of the Associated Students. During committee service each student must be in good standing and must be either an upper division student enrolled in a minimum of six units or be an enrolled classified graduate or post-baccalaureate credential student.

1.3 One liaison tenured faculty member from and appointed by the Executive Committee.

1.4 The Provost and Vice President for Academic Affairs or designee as non-voting Executive Secretary.

2. Nomination and Election of Members.

2.1 The timelines for the nomination and election process shall be set by the Executive Committee of the Academic Senate.

2.2 Each college shall nominate and elect one committee member by procedures decided by the college. Simultaneously, the Nominations Committee shall nominate at least two full-time tenured faculty members for each at-large position on the committee.

2.3 There shall be a petition process by which additional names of tenured faculty may be added to the ballot; the signatures of ten probationary or tenured faculty members are required to add the name of a faculty member to the ballot. Additional nominations may be made by petition of ten members of the full-time faculty provided such petition is submitted to the chair of the Academic Senate within five academic workdays following the presentation to the faculty of the slate nominated by the Nominations Committee.

2.4 A preferential ballot with a single transferable vote shall be submitted to all probationary and tenured faculty members. The balloting period will be 10 full working days or major portions thereof.

2.5 In the event an individual is elected to both a college position and an at-large position, the individual shall vacate the college position.

B. Initiation of the Program Discontinuance Process.

1. A recommendation to review a program for discontinuance may be made by any of the following:

- a. The faculty of the department/division/school in which the program is housed acting through its normal processes;
 - b. The dean of the college in which the program is housed
 - c. The Provost and Vice President for Academic Affairs;
 - d. The Educational Policy Committee of the Academic Senate;
 - e. The Chairs of the Program Review Subcommittee for the previous six years meeting as a group;
 - f. The Program Discontinuance Committee (PDC) which shall, in its initial meetings, compile through the process described in IV, Section C.1 a list of programs that should be considered for discontinuance.
2. Any recommendation to discontinue a program must be accompanied by a rationale in terms of the stated criteria.

C. Procedures for Review by PDC

1. The PDC shall divide all University programs into five ranked groupings of approximately equal size using the criteria in II. Those programs falling in the bottom grouping shall constitute the PDC's recommendation for the list of programs to be reviewed for discontinuance.
2. The pool of programs to be reviewed shall be the combination of lists provided for in IV, Section B1.
3. If a program is recommended for discontinuance by more than one originating source, then the PDC shall consider that program for discontinuance. If a program is recommended for review by only one originating source, then the PDC may consider that program for discontinuance.
4. When the PDC has assembled the list of programs to be considered for discontinuance, it shall inform the college dean, the department/division chair or school director, and the department/division/school faculty in writing regarding any programs in the unit that are being considered for discontinuance and will provide a written rationale for this decision. The department/division/school and the College Dean will have a two-week period to submit a response in writing to the PDC after being so informed.
5. The PDC shall consider the responses it receives, examine all relevant information concerning the programs being reviewed and then compile a rank-ordered list of programs that it has decided should be further considered for discontinuance. This list will be transmitted, together with its rationale for each program so listed, to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs shall share the rationale with the department/division and the college dean and allow the submission of written appeals.
6. After review of all pertinent documents and with the approval of the President, the Provost and Vice President for Academic Affairs shall then issue a list of programs, if any, to be discontinued, with target dates.

D. Information Sources.

The PDC may make use of any sources of information it wishes such as:

1. Need and Demand for the program:
 - a. Total enrollment, available by gender, ethnicity, and admission status.
 - b. How the program relates to others on campus; overlap with other programs on campus.
 - c. Availability of the program on other campuses in the region; unique characteristics of the program; commitments to other institutions, including 2+2 and similar agreements.
 - d. Availability and effectiveness of educational equity programs.
2. Program quality:
 - a. Program Review Subcommittee reports and department/division/school self-study reports.
 - b. External evaluations and accreditation reports.
 - c. Results of survey of students, alumni, and employers.
 - d. Summaries of Student Opinion Surveys.
 - e. WPE pass rate.
 - f. Grade distribution and average GPA by student level.
3. Program: Benefits and costs:
 - a. FTEF, FTES, SFR.
 - b. Number of students completing the program.
 - c. Student continuation rates; graduation rates; and tracking rates (a combination of continuation rate and graduation rate).

V. If it be determined that a Program Leading to a Degree Shall be Discontinued by Either of the Two Procedures, the Following Plans to Accommodate Students and Faculty Will be Followed

A. Students: If a program is to be discontinued the Provost and Vice President for Academic Affairs shall:

1. Determine and announce the cut-off date beyond which no new students will be permitted to enter the program.
2. Prepare an official list (as of the cut-off date) of majors in the program.
3. Notify all students in the major of the following:
 - a. the date by which the degree requirements must be completed to receive the specified degree or certificate;
 - b. other closely related programs offered by Cal State, LA to which the student may wish to transfer;
 - c. similar programs available at other institutions in the geographical area or in the CSU system;
 - d. the extent to which courses from other institutions can be substituted;

- e. a designated office that can assist the students to transfer to another institution or complete the requirements of the degree at Cal State LA.

B. Faculty

If the discontinuance of a program is likely to result in the elimination of a position filled by a tenure-track faculty (probationary or tenured), the procedures are described in the Collective Bargaining Agreement between the California State University and the California Faculty Association (currently Article 38) will be followed.

Guidelines for Approval of Credit and Noncredit Courses, Certificates, and Degrees to be offered through the College of Professional and Global Education

(Senate: 10/3/79, 2/6/90, 5/24/16; President: 10/25/79, 3/13/90, 8/17/16; Editorial Amendment: 9/99, 9/00, 8/01)

The categories of courses offered through the College of Professional and Global Education (PaGE) and the criteria they meet are described in the guidelines below.

1. Courses for Special Sessions Credit (Courses for degree credit). Special sessions courses which carry credit can be used in meeting requirements for university degrees. Self-supporting special sessions shall not supplant regular course offerings available on a non-self-supporting basis during the regular academic year (Cal. Educ. Code 89708). A maximum of 24 semester special sessions course credits taken by a non-matriculated student may be applied toward the baccalaureate degree, and a maximum of 9 semester special sessions course credits taken by a non-matriculated student may be applied toward the master's degree. This maximum applies to special sessions course credits earned through self-support course offerings, as well as to state-support offerings in which credits are earned through Open University (Title 5 Section 40407.1). Generally, the following types of degree-credit courses are available, with appropriate approval, through PaGE:
 - a. Regular university courses listed in the General Catalog
 - b. Special Topics courses (e.g., 4540, 4900, or 4910) which usually consist of subject matter of a transitory nature and
 - c. Undergraduate Directed Study (4990) and Graduate Directed Study (5980), used for faculty-sponsored independent study.
 - d. Sub-collegiate level courses (which do not offer degree credit) and those that are offered by community colleges, while not generally offered through PaGE, may be offered when need is evident.
2. Courses for Extension Credit. Extension credit courses, which bear 7000 and 8000 series numbers, are highly specialized and have general acceptability for professional advancement. One extension credit unit is equivalent to the same number of contact hours and the same number of non-contact hours required for one unit of degree credit. An academic department may allow up to a maximum of 24 semester units of extension credit to be applied toward degree requirements (Title 5 Section 40407).
3. Courses for Continuing Education Unit Credit (CEU). The CEU is a nationally recognized unit of measurement for any variety of programs that may apply to relicensure (e.g. – nurses, pharmacists, accountants, psychologists, social workers, etc.), promotion,

or career advancement. These units are not approved for academic degree credit and may not be used to fulfill degree program requirements. One CEU is equivalent to 10 hours of participation in an organized extended education course under responsible sponsorship, capable direction, and qualified instruction. CEUs shall not be converted to units of academic credit (EO 1099).

4. **Noncredit Courses (0 Units).** Non-credit courses serve professional, personal, and recreational needs. No academic credit, extension credit or CEUs are awarded for participation in non-credit courses. Non-credit courses do not grant credit for degrees or for standardized purposes specified in sections 2 and 3 above. For such offerings the university is not required to maintain a permanent record of attendance or grading, except in some instances as a convenience to those who are using the courses for such purposes as establishing eligibility for relicensure.

The following procedures apply to the offering and development of courses under these guidelines:

1. **Courses for Special Sessions Credit (Courses for degree credit).** Requests for approval of the offering of existing courses which grant credit shall ordinarily be initiated by faculty members or the Dean of PaGE. All proposals for offering existing courses through PaGE must be approved by the appropriate department/division chair(s) or school director(s) and college dean(s) prior to each instructional period that the course is being offered. The criteria for approval or disapproval of an offering shall include the credentials of the instructor and demonstrated need to offer these courses through PaGE. All proposals for offering new special sessions courses through PaGE must follow the established curriculum review process for courses bearing academic credit.
2. **Courses for Extension Credit.** Requests for approval of these courses may be initiated by community members who are subject matter experts, faculty members, college deans, or the Dean of PaGE. Proposals for courses for extension credit (7000 and 8000-level) to be offered through PaGE shall be approved first by the Dean of PaGE. All courses will be submitted to the other colleges for consultation. The consultation period will be five working days. The Dean of PaGE will forward the record of consultation and a recommendation to University EPC. EPC will then either approve it, reject it or determine the appropriate course of action for further review. For proposals requiring immediate attention during the summer term, this review will be handled by the Academic Senate Executive Committee.
3. **Courses for Continuing Education Units.** Requests for approval of these courses may be initiated by community members who are subject matter experts, faculty members or college deans. Proposals for courses for continuing education units to be offered through PaGE shall be submitted to the Dean of PaGE. If a course or program proposal coincides with an existing university academic department (e.g. – Accounting, Social Work, Nursing, etc.), and the Dean of PaGE is interested in offering the course the proposed course or program shall be submitted to said department for review and recommendation. Given the need to respond to community and partner course and program proposals in a timely fashion, departments/schools/colleges shall respond to such requests within 5 working days. In reviewing CEU course proposals, the department/division chairs shall consider the

quality of the course content, whether there is a demonstrated need to offer the course through PaGE, and the credentials of the instructor. The Dean of PaGE will review department

recommendations and make a final decision on whether to approve the course. The Dean of PaGE will forward the decision and record of consultation to University EPC.

If a course or program proposal does not coincide with an existing university academic department, the proposed course or program will be reviewed and approved by the Dean of PaGE. The Dean of PaGE shall consider the quality of course content and whether or not there is a demonstrated need to offer the course through PaGE, as well as the credentials of the instructor(s).

At the end of each academic year, the Dean of PaGE shall submit a report of courses and programs offered for CEU credit to the EPC.

4. **Non-Credit Courses.** Requests for approval of these courses may be initiated by community members who are subject matter experts, faculty members or college deans. Proposals for non-credit courses to be offered through PaGE shall be submitted to the Dean of PaGE.

If a course or program proposal coincides with an existing university academic department (e.g. – Accounting, Social Work, Nursing, etc.), and the Dean of PaGE is interested in offering the course the proposed course or program shall be submitted to said department for review and recommendation. Given the need to respond to community and partner course and program proposals in a timely fashion, departments/schools/colleges shall respond to such requests within 5 working days. In reviewing CEU course proposal, the department/division chairs shall consider the quality of the course content, whether there is a demonstrated need to offer the course through PaGE, and the credentials of the instructor. The Dean of PaGE will review department recommendations and make a final decision on whether to approve the course. The Dean of PaGE will forward the decision and record of consultation to University EPC.

If a course or program proposal does not coincide with an existing university academic department, the proposed course or program will be reviewed and approved by the Dean of PaGE. The Dean of PaGE shall consider the quality of course content and whether or not there is a demonstrated need to offer the course through PaGE, as well as the credentials of the instructor(s).

At the end of each academic year, the Dean of PaGE shall submit a report of courses and programs offered for non-credit to the EPC.

Certificate Programs. The categories of certificate programs that may be offered through PaGE are special sessions certificate, extension credit certificate, and non-credit certificate programs. Certificate programs may be offered through PaGE subsequent to securing all regularly required campus approvals; however, no Chancellor's Office approval is required (E.O. 1099). These programs and the criteria they meet are described below.

Special Sessions Certificate Programs: Academic certificate programs offered through PaGE are called Special Sessions Certificate Programs. Courses for Special Sessions Certificate Programs may be offered any term.

1. Special Sessions Certificate Programs are composed of university courses that offer academic credit that may count toward a degree. The minimum number of units in a special sessions certificate program shall be 15 semester units for undergraduate programs and 12 semester units for post-baccalaureate programs. Normally, courses in the program, except for prerequisites, are those at the 3000, 4000, or 5000 level. For enrollment in 5000-level courses, consent of the instructor is required. If there are prerequisites in addition to those required by the courses in the program, they must be clearly stated. No more than one quarter of the total units required for the certificate may be transferred from other colleges. A maximum of one quarter of the units in the program may be devoted to internships or independent study, or any combination thereof. The minimum grade point average required for completion of an undergraduate certificate program is 2.0. For post-baccalaureate academic certificates, a minimum gpa of 3.0 is required for completion of the program.
2. Extension Credit Certificate Programs are composed of courses at the 7000 and 8000-level that offer professional credit towards certification.
3. Non-credit Certificate Programs are composed of non-credit courses. Some non-credit certificates may award continuing education units (CEUs).

Procedural Guidelines for Certificate Programs are Described Below.

A proposed Special Sessions or Extension Credit Certificate Program must not infringe upon existing degree, minor, credential, or other certificate programs. In addition to the above, the following information must be furnished for all certificate proposals: purposes of the program, need for the program, availability of faculty and/or subject matter experts, availability of other resources, and evidence of appropriate consultations and approvals.

1. **Special Sessions Certificate Programs.**
2. Proposals ordinarily are initiated by faculty members.
3. Proposals must be submitted using a standard form, the general pattern of which is similar to that used for new program proposals. They are processed in accordance with established university curricular procedures. Proposals for new undergraduate and graduate academic certificate programs are forwarded by the program/department/division/school to the College Curriculum Committee for approval. All proposals shall be submitted to the other colleges for a consultation period of 10 working days before they are reviewed by the College Curriculum Committee. If approved by the college committee and the respective college dean, as well as the Dean of Undergraduate Studies and/or the Dean of Graduate Studies, they are then forwarded to the Office of Undergraduate Studies for referral to the appropriate curriculum subcommittee. If the proposed program is approved by the subcommittee and if there are no subsequent objections by the Educational Policy Committee, the proposal shall be submitted to the Provost and Vice President for Academic Affairs for final approval.
4. The program/department/division/school or interdisciplinary area that initiated the program proposal is required to designate an appropriate faculty member as coordinator of the certificate program.

5. Approved descriptions of Special Sessions Certificate Programs currently being offered are included in the University Catalog. Programs that are likely not to be repeated will not be included in the University Catalog.
6. Upon application by a Special Sessions Certificate Program student, a review is initiated in the Registrar's Office/Graduation unit. When all of the requirements have been met, the Registrar's Office/Graduation unit enters an appropriate designation on the student's permanent record and certifies completion.
7. Certificates are designed in a standard form for all programs, bear the seal of the university and the signature of the President, and are issued by the Registrar's Office/Graduation unit.
8. Annually, the Registrar's Office is required to report to the Provost and Vice President for Academic Affairs or designee the number of certificates awarded in each approved program.
9. Each certificate program is reviewed along with other departmental/divisional/school or interdisciplinary programs in the course of the normal review cycle carried out by the Program Review Subcommittee of the Educational Policy Committee.
10. Special Sessions Certificate Program modifications must undergo the same approval process as new Special Sessions Certificate Programs.

11. Extension Credit Certificate Programs.

12. Proposals for Extension Credit Certificate Programs may be initiated by community members who are subject matter experts, individual faculty members, programs, departments/divisions/schools, colleges, or PaGE.
Proposals for extension credit certificates shall be approved first by the Dean of PaGE. All Extension Credit Certificate Programs will be submitted to the other colleges for consultation. The consultation period will be five working days. The Dean of PaGE will forward the record of consultation and a recommendation to University EPC. EPC will then either approve it, reject it or determine the appropriate course of action for further review. For proposals requiring immediate attention during the summer term, this review will be handled by the Academic Senate Executive Committee.
The proposal format is the same as for academic certificate programs.
13. The Dean of PaGE will annually report on Extension Credit Certificate Programs to the Dean of Undergraduate Studies and/or the Dean of Graduate Studies and the Educational Policy Committee. This report will include enrollments and course completion rates.
14. Descriptions of approved Extension Credit Certificate Programs may appear in the general University Catalog.
15. Administration of Extension Credit Certificate Programs is carried out under the supervision of the Dean of PaGE. When substantive matters of concern to a specific department/division/school/college are involved e.g., appointment of a coordinator or key instructors, consultation with such interested departments/divisions/schools/colleges is required.
16. All informational materials to be published and circulated in connection with an Extension Credit Certificate Program must have the prior approval of the Dean of PaGE.

17. Upon request by a certificate program student, submitted prior to registration for the last term of the program, a review of the student's records is initiated in the College of PaGE. When all of the requirements have been met, the Dean of PaGE or designee enters an appropriate designation on PaGE records maintained for the student.
18. Certificates are designed in a standard form for all programs, bear the seal of the university and the signature of the Dean of PaGE, and are issued by the College of PaGE.
19. Each Extension Credit Certificate Program is reviewed every fifth year after its implementation by the Dean of PaGE or designee and the co-sponsoring department(s)/division(s)/school(s) and college(s). The review findings and recommendations are made available to the Educational Policy Committee.
20. Extension Credit Certificate Program modifications must undergo the same approval process as new Extension Credit Certificate Programs.

21. Non-credit Certificate Programs

22. Proposals for non-credit certificate programs may be initiated by community members who are subject matter experts, individual faculty members, departments/divisions/schools, colleges, or by the College of PaGE.
Proposals for non-credit certificates shall be submitted to the Dean of PaGE. If a non-credit certificate program proposal coincides with an existing university academic department (e.g. Accounting, Social Work, Nursing, etc.), the proposed certificate program shall be submitted to said department for review and recommendation. Given the need to respond to community and partner course and program proposals in a timely fashion, departments/schools/colleges shall respond to such requests within 5 working days. In reviewing non-credit course proposals, the department/division chairs shall consider the quality of the course content, whether there is a demonstrated need to offer the course through PaGE, and the credentials of the instructor.
The Dean of PaGE will review department recommendations and make a final decision on whether to approve the program. The Dean of PaGE will forward the decision and record of consultation to University EPC.
If a non-credit certificate program proposal does not coincide with an existing university academic department, the proposed program will be reviewed and approved by the Dean of PaGE. The Dean of PaGE shall consider the quality of course content and whether or not there is a demonstrated need to offer the course through PaGE, as well as the credentials of the instructor(s).
23. The Dean of PaGE will annually report on non-credit certificate programs to the Curriculum Subcommittee, the Dean of Undergraduate Studies and/or the Dean of Graduate Studies and the Educational Policy Committee. This report will include enrollments and course completion rates.
24. Descriptions of approved non-credit certificate programs shall not appear in the University Catalog.
25. Administration of this type of program is carried out under the supervision of the Dean of PaGE. When substantive matters of concern to a specific department/division/school are involved e.g., appointment of coordinator or key instructors, consultation with such interested departments/divisions/schools is required.

26. All informational materials to be published and circulated in connection with a non-credit certificate program must have the prior approval of the Dean of PaGE.
27. Upon completion of the program, a review of the student's records is initiated in the College of PaGE. When all requirements have been met, the Dean of PaGE or designee enters an appropriate designation on PaGE records and issues the certificate to the student.
28. Certificates are designed in a standard form for all programs, bear the seal of the university and the signature of the Dean of PaGE, and are issued by PaGE.
29. Each non-credit certificate program is reviewed every fifth year after its implementation by the Dean of PaGE or designee and the co-sponsoring department(s)/division(s)/school(s) and college(s), if any, the review findings and recommendations are made available to the Educational Policy Committee for its consideration.

Degree Programs. Degree programs may be offered through the College of Professional and Global Education.

New Degree Programs. New degree programs may be offered through PaGE subsequent to securing all regularly required campus and Chancellor's Office approvals (E.O. 1099). All proposals for offering new degree programs through PaGE must follow the established curriculum review process for programs bearing academic credit.

Subsequent to obtaining requisite Chancellor's Office approvals, a campus may operate degree programs in state-support mode, self-support mode, or both, subject to the prohibition against supplanting. (E.O. 1099).

Implementing a Self-Support Version of an Existing State Support Degree

Program. Before implementing a self-support version of a previously approved state-supported degree program, Chancellor's Office approval is required. (E.O. 1099).

Changing from Self-Support Mode to State-Support Mode. Chancellor's Office approval is required in order to change a degree program's support mode from self-support to state support (E.O. 1099).

Change of Geographic Location. Before implementing a previously approved degree program in a different geographical location, Chancellor's Office approval is required if WASC substantive change approval is required or if the program would be offered in another CSU campus' traditional service area. (E.O. 1099).

Out of State and Out of Country Operations. Chancellor's Office approval is required prior to offering degree programs out of the state or out of the country. Campuses shall comply with all existing requirements of WASC, as well as with CSU policies and procedures (E.O. 1099).

Programs Other Than Certificates

The Dean of the College of Professional and Global Education may issue a certificate for one or more academic, professional or non-credit PaGE course offerings. Examples include a certificate of completion, of attendance, or of participation.

Academic Certificate Programs

(Senate: 8/14/74, 7/11/78, 8/18/82, 2/6/90, 4/23/14 [EA], 5/14/16; President: 8/29/74, 7/13/78, 9/10/82, 3/13/90, 6/26/14, 8/16/16; Editorial Amendment: 9/99, 9/00, 8/01, 9/03, 6/11)

Academic certificate programs are composed of University courses that offer academic credit that may count toward a degree. The minimum number of units in an academic certificate program shall be 15 semester units for undergraduate programs and 12 semester units for post-baccalaureate programs. Normally, courses in the program, except for prerequisites, are those at the 3000, 4000, OR 5000 level. For enrollment in 5000-level courses, consent of the instructor is required. If there are prerequisites in addition to those required by the courses in the program, they must be clearly stated. At least seventy-five percent of the total units required for the certificate must be completed in residence. A maximum of twenty-five percent of the units in the program may be devoted to internships or independent study, or any combination thereof. The minimum grade point average required for completion of an undergraduate certificate program is 2.0. For post-baccalaureate academic certificates, a minimum GPA of 3.0 is required for completion of the program.

Procedural Guidelines for Proposing New Academic Certificate Programs are:

A proposed certificate program must not infringe upon existing degree, minor, credential, or other certificate programs. In addition to the above, the following information must be furnished for all certificate proposals: purposes of the program, need for the program, availability of faculty, availability of other resources, and evidence of appropriate consultations and approvals.

Academic Certificate Programs.

1. Proposals ordinarily are initiated by faculty members.
2. Proposals must be submitted using a standard form, the general pattern of which is similar to that used for new program proposals. They are processed in accordance with established university curricular procedures. Proposals for new undergraduate and graduate academic certificate programs are forwarded by the program/department/division/school to the college curriculum committee for approval. All proposals shall be submitted to the other colleges for consultation before they are reviewed by the college curriculum committee. If approved by the college committee and the respective Dean of Graduate Studies, they are then forwarded to the Office of Undergraduate Studies for referral to the appropriate curriculum subcommittee. If the proposed program is approved by the subcommittee and if there are no subsequent objections by the Educational Policy Committee, the proposal shall be submitted to the Provost and Vice President for Academic Affairs for final approval.
3. The program/department/division/school or interdisciplinary area that initiated the program proposal is required to designate an appropriate faculty member as coordinator of the certificate program.
4. Approved descriptions of academic certificate programs currently being offered are included in the University Catalog. Programs that are likely not to be repeated will not be included in the University Catalog.
5. Upon application by an academic certificate program student, a review is initiated in the Registrar's Office/Graduation Unit. When all of the requirements have been met, the Registrar's Office/Graduation Unit enters an appropriate designation on the student's transcripts and certifies completion.

6. Certificates are designed in a standard form for all programs, bear the seal of the University and the signature of the President, and are issued by the Registrar's Office/Graduation Unit.
7. Annually, the Registrar's Office is required to report to the Provost and Vice President for Academic Affairs or designee the number of certificates awarded in each approved program.
8. Each certificate program is reviewed along with other departmental/divisional/school or interdisciplinary programs in the course of the normal review cycle carried out by the Program Review Subcommittee of the Educational Policy Committee.
9. Academic certificate program modifications must undergo the same approval process as new academic certificate programs.

International Student Exchanges

(Senate: 4/12/94; President: 5/26/94)

Upon recommendation of the Provost and Vice President for Academic Affairs and approval of the President agreements may be established with foreign institutions of higher education, government agencies, or nonprofit corporations or associations in order to enhance international goodwill and understanding through the exchange of students.

In specified cases such an agreement may include waiver of nonresident tuition if:

1. The foreign institution, agency, corporation, or organization is domiciled in and organized under laws of a foreign country;
2. Any student receiving a waiver of tuition under such an agreement is a citizen and resident of a foreign country and not a citizen of the United States; and
3. The agreement provides that comparable expenses are met or waived by or on behalf of the foreign entity entering into the agreement. Comparable expenses may be provided in the form of matching tuition waivers at a foreign educational institution, provision of services, or a combination thereof.

Each year the President will establish the maximum number of waivers that may be awarded for this purpose. The Provost and Vice President for Academic Affairs will review and approve individual student applications for nonresident tuition fee waivers from students in approved programs.

Waiver of Tuition for Nonresident Students

(Senate: 4/12/94; President: 5/26/94, 9/03)

For all nonresident students who are not participating in an international student exchange program, all or part of nonresident tuition fees may be waived for one year. Students may reapply for the waiver. Waivers may be granted to students who display exceptional scholastic ability and prior scholastic achievement if any of the following sets of requirements are met:

1. The student is a citizen and resident of a foreign country and is enrolled as an undergraduate student in a course of study of no fewer than ten semester or quarter units. (Education Code 89706)

2. The student is enrolled as a graduate student in a course of study of no fewer than ten semester or quarter units. (Education Code 89707)
3. The student is enrolled as a graduate student and is employed by a state university less than full time but at least 20 hours per week (Education Code 89707)

Each year the President will set the maximum number of waivers that may be awarded for graduate and undergraduate students. These numbers shall not exceed 7.5% of the undergraduate students at CSULA who are citizens and residents of foreign countries, or 25% of the graduate students at CSULA who are not residents of California. Undergraduate and graduate student applications for nonresident tuition fee waivers will be considered by the Curriculum Subcommittee.

Credit for Transfer Work

(Senate: 4/12/94; President: 5/25/94; Editorial Amendment: 8/01, 1/21/15)

To receive credit toward a master's degree for acceptable post-baccalaureate work taken at other colleges or universities, students must have official transcripts forwarded to the Admissions Office, and must file a "Request for Records" (form GS1A) with their major department/division/school. Cal State LA will allow credit for work taken at another college or university only when it appears on the student's official transcript from that institution, is acceptable for master's degree credit at the offering institution, and is deemed appropriate to the student's master's degree program by the major department/division/school at Cal State LA. See limitations and exclusions below:

- For master's degrees requiring 30 total units, no more than 9 semester units of acceptable transfer, extension and/or special session courses may be included on a master's degree program. For master's degrees requiring more than 30 semester units, up to 30% of the total required units may consist of acceptable transfer, extension and/or special session courses, providing such action is approved by the appropriate graduate department/division/school advisor.
- No master's degree credit is allowed for directed teaching, 700 or 800-level courses, courses numbered below 400, or courses taken at another accredited institution that would not be accepted toward a master's degree at that institution.
- Six semester units of 5000-level or other graduate courses taken through extension are eligible for master's degree credit.

Credit for Prior Learning

(Senate: 5/20/65, 4/21/66, 10/9/96, 2/8/11, 2/16/17, 5/6/25; President: 5/27/65, 4/28/66, 11/21/96, 9/27/11, 10/20/25; Editorial Amendment: 8/01, 1/21/15, 2/23/17; Governing Document: Executive Order 1036)

Cal State LA shall apply toward admission eligibility and/or the degree, academic credit earned from (1) examinations, (2) learning, skills, and knowledge acquired through experience, (3) learning acquired outside formal higher education and/or (4) education, training and service provided by the Armed Forces of the United States.

Awarding academic credit for prior learning promotes access for fair and equitable recognition of prior learning, helps support student retention and persistence, reduces time to graduation and assures quality and equity across various academic experiences.

Credit for Examinations

Campus-Originated Challenge Examinations

Students who pass campus-originated challenge examinations (as differentiated from placement examinations) shall earn credit toward the degree and/or toward satisfying the requirement for admission to a class or program. Information about challenge examinations shall be included in campus catalogs and web sites. Departments shall make a challenge exam, for appropriate courses, available upon student request (per Title 5 §40408).

Approval to receive credit by examination is to be granted at the discretion of the appropriate university authorities and under the following conditions:

1. Students must be matriculated at the University and must be in good standing (not on probation), be registered in at least one other course at the time credit by examination is authorized, and pay for additional units if the cost exceeds fees already paid.
2. Prior to taking the examination, approval of the chair of the department/division chair or school director concerned and the instructor of the course, is required. Forms for approval may be obtained from the departments/divisions/schools. One copy of the approval to take the examination must be filed with the Records Office, prior to the eighth week of the semester in which the examination is taken.
3. Credit by examination is restricted to regular undergraduate and graduate courses listed in the **General Catalog**; these units do not count as residence credit.
4. Credit by examination is not treated as part of the student's work load and is not considered by the Veterans Administration in the application of their regulations.
5. Whatever grade the student receives for the examination must be entered on the student's official transcript and counted toward the grade point average. It shall be designated as "credit by examination" on the student's official transcript.
6. The examination is to be interpreted broadly to include whatever activity, test, or demonstration the instructor deems appropriate in order to evaluate the student's understanding, skills, or knowledge as required by the objectives of the course.

Standardized External Examinations

The University shall award baccalaureate credit to be applied toward the degree and/or admission eligibility to students who pass either of the following (or both):

1. Standardized external examinations, such as Advanced Placement (AP) tests, International Baccalaureate (IB), and College Level Entrance Program (CLEP); or
2. System-wide examinations that have been developed and approved by established CSU policy and procedures.

For standardized external examinations and system-wide examinations, the passing score and the minimum amount of credit awarded for the calculation of admission eligibility and toward the baccalaureate shall be in accordance with the scores and minimum amount of credit established by the Chancellor's Office and as is specified in the University **General Catalog**.

Credit for passage of standardized external examinations or system-wide examinations shall not be awarded when equivalent degree credit has been granted for regular coursework, credit by examination, or other instructional processes.

Credit for passage of standardized external examinations or system-wide examinations shall not be awarded when credit has been granted at a level more advanced than the content in the examination.

Care shall be taken not to award duplicate credit because of overlapping tests, college-level courses, or both. Where there is partial overlap, the amount of examination credit shall be reduced accordingly.

Application of Credits for Standardized Examinations

1. The University shall establish policies specifying whether the credits earned by passing standardized examinations shall be applicable as general education, major, or elective credits.
2. For students who enter with an associate degree for transfer (ADT), full or partial certification in CSU general education (GE), campuses shall honor certifications that apply credits earned by passing standardized examinations as authorized by CSU policy.
3. Campuses shall establish policies that allow the granting of additional credits earned by standardized examination upon matriculation.
4. A maximum of 30 semester (45 quarter) total units of credit may be applied to the calculation of admission eligibility or to the baccalaureate degree on the basis of passing externally developed tests. Advanced Placement and International Baccalaureate are excluded from this limit.
5. The name of the examination, student's score, and credit earned shall be identified on the student's academic record.

Credit for Knowledge or Skills Acquired through Experience

(Senate: 11/28/78, 2/8/11, 2/16/17, 5/6/25; President: 12/11/78, 9/27/11, 10/20/25;
Editorial Amendment: 1/21/15, 2/23/17)

A. Designation of Authority

Cal State LA has established the following process to determine how students may earn academic credit toward the degree for learning, knowledge, or skills acquired through experience. However, academic credit for learning, knowledge, or skills acquired through experience shall not be used in determining eligibility for admission, unless it was previously transcribed on the student's academic record.

B. Conditions of Award of Academic Credit for Demonstrated Learning, Knowledge, or Skills Acquired Through Experience Academic credit for documented learning, skills, and knowledge acquired through experience shall be subject to the following conditions

1. The student seeking credit for experiential learning shall be matriculated at Cal State LA.
2. The assessment of experiential learning shall be appropriate to the applicant's degree objectives and/or general education requirements.
3. Academic credit for such experiential learning shall be awarded only when it is academically creditable and verifiable through a prior learning assessment methodology. Before academic credit earned for experiential learning becomes a part of the student's academic record, the student shall complete 15 units at Cal State LA or a sufficient number of units to establish evidence of a satisfactory learning pattern. Graduate students shall complete three units in residence at Cal State LA. To register for the course, students must be registered in at least one other course and have obtained approval from the appropriate faculty evaluator, the department chair or school director, and the college associate dean.

C. Verification and Evaluation of Learning, Knowledge, or Skills Acquired Through Experience

Policy to award such credit, which shall be verified through a variety of assessment methodologies including written examinations, portfolios,

personal interviews, demonstrations, and/or other appropriate means of documentation. Assessments shall be created and evaluated in accordance

with academic standards by Cal State LA faculty who are subject matter experts in the appropriate discipline. Supporting information may be supplied by a field supervisor and/or employer.

D. Application of Credit for Demonstrated Learning, Knowledge, or Skills Acquired Through Experience

Credit shall be awarded for a specific university course or a specific requirement. Grades are recorded as credit/no credit. Credits earned for demonstrated learning, knowledge, or skills acquired through experience shall be applied as major, general education, or elective credit according to established campus procedures.

For students who enter with an associate degree for transfer (ADT), full or partial certification in CSU General Education, and consistent with CSU policy on transfer, transcribed credit awarded for demonstrated learning, knowledge, or skills acquired through experience shall be accepted for articulation and transfer, including credits for CSU-GE and CAL-GETC based on current system-wide articulation guidance. Students shall be allowed to appeal decisions regarding credit for demonstrated learning, knowledge, or skills acquired through experience through existing grade appeal procedures.

E. Documentation

1. The student's academic record shall identify the specific course or category of degree requirement for which the student has received credit for demonstrated learning, knowledge, or skills acquired through experience.
2. The objectives, policies, procedures, and bases for the awarding of credit for demonstrated learning, knowledge, or skills acquired through experience shall be fully described in the University catalog.

Credit for Prior Learning Acquired Outside of Traditional Higher Education

Students can also earn academic credit based on recommendations provided by, for example, the National College Credit Recommendation Service (NCCRS) and the American Council on Education (ACE) that conduct evaluations of training that is offered by employers or the military. Academic credit may also be earned through other prior learning assessment methods such as portfolio assessment.

A. Types of instruction approved for the awarding of credit for workforce and industry learning students shall be granted credit toward the degree for the following types of learning acquired outside of traditional higher education:

1. Completion of learning acquired outside traditional higher education, such as recommended by American Council on Education's National Guide.
 2. Successful completion of other learning outside of traditional higher education that utilizes prior learning assessment methods such as portfolio assessment, attempted independently or as part of a course.
- B. Application of credit for learning acquired outside traditional higher education:
1. The University shall accept and award course credit as recommended by a national guide to college credit for workforce training, as appropriate for a student's academic objectives.
 2. Credit shall be awarded for a specific University course or a specific requirement. The extent to which units earned for learning acquired outside of traditional higher education shall be applied as major, general education, or elective credit according to established campus procedures shall not exceed WSCUC guidelines. For students who enter with an ADT, full or partial certification in CSU General Education, and consistent with CSU policy on transfer, transcribed credit awarded for learning acquired outside of traditional higher education shall be accepted for articulation and transfer, including credits for CSU GE and CSU-IGETC based on current system-wide articulation guidance. Students shall be allowed to appeal decisions regarding credit for demonstrated learning, knowledge, or skills acquired through experience through existing campus grade appeal procedures.

Credit for Education, Training and Service Provided by the Armed Forces of the United States

To be eligible to enroll students participating in the G.I. bill, campuses are required by federal law (38 CFR § 21.4253 (d)(3)) to evaluate prior learning, provide credit where appropriate, and shorten the time to academic objective accordingly. Accurate records that such credit has been awarded must be maintained for review by state and federal veterans' education compliance officials. Note: this section pertains to education, training and service completed during military service but not at one of the many U.S. Armed Forces institutions that are institutionally accredited to offer associate, bachelors, masters and doctoral degrees. Education completed at one of those institutions should be evaluated in the same manner as other institutionally accredited colleges and/or Universities.

1. Students shall be granted undergraduate or graduate credit for learning acquired through education, training and service provided by the Armed Forces of the United States as recommended by the American Council On Education (ACE) Military Guide. Such credit shall be applied as appropriate towards the completion of students' academic programs.
2. Application of credit for education, training and service provided by the Armed Forces of the United States:
 1. Campuses shall allow the number of units recommended by ACE in the military guide.

2. Credit shall be awarded for a specific University course or a specific requirement. Students are granted six semester units of lower division elective credit upon admission, for one year or more of regular active duty in U.S. military service with an honorable discharge, including completion of basic or recruit training. For six months to one full year of military service, including six-month reserve training, and an honorable discharge, three semester units of lower division elective credit are granted upon admission.

For students who enter with an ADT, full or partial certification in CSU General Education, and consistent with CSU policy on transfer, transcribed credit awarded for education, training and service provided by the Armed Forces of the United States shall be accepted for articulation and transfer, including credits for CSU-GE and CSU-IGETC based on current system-wide articulation guidance students shall be allowed to appeal decisions regarding credit for demonstrated learning, knowledge, or skills acquired through experience through existing campus grade appeal procedures.

3. Documentation of Education, Training and Service Provided by the Armed Forces of the United States Shall address:

1. Both the completed military courses and the schools at which the work was completed must be documented on community college of the Air Force (CCAF) transcripts or joint services transcripts (JST).
 2. The objectives, policies, procedures, and bases for the awarding of credit for documented prior learning shall be fully described in the campus catalog and website.
 3. Credit earned for education, training and service in the U.S. Armed Forces shall be clearly identified in the student's academic record.
4. Guidance for Assigning Academic Credit for the Defense Language Proficiency Test (DLPT):
 1. Utilizing the ACE recommendations, three lower division semester hours for language shall equate to three semester units (or their quarter equivalent) in CSU GE subject area 3B Humanities.
 2. When assigning academic credit using the DLPT, campuses should refer to [The Ace National Guide](#). Acceptable documentation for awarding DLPT GE or course credit includes:
 - a. Official Defense Language Institute Foreign Language (DLIFLC) transcripts
 - b. Official Joint Services Transcripts (JST)
 - c. Defense Manpower Data Center (DMDC) DLPT examinee results
 - d. DA Form 330 Language Proficiency questionnaire

Guidance:

[WSCUC](#): campuses may award up to 25% of total program units (30 units for a 120-unit undergraduate degree or 7 units for a 30-unit graduate degree) through prior learning assessment, according to WSCUC Institutional Accreditor.

Undergraduate Credit for Graduate Courses

(Senate: 11/15/69, 7/10/79, 4/17/07, 5/26/09; President: 12/31/69, 7/31/79, 5/11/07, 6/16/09; Editorial Amendment: 8/01, 1/21/15)

Under special academic circumstances as specified below, an academic program, department, division or school, may approve the granting of baccalaureate credit for 5000-level course work to a maximum of two courses not to exceed a total of six semester units. Academic credits earned under this rule may not be used to satisfy requirements towards M.A. and M.S. degrees awarded by California State University, Los Angeles except through integrated degree programs.

Additionally, the following conditions must be met.

- senior standing (completion of 90 semester units) at the start of the term in which the course will be taken;
- a grade point average adequate for admission in classified standing to the master's program in that major;
- permission of the instructor teaching the course, the student's advisor, and the chair or director of the department, division or school offering the course.

Graduate Course Credit for Undergraduate Students

(Senate: 11/15/69, 7/10/79, 7/10/07; President: 12/31/69, 7/31/79, 10/30/07; Editorial Amendment: 8/01, 1/21/15)

Undergraduate students with 90 semester units completed may take for graduate credit a maximum of nine semester units in courses beyond the minimum requirements for the baccalaureate degree, provided they have maintained a grade point average of 2.75. Graduate credit is allowed for courses numbered in the 4000 and 5000 series only. Enrollment in any course for which graduate credit is requested must be approved in advance by the instructor teaching the course, the student's adviser and the coordinator/chair/director of the program/department/division/school offering the course.

The approved application must be delivered to the Graduation Office, Administration 409, during the semester before that in which courses are to be taken.

Policy Regarding Collections of Native American Burial Remains and Associated Grave Artifacts

(Senate: 10/5/93; President: 11/3/93; Editorial Amendment: 1/21/15)

California State University, Los Angeles, recognizes that ancient human remains have cultural as well as scientific and historic values and that American Indian concerns about human burials should be taken into consideration. As of August 17, 1993, it has been certified that Cal State L.A. has no collection of Native American burial remains and associated funerary objects or cultural patrimony. If, in future research or in any other endeavors, any of the above is discovered by University personnel, after proper and necessary identification, the following will be adhered to:

1. For future applicability, Cal State LA will not retain any discovered Native American burial remains or associated or unassociated funerary objects. Any and all remains and associated grave artifacts that are uncovered by Cal State LA personnel will be inventoried and deposited with government agencies following state and federal

regulations. Proposed federal regulations for the Native American Graves Protection Law (Public Law 101601) will be adhered to.

2. Human skeletal remains and associated grave artifacts that are discovered will be treated with care and respect in accordance with the best possible conservation techniques.
3. It is noted that human skeletal remains excavated from state or private land must comply with state law (Section 7050.5 of the State Health and Safety Code and Section 5097.5 et. seq. of the State Public Resources Code, Division 5, Chapter 1.75, added by amendments, Senate Bill 297 of 1982, Chapter 1492.).

Repeating Courses, Repeating Courses for Grade Replacement and Repeating Courses with "Grades Averaged"

(Senate: 2/22/83, 10/24/95, 4/14/98, 2/6/01, 4/24/07, 10/19/10, 5/8/12, 5/31/16; President: 4/7/83, 12/1/95, 6/9/98, 10/19/01, 5/11/07, 11/18/10, 7/10/12; 7/21/16; Editorial Amendment: 9/00, 8/01)

Unless otherwise indicated in the **University Catalog**, undergraduate students may repeat a course no more than two times (a maximum of 3 times taking the same course). Undergraduate students who wish to repeat an individual course a second time must create an action plan with the appropriate academic advisor and receive approval from the college associate dean or designee of their major course of study. These limits apply to courses completed at Cal State LA, whether as a matriculated student or through the College of Professional and Global Education or Open University.

Repeating courses under this policy does not result in the removal of the original record and grade from the transcript.

Individual colleges and departments/divisions/schools/programs may have additional restrictions on repeating courses.

Unless otherwise indicated in the **University Catalog**, undergraduate students may not repeat for credit any course already completed with a grade of C (2.00 grade points) or better and post-baccalaureate or graduate students may not repeat for credit any course already completed with a grade of B (3.00 grade points) or better.

Repeating Courses for Grade Replacement

Grade replacement is the circumstance under which the new grade replaces the former grade in terms of the calculation of GPA. Grade replacement shall not be applicable to courses for which the original grade was a result of a finding of academic dishonesty.

Students may replace up to a maximum of 16 semester units of repeated coursework and this policy is limited to courses taken at Cal State LA, whether taken in a matriculated status or as coursework, completed through the College of Professional and Global Education or Open University. Grade replacement shall occur only when the same or equivalent course is taken a second or third time at Cal State LA. For purposes of grade replacement, a repeated course is considered equivalent to the original course if the only alteration to the course is its name and/or course number. In the case of different courses with similar content, students must petition the chair of the department offering the original course to verify that the course is an appropriate

replacement. In cases where the original course carries a different number of units than the course that will be replacing it, the number of units earned and calculated will be based on the new course.

In computing grade point averages for graduation with a baccalaureate from this institution, units attempted, units earned (if any), and grade points (if any) for up to two previous attempts of the same or equivalent course shall be excluded when conditions specified in this policy are met.

Repeating Courses with "Grades Averaged"

In addition to the 16 semester units for which grade replacement is permitted, undergraduate students may repeat 12 semester units with the grade earned in the repeated course calculated into the student's overall grade-point average. The original grade is not replaced by the repeated grade; both grades are used for the calculation of the grade point average and remain on the student's records.

Policy for Establishing Graduate Program Admissions Procedures

(Senate: 5/24/16; President: 10/5/16)

All departments must establish written admissions procedures for their graduate programs. These procedures should address new applicants and matriculated graduate students. In addition graduate admissions procedures must be submitted to the college graduate dean (i.e., associate dean of the college) for approval and filed with the Dean of Graduate Studies. Any changes to the admissions procedures must be submitted prior to the admissions cycle to be implemented. Admissions procedures and criteria may not be changed during an admissions cycle. Department graduate admissions procedures must include, at minimum, the following:

1. Admissions requirements that are published in the university catalog.
2. Establishment of an Admissions Committee with at least two faculty members.
3. A description of the application review process including:
4. how applicants are evaluated,
5. how decisions are recorded (e.g., checklist, rubric),
6. a statement that a complete record (written or electronic) of evaluation for each applicant (from 3b) will be retained (the format could be individual evaluations or a summary table),
7. a timeline for review of applications and recommendation,
8. a process for resolving split decisions, and
9. a management plan for waitlists, if applicable.
10. Procedure and timeline for notification of admissions recommendations to domestic and international applicants.
11. Procedure for monitoring and resolving conditional admission status:
12. how conditions are established
13. how conditions are communicated to applicants
14. A statement that special action graduate admissions will conform to existing policy.

15. A statement that applications will be kept in a secure location (room/virtual space) and stored separately from the academic file of all admitted students for a time period consistent with Campus Records Retention Policy.

Admission to 5000-Level Courses

(Senate: 3/5/97, 7/10/07; President: 4/22/97, 10/30/07; Editorial Amendment: 9/00, 8/01, 1/21/15)

Students admitted with postbaccalaureate classified, graduate classified or graduate conditionally classified standing may enroll in 5000-level courses. Colleges and programs/departments/divisions/schools may impose additional restrictions. For all programs, no more than 20% of a student's total units may be completed at the 5000-level prior to the formal approval of the student's official program by the student's principal graduate adviser, the head of the student's academic unit, and the student's college graduate dean. In addition, all such students must have completed either the prerequisites for the course or equivalent competency.

Other students may enroll in 5000-level courses with the following restrictions:

1. Postbaccalaureate unclassified students may register for 5000-level courses if the department/division chair or school director determines that there is space available. These students must have satisfied all prerequisites for the course and have obtained approval of the instructor, the principal graduate adviser, and the head of the academic unit offering the course.
2. Undergraduate students may, with prior approval and subject to policies governing graduate credit for undergraduate students, enroll in a maximum of 9 units of 5000-level courses. See "Graduate Course Credit for Undergraduate Students."
3. Matriculated Cal State LA students may not enroll in Open University courses. Students who are not matriculated at Cal State LA may enroll in 5000-level courses through the Open University (concurrent enrollment) Program administered by the College of Professional and Global Education. These students must have satisfied all prerequisites for the course and have obtained approval of the instructor and the head of the academic unit offering the course.

Special Major for Master's Degrees: Admission to Special Major Program

(Senate: 8/7/79, 4/29/80, 4/17/90; President: 8/31/79, 6/30/80, 5/9/90; Editorial Amendment: 9/00, 8/01, 1/21/15)

In addition to meeting minimum University requirements for admission to graduate standing, applicants must possess a baccalaureate degree in an area cognate to the areas of the proposed special major, must have a minimum grade point average of 2.75 in the last 60 semester or 90 quarter units, and must meet all college requirements and such department/division/school requirements as course prerequisites, test scores, and grade point average for the master's degrees of the colleges and departments/divisions/schools in which course work or the special major is proposed. Special majors are approved on an individual basis. If coursework is to be taken in departments/divisions/schools in more than one college, students must make formal written application to the Dean of Graduate Studies and Research. If course work is to be taken in

departments/divisions/schools within one college, students are required to make formal written application to the college graduate dean. All applications must include the following:

1. A clear and concisely stated rationale for pursuing a special major and an indication of the professional/academic objectives to be achieved. This rationale must include evidence clearly indicating that the special major program could not be accommodated within any existing approved master's program on campus.
2. A proposed list of available courses chosen from two or more departments/divisions /schools totaling a minimum of 30 units, of which at least 15 must be 5000-level.
3. An indication of whether a comprehensive examination or thesis or project will be used to complete the graduate course of study. If a thesis or project is proposed, a preliminary description of the thesis topic or research project to be included. If a comprehensive examination is proposed, an indication of the area in which the student will be examined is to be included.
4. The names and areas of specialization of at least two faculty members representative of those who might consent to serve on the advisory committee for such a degree program.
5. If coursework to be taken is offered in more than one college, the Dean of Graduate Studies and Research must also approve the program. The student's program is subject to University graduate procedures and regulations that govern all graduate degree offerings.

Written English Competency Requirement

(Senate: 4/3/84; 9/23/92 [EA], 5/21/96, 10/14/15 [EA], 5/9/17; President: 4/19/84; 11/18/92, 8/12/96, 1/27/16, 5/24/17; Editorial Amendment: 8/01, 2/8/18 [EA])

All CSU students subject to degree requirements listed in the 1977-78 and subsequent catalogs are required to demonstrate competence in writing skills as a requirement for the bachelor's degree. The development of competence in written English is a key institutional learning outcome that depends on the active participation of all University faculty. The main responsibility for teaching English Composition has historically resided within the English department, but because the University's written English competency requirements span a student's academic career, all faculty play an important role in helping students become effective writers.

At Cal State LA, undergraduate students demonstrate competence in written English by meeting the following requirements:

First-Year Writing Requirement—completing successfully a first-year writing course that satisfies the CSU General Education Block A Written Communication requirement;

Critical Thinking/Composition Requirement—completing successfully a second course in written English that satisfies the Cal State LA General Education Block A Critical Thinking/Composition requirement;

GWAR— students will normally satisfy the Graduation Writing Assessment Requirement (GWAR) by completing the Upper-Division Disciplinary Writing Requirement with a grade of "C" or better; they may also satisfy it by successfully completing a university approved upper division university writing course that has received a GWAR designation; students who previously satisfied the GWAR by passing the WPE under the prior policy will have also satisfied the requirement;

Writing-Intensive (WI) Courses Requirement—completing successfully at least two writing-intensive (WI) courses, at least one of which is in their major degree program;

Upper-Division Disciplinary Writing Requirement—completing successfully one upper-division course in their major degree program that emphasizes practices, conventions, and strategies appropriate to writing in the discipline, which if approved as a writing-intensive course can also count as one of the writing-intensive courses.

Lower Division Writing Requirements

Completion of the year-long course sequence or the one semester course or a transferrable CSU A2 Written Communications course with a grade of “C-” or better satisfies the first-year writing requirement. Completion of an approved Critical Thinking/Composition (GE A3) course or a transferrable CSU A3 Critical Thinking course with a grade of “C-” or better satisfies the Critical Thinking/Composition requirement.

Graduation Writing Assessment Requirement (GWAR)

Cal State LA students pursuing the baccalaureate who are subject to requirements of the 1984-85 or subsequent catalogs are required to satisfy the Graduation Writing Assessment Requirement (GWAR). The GWAR is normally met by passing the Upper-Division Disciplinary Writing Requirement course with a grade of "C" or better. They may also satisfy it by successfully completing a university approved upper division university writing course that has received a GWAR designation; students who previously satisfied the GWAR by passing the WPE under the prior policy will have also satisfied this requirement.

Writing-Intensive (WI) Courses Requirement

Writing-Intensive courses are defined in the policy “Definition, Philosophy, Student Learning Outcomes and Criteria for General Education Breadth Requirements.”

Upper-Division Disciplinary Writing Requirement

Students will be required to complete successfully at least one upper-division course in their major degree program that focuses on teaching the practices, strategies, expectations and conventions of writing in English particular to their disciplines. Completion of GE Block A is a prerequisite for this course. Satisfactory completion of the Upper-Division Disciplinary Writing Requirement with a grade of "C" or better meets the graduate writing assessment requirement.

Study Load for Undergraduate Students

(Senate: 11/30/76; President: 12/6/76; Editorial Amendment: 9/00, 8/01, 1/21/15)

The recommended normal full-time undergraduate study load is 15 semester units. Students earning a C average or better may register for 18 semester units with department/division/school approval. Authorization for more than 18 units requires prior approval of an advisor and the department/division chair or school director. Students on scholastic probation must limit their study loads to 12 semester units or fewer. A student on probation may petition the University for a greater study load with the approval of an academic advisor and department/division chair or school director.

Full-Time Unit Load for Graduate Students

(Senate: 8/26/86, 9/28/16, 9/22/20; President: 10/6/86, 4/19/17, 11/5/20; Editorial Amendment: 9/00, 8/01, 1/21/15)

For the purposes of assigning University enrollment status in a given term (see University Catalog regarding Special Sessions), graduate students will be considered full-time if they carry a unit load of at least 8 units of graduate program courses or other courses approved by their graduate advisor. Upon the recommendation of a student's major department/division/school and approval by the appropriate college dean, a student enrolled in any of the following department/division/school courses may be certified as full-time with fewer than 8 units: 5970, 5990, 5995, 6990 or 5960 (Note: For financial aid purposes, students must be registered in at least one unit-bearing course in addition to 5960 to be considered full-time). The maximum unit load for students working towards a graduate degree is 16 units per semester. Authorization to enroll in more than 16 units requires a petition approved by the student's major department/division chair or school director and the appropriate college dean. Graduate student study load for the purposes of assigning veteran benefits or for the international student status may have additional requirements or restrictions.

Requirements for Additional Master's Degree

(Senate: 8/27/91, 2/8/94, 9/23/25; President: 9/19/91, 3/11/94, 10/20/25; Editorial Amendment: 9/00, 8/01, 1/21/15)

Students who have earned a master's degree at Cal State L.A. and wish to obtain a subsequent master's degree from this University must complete an approved program of at least 30 semester units. For an additional master's degree without options, at least half of the units must be new work not included in the previous degree. The remainder can be from the previous degree provided that the courses have been completed within seven years of the award date of the degree and are otherwise eligible for inclusion.

For an additional master's degree with options, the student must complete a core that represents the majority (more than 50%) of required units in the additional degree and that is specific to the degree (not included in the previous degree).

A different culminating experience (thesis, project, or comprehensive examination) must be completed for the additional degree. An approved study plan for each degree is required.

Students who have earned a master's degree at an institution other than Cal State L.A. may petition in order to apply for an identical degree at Cal State L.A. Students must provide extraordinary justification and receive approval of the department/division/school and college concerned before entering the program.

Students may work simultaneously on two master's degrees. Both degrees may be listed on the same diploma if the requirements for both degrees are completed in the same semester. Degrees completed in different semesters will be listed on separate diplomas.

Requirements for Additional Option within a Master's Degree

Students who have earned a master's degree at Cal State LA and wish to add an additional option to that previously completed master's degree from this university must complete an approved study plan of at least 30 semester units.

Students who are currently enrolled in a master's degree program at Cal State LA may concurrently complete an additional option under the same degree if the department/division/school and college concerned verify that the additional option requires

significantly different knowledge, skill, and course work.

The additional option must include a minimum of 12 semester units of course work that is specific to the option (not included in the previous option) and an appropriate and separate culminating experience (thesis/project or comprehensive examination). The additional option must constitute less than one half of the units required in the major program. The remainder can be from the previous study plan, provided that the courses have been completed within seven years of the award date of the degree and are otherwise eligible for inclusion. An approved study plan for each option is required.

Students may work simultaneously on two options within one master's degree. Both options may be listed on the same diploma, if the requirements for both options are completed in the same semester. Options completed in different semesters will be listed on separate diplomas.

Blended Bachelor's and Master's Degree Programs

(Senate: 5/26/09; President: 6/16/09; Editorial Amendment: 4/15)

Blended bachelor's and master's degree programs provide an accelerated route to the attainment of the master's degree. An accelerated route may be appropriate for certain undergraduate students who have maintained an excellent academic record and have participated in, or plan to participate in, research or other creative, scholarly or professional activities in their senior year. It is expected that students selected to pursue a blended bachelor's and master's degree program will have demonstrated through the application process their intellectual maturity and the ability to think and work independently.

A blended bachelor's and master's degree program allows a student to count up to 12 units of course work towards both degrees, excluding Directed Study units, thereby decreasing the total number of units required for both degrees. For example, a blended bachelor's and master's degree program could require 138 units total instead of the 150 units total that would be required to complete a separate bachelor's degree that requires 120 units and a separate master's degree that requires 30 units.

Blended bachelor's and master's degrees may be approved either for degrees within the same academic unit or between closely related programs with existing bachelor's and master's degrees.

Eligibility for Blended Bachelor's and Master's Degree Programs

The following are minimum eligibility requirements. Individual programs may set more rigorous requirements to encourage applications from candidates most likely to succeed in graduate study.

1. Senior standing (satisfactory completion of a minimum of 90 units) by the time the blended program commences.
2. Minimum 3.0 GPA in all coursework in the major completed at the time of application.

3. Eligibility requirements that are at least as rigorous as the eligibility requirements for the non-blended master's degree program. However, programs are highly encouraged to establish more rigorous requirements in order to limit the program to highly qualified candidates.

Application to Blended Bachelor's and Master's Degree Programs

1. Approved blended programs will establish their own procedures for review of applications and acceptance of applicants.

2. The college Associate Dean submits a request to the Records Office (using form GS-15) to change the degree objective from BA to BS to the appropriate combination of bachelor's and master's degrees and to specify the appropriate term to change the student's classification to graduate. Students in the blended program can remain undergraduates and be assessed the undergraduate tuition and fees only during the time in which the student has fewer than 120 units applicable to the blended bachelor's and master's degree programs. Students will be assessed the graduate tuition and fees once the degree objective status is changed to graduate level.

3. Graduate Degree Study Plans are prepared and submitted to the appropriate College Associate Dean prior to completion of 10 semester units on the Study Plan. Study Plans may contain up to 12 units of 4000-level coursework that count towards bachelor's degree requirements, although at least 50% of the units for the master's degree (including those units that count towards the bachelor's degree) must be at the 5000 level.

Retention in the Blended Bachelor's and Master's Degree Program

To be retained in the program students must maintain a minimum 3.0 GPA in undergraduate courses in their major.

Awarding of Degrees

1. Students in blended programs may be awarded the undergraduate degree when all requirements for that degree are met.

2. If a student fails to complete the requirements for the master's degree or opts out of the blended program, the bachelor's degree may be granted when all requirements for that degree are met. In such cases the student's degree objective must first be changed back to BA or BS and the classification back to undergraduate.

Degree Program Modification

Programs must submit proposals for blended bachelor's and master's degree programs for curriculum approval. Such proposals must include eligibility requirements and application procedures.

Upper Division Credit for Lower Division Course Work

(Senate: 6/30/96; President: 9/4/96; Editorial Amendment: 9/00, 8/01)

Students in a major may be given upper division subject credit for lower division courses taken at another accredited college and not required to make up the upper division units in the major program if:

- the courses are deemed equivalent in content and level of presentation by the department/division/school

- the courses are offered by the department/division/school
- the department/division/school has agreed to this practice and it has been approved at the college level

Master's Student Enrollment and Master's Credit for CSULA Doctoral Level Courses

(Senate: 10/10/06; President: 11/6/06)

Master's students will be permitted to enroll in CSULA doctoral level classes subject to the following conditions:

- classified standing in a master's program
- GPA of 3.5 or higher
- consent of instructor or advisor
- completion of at least 16 units of 500-level coursework

With advisor approval, a maximum of twelve units of doctoral-level courses can be credited towards a master's program.

University Comprehensive Examinations

(Senate: 4/23/96, 5/17/05; President: 7/24/96, 6/28/05)

Each program offering the comprehensive examination for the master's degree shall implement, maintain in writing, and make readily available to students. explicit current guidelines that address both content and procedures relating to the examination. These guidelines shall include at least the following information: eligibility for the exam, registration procedures, exam frequency, exam format, method of administration, the nature of the exam questions, exam length, number of attempts allowed, grading procedures, and timeline for student notification of grades. All comprehensive examinations must conform to the following requirement of Title 5, i.e.,

"A comprehensive examination is an assessment of the students' ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis and accuracy of documentation. A record of the examination questions and responses shall be maintained in accordance with the records retention policy of the California State University.

Chapter V

Instructional Policies

The University Year

(Based on Administrative Code: Sections 42700, 42800; Editorial Amendment: 1/21/15)

The University year is composed of two semesters, winter intercession, and summer session and commences with the opening of the fall semester. The President, in consultation with the Academic Senate, shall fix and publish in the online catalog the beginning and ending dates of the University year and semesters.

Statement of Responsibility for Knowledge of Catalog Rules

(Senate: 5/24/77; President: 6/30/77)

Students, faculty members, and administrative officers of the University are expected to be familiar with university rules and regulations as published in the General Catalog.

Undergraduate Student Orientation

(Senate: 10/10/06; President: 12/12/06; Editorial Amendment: 1/21/15)

All freshmen students enrolling for the first time at Cal State LA shall be required to attend an orientation to the University prior to registering for classes for their first semester of attendance. The orientation shall include information and/or activities that will help students:

- transition from high school and/or community college to the University,
- gain better understanding of the various aspects of University life,
- learn about policies and procedures most relevant to their first year of attendance,
- learn about what skills, knowledge and student traits are most important in helping them achieve the highest level of success,

- learn about appropriate courses for their individual program and register for their first semester.

The orientation program will be evaluated at least every five years.

Preferred Name & Pronouns Policy

(Senate: 9/12/17, 5/11/21; President: 10/10/17, 9/2/21)

California State University, Los Angeles recognizes that some students may prefer to use a first name and pronoun other than their legal name or assigned gender pronouns to identify themselves. The university acknowledges that a student's "preferred name" as well as their preferred or chosen pronoun can and should be used where possible in the course of university business and education.

Students who would like to use a preferred name must formally make a request. If approved, the student's preferred name will be used in the university directory, in campus communications, on class rosters, on the student's Golden Eagle One Card, and in reporting, except where the use of the legal name is required. For example, some records, such as paychecks, legal documents, and transcripts, require use of a legal name; in such circumstances, the university will not be able to use the preferred name. However, whenever reasonably possible, the preferred name will be used.

To affirm the University's commitment to equality of opportunity of all students and to honor the University's commitment to non-discrimination based on gender identity and gender expression as outlined in the university's Non-Discrimination Policy, university staff, faculty, and administrators should use students' preferred or chosen pronouns whenever possible. The University also will use preferred chosen pronouns in student records documented on university learning management systems and student information systems. These records shall be maintained to facilitate the proper use of chosen pronouns and to foster educational equity.

Inappropriate use of the preferred name and pronouns, including but not limited to misrepresentation or attempting to avoid a legal obligation, may be cause for denying the request. The dean of students shall have the authority to audit and review student chosen names and pronouns to prevent use of abusive language.

Definition of Continuing Students

(Senate: 2/13/68; President: 4/3/68; Editorial Amendment: 8/01, 5/15)

If undergraduate students maintain continuous attendance at any accredited California community college and thereafter at this University, they may elect to graduate under those Cal State LA requirements in effect at the time of their first matriculation in either institution. In no

event will this policy extend beyond 10 years after the initial matriculation. All other transfer students and those students who have not maintained continuous attendance will be held responsible for the Cal State LA requirements in effect at the beginning of their last continuous attendance at Cal State LA, or to later requirements included in the catalog in effect at the time their programs are established. In the event that courses described under earlier requirements are no longer available, the major department/division/school may require appropriate substitutes. In this context, continuous attendance implies that the student will register for and have a grade assigned (except for W or U) in at least one course during each semester in which attendance is claimed.

Continuing Student Status

(Senate: 3/16/68, 8/14/74, 11/19/19, 2/1/22, 9/26/23 ; President: 4/3/68, 8/29/74, 1/13/20, 2/7/22, 12/7/23)

This policy defines the “Continuing Student Status” for undergraduate and graduate students. A student who has lost continuing student status must reapply to the university, and shall be held to the catalog requirements in effect at the time of readmission or must be eligible to petition to return from an educational leave as defined below. For the purposes of this policy, only fall and spring terms are considered semesters, while winter and summer terms are not. Enrollment in winter or summer terms does not count towards maintaining continuing student status, and lack of enrollment in winter or summer terms does not interrupt continuous enrollment. If a student withdraws from all classes in a given semester, that semester will not count towards maintaining continuing student status.

Students who are enrolled in consecutive semesters will maintain continuing student status.

Undergraduate students will maintain continuing student status if they are absent for one semester as long as they enroll in the following semester. Undergraduate students will lose continuing student status if they are absent for two consecutive semesters.

Graduate students who have not Advanced to Candidacy will maintain continuing student status if they are absent for one semester as long as they enroll in the following semester. Graduate students who have not Advanced to Candidacy will lose continuing student status if they are absent for two consecutive semesters.

Graduate students who have Advanced to Candidacy will lose continuing student status if they are absent for one semester of absence (i.e., any break in continuous enrollment). Graduate students who have Advanced to Candidacy must file a petition for leave of absence prior to taking their leave; they are not eligible for return from educational leave as described below.

Return from Educational Leaves

A petition to return from an educational leave is only available to students in good standing who have not Advanced to Candidacy and who have lost continuing student status due only to absence not exceeding the allowance indicated below. Students not eligible to return from educational

leave must re-apply for admission through the formal CSU application process.

Students may petition to return from an educational leave for such reasons as professional or academic opportunities, like travel or study abroad; employment related to educational goals and major fields of study or participation in field study or research projects; medical reasons, including pregnancy, major surgery, and other health-related circumstances; financial reasons, such as the necessity to work for a specified period to resume study with adequate resources; or other extenuating life circumstances.

Undergraduate students may request a return from an educational leave following absence for two, three, or four consecutive semesters, and are allowed a maximum of four semesters of leave in their undergraduate career.

Graduate students who were not Advanced to Candidacy prior to leaving may request a return from an educational leave following absence for up to two consecutive semesters, subject to renewal for up to two additional consecutive semesters. Graduate petitions to return require the approval of the department/division chair/school director and college graduate dean.

For both undergraduate and graduate students, if a student has already been absent for one semester, that semester will be counted as part of the educational leave.

Enrollment in Degree Credit Granting Classes through the College of Professional and Global Education

(Senate: 4/24/84, 2/27/90, 7/30/96; President: 5/20/84, 3/22/90, 9/4/96; Editorial Amendment: 9/00, 1/21/15)

A student who is matriculated in the University in continuing status may enroll in, and earn residence credit for, courses that are offered through the College of Professional and Global Education in self-support special sessions. Any course or program offered in special session must, each time that it is offered, have the approval of the appropriate college dean and the Provost and Vice President for Academic Affairs. Matriculated students in the University in continuing status may not enroll in degree credit granting classes offered under state support and made available to students by the College of Professional and Global Education through Open University.

Classrooms

All offices and rooms containing special equipment, such as laboratories, are designated as "locked" rooms. It is important that windows as well as doors be locked when these rooms are vacated. Regular classrooms which contain standard equipment and to which keys are not issued need not be locked when the instructor leaves; however, reasonable precautions should be taken to prevent wind or rain damage during inclement weather. Windows and doors should be closed and lights extinguished when a room is vacated.

Each classroom on the campus has been assigned specific equipment and a maximum seating capacity. Equipment should not be removed from classrooms. The Fire Department has set the maximum seating capacity for each room, which is not to be exceeded. If at any time furniture is missing from a classroom, Facilities Services should be notified.

Required Breaks in Courses that Meet Once a Week

(Senate: 12/5/78, 10/16/12; President: 12/11/78, 11/14/12; Editorial Amendment: 8/01, 1/21/15)

Classes scheduled to meet once a week for three or more instructional hours must have a 15-minute break period.

Missed Class Time and Makeup Policy

(Senate: 10/10/17; President: 11/6/17)

Students are responsible for adhering to the attendance policy set by the instructor. It is the students' responsibility to make themselves aware of each faculty member's guidelines by carefully reading the syllabus.

Not attending a course does not constitute an official drop or withdrawal. It is each student's responsibility to drop or withdraw officially from the class, meeting all University deadlines. Faculty members may drop students who fail to attend class during the first class meeting of the semester (see Policy on Exclusion from Class). However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled.

EXCUSED ABSENCES

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, faculty shall consider an excused absence and no penalty shall be accrued. 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. Excused absences include, but are not limited to:

- Illness or injury to the student
- Death, injury, or serious illness of a close relation
- Religious reasons (California Education Code section 89320)
- Jury duty or government obligation
- University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members may consider other grounds for excused absences. Faculty members may require students to provide documentation for excused absences.

EXTENDED ABSENCES

There are numerous classes offered on campus where attendance is crucial since student participation is essential. Absence from these courses may impact the work and participation of other students. Students who anticipate extended or multiple absences during a particular semester should consult with their advisor and the faculty member before enrolling in any class to determine whether it will be possible to complete the requirements for the course. Students who realize after enrollment that they will have extended or multiple absences should consult with the faculty member to see whether it will be possible to complete the course requirements.

NOTIFICATION

The earliest possible notification is preferred. 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 for the following absences:

- Jury duty and other government obligation
- Religious reasons
- University sanctioned or approved activities

A student who expects to be absent from the University for any valid reason, and who has found it difficult to inform the instructor, should notify the academic department office. The department office shall notify the student's instructors of the nature and duration of the absence. This notice is for the instructor's information only and does not relieve the student of contacting instructors as soon as possible. It also remains the responsibility of the student to arrange with instructors to make up any academic work missed.

Exclusion from Class

(Senate: 8/26/75, 1/31/89, 10/9/12; President: 9/8/75, 2/6/89, 1/28/13; Editorial Amendment: 8/01, 5/15)

Instructors establish rules for their classes at the first meeting; attendance at that meeting therefore is most important. Instructors may drop absentees to admit other students in accordance with department/division/school policy. Instructors may also drop students who are ineligible to take the course. If instructors choose to drop students, they must submit drop lists no later than the eighth instructional day of the academic term. Students will be dropped without record of enrollment by the registrar upon receipt of the drop list initiated by the instructor or as a result of a student initiated drop during the no record drop period.

In courses that meet only once a week with a scheduled break period, students shall be deemed to be absentees if, by the end of the break period of the first class meeting of the term, they have

failed to appear or have failed to communicate to the instructor their intent to attend. In online classes, students shall be deemed to be absentees if they have not logged in to the online classroom or contacted the instructor by the end of the fourth calendar day of the academic term. In all other courses, students shall be deemed to be absentees if they have failed to appear or have failed to communicate their intent to attend to the instructor by the scheduled end of the first class meeting of the semester.

The Class Syllabus

(Senate: 2/18/97, 7/17/01, 5/26/09, 11/19/19; President: 4/22/97; 10/15/01, 6/16/09, 1/13/20; Editorial Amendment: 8/01)

The syllabus is a statement of intended course goals and expectations that serves as a reference for students to successfully navigate the course.

A syllabus must be made available in an accessible electronic format, and optionally a hard copy version, and shared no later than the first day of class. An accessible electronic copy of the syllabus shall be available for review in the department/division/school office.

The following items must be included in the syllabus and cannot change once the syllabus has been distributed:

1. General course description including course prerequisites, if any.
2. The mode of instruction for the course, as defined by the Faculty Handbook (e.g., hybrid, fully online, face to face).
3. Student learning outcomes for the course.
4. For all general education courses, the area of the general education program that the course fulfills.
5. Required course materials, including minimum course technology requirements and their support resources.
6. Basis for evaluation in the course (including written work, examinations or quizzes, term papers, portfolios, projects, laboratory or fieldwork assignments, attendance, and other items as appropriate), a clearly articulated course grading scale (e.g., greater than 90% equals an A or similar descriptive criteria), and relation of evaluated work to final course grade.
7. Course policy on class attendance that includes a reference to the "Missed Class Time and Makeup Policy".
8. Date and time of final examination.
9. The following ADA statement verbatim: "Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation."
10. An academic honesty statement that includes a reference to the Academic Honesty policy.

The following items must be included in every syllabus but can be revised during the term as appropriate:

11. Contact information for the instructor: campus office hours and location, campus e-mail address, and optionally campus telephone extension.
12. Topical outline of the course.
13. Course guidelines and procedures which may include instructor expectations for in-class and online discussions, course communication preferences, and the like.

Timeline for Ordering Required Course Materials

(Senate: 7/8/08, 4/12/11; President: 8/14/08, 5/17/11; Editorial Amendment: 1/21/15, 9/29/16 [EA])

CSULA is committed to ensuring that required course materials are fully accessible to all students, including those with disabilities. Faculty members assigned to specific courses shall inform the University bookstore of the required instructional materials for courses that they are assigned to teach by Friday of week 10 of the prior term in which the materials will be used. For courses without assigned faculty, the department/division chair or school director, in consultation with faculty members with expertise in the course subject matter or a closely related field, shall provide the necessary information by the same deadline. For courses for which faculty members have not submitted the required information by the deadline, the department/division chair or school director shall submit the information for the course materials on behalf of and, if possible, in consultation with the faculty member assigned to teach the course or, if this is not possible, with other appropriate faculty member(s) within five working days after the deadline.

When a section is added or deleted after the deadline, the department/division chair or school director shall notify the University bookstore of the change(s) to the schedule and to the accompanying course materials.

For the purpose of this policy, "course materials" refers collectively to any instructional material that students are required to purchase or acquire for a course, including books, lab manuals, workbooks, non-print materials, and collections of articles (also known as course packs).

Accessible Instructional Materials

(Senate: 10/14/14; President: 10/22/14)

GOVERNING DOCUMENTS: The Americans with Disabilities Act of 1990 (ADA), sections 504 and 508 of the Rehabilitation Act of 1973, California Government Code 11135, CSU Executive Order 926, CSU Coded Memo AA 2013-03, and the Collective Bargaining Agreement between the California State University and the California Faculty Association.

The Collective Bargaining Agreement between the CSU and CFA recognizes that quality education requires an atmosphere of academic freedom and academic responsibility. As such, they acknowledge and encourage the continuation of academic freedom while recognizing that the concept of academic freedom is accompanied by a corresponding concept of responsibility to the university and its students. Instructors select instructional materials for their courses based

on pedagogical considerations such as, but not limited to, instructional objectives, course content, teaching style, and the characteristics of the students enrolled in the course.

The CSU and Cal State LA are committed to provide equitable access to information resources to all individuals. This commitment is both an ethical matter and a legal mandate. Cal State LA and CSU policies must comply with federal and state laws governing access to information and services for students / persons with disabilities. The Chancellor's Office (CSU Executive Order 1111 and Accessible Technology Initiative memo, March 2021) requires campus administrations to create plans to support faculty and staff practices that will ensure timely access to all instructional materials. The Center for Effective Teaching and Learning (CETL) provides information to support faculty in providing accessible instructional materials. Faculty members seeking additional information should consult with the Cal State LA Information Technology Services (ITS) and the Office for Students with Disabilities (OSD). The successful implementation of this policy requires the active cooperation of the faculty, departments, administration, staff, and students.

DEFINITIONS

Instructional materials are defined in this policy to include, but are not limited to the following: course syllabi; the expressive content of digital teaching media; content delivered by audio or video methods whether recorded or live streamed, learning management systems (e.g., Moodle), or other technologies not yet developed; web-based publications; and any other materials created for the purposes of teaching or instruction or to support the teaching of a course, regardless of mode of delivery. This policy does not apply to routine course materials that the student requires in the normal course of academic endeavors (e.g., paper, pencils, pens, notebooks, etc.).

Accessible materials are materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (e.g., print, digital, graphic, audio, video).

Remediation is the process of making digital content accessible to a broad range of learners, including those with diverse learning styles or abilities, for equitable access to instructional materials. This includes, but is not limited to, the following standard practices: transforming document structure, adding image alt-text, formatting text and hyperlinks, ensuring adequate color contrast, adding closed captions and audio transcripts.

POLICY

It is the shared responsibility of faculty, staff, and the administration to ensure equitable access to accessible instructional materials for all students. The university is responsible for securing resources for instructional materials remediation services (e.g., funding, personnel). However, it is the responsibility of each faculty as owner of their curriculum to create and/or select already accessible instructional materials, use provided LMS tools to identify inaccessible materials, and to initiate digital instructional materials remediation services (e.g., requesting human-generated captions, remediation of inaccessible files). The party that initiates use of the instructional material is responsible for ensuring the accessibility. Thus, if a program mandates use of

particular materials for a given course, the program (rather than the individual faculty assigned to teach the course), is responsible for producing materials in an accessible format (e.g., highly coordinated courses). Tools are provided in the campus LMS that identify the accessibility of course files and provide alternative formats for students. For this reason, faculty are responsible for posting all course materials in the campus LMS to take advantage of university-provided remediation support. The university provides support for creating, adopting, and remediating course materials in an accessible format.

Early adoption of required textbooks and other course materials facilitates the efforts of OSD to provide appropriately formatted materials in a timely manner. When possible, instructional materials should be available in multiple formats (e.g., print, electronic, audio). Given two or more equivalent instructional materials, the instructor should select an accessible version. Students are responsible for notifying OSD of their disability and their need for accommodation in accordance with OSD procedures. If needed, faculty should work with ITS Accessibility and an OSD Alternative Media Specialist to review alternative formats for educational materials in advance of the need for such materials.

Information and Communication Technology (ICT) resources used in instruction must also be accessible and meet the section 508 standards for ICT. Examples include course websites, materials uploaded to a course website or learning management system, third-party LMS integrations, video and multimedia products, software, telecommunication devices, and emerging instructional technologies. Faculty can seek guidance and information about the accessibility of information and communication technology resources from their college, OSD, the Center for Effective Teaching and Learning, and Information Technology Services Accessibility.

Priority and Early Registration Policy

(Senate: 10/21/14, 9/20/16, 10/23/18, 4/5/22; President: 12/2/14, 10/3/16, 11/27/18, 4/29/22)

PRINCIPLE

The goal of priority and early registration for students is to enhance the University's ability to attract, retain, and graduate specific groups or cohorts of students in a timely manner. Such student groups or cohorts typically participate in activities in which students represent the University in an official capacity, provide vital services to the University, need early registration in compliance with State or Federal Policy, or are granted early registration by the University. In order to promote student participation in such activities and accommodate State and Federal Policies, the University shall allow approved groups to register in advance of the regular registration period.

DEFINITIONS

Students approved for registration on the first day of registration are granted priority registration (in compliance with State or Federal Policy or as granted by the University). Students approved for registration at the beginning of their assigned registration period are

granted early registration (for participating in activities in which students represent the university in an official capacity or provide vital services to the University).

POLICY

The following student groups or cohorts are granted priority registration in compliance with State or Federal Policy or as granted by the University:

1. Students registered with the Office for Students with Disabilities*
2. Members of the military, national guard, veterans and their dependents*
3. Students who are former foster youth and/or wards of the state*
4. Students in EOP in their first year and in their second fall term*
5. Elected officers of the Associated Students Inc. (ASI)
6. Student athletes
7. Students active in the Honors College Program
8. Office for Students with Disabilities service providers (notetakers)

*In compliance with State or Federal Policy. Note Title V policy for EOP students only mandates priority registration in the first year.

Other student groups or cohorts may only apply for early registration status. The program advisor or administrator must submit a request to the Student Policy Committee of the Academic Senate. The Committee reviews requests from groups seeking early registration and sets review eligibility timelines for these additional groups. The committee makes recommendations to the Vice President for Student Life and the Provost and Vice President for Academic Affairs (“Provost”) who acts in coordination with the Registrar. Upon approval of early registration:

1. Notification is sent from the Vice President for Student Life and the Provost to the Registrar.
2. The list of students eligible for priority and early registration is documented by the appropriate department or program administrator, and the list is submitted to the Registrar a minimum of one month prior to the start of the next term’s registration period.
3. Students on this documented list are allowed to register during the designated period prior the start of the regular registration period.
4. Priority or Early registration begins with the students’ second term of full-time study.
5. The Registrar shall provide an annual report to the Student Policy Committee on the number of student groups and students who are eligible for and who have utilized priority and early registration. This data will be used to help determine continued authorization of a group’s eligibility for early registration.

6. The committee will consult with a group's advisor or administrator before discontinuing its early registration authorization.
7. Additional requests for Early registration are to be reviewed annually by the Student Policy Committee.

Waiting List Policy

(Senate: 1/18/78; President: 2/28/78; Editorial Amendment: 8/01)

Professors are expected to add eligible students up to the class limit, adding students in the order prescribed by the waiting list for the class until the class limit is reached, or until the waiting list is exhausted. Additional enrollment up to the breaking point shall be at the discretion of the instructor, but only with department/division/school approval.

In multi-section courses and labs, students should be allowed to place their names on waiting lists of sections they could attend. Indication of duplication shall appear on the list so that total waiting count is not inflated.

A student already registered for a class should not be displaced by a student on the waiting list for any reason except failure to comply with policy on attendance at first class meetings or lack of the proper published prerequisites for the course.

Add and Drop Deadlines and Limit on Number of Withdrawals

(Senate: 7/31/73, 10/13/81, 10/19/10, 6/22/16; President: 8/9/73, 10/15/81, 11/18/10, 8/16/16)

Students may add and drop classes without restriction or record through the first 15% of an instructional period.

Drops occurring after the first 15% of an instructional period and prior to the last 20% of an instruction period are considered withdrawals and shall be recorded with a grade of "W" on the student's permanent record transcript. Withdrawals are permitted only for serious and compelling reasons. The student must complete a drop request form, state the reason for withdrawal, and obtain the signatures of the course instructor and the department/division chair or school director. Records of such approvals shall be maintained in accordance with campus record retention policy. Undergraduate students may withdraw from no more than 18 semester-units (27 quarter-units) attempted at Cal State Los Angeles.

Withdrawals shall not be permitted during the final 20% of instructional period except where the cause of withdrawal is due to circumstances clearly beyond the student's control (e.g. serious illness, accident, job transfer, military deployment, etc.) and the assignment of an incomplete is not practicable. Withdrawals of this sort may involve total withdrawal from the University or may involve only one course, except that course grade and credit or an incomplete may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made. Requests for permission to withdraw under these circumstances shall be handled and filed as indicated in the preceding paragraph, except that such requests must also be approved by the

appropriate college dean. Such withdrawals shall not count against the 18 semester-unit maximum.

The department/division chair or school director may approve a withdrawal for a student without first obtaining the instructor's signature when the student and the chair and/or director have been unable to contact the instructor after a reasonable good faith effort. In these cases, the chair or director shall notify the instructor of the action and its justification.

Add and drop activity occurring on or after the first day of instruction may incur late payment fees and refund limitations as specified by the office of student financial services and the center for student financial aid & scholarships.

Maintaining Educational Continuity in the Context of Campus Emergencies and Disasters

(Senate: 2/1/22; President: 3/10/22)

Introduction

Cal State LA rapidly transitioned its face-to-face classes to remote (distributed) alternative instruction in spring 2020, due to the novel Covid-19 pandemic. This is unlikely to be a singular event: Cal State LA is likely to experience additional educational disruptions due to epidemics, pandemics, and natural disasters (such as earthquakes or wildfires, which have caused educational disruptions on sister campuses) in the coming years. This policy is designed to ensure that educational continuity can be maintained in the face of the current transition and for future transitions.

It is understood by this policy that these rapid transition events are not synonymous with the development, design, and implementation of fully-online education. This policy actively discourages faculty teaching a course designated as a face-to-face course as a fully-online course, as students will be expecting a modality that more closely mirrors a face-to-face educational environment.

Note: Not all students have secure access to internet services, access to a high data usage limit, or access to personal computers. For many of our students, their cellphone might be their primary computing device without access to campus computer labs. All of the following considerations take this reality into account.

In the event of an Emergency Educational Transition or Prolonged Closure

Faculty will be expected to take the following steps during an emergency educational transition or prolonged closure. In order to execute their duties, including the steps outlined below, all faculty shall continue to receive ongoing operational support from the university as allocated by the president and their designees, in consultation with the Academic Senate and its designees. Department chairs or program directors will

coordinate with any faculty encountering issues with adopting these steps or obtaining necessary training, equipment and technical support.

1. Place course syllabus and all key course documents (e.g., assignments, reading lists) on the Cal State LA learning management system (LMS), so that students can access these remotely. If the course has a separate website and/or publisher content, provide the link(s) to them on the LMS.
2. Establish a complete and regularly updated gradebook that meets FERPA requirements. It is strongly recommended that faculty use the course gradebook in the LMS for this purpose. Grades should be updated throughout the semester, with a recommendation that this occurs at least every 2-3 weeks or as soon as feasible after the submission of each assignment. Faculty should also regularly communicate with students about when students should expect to see their grades updated. This allows students a mechanism to view their course grades throughout the duration of the transition.
3. Classes that meet synchronously may only do so during the published course meeting times in the class schedule and only record attendance during the published course meeting times in the course schedule.
4. Adjust class participation methods to include asynchronous opportunities so as not to penalize students who are not able to attend synchronous meetings due to the emergency. For example, students may become ill or displaced; students may be front line responders or essential workers; students may be caring for children or other family members.
5. Class office hours should continue to be held during the times posted on their class syllabus. Consistent with the office hours policy, office hours during remote instruction should be held, where at all possible, synchronously via virtual meetings and/or telephone.
6. To support students who are unable to attend class sessions, consider recording synchronous class sessions and uploading these recordings along with any additional material to the LMS.
7. Before recording any lectures, explicitly inform students that the lecture, and their participation in the lecture, will be recorded. This allows students to turn off their video cameras and/or watch the recording as an alternative to being recorded.
8. During any synchronous lectures, the faculty will not penalize students for having their camera (video) turned off. Not all of our students have access to a camera, and people may be attending in less-than-ideal circumstances (e.g., at home with pets/family members; issues with the space in which they attend their virtual class). Exceptions to this include live assessments, evaluations, or class activities that require a live performance or demonstration.
9. Instructors should review their lessons, course assignments, and grading policy, based on the learning objectives for the course and the transition to remote (distributed)

alternative instruction. This review should consider that not all students have secure and/or reliable access to the internet services, sufficient data allowances, and/or computing devices that allow for streaming long videos or compatibility with some advanced LMS tools. As part of this review, this policy strongly encourages the use of accepted pedagogical practices to adopt alternatives to timed, synchronous high-stakes testing.

The policy also strongly encourages that any and all changes made individually and institutionally support students struggling under emergency circumstances and does not hold students accountable for circumstances beyond their control. This practice is not a “pass” to allow students to commit academic dishonesty – it is the recognition that emergencies of this type were not caused by students, and how these emergencies change their lives is often beyond their control. It is the advocacy for compassion and working with students to meet learning objectives within the confines of those circumstances.

10. It is strongly encouraged that all faculty avail themselves of the many resources on campus to help transition courses to remote (distributed) learning, particularly training and support offered by the Center for Effective Teaching and Learning (CETL).

Final Examinations

(Senate: 11/18/81 [EA], 1/12/82, 10/14/14; President: 1/28/82, 10/22/14; Editorial Amendment: 9/00, 8/01, 2/19)

Final examinations or final class meetings are required in all courses, and shall be held at the time and place shown in the Schedule of Classes.

Course activities shall continue through the week designated for final examinations. Final examinations, if required by the instructor, will be given at times published in the on-line schedule of classes. Once established, the final examination time scheduled may not be changed without written approval from the department/division chair or school director and the appropriate dean. Individual student exceptions in time or place of the final exam period require approval by the instructor and department/division chair or school director. An instructor may not shorten the academic semester by scheduling an in-class or online final examination or its equivalent before the week scheduled for final examinations. When the final examination is to be a take-home examination or a final project in lieu of an examination, it shall be due no earlier than the day scheduled for the final examination in that class. For online classes with no set meeting time, final examinations or projects shall be due no earlier than the first day of the published exam period.

Grades, Grading System and Grading Symbols

(Senate: 10/24/95, 7/27/04, 10/31/12; President: 12/1/95, 8/10/04, 1/28/13; Editorial Amendment: 1/15)

The final grade that a student receives is the prerogative of the instructor concerned. The University has no regulations which might govern a faculty member's grade distribution.

Definition of Course Grades

The following grades are used to represent levels of performance in meeting course expectations:

A - Superior

B - Good

C - Fair

D - Poor

F - Failed

In addition, plus and minus grades may be used, with the exceptions of A plus, F plus, and F minus.

Minimum passing grades are D- for undergraduate credit and C for graduate credit (note: a C- does not count for graduate credit). However, University requirements or individual programs may have higher course grade requirements to successfully pass a course. Undergraduate students who earn below a C (including C-) and graduate students who earn grades below a B (including B-) may adversely affect their progress towards their degree and may be subject to academic probation or disqualification (policies on probation and disqualification for undergraduate students and graduate students can be found elsewhere in this Handbook).

Additional course grades include:

CR - Credit (passing grade for non-letter-graded courses equivalent to a C quality or better for undergraduate courses and a B quality or better for graduate courses)

NC - No Credit (less than the equivalent of a C- for an undergraduate and a B for a graduate, non-letter-graded course)

WU -Withdrawal Unauthorized (student stopped attending class and never officially withdrew)

Additional policy on Incomplete (I and IC) and Report in Progress (RP) grades can be found in the Faculty Handbook.

Grade Point Requirements for Graduate Students

Students in a Master's degree program are required to maintain a minimum B (3.0) grade point average for all courses attempted at Cal State LA and in all courses in the Master's degree program (including transfer courses). A grade of C or better must be earned in any course used to fulfill Master's degree requirements. Programs may require higher minimum grades for specific courses. Grades below C will be counted toward the grade point average.

Graduate students in certificate or credential programs and graduate students not in a program are required to maintain a minimum 2.5 grade point average for all courses attempted at Cal State LA. Individual programs may have higher GPA or course requirements.

Other Requirements and Satisfactory Progress

Students should consult with their department/school or college for any additional requirements. The University expects students to make satisfactory progress toward their academic objectives in order to remain in good academic standing. Students who receive financial aid should consult with the Center for Student Financial Aid regarding any additional conditions for meeting the Center's definition of Satisfactory Academic Progress (SAP).

Grade Reporting

(Senate: 8/12/80; President: 8/19/80; Editorial Amendment: 8/01, 1/21/15)

Instructors are expected to submit grades online as soon as possible after each final examination, and no later than the deadline announced by the Registrar. If the instructor of record cannot or does not assign a grade, the department/division chair or school director is required to assign that responsibility to a qualified faculty member (or members).

"Incomplete" Grades

(Senate: 7/8/80, 8/9/83, 3/9/88 [EA], 2/21/06, 10/19/10; President: 7/21/80, 9/9/83, 6/22/88, 10/18/06, 11/18/10; Editorial Amendment: 9/00, 9/03, 1/15)

An Incomplete grade is an interim grade designed for students who are passing but who through extenuating circumstances have not been able to complete a portion of the work required for the course. An Incomplete grade shall be assigned at the discretion of the faculty member only when the faculty member concludes that a clearly identifiable portion of course requirements cannot be met within the academic term for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of course requirements beyond the close of the term, e.g., thesis or project type courses. In such cases, the use of the "RP" symbol is required.

A student may not re-enroll in a course for which he or she has received an "I" until that "I" has been converted to a grade other than "I"; e.g., A-F, IC.

It is the responsibility of the student to request a grade of Incomplete from the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete.

The conditions for removal of the Incomplete including due date shall be specified in writing by the instructor and given to the student with a copy placed on file with the appropriate campus officer until the Incomplete is removed or the time limit for removal has passed. This "Incomplete Grade Agreement" must specify the outstanding course requirements and the final grade to be given based on the evaluation of the outstanding work. This time limitation applies whether or not the student maintains continuous attendance.

An Incomplete grade may be removed by completing the outstanding work by the date specified on the Incomplete Grade Agreement which shall be within one calendar year after the end of the term in which the Incomplete grade was assigned. An Incomplete that is made up within the time period allowed will be replaced on the student's permanent academic record by the letter grade earned followed by an indication that the original grade was an Incomplete and the date that the Incomplete was removed.

Where department policy requires assignment of final grades on the basis of multiple demonstrations of competency by the student, it may be appropriate for a faculty member to submit a letter grade to be assigned in the event the Incomplete is not made up within one year. If the Incomplete is not converted to a credit-bearing grade within the prescribed time limit, or any extension thereof, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned another grade in accordance with campus policy. An Incomplete that is not removed within the time period allowed will appear on the student's permanent academic record as an "Incomplete Charged" and will be counted as an F in grade point average calculations, unless the student was enrolled on a credit/no credit basis, in which case the default grade will be a grade of No Credit (NC). An Incomplete that is not removed before the degree is awarded will be charged as an F in the grade point average calculations. Upon expiration of an Incomplete grade, the student's permanent academic record will be modified to reflect the number of units attempted and zero units earned.

An Incomplete shall be converted to the appropriate grade or symbol within one year following the end of the term during which it was assigned. However an extension of the one-year time limit may be granted by petition for contingencies such as intervening military service or serious health or personal problems. Any petition for extension of time to remove an Incomplete must be filed within one calendar year immediately after the end of the term in which it was assigned. A petition must include documentation establishing the reasons the course could not be completed prior to the expiration of the initial one year period. Petitions must be signed by the course instructor with an indication whether the instructor recommends the petition be approved or denied. The final decision regarding extension of Incomplete grades rests with the Deans of Graduate or Undergraduate Studies, as appropriate.

"RP" Grades

(Senate: 5/10/88, 10/19/10, 4/24/18; President: 7/25/88, 11/18/10, 5/14/18; Editorial Amendment: 9/00, 9/03, 1/21/15)

The "RP" symbol shall be used in connection with thesis, project, dissertation, and similar approved courses where assigned work frequently extends beyond a single academic term and may include enrollment in more than one term. The "RP" indicates that student performance has been evaluated and found to be satisfactory but that further work must be completed before a final grade (or grades) can be properly assigned for any part of the course. Enrollment for more units of credit than the total number of units which can be applied to the fulfillment of the student's educational objective is prohibited. The "RP" symbol shall be replaced with the appropriate final grade within one year of its assignment except for courses associated with the Master's thesis (5970, 5990, 9000) or project 5995 in which case the time limit shall be five years

and for Doctoral dissertation (6980, 6990) in which case the time limit shall be five years. In the event that an "RP" has not been replaced by a final grade within the prescribed time limit for the course the grade shall be changed to a "NC." Extensions of time to remove "RP" grades may be granted by the Curriculum Subcommittee or appropriate College Graduate Dean for contingencies such as, but not limited to, military service and health problems of an incapacitating nature verified by a physician's statement.

Change of Grade

All grades submitted to the Records Office are final except in the case of a clerical error. An instructor may not change a grade at the request of a student for special consideration unless the grade submitted was erroneously reported. This regulation exists for the protection of the instructor and is not intended to violate the instructor's prerogative of assigning the original grade.

Credit/No-Credit Grading and A Through C-/NC Grading

(Senate: 4/26/73, 1/27/87, 10/24/95, 4/24/18; President: 5/4/73, 8/4/87, 12/1/95, 5/14/18; Editorial Amendment: 9/00, 8/01, 1/21/15)

Definitions.

1. A credit grade, denoted CR, indicates units completed and creditable toward a degree or credential but is not integrated into grade point computations.
2. A no-credit grade, denoted NC, is not considered in computing grade point averages and gives no credit toward a degree.

Policy for All Students.

1. Only theses, projects, directed study, field work, student teaching courses challenged by examination, extension courses, activities and performance courses, and similar courses at the discretion of the department/division/school and with the approval of the appropriate college and university committee, may be designated as graded solely on a CR/NC basis.
2. The student shall declare at registration or at the time of adding any course(s) to be graded CR/NC or A through C-/NC (undergraduates only) other than those so graded categorically.
3. Faculty members are not informed of the student's selection of non-standard grading. Grades are reported as A through F and a computer operation is used to make any transformation required by the student's selection.

Policy for Undergraduate Students.

1. A CR grade indicates work C- or higher quality (1.70 or higher) and an NC grade corresponds to a grade of less than C- (grade point of less than 1.70).

2. CR/NC grading may be selected by the student for any elective course, but an elective General Education course may not then be used for any other purpose within the degree program. Specifically excepted from student selection for CR/NC grading are required courses in General Education and in a student's major, minor or credential program.
3. Declaration for CR/NC may not apply to more than 6 semester units in any single semester.
4. A maximum of 30 semester units on the total degree program may be graded CR/NC.
5. Only those courses designated by the department with the approval of the college Curriculum Review Committee shall be graded solely on an A through C-/NC basis.
6. A through C-/NC grading may be selected by the student for any General Education or elective course. Specifically excepted from student selection for A through C-/NC grading are courses within a student's major program.
7. A maximum of 30 semester units on the total degree program may be graded A through C-/NC.

Policy for Graduate Students.

1. A CR grade indicates work of B or higher (grade point 3.00 or higher) quality in courses (including 4000-level) taken as a post-baccalaureate or graduate student.
2. Graduate students may be graded on a CR/NC basis in 5950 (field work), 5970 (Graduate Research), 5980 (Graduate Directed Study), 5990 (Thesis), 5995 (Project) and 6990 (dissertation) and similar courses as individually approved by the appropriate college and university committee.
3. With the exceptions listed in section 2 above, graduate students may elect CR/NC grading in courses only if these courses do not appear on the student's master's degree program, are not used to satisfy probationary requirements, and are not required courses prerequisite for entering a graduate program. This selection must have the approval of the adviser, department/division/school, and college graduate dean.

Academic Notice, Disqualification, Extended Academic Notice, and Readmission Policy for Undergraduate Students

(Senate: 7/15/03, 3/8/11, 10/11/22; President: 8/10/03, 3/29/11, 11/16/22; Editorial Amendment: 1/21/15, 5/27/15)

Academic Notice

Students are placed on academic notice at the end of a semester if either their grade point average at Cal State LA or their cumulative grade point average in all college work attempted falls below C (2.0). They are continued on academic notice until their Cal State LA and cumulative grade point average is 2.0 or higher or until they are disqualified in accordance with the regulations for academic disqualification.

Academic Disqualification

Students already on academic notice whose Cal State LA or cumulative grade point average drops below the following levels are disqualified:

Class Level		Grade Point Average
Freshmen	(0-29 units completed)	1.50
Sophomores	(30-59 units completed)	1.70
Juniors	(60-89 units completed)	1.85
Seniors	(90+ units completed)	1.95

Disqualified students are required to arrange a disqualification interview with their academic advisor to review the reasons for disqualification, to explore the option of requesting extended academic notice or readmission, and to establish the terms and conditions for recommending extended academic notice or readmission. Undeclared majors will hold this interview with their advisor in the University Academic Advisement Center.

Extended Academic Notice

Continuing students who have been disqualified may petition to remain as matriculated students on extended academic notice. To be eligible for extended academic notice, disqualified students must complete the disqualification interview with their academic advisor and obtain the advisor's approval. The advisor must specify on the extended academic notice petition the terms and conditions under which the student will be eligible to be returned to and to remain in matriculated status, such as courses to be repeated, courses to be completed, GPA requirements, and any required workshops and/or tutoring.

A student's initial petition for extended academic notice must be approved by the appropriate department chair, division chair, school director or the director of the Academic Advisement Center. Subsequent petitions for extended academic notice must be approved as well by the appropriate college or university dean for that student. Students' approved extended academic notice petitions must be received in enrollment services by the specified deadline.

All disqualified students who are placed on extended academic notice are required to earn **better** than a *C* (2.0) grade point average each semester until their grade point average is increased to a level that is higher than that which would normally cause them to be disqualified according to their class level, at which time they would be switched from extended academic notice to academic notice.

Readmission of Disqualified Students

Students who are not eligible for or are denied extended academic notice may petition for readmission. Readmission after disqualification is not automatic. Disqualified students will not be considered for readmission until at least two semesters have elapsed. Students will be eligible for readmission when they have satisfied the terms and conditions established during the disqualification interview as documented in the student's file by the academic advisor, provided

that they meet or exceed the following minimum Cal State LA and cumulative grade point averages for their class level when they apply:

Class Level		Grade Point Average
Freshmen	(0-29 units completed)	1.50
Sophomores	(30-59 units completed)	1.70
Juniors	(60-89 units completed)	1.85
Seniors	(90+ units completed)	1.95

Units earned at an accredited higher education institution while under disqualification can be used to raise the cumulative grade point average above the minimum required for admission. However, any deficiency in the Cal State LA grade point average may only be corrected by completing Cal State LA courses through Open University or special sessions offered by the College of Professional and Global Education. Students who have not previously been placed on extended academic notice and whose grade point averages do not meet these minimum criteria may be considered for readmission with extended academic notice with the approval of their college dean.

Students who wish to request readmission must provide evidence to their advisor that they have met the terms and conditions specified in their disqualification interview, including official transcripts of all transfer work attempted since disqualification. Advisors who support the request for readmission must specify on the petition for readmission a plan for attaining good academic standing. Students requesting readmission must obtain approval for readmission from the department, division, or school and the college from which they were disqualified. The University Academic Advisement Center and the Office of Undergraduate Studies will rule on petitions for readmission of disqualified students with undeclared majors.

Disqualified students must file their application for readmission to the University before the appropriate admissions deadline.

Academic Notice and Disqualification Policy for Graduate and Postbaccalaureate Students

(Senate: 7/15/03, 2/14/23; President: 8/10/03, 3/20/23; Editorial Amendment: 11/14)

Graduate students are placed on academic notice at the end of a semester if their grade point average falls below a B (3.0) in course work on their master's degree program and in all courses completed after admission to the program. Postbaccalaureate students are placed on academic notice at the end of a semester if their grade point average falls below a 2.5 in all course work taken after admission to Cal State L.A. in postbaccalaureate status, whether or not the course work is taken at Cal State L.A.

Postbaccalaureate and graduate students who are on academic notice are subject to disqualification if they do not raise their grade point average over the levels specified above after completion of 12 units or two semesters in residence, whichever comes later.

Students who are disqualified from a master's degree program may not reenter that program, and they may be admitted to another program only on the recommendation of the new major department/division concerned and with the approval of the appropriate college graduate dean.

Disposition of Grading Records and Examination Papers

(Senate: 12/4/73; President: 12/6/73; Editorial Amendment: 8/01, 1/15)

Grading records shall be retained by the instructor assigning the grade therein or by the instructor's department/division chair or school director for one year after assignment of the final grade.

At the discretion of the instructor who administered them, final examination papers may be returned at any time to the individual students who wrote the papers for their study and retention. However, if the examination papers are not returned to the students, they shall be retained by the instructor or by the instructor's department/division chair or school director for a period of one year after completion of the class in which they are administered.

Graduate Theses and Projects

(Senate: 8/8/67, 10/11/22; President: 9/11/67, 11/18/22; Editorial Amendment: 9/00, 8/01, 9/03, 1/21/15)

Each thesis or project must be approved by a thesis or project committee. A thesis or project committee shall include, as a minimum, a chair and one other member of the permanent faculty. Up to two additional committee members may include other permanent faculty or subject-matter or professional experts, including temporary faculty. The committee shall be approved by the department/division chair or school director and by the college dean or designee.

Visiting Speakers in Class

(Senate: 1/16/64; President: 1/23/64)

No university agency shall review invitations by faculty members to visiting speakers who come to address their classes. See the section titled "[Visiting Speakers](#)."

Electronic Recording of Classroom Lectures and Classroom Activities

(Senate: 2/20/68, 9/12/17; President: 2/27/68, 10/13/17)

California State University, Los Angeles recognizes that there may be times when recording classroom lectures and classroom activities may be helpful for students. Faculty members may permit their classroom lectures and classroom activities to be recorded. At the same time, such recording may possibly infringe upon the rights of faculty, staff, and students at the university. The policy below pertains to the recording of classroom lectures and classroom activities by students.

General Policy

1. Recording is only to involve audio; video recording is not allowed at any time.
2. Still photography is allowed by permission of the instructor only.
3. Students who would like to record a class lecture or class activity must obtain permission from the instructor prior to the recording. The instructor may choose to decline to permit recording of classroom lectures and classroom activities or teaching sessions (except for those students who meet the eligibility criteria from the Office for Students with Disabilities).
4. When classroom lectures and classroom activities are going to be recorded, the instructor must announce this to the class.
5. The instructor reserves the right to ask a student to stop recording at any time.
6. Students are not permitted to record classroom lectures and classroom activities in the absence of permission.
7. Students and faculty must be especially sensitive to the recording of classes which are discussion based and where such recordings may compromise the integrity of the course.
8. Recordings of classroom lectures and classroom activities may be used for educational purposes only. Students are prohibited from making the recordings available on websites, podcasts, broadcasts, or social media platforms.
9. Recording, dissemination, or publication of academic presentations (including hand written notes) for a commercial purpose are prohibited.
10. Similar policy applies for the recorded classroom lectures and classroom activities that include student participation; such recordings may not be shared without the instructor's written permission.
11. Students who fail to comply with the aforementioned policy will be subject to disciplinary action.
12. Disciplinary action may include, but is not limited to, a report of academic dishonesty to the University Judicial Officer.

Students with Disabilities

1. Students with a verified disability requesting permission to record classroom lectures and classroom activities must meet the eligibility criteria as mandated by the Americans with Disabilities Act of 1990 as amended in 2008 (ADAAA) and the CSU policy on the Provision of Accommodations and Support Services to Students with Disabilities.
2. Students with verified disabilities who meet the eligibility criteria may request an accommodation for recording classroom lectures and classroom activities from the

Office of Students with Disabilities (OSD). Note: students who request this accommodation must sign the recorded lecture agreement with OSD.

3. Recordings of classroom lectures and classroom activities may be used for educational purposes only. Students are prohibited from making the recordings available on websites, podcasts, broadcasts, or social media platforms.
4. Similar policy applies for recorded classroom lectures and classroom activities that include student participation. Such recordings may not be shared without the instructor's written permission.

The Student Opinion Survey on Instruction

(Senate: 11/25/69, 7/8/75, 8/3/76, 10/23/79, 10/13/81, 1/20/82, 1/27/82, 4/3/82, 11/29/83, 11/8/88, 5/23/06; 2/9/16, 10/10/23 ; President: 12/31/69, 7/14/75, 8/16/76, 2/2/82, 4/19/82, 12/19/83, 1/5/89, 12/13/06, 4/22/16, 12/13/23; Editorial Amendment: 9/00, 8/01)

Governing document: Article 15 of the Collective Bargaining Agreement between the California Faculty Association and the California State University.

The student opinion survey instrument provides data for the evaluation of all faculty members and graduate students who serve as course instructors. The information from the student opinion surveys shall be used as one of several indicators for assessing instructional effectiveness.

Student opinion surveys shall be administered for all classes taught by probationary faculty members, temporary faculty members, and graduate students in the regular academic year.

Student opinion surveys shall be administered in a minimum of 50% of all classes taught by tenured faculty members; the classes to be surveyed shall be representative of the faculty member's teaching assignment and shall be determined jointly by the faculty member and their department/division chair, or school director. If a tenured faculty member teaches fewer than four classes during the academic year, student opinion surveys will be administered in all classes.

Departments/divisions/schools may develop policies requiring that student opinion surveys be administered in more than 50% of the classes taught by tenured faculty members during the regular academic year. Faculty members may elect to have student opinion surveys administered in more classes than those that are required.

The student opinion survey instrument shall include a common set of closed-ended and open-ended items to be used by all faculty members (see Appendix M). Departments/divisions/schools and programs may develop a pool of additional questions to the student opinion survey on instruction. Individual faculty members, in consultation with departments/divisions/schools and programs, may select up to three additional questions from the approved pool.

Every attempt will be made to ensure that the students' confidentiality is protected and that students feel free to make comments without fear of reprisal. Therefore, students shall not complete the survey in the presence of the faculty member.

Student opinion surveys on instruction will be available to students during the last two weeks of instruction in each fall and semester. Student opinion surveys will close for every class before final exam week begins.

For face-to-face courses, faculty are encouraged to give students 20 minutes of in-class time to complete student opinion surveys for that course. The faculty member shall leave the classroom before students start completing the student opinion surveys.

Faculty are encouraged to place a reminder of student opinion surveys on the learning management system (e.g., Canvas) prior to and during the student opinion survey period for all courses.

All individual student responses shall be provided solely to the faculty member and summary report of numeric responses to the common set of closed-ended items shall be provided to the department/division chair or school director and the faculty member, after the grades for the class have been submitted.

A copy of the summary report of numeric responses to the common set of closed-ended items will be placed in the individual faculty member's personnel action file (PAF) along with the calculated grade point average for the class.

The Academic Senate has jurisdiction over the content, mode of analysis and distribution of the student opinion survey on instruction. For any analyses to be made, the comparison groups to be used also will be determined by that body. Additional comparisons may be made to meet specific needs of the colleges subject to the availability of administrative resources.

Statement of Student Rights and Responsibilities

The rights and responsibilities of the student as a member of the academic community are detailed in Appendix G, "[Statement of Student Rights and Responsibilities.](#)"

Academic Honesty

(Senate: 7/25/00, 7/27/04, 10/23/07, 6/1/10, 11/12/13, 6/2/15, 2/11/20, 1/30/24; President: 2/5/01, 11/24/04, 11/29/07, 6/21/10, 3/19/14, 10/13/15, 7/24/20, 5/7/24; Editorial Amendment: 8/01, 09/09)

Governing documents: Executive Order 1098, Student Conduct Procedures

Preamble

The University in its quest for truth and knowledge embraces honesty and integrity. These fundamental values must not be compromised. The trust within our community and society needs to be vigilantly protected. Cheating and plagiarism can be neither justified nor condoned, as this would destroy the ideals and purposes of higher education. Students enter our University to gain the knowledge and tools necessary for contributing positively to society. Academic integrity is critical to building trust and honesty in our community and society. Therefore, the University takes seriously its responsibility to uphold academic honesty.

I. Definitions

A. Cheating

At Cal State L. A., cheating is defined as the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, fraudulent, or unauthorized means. Some courses may require that you gather evidence from outside sources in order to complete assignments. These sources should be properly referenced and cited. However when students submit work for academic credit, they are claiming it is their own original work based on knowledge and understanding obtained through course instruction and by the student's own effort. Submitting work that is in violation of this claim or using materials that are not permitted by the instructor is unauthorized. Unless explicitly provided permission by the instructor, work that comes from other sources, including other students, coursework from previous semester's websites, and digital media is considered unauthorized. Academic work encompasses assignments, practicum, examinations, including comprehensive examinations, and theses as part of a course or degree program at the University. The following examples are intended to be representative, but not all-inclusive:

1. Examinations

- Copying from another student's work
- Employing signals to obtain answers from or provide answers to others
- Knowingly obtaining, possessing, or reviewing an unauthorized copy of an examination, or attempting to do so
- Using any materials, such as lecture notes or textbooks, including digital media, during an examination when unauthorized. Unauthorized materials could include data stored on calculators, phones, or other electronic or digital devices and media
- Possessing crib notes at the location and during the time of the examination
- Attempting to receive an excused absence under false pretenses to avoid taking an examination at the scheduled time
- Obtaining assistance in answering questions on a take-home examination, unless explicitly authorized
- Attempting to use or using bribery to obtain an undeserved grade
- Changing an answer on a graded test and claiming the student's response to the question was incorrectly marked wrong
- Taking an online examination outside of an intended proctored environment without prior instructor approval

b. Assignments and Other Coursework

- Copying the work of other persons in whole or in part and claiming authorship
- Submitting work obtained from any source that provides unauthorized materials
- Submitting work that is not one's own
- Submitting the same work to two or more different instructors for credit in their courses without their prior permission
- Inventing, falsifying, or altering data for submitted work
- Fabricating bibliographic references

B. Plagiarism

At Cal State L. A., plagiarism is defined as the act of using ideas, words, or work of another person or persons as if they were one's own, without giving proper credit to the original sources.

The following examples of plagiarism are intended to be representative, but not all-inclusive:

- Failing to give credit via proper citations for others' ideas and concepts, data and information, statements and phrases, and/or interpretations and conclusions
- Failing to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof
- Paraphrasing the expressions of thought by others without appropriate quotation marks or attribution
- Assembling parts from various works and submitting the synthesis or single paper as one's own creation
- Representing another's artistic/scholarly works, such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own
- Using artificial intelligence (AI)-generated material in an assignment or exam without prior instructor approval

C. Misrepresentation

Knowingly furnishing false academic information to a University official, faculty member, or campus office is subject to discipline for academic dishonesty.

The following examples are intended to be representative, but not all-inclusive:

- Providing fraudulent transcripts
- Providing fake letters of recommendation
- Falsely marking hours or attendance for a practicum
- Taking an examination in place of another individual
- Asking or arranging for someone to take an examination in one's own place
- Misrepresenting the authorship of any submitted work

D. Collusion

Any student who intentionally helps another student perform any of the above acts of cheating, plagiarism or misrepresentation is subject to discipline for academic dishonesty.

The following examples are intended to be representative, but not all-inclusive:

- Sharing course materials or examinations or solutions with other individuals without authorization
- The sharing and/or uploading of instructor-provided course materials (e.g., assignments, exams, quizzes, etc.) to student groups and/or digital media outlets, including external resources sites (e.g., Course Hero, Chegg, Quizlet, Studypool, Google Drive, etc.) without the written permission of the instructor
- Asking or arranging for someone to take an examination in one's own place

II. Consequences and Sanctions

Violations of academic honesty have a dual aspect, constituting both a breach of ethics and a form of academic non-performance. Hence the consequences of violating this policy may fall into two categories. Addressing the violation as an academic matter does not preclude the imposition of further administrative sanctions.

Academic Consequences:

Faculty have the right to establish the standards by which the academic performance of students will be evaluated, including the consequences of students not meeting some portion or all of the academic requirements of a course through acts of cheating, plagiarism, misrepresentation or collusion. These consequences may include but are not limited to assigning a lowered grade, zero or "F" on an individual assignment, or lowering the student's grade or assigning an "F" in the course. Faculty may alternatively permit the student to repeat an assignment/test or complete and submit additional assignments. However, before these consequences can be effected, the faculty member shall follow the reporting procedures outlined in section III.

Administrative Sanctions:

In addition to academic consequences imposed by faculty members or other reporting parties, the University can impose administrative sanctions. Cheating, plagiarism, misrepresentation or collusion, in connection with an academic program or campus are subject to the [Student Conduct Code](#) and may warrant actions such as, but not necessarily limited to,

- Expulsion
- Suspension
- Probation
- Withdrawal of a degree
- Restitution

Although sanctions can be imposed for a single offense, repeat offenders will receive particular consideration for administrative sanctions. Multiple offenses committed in more than one course, even when discovered simultaneously, shall be considered repeat offenses.

III. Reporting Procedures

For the purposes of reporting findings of academic dishonesty, the 'reporting party' may refer to a probationary, tenured or temporary faculty member, a librarian, a person in an academic administrative position, a counselor, coach, administrator of a testing center or another person in

a position of authority over a student's academic work. Throughout this policy, the term 'faculty member' shall be used to stand in for any reporting party. Teaching assistants, graduate assistants and staff should report allegations of academic dishonesty to their authorized university supervisor. Allegations shall be made against individual students rather than groups of students.

When a faculty member suspects that a student has committed an academically dishonest act, it is the faculty member's responsibility to take the following steps:

1. The faculty member must first carefully consider the evidence of the apparent dishonesty. A perception that is not supported by reasonable evidence, will not suffice. Examples (not necessarily comprehensive) of evidence sufficient to pursue action are:
 - Documentation regarding the source of text which the student has used without proper attribution or has attempted to represent as his/her own work
 - A demonstrably marked difference in the writing style of the student, as compared to his/her work on previous assignments
 - Testimony from others regarding a student's use of dishonest means to fulfill the assignment at hand
 - Firsthand observation of the student engaging in a dishonest act, in a situation in which the student cannot effectively deny that the act took place
 - Admission by the student that he or she undertook a dishonest act in fulfillment of the assignment at hand
 - A suspicious degree of similarity in work done by different students

Faculty members are encouraged to discuss any perception of dishonesty and the evidentiary basis for an action with their department/division chair or school director and/or associate dean prior to discussing perceptions of wrongdoing with the affected student.

2. When satisfied that a reasonable evidentiary standard has been met and as soon as possible after discovering the alleged violation, the faculty member should arrange an office conference in order to inform the student of the allegations and the intended academic consequences of the violations. At the conference, the student should be informed of the supporting evidence, the intended academic consequences, and the Academic Honesty Policy.

In the event that the student disputes the findings of academic dishonesty, he or she shall be given the opportunity to respond (orally or writing). The faculty member must consider any information or evidence that the student presents during or after the conference, and determine whether or not such information or evidence mitigates or refutes the charge of academic dishonesty. In every case the student shall have ten (10) days beyond the date of the conference to respond to the allegations, before a report is made (as outlined in #3, below).

At the conference, the student should also be informed of the [University's Grade Appeals/Academic Grievance Policy](#). Under that policy, the student may appeal the determination that he or she has committed academic dishonesty, the academic consequences stemming from such a determination. Administrative sanctions may be appealed through the CSU [Student Conduct Code](#).

3. If after consideration of all evidence (including any provided by the student), it is determined that a preponderance of the evidence favors a finding of academic dishonesty, the faculty member shall proceed as directed below.

The faculty member shall report the finding of academic dishonesty to the Vice President for Student Life or designee and the Student Conduct Administrator via [The On-Line Academic Dishonesty Report Form](#). This report shall be the statement of charges against the student and the record of the academic consequence(s) imposed; all supporting documentation shall be attached to the form and made available to the student. If a student appeals a grade or other adverse consequence of an allegation of academic dishonesty, this report and the related documentation shall be subject to review.

In cases where the student fails to attend the scheduled conference to discuss the alleged dishonesty, or when the alleged dishonesty is detected at the close of the quarter and the faculty member has not been successful in a good-faith effort to contact the student, an Academic Dishonesty Report Form describing the alleged incident and documents supporting the allegation shall be submitted on-line to the Vice President for Student Life or designee and the Student Conduct Administrator and made available to the student.

In cases where the faculty member cannot, for serious and compelling reasons, participate in any one or more parts of the above process, the department/division chair or school director shall represent the reporting party.

IV. Confidentiality

All parties to the initial conference between a faculty member and a student accused of academic dishonesty and all subsequent deliberations regarding incidents of academic dishonesty have the right to expect that such deliberations will occur in a setting of strictest confidentiality.

Concomitant with this right of confidentiality is the obligation of all parties to refrain from any discussions of these issues regarding cheating, plagiarism, misrepresentation or collusion outside of the informal and formal conferences and meetings as outlined elsewhere in this document and in related policies (including the Grade Appeal/Academic Grievance Policy). Confidentiality shall be maintained unless a legitimate need to know is established by the department/division chair or school director in order for the faculty to complete their responsibilities as University employees or in any legal action, and in a manner consistent with the Family Educational Rights and Privacy Act (FERPA) ([Student Records Administration - 011, Sec 5.8](#)) and any other applicable law. The department/division chair or school director may consult with, or request documentation of a student's history of academic dishonesty from the Student Conduct Administrator only on a strict need to know basis. Violators of this principle of confidentiality are themselves subject to university disciplinary action.

In the matter of student records and according to Federal and State privacy laws, students have the right to protections against improper disclosure of personal information. However, it is permissible for transcripts of student academic records to contain information regarding a student's academic status including such disciplinary actions as suspension or expulsion. Suspension of one academic year or more shall be entered on the student's transcript permanently without exception; this requirement shall not be waived in connection with a settlement agreement.

Threats/Retaliation:

Any threats or acts of retaliation against any member of the faculty or staff as a consequence of implementing this policy on Academic Honesty will be cause for disciplinary action under section 41301, Title 5, California Code of Regulations, in addition to civil and criminal liabilities.

Student Grievance Procedures

The procedures by which students may seek redress of non-academic grievances are detailed in Appendix H, "[Student Grievance Procedures](#)."

Grade Appeals/Academic Grievance Policy

(Senate: 6/1/10, 6/4/13, 7/13/13 [EA]; President: 6/21/10, 7/25/13)

Governing Document: Executive Order 1037 and 1074

I. Introduction

The purpose of this policy is to establish fair and equitable means by which matriculated students may appeal assigned course grades and other Academic decisions. Non-Academic grievances filed by matriculated students should follow the procedures outlined in the [Student Grievance Procedures](#). Charges of [discrimination](#), [harassment](#), or retaliation filed by students or applicants for admission to the University are addressed in a separate policy.

Faculty members at CSULA have the sole right and responsibility to assign grades. It is assumed that the grades assigned by faculty members are free from error, prejudice, or capriciousness. In the absence of compelling reasons to believe that one of these criteria is missing, the grade assigned by the instructor of record is to be considered final and correct. It is the responsibility of anyone appealing a grade to demonstrate otherwise.

Throughout this policy, the terms 'day' and 'days' shall refer to academic work days (i.e., any day, Monday through Friday, on which the University is open for business and faculty are on duty). Academic work days do not include holidays or term breaks.

II. Basis for Appeal

It is presumed that the assignment of final course grades and other academic decisions result from consistent, fair, and equitable application of clearly articulated standards and procedures. Students appealing such decisions must demonstrate that the standards and procedures were not clearly stated or that they were not applied in a consistent, fair and equitable manner. An appeal may *not* be based on a disagreement with the standards and procedures themselves. Further, an instructor's evaluation of a student's work and performance in that instructor's course must not be over-ridden merely because of a difference of opinion or evaluative judgment, provided it is formed in accordance with the generally accepted canons of the relevant discipline and of the University and the Department/Division/School wherein said course is offered.

An appeal may be initiated only on a claim that the decision/final grade was based on:

- (1) Clerical error;
- (2) Capricious or prejudicial evaluation;
- (3) Inconsistent or inequitably applied standards for evaluation; or
- (4) A finding of academic dishonesty that the student disputes.

The burden of proof in the appeal of a grade or other academic decision is on the student. In every appeal, the student must present evidence that the grade/decision being appealed was based on one of the first three conditions articulated above, or (in the case of the fourth possible basis), evidence that the allegation of academic dishonesty was not warranted.

A student may appeal a final course grade or a grade on a Comprehensive Examination or a project (e.g., art exhibition) or thesis required for graduation. Students who believe that individual exams and/or assignments demonstrate evidence of prejudicial, capricious, or arbitrary grading may appeal the grade assigned in individual assignments only insofar as those grades had direct bearing on the final grade. In every case, the student must attempt to resolve a grade dispute informally before filing a formal Grade Appeal.

Students may also appeal other types of academic decisions. These include, but are not limited to: the decision to refuse admission to or to disqualify a matriculated student from a major or program; academic consequences (in addition to course grades) that result from accusations of academic dishonesty; and academic probation, suspension, or disqualification.

III. Process

Before a student may initiate a formal Grade Appeal based on a clerical error, capricious or prejudicial evaluation, inconsistent or inequitably applied evaluation standards, he or she must attempt to resolve the issue informally. All other Academic appeals, including findings of academic dishonesty, shall proceed immediately to the Formal Appeal Process, outlined in Section B, below.

1. Informal Process

Students who believe that they have a basis for a grade appeal (as outlined in Section II) should notify the course instructor in writing, within twenty (20) days of the beginning of the term (excluding summer) immediately following the formal posting of the grade. If the instructor is not responsive or is unavailable to respond to a student's good faith efforts to contact him/her, the student should contact the department/division chair or school director (hereafter the chair) in which the course was offered. In the event that the instructor is not available to discuss informal resolution of the Grade Dispute with the student even with the intervention of the chair, the Formal Appeal process may be initiated.

If the student and instructor are not able to resolve the problem to the satisfaction of both parties, the student should discuss the assigned grade with the chair or other appropriate supervisor. This discussion is a prerequisite to proceeding to the Formal Appeal Process. However, if the chair is the instructor against whom the student wishes to file the Grade Appeal, the student may bypass this step of the informal resolution process and either request mediation by the college Dean or proceed directly to the Formal Appeal Process.

The chair shall reasonably attempt to facilitate a resolution to the grade dispute. The involved parties are strongly encouraged to participate and cooperate with the chair's attempt to resolve the dispute. The chair may consult an appropriate department/division/school committee to hear Grade Appeals or other Academic Grievances. This department/division/school committee shall recommend a resolution to the chair, who will share this information with the student and the instructor.

If the grade dispute cannot be informally resolved within the department/division/school, any of parties may request mediation from the dean or designee.

If the grade dispute is informally resolved to the mutual satisfaction of the two parties and the resolution is that the final course grade is to be changed, the instructor shall complete a Change of Grade form within three (3) academic days of resolving the matter. No further action under this policy need be taken. If the grade dispute cannot be informally resolved or is not completed by the end of the term during which it was initiated, the student may elect to proceed to the formal grade appeal process.

If at any point in the informal process a student makes an allegation of discrimination, harassment, or retaliation based on age, disability, sex, gender, gender identity, gender expression, genetic information, nationality, race or ethnicity, religion, sexual orientation, veteran status, or any other protected status by state or federal law, the student should be referred to the director of the Office for Equity and Diversity and provided with a copy of Executive Order 1074.

2. Formal Appeal Process

A formal appeal of a course grade or other academic decision must be initiated no later than the end of the academic term (excluding summer) following formal notification to the student of the decision or grade. For the purposes of this policy, the posting of course

grades constitutes formal notification to students of course grades. For all other decisions, formal notification will normally be in the form of written correspondence from the appropriate university, college, or department/division/school authority.

A formal appeal is to be filed in the office of the Provost and Vice President for Academic Affairs (hereafter, the Provost). A formal appeal must include (1) the Academic Grievance Appeal Form (2) a copy of the grade report (for grade appeals) or notification of the decision being appealed (for all other academic appeals); (3) a written statement clearly presenting the basis for the appeal; and (4) any documentation that supports the appeal (such as the course syllabus, exams, papers, assignments, or other corroborating documents).

The University Academic Appeals Board shall review all appeals. The Board shall determine, within twenty (20) days of receipt of the written request, whether or not the grievance or appeal warrants further review. If the Board determines that the case does not warrant further review, the board shall notify the student of this decision, in writing. With the exception of appeals as described in Section V, below, this decision shall be final and binding.

If the Board determines that a hearing is warranted, the chair of the Board shall notify, in writing, both the student and the respondent of this determination; notice to the respondent shall invite a written response prior to the date of the hearing. When the appeal concerns a course grade, the respondent shall be the instructor of record for the course. When an appeal concerns the grade on a comprehensive exam or a thesis or project, the respondent shall be the chair of the exam, thesis, or project committee. For all other academic appeals, the respondent shall be the person upon whose authority the decision was rendered (e.g., the chair if the decision was to disqualify the appellant from the program or major). In the event that an instructor is not available to participate in the formal process, the department/division chair or school director shall appoint another instructor whose area of expertise most closely approximates that of the instructor of record (and/or that most closely matches the material covered in the course), to represent the interests of the instructor of record. Where the respondent is not clearly identified, the dean of the college or the Provost shall designate the appropriate party to respond on behalf of the college or the University, respectively.

The notification shall specify the proposed date and time of the hearing and shall invite both parties to appear at that time, if they wish to present testimony or further evidence not already included in the written record. The Board shall appoint, from among its membership, a Hearing Committee consisting of two faculty members and one student member (if the student appellant has authorized student participation in the hearing). In no case shall a member of a hearing committee be from the same department/division/school from which the appeal originated.

The Hearing Committee shall convene and, if necessary, hold any hearing(s) within twenty (20) days of the determination that a hearing is warranted. The committee shall consider the documentation submitted by the appellant, as well as any written response submitted

by the respondent. The committee may call witnesses before them, if they determine that such witnesses could provide relevant information not available in the written documents before them. If a student is given a hearing before the committee, the respondent must also be offered the opportunity to be heard by the committee.

Although in grade appeals the presumption is that the assigned grade is correct, should the Hearing Committee find (after conducting a hearing) that the evidence indicates otherwise, the Hearing Committee may determine that the grade should be changed. Similarly, the presumption is that the academic decisions are made fairly, equitably, and in good faith; however, should the evidence indicate otherwise (after a hearing has been conducted), the Hearing Committee may determine that a decision should be reversed. In all cases, the Appeal Board's authority (as well as that of convened Hearing Committees) is limited to actions consistent with the policies of the California State University system and those of California State University, Los Angeles.

The Hearing Committee's deliberations and decision(s) in Academic Appeals shall be limited to the following issues: (1) whether, in fact, the evidence presented establishes that the grade assigned or the academic decision in question was erroneous, capricious, or prejudicial, or involved the inconsistent or inequitable application of standards for evaluation; and if it is judged that the evidence does establish that one of these conditions was operative, (2) the appropriate academic remedy.

Student members of the Hearing Committee shall be limited to discussion of (1). Only faculty members of the committee shall establish the answer to (2). In every case, the committee's decision shall be bound by any other relevant campus or CSU system policies.

The Hearing Committee shall deliberate on the case and issue a finding within ten (10) days of the conclusion of the hearing(s) related to the case. The Hearing Committee's decision shall be formalized in writing and addressed to the appellant, with copies to the respondent, the college dean, and the Provost (or designee, as the executive secretary of the Academic Appeals Board), and shall include a summary of their findings, the final decision, and the reason(s) for this decision. A copy of the Hearing Committee's findings shall be placed in a file in the Provost's office. At the subsequent meeting of the Academic Appeals Board, the executive secretary shall report on all matters resolved by the Hearing Committee(s) convened since the previous meeting.

In the event that the Hearing Committee finds in the appellant's favor, the Provost or designee shall ensure that within ten (10) academic days of receipt of the committee's finding a Change of Grade form is completed or other remedy initiated. In cases in which the instructor of record of a course refuses to sign the change of grade form, the college dean shall complete the form in his/her place.

Grade appeals that allege discrimination, harassment or retaliation based on age, disability, sex, gender, gender identity, gender expression, genetic information, nationality, race or ethnicity, religion, sexual orientation, veteran status, or any other protected status by state

or federal law, shall proceed concurrently (I) under this grade grievance/academic appeals policy, and (II) under Executive Order 1074, as mediated by the Office for Equity and Diversity. However, the grade appeal procedure shall be placed in abeyance until such time as an investigation by the Office of Equity and Diversity (and any related appeals) into the allegation of discrimination, harassment or retaliation is completed. The final determination regarding whether discrimination, harassment or retaliation occurred, will be provided to the University Academic Appeals Board. The Board shall be bound by such determination, with respect to whether discrimination, harassment or retaliation occurred, when considering the grade appeal request under Executive Order 1037. Any finding of discrimination, harassment or retaliation may be relevant to the issue of the grade appeal.

IV. Confidentiality

All discussions and deliberations of the Academic Appeals Board and of Hearing Committees shall be held in strict confidentiality. Confidentiality shall be maintained unless a legitimate need to know is established by the Hearing Committee chair or in order for the committee members to complete their deliberations in the matter at hand or as required by any legal action, and in a manner consistent with the Family Educational Rights and Privacy Act (FERPA) (Student Records Administration - 011, Sec 5.8) and any other applicable law. The Hearing Committee chair may consult with or request documentation of a student's history of academic dishonesty from the Judicial Affairs Officer, and may apprise Hearing Committee members of such information only on a strict need to know basis.

No student member of the Academic Appeals Board or a Hearing Committee may be apprised of any academic information concerning another student (including grades or other confidential information) unless that student has expressly permitted such disclosure by signing the disclosure statement on the formal Academic Appeals Form.

V. Finality of Hearing Committee Decisions and Conditions under which Appeals are Allowed

The Hearing Committee's decision is final and binding on all parties. However, any party to the dispute (either the student or the respondent) may appeal a committee decision *on grounds of procedural violations*. If either party alleges that the procedures outlined in this policy were violated, they must present a written appeal to the President outlining their allegations within ten (10) days of notification of the decision. The President (or designee) shall then investigate only the issue as to whether there were procedural violations in the handling of the appeal; if there is a finding of procedural violations, the President shall send the case back to the first step of the formal appeal (outlined in Section **III B**, above) to begin again.

VI. Annual Reports and Record Retention

The Provost shall retain for a period of three years after the appeal has been exhausted each appeal that has been filed with the Academic Appeals Board, and a copy of all documentation submitted initially as well as at any time during the proceedings. After three years, the file shall be destroyed.

Annually, at the end of each academic year, the Provost shall report to the President and to the Academic Senate the number of formal academic appeals received, as well as the nature and resolution of each appeal.

VII. Timelines

The timelines in this policy may be extended by the Provost, if the appellant can present documentation of extenuating circumstances that prevented a timely filing of the appeal (or a timely response at a later stage) or if the Appeals Board or Hearing Committee provides compelling reasons that warrant such an extension.

University Academic Appeals Board

(Senate: 6/1/10, 3/8/11; President: 6/21/10, 3/29/11)

The University Academic Appeals Board is the primary campus entity concerned with “due process” of academic matters for the students and instructors at California State University, Los Angeles, particularly in regards to the assignment of grades and other academic decisions rendered by the faculty and affecting individual students. The Board hears grade appeals based on a student’s belief that an instructor has made a clerical error, been capricious or prejudicial in the evaluation of the student’s work, or inconsistently or inequitably applied evaluation standards. In addition, the Board hears appeals in which a student disputes a finding of academic dishonesty that has led to the imposition of academic consequences.

Membership:

Provost (or designee), *ex officio* (non-voting)

Student Judicial Affairs Officer, *ex officio* (voting)

One faculty member, elected from each college, for staggered 2-year terms; plus two faculty members elected at-large, for staggered 2-year terms. Faculty members in the Library and Student Affairs are considered the same as a college for his purpose.

Four students with at least junior standing, to be appointed by Associated Students, Inc.

Charge: The Academic Appeals Board shall be responsible for the conduct of all student grade appeals and academic grievances that reach the University level, as outlined in the University’s Grade Appeals/Academic Grievance policy.

The Academic Appeals Board reports directly to the Provost and Vice President for Academic Affairs.

The Academic Appeals Board shall convene at least monthly, on the first Friday of each month, from 10:00 a.m. to 12:00 p.m.

The Board shall review formal grade appeals and academic grievances and shall determine (by a simple majority vote) which formal grievances warrant a hearing at the university level. If the

board so determines, then a Hearing Committee (drawn from the Appeals Board membership, as specified in the Grade Appeals/Academic Grievance policy) shall be convened to hear the case.

The proceedings of the University Academic Appeals Board and any Hearing Committees convened shall be governed by the relevant procedures outlined in the University's *Administrative Manual*.

Student Disciplinary Procedures

The procedures governing hearings in matters of student discipline were established for The California State University by Chancellor's Executive Order 970 of February, 2006. These procedures are detailed in Appendix I, "[Student Disciplinary Procedures](#)."

Access to Records of Individual Library Users

(Senate: 4/21/71, 11/15/94; President 4/30/71, 3/3/95; Editorial Amendment: 9/99)

Purpose. This policy is intended to protect individual users of the John F. Kennedy Memorial Library, California State University, Los Angeles, from improper disclosure or misuse of information about books charged to them and their use of the library.

Modern library operations make it feasible for the library to accumulate extensive statistical information about library use, including data on borrowing patterns of different classes of users. Such information is extremely helpful in analyzing the effectiveness of the library's collections and services, in predicting future use patterns and users' needs, and in administrative applications.

The library is aware of its responsibility to safeguard the confidentiality of information about any individual's use of the library. This responsibility includes but is not limited to the observance of the following guidelines.

Procedures. The details of an individual's borrowing history will not be compiled unless legally required and will not be publicized, nor released to any individual or agency external to the library, nor released to unauthorized personnel within the library. This prohibition will not apply to the extent that it is necessary for the library to maintain records of delinquent borrowers and to transmit information about fines and other charges incurred by such borrowers to the University Financial Services Office for collection. However, such records will be maintained in confidence and will not be available to persons other than those involved in the assessment and collection of such charges.

When, for administrative purposes, the library prepares analyses of the borrowing history of users, the names of persons involved in such studies will not be used. Circulation records that include identification of individual borrowers will not be accessible to any individual or agency external to the library nor to unauthorized personnel within the library.

Once a borrowing transaction is completed, no records will be kept which will permit the circulation of history of library materials to be related to the identity of individual library users.

Teacher Disclosure Policy

(Senate: 3/18/65, 2/27/79; President: 5/27/65, 3/8/79)

When interrogated directly by prospective employers of any kind, or indirectly by the University's administrative officers on behalf of prospective employers, a professor can safely answer questions which the professor finds clearly concerned with the student's competence and fitness for the job. But questions relating to the student's political, religious, moral, sexual, or social beliefs, opinions, or activities may jeopardize the professor-student relationship and constitute an infringement of the student's academic freedom. The University will support any professor's decision not to respond to questions which that professor considers to be of this type.

To guard against the danger of putting their students in an unfavorable light, professors should preface each written questionnaire or oral interview with a brief pro forma statement explaining that the academic policy to which they subscribe precludes their answering certain types of questions, and that no presumptive inferences about individual students should be drawn because of their adherence to this established university policy.

There should be no exceptions to the rule not to respond to such questions, even though an individual student might wish it. Personal expediency should not be permitted to override a principle which seeks to ensure the kind of intellectual climate in which unhampered inquiry and uninhibited learning can take place.

It is recommended that copies of such a statement be made available to professors for use, through their department/division/school offices. The text of such a statement might read: "It is my practice, in accordance with expressed university policy, not to answer questions relating to the student's political, religious, moral, sexual, or social beliefs, opinions, or activities because answering such questions tends to jeopardize the professor-student relationship and often constitutes an infringement of the student's academic freedom."

Communications Code

The regulations governing the publications and broadcasting activities subsidized by the Associated Students and affiliated with an instructional department/division/school of the University are detailed in Appendix J, "[Communications Code](#)."

Field Trips

In order to provide information to the University concerning the location of an instructor or a student in case of an emergency, and to protect the faculty member and the student in case of an accident, faculty members are asked to notify the dean's office, after approval by the department/division chair or school director, prior to leaving on such a trip.

S-Factor Field Experience Courses

(Senate: 8/11/87; President: 7/25/88)

A minimum of three hours per week per unit is required of students earning credit in field experience courses. The Catalog description of each s-factor field experience course must contain a statement describing the required number of hours for that course.

Division of Intercollegiate Athletics Normal Progress Statement

(Senate: 9/9/83, 6/3/86, 1/25/00; President: 10/21/83, 9/2/86, 4/4/00; Editorial Amendment: 8/01, 5/15)

In order to be eligible for competition in intercollegiate athletics, student-athletes must earn units in courses acceptable toward a specific degree program at a minimum rate of 24 units between seasons of competition. As prescribed by NCAA regulations, seventy-five percent of these units (18) must be earned in fall and spring semesters. For students who have not declared a major, no more than one-third (8) of the yearly minimum number of units may be electives. At least two-thirds (16) of the units must be in general education and required University courses. For students who have declared a major, at least two-thirds (16) of the units must be in general education, required University, or major courses, and free elective courses up to 8 units annually are permitted only to the extent that the particular degree program accommodates them. Repeated courses may be counted once for normal progress, unless repetition of the course for credit has been authorized in the University Catalog. Repeated courses and incomplete courses, when completed, will be applied toward normal progress requirements in accordance with NCAA rules.

In the calculation of the required 16 unit major, general education, and required University courses, only courses in the primary major will be included. Courses taken in a minor, a second major, and professional education courses will be considered elective. In the freshman year only, students may count up to 12 units of satisfactorily completed precollegiate courses acceptable for any degree program.

Student-athletes who transfer from other institutions shall be subject to the above minimum academic progress schedule upon enrollment at Cal State, LA.

A minimum overall collegiate grade point average of 2.0 and a minimum Cal State LA grade point average of 2.0 must be maintained at all times in order to remain eligible for competition. A necessary condition for practice, as well as for competition, shall be enrollment in no fewer than 12 units of coursework, unless an official graduation check form indicates that the student-athlete needs fewer than 12 units to graduate.

Student-athletes must formally declare a major by the beginning of the fifth semester of collegiate enrollment. Fifth semester student-athletes will be declared eligible by the Faculty Athletics Representative only after receipt of:

1. Evidence of the student-athlete's formally declared major.
2. A copy of the student-athlete's department/division/school advisement form signed by the department/division/school advisor.

In the case of fall sports that begin competition prior to mid-September, juniors and seniors who have not submitted this material will be ineligible for competition.

Student-athletes who change a major will be required to supply an updated advisement form to the Faculty Athletics Representative. After a change of major, a student-athlete may meet the normal academic progress requirements if the units earned prior to the change are acceptable toward the degree previously sought, and the units earned from the time of the change are acceptable toward the new desired degree. This means that changing a major is not a valid reason for failing to meet normal progress.

Special Action Graduate Admission Policy

(Senate: 10/25/83; President: 11/8/83; Editorial Amendment: 9/99, 9/00, 8/01, 4/15)

Applicants who were in good standing at the last college attended but who do not meet the mandated admission requirements may petition for admission by special action if acceptable alternative evidence exists that the applicant possesses sufficient academic, professional and other potential pertinent to the applicant's proposed graduate objective.

Special action admission may be granted by the appropriate college graduate dean upon the recommendation of both the proposed major department/division/school and the college graduate studies committee.

Students admitted by special action to Master's degree programs will be admitted to conditionally classified graduate status and must complete specific prerequisites and a minimum of 9 semester units of qualifying courses specified by the major department/division/school and college graduate dean. The grade point average for qualifying and prerequisite courses is established by the department and must not be less than 3.0. Students admitted to non-degree programs must complete special requirements as designated by the major department/division/school and college graduate dean.

Graduates of Unaccredited Institutions

(Senate: 3/9/93, 10/11/94; President: 10/25/94, 3/3/95; Editorial Amendment: 9/00, 8/01, 1/21/15)

A degree from an unaccredited college is not recognized for admission in postbaccalaureate or graduate standing. Graduates of such institutions may be admitted in undergraduate standing if course work is deemed acceptable and meets undergraduate admission requirements, and may be granted postbaccalaureate or graduate standing upon satisfaction of the following conditions:

- Meet the minimum university, college, and department/division/school requirements for admission to classified graduate standing in a degree program.
- Complete a minimum of three upper division courses (at least 9 semester units), specified in advance by the proposed major department/division/school, with a grade point average of at least B (3.0). These courses may not be 5000-level. Upon recommendation of the department/division/school and the college graduate dean, 4000-level qualifying courses may be applied to the master's degree program.
- Receive the written recommendation of the department/division/school in which the degree is sought and of the appropriate college graduate dean.

An applicant with a bachelor's degree from an unaccredited institution and a master's degree from an accredited institution may be admitted as a regular postbaccalaureate or graduate student, assuming that all other requirements have been met and that appropriate approvals have occurred.

Admission of International (Visa) Undergraduate Students

(Senate: 12/9/80, 8/5/86, 2/10/02; President: 3/5/81, 5/5/87, 5/19/04; Editorial Amendment: 8/01, 1/21/15)

International (visa) students (and all others who are not permanent U.S. residents) will be admitted to Cal State LA only if they meet one of the following requirements:

1. Completion of two years of acceptable college work (56 semester units or equivalent) with a minimum 2.4 grade point average as evaluated by the University (A=4.0), an acceptable course in English composition, speech, critical thinking, and mathematics with a minimum grade of C in each course, and a minimum 550 paper-based or 213 computer-based score on the Test of English as a Foreign Language (TOEFL); or
2. Graduation from a foreign high school where the language of instruction was not exclusively English, (with a minimum 3.0 grade point average/equivalent to a U.S. B average, as evaluated by the University), a minimum 2.4 grade point average in any college work attempted (as evaluated by the University), and a minimum 550 paper-based or 213 computer-based TOEFL score. The academic eligibility requirement for high school work is the same as for graduates of high schools in California, although submission of ACT or SAT scores is not necessary, unless specifically requested by the University. Foreign high school equivalencies will be determined by the University; or
3. Graduation from a foreign high school where the language of instruction was not exclusively English, (with a minimum 3.0 grade point average/equivalent to a U.S. B average, as evaluated by the University), and a minimum 550 paper-based or 213 computer-based TOEFL score. The academic eligibility requirement is the same as for graduates of high schools in California, although submission of ACT or SAT scores is not necessary. Foreign high school equivalencies will be determined by the University.

The Test of English as a Foreign Language (TOEFL) is required of all students, regardless of citizenship, who have not attended schools at the high school level or above for at least three full years of full-time study where English is the principal language of instruction. The TOEFL

exam may be taken as a paper exam or via computer.

The Admissions Office will consider variation from the stated minimum TOEFL score requirement only for those students who have a 3.0 grade point average as evaluated by the University and whose TOEFL score is not more than ten points below the stated minimum for the paper-based test, and not more than six points below the state minimum for the computer-based test. In exceptional cases the Director of Admissions and Records may waive the TOEFL requirement upon the recommendation of the applicant's major department/division/school.

The Bureau of Citizenship and Immigration Services (BCIS) requires F-1 visa undergraduate students to carry a minimum study load of 9 semester units. International students must have advance proof of adequate financial resources, be in good health, and comply with all University and U.S. and BCIS regulations. The University international student office should be consulted for information on visas, housing and related matters.

Application forms for international students, available from the Admissions Office, should be filed at least six months before the beginning of the desired semester of attendance.

Smoking

(Senate: 7/31/73, 3/9/76, 11/22/88, 11/9/93; President: 8/13/73, 4/9/76, 1/19/89, 12/13/93)

For the health of all members of the university community, smoking is prohibited in California State University, Los Angeles buildings or leased space within buildings shared by others.

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Chapter VI

Personnel and Professional Policies

SECTION A: PHILOSOPHICAL PRECEPTS

Definition of "Faculty"

(Senate: 5/19/76; President: 5/28/76)

In reference to the definition of the term "academic administrative" and to Executive Order 301, "Grievance Procedures for Academic Personnel," the following persons are included in the definition of the term "faculty" and are eligible to serve in faculty governance:

- Probationary and tenured faculty
- Assistant Librarians and above
- Persons in academic administrative positions
- Counselors, SAO III and above
- Full-time Coaches

Persons in the categories listed above are eligible to vote in university-wide elections.

The final determination of the eligibility of the various positions falling into the categories specified above shall be the responsibility of the Executive Committee of the Academic Senate.

Consultation

(Administrative Code: Section 42701)

(Senate: 4/8/75, 4/15/03; President: 4/15/75, 4/6/04; Editorial Amendment: 8/01)

It is the policy of the Trustees that faculty be consulted on academic personnel matters. Each campus shall develop campus-wide procedures whereby only members of the faculty who are tenured, and such department/division chairs, school directors and academic administrators as the campus procedures shall provide, may participate at any level of consideration in the deliberations or vote on recommendations relating to appointment, retention, tenure, or promotion of faculty. The procedures shall provide that those making such recommendations should consider information from other faculty members and any other source, including, but not limited to, students. The campus-wide procedures shall be consonant with the regulations, policies, and procedures of the Board of Trustees and the Chancellor and shall be approved by the President.

All groups and individuals making recommendations relating to **appointment, retention, tenure**, or promotion of faculty shall accept the responsibility for making positive efforts to achieve the ideals set forth in the University's Statement of Diversity and Inclusivity.

Academic Freedom, Professional Ethics, and Faculty Rights

Principles of Academic Freedom

(Senate: 1/19/67; President: 1/31/67, 2/6/67)

1. Faculty members are entitled to freedom of discussion in the classroom and on the campus. It is here assumed that discussion in the classroom is relevant to the subject matter taught, although no formula predetermining relevance either can or should be imposed.
2. Faculty members are entitled to full freedom in research and in the publication of the results, subject to the requirement of adequate performance of duties.
3. College or university faculty members are citizens and members of learned professions. When speaking or writing as citizens, they are free from institutional censorship or discipline. At the same time, they will recognize their responsibilities as members of learned professions.

The limitation of these statements to issues particularly affecting faculty members, in keeping with the scope of this Handbook, does not imply that issues of academic freedom affecting student members of the university community may not properly be brought before the Committee on Academic Freedom and Professional Ethics when such questions have not been resolved by the university administration.

Statement on Professional Ethics*

(Senate: 1/12/88; President: 7/25/88)

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in students. They hold before them the best scholarly and ethical standards of their disciplines. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory

treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, they show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their communities, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subjects, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

*Statement adopted by the 73rd Annual Meeting of A.A.U.P. reprinted from *Academe*, July/August 1987, p. 49.

Faculty Rights

(Senate: 1/19/67; 10/16/84, 2/21/89; President: 12/6/67; 2/21/84, 8/31/89; Editorial Amendment: 9/00, 8/01)

The enumeration of the following rights does not preclude the existence of other rights not specified here.

1. The faculty member has the right to be fully informed at the time of appointment, and at reasonable intervals thereafter, of the terms and conditions of employment, including the opportunities for advancement, tenure, and promotion; the opportunities and terms governing sabbatical and other leaves of absence; and terms and conditions of retirement; the grounds for dismissal; and all related rights of, and lawful restrictions on, the faculty.
2. The faculty member may choose to affiliate with any social, political, or religious groups which that faculty member in good faith believes to be consistent with the principles of American government.

3. In the classroom, the faculty member has the right and often the obligation to present controversial issues that are relevant to that faculty member's teaching.
4. It is a faculty right and obligation to participate in faculty government. The faculty cannot surrender this right by appointing or electing faculty members to committees by virtue of their administrative position, or by constituting committees with the dual role of establishing policy and also administering policy. Faculty committees in each department/division/school shall have the responsibility for policy recommendation and shall report directly to the college dean.
5. If any material other than that submitted by the faculty member is to be placed in a faculty member's permanent file, that individual shall be provided with a copy of such material prior to the placement and thereupon shall have the right to provide a written response which will be included in the file. Anonymous accusations shall be summarily dismissed (and destroyed, if a document) and shall not be used in any proceedings.

Related Procedures

A faculty* member who finds that a question relating to academic freedom or professional ethics cannot be resolved at the department/division/school or college level may:

1. Submit the question in writing to the Chair of the Committee on Academic Freedom and Professional Ethics through the Administrative Assistant to the Academic Senate (see the charge to the Committee on Academic Freedom and Professional Ethics, Chapter II); or
2. File a request for review with the President.

*See Section 1 of Article III of the Constitution of the Faculty, Appendix C. For the purpose of seeking the services of the Committee on Academic Freedom and Professional Ethics, "faculty" as defined in the Constitution is expanded to include visiting professors and those holding part-time assignments. This position is consistent with that taken by the AAUP. "Both the protection of academic freedom and the requirement of academic responsibility apply not only to the full-time probationary as well as to the tenured teacher, but also to all others, such as part time and teaching assistants, who exercise teaching responsibilities." (**AAUP Policy Documents and Reports**, 1973 edition, page 4)

Retention of Faculty Author Rights to Deposit and Disseminate their Scholarly Articles: An Open Access Policy

(Senate: 5/6/25; President: 2/4/26)

(This policy is guided by The Open Access Policies of California State University, East Bay and the University of California)

I. Preamble: Purpose of Policy and Value of Open Access

The purpose of this policy is to express the commitment on the part of the faculty of California State University, Los Angeles to disseminating its research and scholarship as widely as possible. As part of a public university system, the faculty is dedicated to making its scholarship available to the people of California and beyond, in line with the resolution in support of faculty publication rights with a green open access policy for the California State University adopted in 2019.

Cal State LA is committed to adopt and support this policy encouraging faculty to share and archive their scholarly articles in open access repository, such as the CSU-wide repository scholarworks. This policy defines scholarly articles as peer-reviewed articles that have been accepted for publication or published in a scholarly journal.

Open access scholarly publications are available to anyone in an accessible format, free of charge, and without licensing restrictions. The faculty recognizes the benefits of wide dissemination, including greater recognition and a general increase in accessible scientific, scholarly, and critical knowledge.

In keeping with these considerations, the faculty adopts the following policy pertaining to faculty-authored scholarly articles.

II. Grant of License, Limitations, and Scope

The faculty is committed to making their scholarly articles widely and freely available in an open access repository. As such, faculty members are encouraged to deposit their scholarly articles in an institutional open access repository.

Those who deposit their work in an open access repository of the CSU grant to Cal State LA a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of their scholarly articles, in any medium, provided that the articles are not sold for a profit, and to authorize others to do the same. Copyright is a bundle of five rights: the right to reproduce, the right to prepare derivative works (e.g., translations), the right to distribute, the right to display publicly, and the right to perform publicly.

This policy allows faculty members to more easily and collectively reserve rights of their scholarly articles that might otherwise be signed away, often unnecessarily, in agreements with publishers. Such a policy will give Cal State LA a legal basis to host and provide public access to faculty scholarly articles.

This policy does not transfer or affect copyright ownership, which is determined by existing Cal State LA Intellectual Property Rights policy. This Open Access policy only applies to scholarly articles published by a faculty unit employee or emeritus faculty member while they are employed by Cal State LA.

III. Waivers

Cal State LA faculty authors will always be granted a waiver and will not require justification. Upon request, the University will provide a faculty member with a letter verifying that a waiver of license for a particular Article Has Been Granted.

IV. Considerations regarding Retention, Tenure, and Promotion

Faculty decision to participate in open access is voluntary. Faculty decisions regarding participation in the open access platform repository of scholarly work shall not be used as a factor in retention, tenure, and promotion evaluations, recommendations, and decisions.

V. Deposit of Articles

Participating faculty members will deposit an accessible electronic copy of the accepted author manuscript of each article covered by this policy to Cal State LA, in an appropriate format specified by the Cal State LA University Library, for inclusion in a University open access repository.

This policy does not in any way prescribe or limit the venue of publication. Faculty receiving funding from federal agencies or other sources should follow the guidelines of those agencies regarding the depository of publications resulting from the funding.

VI. Oversight of Policy

The University Library will be responsible for the implementation of this policy. The dean of the University Library will, in a timely manner, escalate questions of interpretation and application to the Library Subcommittee. Final authority for resolving questions rests with the office of the Provost, as designee of the President.

Any changes to the text of this policy will require approval by the Academic Senate. The University Library, in consultation with the Library Subcommittee, will review this policy within three years and then at intervals of no less than five years and present a report to the Academic Senate.

Protection Against Misconduct in Research

(Senate: 7/10/90, 5/31/16; President: 9/13/90, 10/3/16)

Governing Documents: 42 Code of Federal Regulations Public Health Service Policies on Research Misconduct (Department of Health and Human Services, Public Health Service 42 CFR PART 50, RIN 0905AB91); CSU Executive Order 890; Articles 18 and 19 of the Collective Bargaining Agreement between the California State University and the California Faculty Association.

Misconduct in science (or research in any discipline) means fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific (academic) community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

California State University, Los Angeles (Cal State LA), is committed to excellence in teaching, research and public service, as well as to the conduct of these activities with the highest possible ethical standards. This document establishes policies for handling allegations of research misconduct. Procedures for handling allegations of research misconduct are found in Cal State LA Administrative Procedure 102.

Cal State LA is guided by ethical principles when members of its academic community engage in research, scholarship and creative activities, and complies with pertinent federal and state regulations. Individuals who wish to report instances of research misconduct should promptly do so by notifying the Research Integrity Officer.

While portions of this policy specifically address requirements of the U.S. Department of Health and Human Services' Office of Research Integrity, which has oversight of research sponsored by the Public Health Service, the general procedures contained herein apply to all research activity conducted by Cal State LA staff, faculty, and students, regardless of the source or amount of funding for that activity.

Handling Alleged Misconduct in Research

Cal State LA will respond to all reports of research misconduct in a timely and appropriate manner. If the complaint has merit, Cal State LA will promptly take actions to prevent recurrence and remedy the effect of research misconduct, to the extent possible. Persons who are found to have engaged in research misconduct may be subject to subsequent reprimand and/or disciplinary action, following procedures specified in collective bargaining agreements between the California State University Board of Trustees and the employee's relevant bargaining unit, university policies and procedures applicable to non-represented staff, policies and procedures of University Auxiliary Services, Inc., or the CSU Student Conduct Procedures, as applicable. In determining whether an action violates this policy, the totality of the circumstances shall be considered.

Cal State LA will not retaliate nor tolerate retaliation against parties reporting alleged research misconduct. This policy prohibits retaliation against complainants and requires the university to address and counter any retaliatory acts. Reports of retaliation will be handled in accordance with the relevant collective bargaining agreement and/or campus administrative procedure.

University-Wide Guiding Principles of Equity, Diversity, Inclusion, and Belonging at Cal State LA

(Senate: 12/6/22; President: 12/19/22)

A commitment to equity, diversity, inclusion and belonging at Cal State LA includes the following commitments:

1. The pursuit and practice of social justice.
2. The promotion of a culture of equity, diversity, inclusion and belonging in which everybody takes responsibility for promoting EDIB within their own purview.
3. The prioritization of the well-being and mental health of the educational stakeholders/agents in the University, including students, faculty, staff, administrators, and members of the community-at-large.

4. The express recognition of inequity in terms of race, ethnicity, gender, gender identity, sex, sexual/affective orientation, class and disability, including the detailed specificities of each (e.g. anti-black racism) and the intersectional character of all.
5. The honoring of the diverse cultural wealth and the recognition of the competing needs of stakeholders.
6. The prioritization of meaningful and transparent conversations across the University about all EDIB-related matters that includes race and culture and goes beyond these elements and characteristics (e.g., gender, gender identity, ability, sex, sexuality, international and family or origin), to promote solidarity and restorative justice practices.
7. The prioritization of transparent communication across the University in general.

Shared Understanding of Terms

Diversity:

- (is) the valued presence of identities and experiences of all students, faculty, staff and campus communities.
- (does) empower people by respecting and valuing what makes us different.

Equity:

- (is) the process of achieving parity for students, faculty, staff, and campus communities.
- (does) create practices and policies with the understanding that people have different needs to succeed and thrive.

Inclusion:

- (is) the action of creating space for the voices and perspectives of those that have been traditionally/historically marginalized.
- (does) center diverse people and perspectives including those in protected classes.
Nb: If an effort to have inclusion does not include building power within marginalized communities then it is not the definition in use here.

Belonging:

- A basic human need that is met by active recognition and embrace of a person's lived experience, perspective, and ways of learning and understanding and includes a community of persons with shared social identities, supportive and challenging environments, and climates with high levels of encouragement.

Social justice:

- (is) the distribution of resources, time, and opportunities to create, sustain and/or restore a fair and equitable society.
- (does) address systemic and systematic past and current practices using principles of resources allocation, equity, access, participation, and civil rights in fair, honest, and transparent ways.

Statement of Responsibility for Providing Student Advisement

(Senate: 10/28/81; President: 1/20/84)

Faculty are expected to provide academic advisement and to assist students in selecting appropriate courses and planning a program of study. Faculty shall provide advisement to students seeking information about a discipline as well as provide academic advisement to students who have declared their major.

Office Hours

(Senate: 2/28/89, 5/13/08, 2/27/18; President: 8/31/89, 6/12/08, 4/20/18; Editorial Amendment: 8/01)

The purpose of office hours is to provide reasonable opportunities and access for student-faculty interaction outside the classroom. Faculty members who teach six units or fewer will schedule a minimum of one office hour per week. Faculty members who teach more than six units will schedule a minimum of two office hours per week. Faculty members shall schedule office hours consistent with the mode of instruction e.g., face-to-face, online, hybrid, or field-based modes.

Incompatible Activities

(Senate: 5/6/65, 2/26/85, 2/28/89, 6/2/15, 9/25/18; President: 5/27/65; 3/22/85; 8/31/89, 10/13/15, 10/15/18; Editorial Amendment: 9/00, 8/01)

A faculty member must not engage in incompatible activities, which are defined below. Engagement in such activities shall be regarded as unprofessional conduct:

1. Activities which are pursued chiefly for economic value are not specifically prohibited but are nevertheless discouraged, except as such activities are involved in the management of private affairs. The discretion and judgment of appropriate department/division/school committees and department/division chairs or school directors shall prevail on these points, subject to review as provided below. In addition, a faculty member must not engage in any outside activity in which there is a conflict of interest with primary responsibilities as a university professor.
2. Other activities are incompatible only when conducted excessively, as defined below. Activities such as part-time teaching at other non-CSU institutions, consultation or research performed outside the University, the sale of creative efforts, and public

lecturing are examples. Faculty members must not engage in outside activities of any kind to the extent that these conflict with their primary obligations to the University by affecting their performance adversely.

It shall be the responsibility of the appropriate department/division/school committee and the department/division chair or school director to assure that all faculty members meet their responsibilities to the University as outlined above.

All faculty members appointed full-time at the University shall be required to provide a written statement to the appropriate administrator of all outside employment, where such outside employment is expected to amount to more than one hundred sixty (160) hours per semester for faculty holding academic year or ten (10) month appointments or one hundred twenty (120) hours per three (3) month period for faculty holding twelve (12) month appointments.

Interpretation of "an excess level of outside activity" will be operational, defined as "that level of activity which conflicts with a faculty member's obligation to the University by affecting performance adversely." Inquiries in writing regarding the nature or level of a faculty member's activities may be directed to the department/division/school committee and department/division chair or school director by the dean of the college, the college Faculty Affairs Committee, or the President.

Any faculty member whose outside activities are considered incompatible by that faculty member's department/division/school will be apprised orally of this judgment by the department/division chair or school director so that the individual may take appropriate remedial action. If such action is not taken by the faculty member after a reasonable period of time, it is the obligation of the department/division/school committee and department/division chair or school director to initiate proceedings according to the policy then in force for the handling of cases involving unprofessional conduct.

The above statements are an interpretation of the state policy concerning activities which are inconsistent, incompatible, or in conflict with duties as an employee of the State of California. The general statement concerning state policy follows.

In protecting the integrity of the California state service, the law includes standards of conduct with which state officers and employees are expected to comply. Section 19990 of the Government Code requires that: "A state officer or employee shall not engage in any employment, activity, or enterprise which is clearly inconsistent, incompatible, in conflict with, or inimical to his duties as a state officer or employee or with the duties, functions or responsibilities of his appointing power or the agency by which he is employed.

"Each appointing power shall determine, subject to approval of the board, those activities which, for employees under his jurisdiction, are inconsistent, incompatible or in conflict with their duties as state officers or employees. Consideration shall be given to employment, activity, or enterprise which:

1. involves the use for private gain or advantage of state time, facilities, equipment and supplies; or the badge, uniform, prestige or influence of one's state office or employment, or
2. involves receipt or acceptance by the officer or employee of any money or other consideration from anyone other than the state for the performance of an act which the officer or employee, if not performing such act, would be required or expected to render in the regular course of hours of his state employment to render in the regular course of hours of his state employment or as a part of his duties as a state officer or employee, or
3. involves the performance of an act in other than his capacity as a state officer or employee which act may later be subject directly or indirectly to the control, inspection, review, audit or enforcement by such officer or employee or the agency by which he is employed, or
4. involves such time demands as would render performance of his duties as a state officer or employee less efficient.

"Each state officer and employee shall during his hours of duty as a state officer or employee and subject to such other laws, rules or regulations as pertain thereto, devote his full time, attention, and efforts to his state office of employment."

Political Activities

Like other citizens, employees of California State University, Los Angeles may participate as private citizens in political activities and in the political process. However, state employees may not participate in such activities and processes in the name of the state. Thus, employees may not represent themselves in their personal political activities as acting in their capacity as state employees either expressly or by reasonable implication through use of their state employment title. The law also prohibits the use of state time and resources (including state materials, equipment, facilities, and services) in supporting or opposing any political candidate or issue being considered by the electorate of the state or any political subdivision of the state. The California Supreme Court has said:

". . . in the absence of clear and explicit legislative authorization, a public agency may not expend public funds to promote a partisan position in an election campaign . . . A fundamental precept of this nation's democratic electoral process is that the government may not 'take sides' in election contests or bestow an unfair advantage on one of several competing factions." [**Stanton v. Mott** 17 Cal. 3d 206; 130 Cal. Rptr. 697 (1976)]

Violation of the policy of political neutrality may subject the employee to disciplinary action and civil liability for misappropriated state time and resources.

Conflict of Interest

(Senate: 8/8/67, 5/3/88, 5/11/99; President: 9/11/67, 6/6/88, 8/12/99)

The University accepts the principles of the joint statement of the Council of the American Association of University Professors and the American Council on Education, "On Preventing

Conflicts of Interest in Government-Sponsored Research at Universities." The University will ensure compliance with all State and Federal agency requirements regarding disclosure by faculty members of existing or potential conflicts of interest involving for profit entities and government agencies.

The Agreement between the Board of Trustees of the California State University and the California Faculty Association addresses issues related to the amount of outside employment that a faculty member can accept and the procedures of reporting such employment (Article 35).

Principal investigators of projects sponsored by for-profit foundations shall file a Statement of Economic Interest at the time of application, at the close of the project, and annually during the project. This form is available in the Office of the Dean of Graduate Studies and Research. If the Statement of Economic Interest indicates a potential conflict of interest, there shall be a review by the Committee for Conflict of Interest for Principal Investigators.

In the event of inconsistency between University policy and government agency policy regarding conflict of interest, the latter will be deemed to preempt University policy to the extent necessary to ensure full compliance with State and Federal mandates.

Conflict of Interest in Faculty-Assigned Course Materials

(Senate: 2/9/16; President: 4/14/16)

Governing Document: California Government Code, Section 87100

The assignment of appropriate course materials is an integral part of a faculty member's regular duties. Course materials include, but are not limited to, textbooks, software/applications, subscriptions, and supplies. Faculty members should make decisions concerning textbooks and other course materials primarily on the basis of educational criteria without regard to financial or other incentives. Faculty should assign materials that best meet the instructional goals of their courses, and therefore may conclude that what they have created for a course best realizes these instructional goals. However, faculty members may not profit financially from the assignment of instructional materials in any course taught at Cal State LA, with the exception of the following:

- Peer-reviewed books and textbooks.
- Self-published texts (printed or electronic), software, manuals, and other faculty authored materials adopted by departments and programs outside of Cal State LA.

It is the individual professional responsibility of all faculty members to make a reasonable effort to avoid the appearance of a conflict of interest that could give their students or the public served by the University reasons to question the propriety of their professional judgments. If requested, faculty members shall provide written disclosure statements addressing any conflict of interest regarding faculty assigned course materials.

Faculty members may not collect money from students for course materials of any kind. Therefore, any course materials, including textbooks may not be sold by faculty members

directly to students. No royalties may be received by the faculty member for preparing or editing a course pack of published material. Permission to use copyrighted materials must be obtained and the cost of copyright fees may be built into the selling price.

Attendance at Commencement and Honors Convocations

(Senate: 10/30/73, 5/5/87; President: 11/20/73, 5/14/87; Editorial Amendment: 8/01)

All full-time faculty members have a professional responsibility to support graduation and honors convocations through attendance in academic regalia. Each department/division/school shall arrange for attendance by each full-time member of the faculty.

Section B: Appointment, Retention, Tenure, Promotion, and Evaluation

Recruitment of Tenure-Track/Tenured Faculty

(Senate: 8/10/71, 11/15/77, 11/5/85, 10/17/89, 6/4/92, 3/11/03, 1/28/20; President: 8/17/71, 11/21/77, 12/19/85, 11/10/89, 7/11/92, 5/7/03, 7/24/20; Editorial Amendment: 9/99, 9/00, 8/01)

Recruitment should be based on explicit long-term (three- to five-year) plans developed on the basis of careful forecasting of curriculum developments for each department/division/school, projected changes in class size limits related to changes in content and methods of instruction in each class, changing needs for each offering, projected student/faculty ratios, projected FTES, and the Statement of Diversity and Inclusivity.

An intensive effort should be made to recruit candidates from underrepresented groups. Departments/divisions/schools shall be required to recruit faculty from a wide variety of academic institutions to provide significant breadth of background and experience in each department/division/school.

Each college and the Library shall strive to maintain a ratio of tenure-track/tenured to lecturer faculty sufficient to ensure that activities requiring tenure-track/tenured faculty are adequately staffed. When accrediting agencies specify a particular ratio of tenure-track/tenured to lecturer faculty, specific limits on lecturer faculty should be recommended by a department/division/school.

The department/division/school shall develop the position announcement and other recruitment documents, which shall be approved by the college dean and the vice president of Faculty Affairs. The position announcement must include the name of the specific terminal degree that is required for tenure and promotion if the possession of that degree is not a requirement for appointment.

Departments/divisions/schools may require additional professional training, vocational experience, or education above and beyond the terminal degree. Departments/divisions/schools shall distinguish between minimum and preferred qualifications, and shall consider such factors

as instructional ability; training; professional potential or achievement; evidence of research, scholarly, and/or creative activities; and quality of recommendations. All applicants for a position shall be evaluated using the criteria stated in the position announcement. Position announcements for tenure track positions shall be disseminated locally, regionally, and nationally.

Departments/divisions/schools may consult with the Office of Equity, Diversity, and Inclusion throughout the recruitment process.

Appointments

(Senate: 1/4/72, 1/12/81, 2/26/85, 2/4/92, 7/16/03, 5/31/16; President: 1/13/72, 1/26/81, 3/22/85, 3/11/92, 4/6/04, 10/3/16; Editorial Amendment: 9/00, 8/01)

Governing Documents: Article 12 of the Collective Bargaining Agreement between the California State University and the California Faculty Association, Education Code section 89535, and the Chancellor's Executive Order 158.

Vacancy announcements shall be developed by the academic department or equivalent administrative unit (herein department) with the approval of the appropriate administrator and shall be widely disseminated.

Written information concerning personnel policies and procedures is given to each faculty member prior to the time of appointment.

Probationary appointments are normally made at the assistant professor or equivalent rank in accordance with provisions of the Agreement.

Recommendations regarding probationary appointments shall originate at the department. Probationary appointment procedures shall include the following:

- a. Each department unit shall elect an appointments committee of tenured employees for the purpose of reviewing and recommending individuals for probationary appointments.
- b. Each department appointments committee recommendation report shall be approved by a simple majority of the committee casting a vote. An abstention shall count as a negative vote.
- c. The department appointments committee will forward its recommendation of one or more candidates to the college dean. If the recommendation is not accepted by the dean, the appointments committee will be so informed and given the reasons for such action. The appointments committee then will either continue to review potential candidates and make further recommendations or abort the search.

The President may appoint a faculty member at a higher rank on the determination of merit consistent with the foregoing provisions.

The appointment of new probationary faculty members is based upon procedures paralleling and anticipating those explained below in connection with retention, tenure, and promotion. Except for special cases, such as a faculty member employed specifically for one year only (normally as a replacement for a faculty member on leave), each newly appointed probationary faculty member is assumed to be a candidate for retention, tenure, and promotion in due course. Hence professional qualifications and performance are scrutinized according to criteria uniform for all faculty members.

No probationary appointments will be made without a personal interview by a qualified representative of the University. A personal interview is considered desirable as a condition of any faculty appointment and colleges are expected to adhere to this guideline except where special conditions (e.g., summer term staffing problems) interfere. Budgetary restrictions on out-of-state travel and interview money will not be considered a "special condition" in this sense.

After considering the recommendation of the department committee and the appropriate administrator, appointments of faculty members shall be made by the President. No faculty member shall be deemed appointed in the absence of an official written notification from the President which shall include: beginning and ending dates of the appointment, classification/rank, number of units, status, assigned department and other employment conditions.

In evaluating candidates for appointment to the faculty, emphasis is put on promise for developing a successful career at Cal State LA. Candidates for appointment at the rank of associate or full professor, or other equivalent rank, must demonstrate considerable achievements.

Faculty members may apply for an appointment at another campus in their field of expertise; however, no faculty member shall be involuntarily appointed at another campus within the CSU.

No individual may be appointed to an academic position who previously had been dismissed for cause, either from a position in The California State University pursuant to the Education Code, section 89535, or from any other institution of higher education. Any proposal to appoint such individuals shall be submitted to the Office of the Chancellor, Division of Faculty and Staff Relations, together with supporting documentation. The matter will be reviewed and the campus involved will be advised of the determination in each case. (Chancellor's Executive Order 158).

Joint Appointments

An initial appointment may be made jointly in more than one academic unit. The president shall determine the proportion of assignment in each department for individuals holding joint appointments. The president may change the proportions of each assignment during the duration of the joint appointment. Faculty members with joint appointments shall be considered full-time faculty members in each department in which they hold an appointment.

For joint appointments, the appointments committee shall be composed of a proportional number of tenured faculty representatives from each of the departments within which the joint

appointment is held.

Any member of the tenured or tenure-track faculty may request a joint appointment with another department. New joint appointments of existing faculty shall be made by the president or designee following appropriate consultation with the appropriate administrator(s) and faculty of the departments involved. Faculty members who receive joint appointments will be informed of the proportion of the appointment assigned to each department and the department that is assigned as the primary department.

A faculty member with a joint appointment in two or more departments may subsequently request a full-time appointment in one or more of those departments.

Temporary Appointments

The chief factors weighed in evaluating qualifications for appointment of temporary faculty are instructional ability and currency in the field. Temporary appointments may be for one or more terms or years. Their official notifications shall indicate an automatic expiration at the end of the stated period. Such appointments do not establish consideration for subsequent appointments or any further appointment rights. Recommendations for reappointment of temporary faculty originate with department/division chair or school director after consultation with an elected peer review committee composed of tenured faculty members in that department.

Affiliate Status

(Senate: 4/21/15; President: 5/19/15)

The term affiliated faculty refers to faculty who have disciplinary expertise or significant experience related to a program, but do not have a formal appointment in that program. Affiliate faculty may be involved in a program in a variety of ways, such as teaching in the program, mentoring or advising program students, and participating in program governance.

Each academic units that allows faculty to be named as affiliated with that unit shall develop a Policy on Affiliate Faculty that includes but is not limited to the following information: how faculty apply to become affiliated faculty, how applications for affiliate status will be reviewed, the length of time for which affiliate status will be granted, expectations or responsibilities of affiliate faculty, and responsibilities of the program to its affiliate faculty. Units may also have policy that describes how they recruit affiliated faculty.

Personnel Accomplishments Report (PAR)

Faculty members undergoing periodic evaluations or performance reviews are responsible for submitting the following materials to their working personnel action file (WPAF) before the published file closure date: a cover sheet, a current curriculum vitae, and a Personnel Accomplishments Report (PAR), which is a narrative statement that summarizes and describes the faculty member's activities and accomplishments during the period under review. Inclusion of evidence of accomplishments outlined in the PAR is required for permanent faculty

undergoing performance reviews, but it is optional for permanent faculty undergoing a periodic evaluation. Inclusion of evidence of accomplishments outlined in the PAR is required for periodic evaluations and range elevation reviews of temporary faculty. Departments/divisions/schools and colleges may have additional requirements.

Failure to provide required materials shall not in itself be deemed prejudicial. However, unless faculty members provide required materials, evaluation committees may have difficulty evaluating the faculty member's accomplishments. When submitted, the cover sheet, the curriculum vitae, and PAR are placed in the faculty member's permanent personnel action file, and are used in making retention, tenure, and promotion recommendations.

Personnel Files and Other Employment Records

(Senate: 7/25/67, 3/31/70, 7/3/73, 7/22/75, 5/4/76, 4/5/77, 6/8/77, 1/12/82, 5/15/85, 3/7/89, 11/25/14; President: 9/27/67, 4/20/70, 7/5/73, 7/28/75, 5/28/76, 7/18/77, 3/11/82, 7/9/85, 4/14/89, 12/15/14; Editorial Amendment: 9/00)

Governing document: Article 11 of the Collective Bargaining Agreement between the California State University and California Faculty Association.

The personnel action file (PAF) shall be defined as the one official personnel file for employment information and information that may be relevant to personnel recommendations or actions regarding a faculty member. Only the official PAF may be used as the basis of personnel actions. The President shall designate an office in which the PAF shall be maintained and designate a custodian (e.g., the college dean). The PAF is a confidential document. Access to a faculty member's PAF shall be limited only to persons with official business. The custodian shall keep a log of all instances of access to a PAF, except those for maintenance purposes, and the log shall be a part of the PAF.

Supplemental materials for evaluation (the working personnel action file—WPAF) submitted by a faculty member shall be deemed incorporated by reference in the PAF. Faculty members may choose to submit a hard copy of their WPAF or create an electronic version. The faculty member shall provide hard copies of an index of supplemental materials, a current curriculum vitae, and a current personnel information form to the custodian for placement in the PAF.

If the contents of the PAF/WPAF are stored in electronic format, such information shall be stored securely, and access to the file shall be limited to those individuals authorized to view the file.

Upon request to the designated custodian, the faculty member shall have the right of access to all personnel files and other employment records maintained by the University, including reports, documents, and correspondence collected under the faculty member's name or some other form of individual identification and shall be notified of the placement of any material in his/her PAF. The faculty member shall be provided with a copy of such material at least five days prior to its placement in the PAF. In reviewing such records, the faculty member may be accompanied by one other person. If the need for confidentiality demonstrably outweighs the need for

disclosure in the interest of justice, then records dealing with the faculty member as a student, medical and police records, communications with University Counsel, material obtained confidentially, and investigatory reports preliminary to discipline and grievance proceedings may be excluded. Denial of access on this ground may be challenged through normal procedures.

If, after examination of the PAF, the faculty unit employee believes that any portion of the file is not accurate, s/he may request in writing a correction of the material and/or a deletion of all or a portion of the material. Such a request shall be addressed to the custodian of the file. In deciding whether to remove materials from a faculty member's personnel file at the request of the individual, the dean may refer the request to the appropriate faculty committee. The committee shall recommend to the dean whether the material in question should be removed from the file. The dean shall honor the committee recommendation unless there are compelling reasons to the contrary. If the request to correct or remove material is denied or the faculty member wishes to appeal a determination for material to remain in his/her file, the faculty member has the right to appeal to the President no later than seven days after the date of such a decision.

Departmental/Divisional/School and College Personnel Documents

(Senate: 7/26/77, 8/16/77, 2/26/80, 12/9/80, 7/29/87; President: 7/29/77, 8/18/77, 3/10/80, 12/22/80, 7/25/88; Editorial Amendment: 9/00; 8/01)

Each college and department/division/school shall establish a formal system of evaluating their faculty. Each system must include methods of collecting information about the evaluation of faculty activities in category A, instructional performance; category B, professional achievement; and category C all other contributions to the University, as described in the section immediately following. Complete department/division/school and college evaluation procedures must be submitted to the Faculty Policy Committee after each new **Agreement** for review, recommendation to the President, and formalization prior to the start of the next faculty evaluation.

Between the time the department/division/school documents have been approved and the time a new **Agreement** is signed, the department/division/school and college documents will be kept current by addenda to the standardized document. Addenda to university regulations will be sent to all departments/divisions/schools by the Faculty Policy Committee prior to the start of the evaluation cycle. New regulations which originate in the department/division/school during this period must be submitted, as addenda, to the Faculty Policy Committee for approval prior to the start of the evaluation cycle.

Faculty Archives

(Senate: 2/10/98, 4/4/17; President: 4/24/98, 5/15/17)

Files of all faculty unit employees who are on the faculty five or more years will be kept in the appropriate dean's office for a period of five years after the faculty member has ceased being an active member of the faculty in any way (including FERPing). If however legal action involving the faculty member is pending, the file will be retained for five years following the

termination of the legal action. The faculty member, at the time of separation, shall review the file, indicate any material considered by the faculty member to be sensitive and sign an agreement that the rest may be kept after five years as an historical archive. Once the five years have passed the sensitive material will be removed and destroyed by the dean or designee, and the file shall be archived in the University Library in perpetuity; faculty members who do not sign the agreement will have their most recent curriculum vitae archived and the rest of the file will be destroyed. Scholars and researchers will be granted access to the archived faculty files under special collections procedures.

Handling of Materials in the Event of the Death of an Active Member of the Faculty

In the case of the death of a faculty member, the next of kin or executor of the estate shall be allowed to review the faculty member's file to identify sensitive material for removal at the end of five years, consistent with archiving policies. If no such person performs this function, the dean will do so.

Upon the death of a faculty member, the next of kin or executor of the estate will be allowed to enter the faculty member's office, under the supervision of the dean or his/her designee, to identify and remove personal effects. The dean or designee will then enter the office to identify and collect all university property and records. The material remaining will be disposed of by the dean or designee in whatever he/she considers to be an appropriate manner.

Personnel Committees

(Senate: 5/30/89, 4/15/03, 5/31/11, 8/3/11 [EA], 5/9/17; President: 8/8/89, 9/25/03, 8/26/11, 5/30/17; Editorial Amendment: 9/99, 9/00; 8/01, 3/1/18 [EA])

Collective Bargaining Agreement between the California State University and the California Faculty Association, especially Articles 2, 10, 12, 13, 14, 15, 27, 28, and 29.

A faculty personnel matter is defined as a matter pertaining to personnel recommendations and personnel actions regarding a faculty unit employee. Such matters may include appointment, retention, tenure, promotion, retreat rights, discipline, grievance, appeals, personal and professional leaves of absence, sabbatical leaves, difference-in-pay leaves, and other awards involving a member of the faculty. Within this same context, a faculty personnel matter is further defined to include incompatibility of employment, nepotism, academic freedom and professional ethics, and other such matters.

In cases where department/division/school, college, and University policy or the CSU/CFA Collective Bargaining Agreement require or permit the involvement of a faculty personnel committee, the following policies on the formation and operation of personnel committees apply.

Eligibility for Membership on Personnel Committees

Membership on faculty personnel committees shall be limited to permanent faculty members. Exceptions to this restriction shall be limited to those instances in which the

CSU/CFA Collective Bargaining Agreement requires the participation of other faculty employees.

Faculty participating in the Faculty Early Retirement Program (FERP) may serve on personnel committees when the committee's work would normally be completed during the period of FERP employment. However, personnel committees may not be comprised solely of faculty participating in the Faculty Early Retirement Program.

Faculty members on leave for one or more semesters will normally not serve on personnel committees, and must notify the committee chair prior to the beginning of the semester in which they will be absent. If a faculty member is available and willing to serve and if there are extraordinary circumstances that make the faculty member's attendance highly desirable, a faculty member may serve while on leave subject to the college dean's approval.

1. Appointment Committees

When the President has authorized the recruitment of a permanent faculty member in a department/division/school, the department/division/school shall elect an appointments committee of three or more tenured faculty members for the purpose of reviewing and recommending individuals for probationary or tenured appointments. At the discretion of the President and upon request of the department/division/school, these appointment committees may also include probationary faculty. If the President has authorized recruitment of a tenured faculty member, the appointments committee shall be limited to faculty members at a rank equivalent to or higher than the rank at which the faculty member will be appointed.

Each department/division/school and college shall establish procedures for the consideration of applicants for temporary appointments. If these procedures involve personnel committees, such committees will be governed by this policy.

2. Faculty Evaluation Committees

Each department/division/school and each college shall elect one or more personnel committees comprised of tenured faculty members to conduct evaluations of faculty members. Each department/division/school committee shall have a minimum of three members and one alternate. Each college committee shall have a minimum of five members and one alternate with no more than three members from any one department/division/school. For faculty units that are not organized into departments/divisions/schools, the unit-specific evaluations policies will identify equivalents to personnel committees. A faculty member cannot serve on more than one level of peer review for another faculty unit employee in any given academic year. If a faculty member is elected to peer review committees at two levels, the faculty member may decline service on either the department/division/school or college committee.

When a member is to be absent from a substantial part of the committee's deliberations, the alternate will replace the member and will continue through the completion of all committee deliberations of that cycle. A committee member on the college evaluation committee may not

be present when the committee is deliberating and voting on candidates from his or her department/division/school.

As established by the department/division/school policy, the chair or director may serve on the department/division/school evaluation committee either as an elected or ex officio voting member, or as an ex officio non-voting member. If the chair or director is not a voting member of the department/division/school evaluation committee, he or she has the responsibility to write an independent evaluation of the faculty member.

No member of an evaluation committee may participate in the evaluation of anyone who holds a rank higher than the member's rank. Additionally, faculty members under promotion consideration are not eligible to serve on promotion or tenure peer review committees.

3. Other Personnel Committee

Other personnel matters that require the involvement of faculty committees shall be handled by the appropriate department/division/school, college, or University committee.

Ballots for Committee Membership

It is the responsibility of the department/division chair or school director (for department/division/school committees) and the college dean (for college committees) to insure that the ballot contains only the names of faculty eligible to serve. It is expected that all eligible faculty will be on the college and departmental/divisional/school ballot and shall serve if elected. When there are fewer than twice the number of faculty members eligible for election to a personnel committee as are required to serve, the faculty shall add the names of eligible nominees from closely related disciplines, in order to present a slate of nominees with at least twice the number to be elected. Each department/division/school or college shall establish procedures for the selection of additional candidates the ballot.

Committee Responsibilities

Once a personnel committee is constituted, each committee will elect its own chair. Members of personnel committees shall be familiar with the University's Statement of Diversity and Inclusivity and make efforts to strengthen diversity and inclusivity through the retention, tenure and promotion process.

In matters related to appointment, retention, tenure, and promotion, the role of the faculty personnel committee shall be to make a recommendation to the President or the appropriate appointing authority.

1. Appointment Committees

Each department/division/school appointments committee shall review and recommend individuals for probationary appointments. Each committee's recommendation report shall be approved by a simple majority of the committee members.

The department/division/school appointments committee will forward its recommendation of one or more candidates to the college dean. If the recommendation is not accepted by the dean, the appointments committee will be so informed and given the reasons for such action. The appointments committee then will either continue to review potential candidates and make further recommendations or abort the search.

2. Evaluation Committees

Evaluation committees are responsible for evaluating the work of the candidates in all areas based on the information provided in the personnel action file, for making a recommendation regarding retention/tenure/promotion, and for applying the specific criteria and standards of the department/division/school or of the college to the performance of their colleagues in the evaluation process. When faculty have approved individualized professional plans on file, the committee shall review and take into account such plans in evaluating the faculty member's performance.

For all levels of review, the evaluation committee is expected to consider whether evaluation criteria and recommendations from previous years have been met. Additionally, the expectation for future growth leading to tenure and/or promotion should be stated to provide guidance in future evaluations. If deficiencies are found, committees are responsible for making recommendations for improvement.

In addition to the responsibilities detailed above, the department/division/school committee is responsible for conveying to other levels of review the relative merit of the individual candidate's performance from the perspective of the candidate's academic discipline.

The college evaluation committee is responsible for evaluating the materials submitted by the candidate and the recommendations forwarded by the department/division/school and for making a recommendation concerning retention, tenure and promotion the college dean.

Evaluation committees are required to complete an evaluation report. The evaluation report represents the committee's judgment and rating of the faculty member's accomplishments in educational performance, professional achievement, and service to the University. A specific recommendation for or against reappointment, retention, tenure, range elevation and/or promotion is required when a performance review is conducted.

Each evaluation recommendation and report shall be approved by a simple majority of the membership of that committee. The reservations of the minority may be written into the full committee report as qualifications or reservations or as a separate minority opinion, which shall always be included with the majority report.

Evaluation reports must be submitted in a timely manner. At all levels of review, faculty members shall be given a copy of the evaluation report before the report is forwarded to a subsequent review level. The faculty member may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the report within ten (10) days following receipt of the evaluation report. Evaluation reports from all levels of review and any rebuttals or

responses shall be placed in the faculty member's personnel action file, which is maintained in the dean's office, and shall also be sent to all previous levels of review.

Confidentiality of Personnel Matters

Except as otherwise provided by system-wide policy, the deliberations and recommendations of all faculty personnel committees shall be strictly confidential. The results of such deliberations shall be made known only to those to whom a committee is required to report and then only by the committee member or members charged with the responsibility. The principle of confidentiality shall be observed by all committee members as well as by all other participants in the process. Failure to preserve the confidentiality of personnel deliberations provides grounds for a charge of unprofessional conduct. In the event that the confidentiality of personnel deliberations is violated, the President may authorize such public statements as appropriate

In those cases where a participant in the process appears before a review committee, to provide testimony to a duly authorized authority, or to otherwise respond to a legally binding request, the principle of confidentiality is waived to the extent required.

In the event that any participant in the process perceives serious violations of University regulations in confidential procedures, that person is relieved of the requirement of confidentiality in order to report that concern to the Committee on Academic Freedom and Professional Ethics for the purpose of obtaining advice, or to those to whom the committee is required to report, for whatever action may be deemed appropriate.

Calendar

(Senate: 5/23/89; President: 8/8/89; Editorial Amendment: 9/00, 3/1/18 [EA])

The calendar for retention, tenure and promotion is prescribed by the **Agreement** which specifies the time of the notification of the presidential decision. Annually in the summer term the Office of the Associate Vice President for Faculty Affairs shall publish the deadlines for the next review cycle. The deans in turn shall publish college deadlines.

Evaluation of Permanent Instructional Faculty

(Senate: 8/3/76, 5/24/77, 7/28/82[EA], 5/24/83, 11/3/87, 7/25/89, 11/7/89, 8/21/90, 7/30/91, 2/4/92, 10/26/93, 5/10/94, 8/22/95, 5/9/00, 5/10/11, 1/24/12, 5/28/13, 12/2/14, 11/19/19, 10/20/20, 12/8/2020, 10/12/21; President: 8/16/76, 6/14/79, 9/8/82, 6/14/83, 6/22/88, 8/16/89, 11/24/89, 11/1/90, 10/7/91, 3/11/92, 12/13/93, 6/29/94, 6/24/96, 6/6/00, 7/14/11, 2/23/12, 7/9/13, 1/26/15, 1/3/20, 11/6/20, 7/28/22; Editorial Amendment: 9/00, 8/01)

Governing documents: Articles 11, 13, 14, and 15 of the Collective Bargaining Agreement between the California State University and the California Faculty Association.

In keeping with the terminology utilized in the Collective Bargaining Agreement between the California State University and the California Faculty Association, the term "permanent faculty"

shall refer to all probationary (tenure-track) and tenured faculty. This evaluation policy governs permanent instructional faculty. Although librarians, counselors, and coaches fall within the faculty bargaining unit, some aspects of their assignments differ from those of instructional faculty and thus they are subject to specific evaluation criteria. Relevant evaluation policies for each of these groups can be found in their respective evaluation policies elsewhere in this Handbook.

Overview

The purpose of the University's instructional evaluation policy is to maintain and enhance the high quality of the academic programs at Cal State LA by assuring that all permanent faculty members meet and maintain high standards of performance as teachers, scholars, and members of the campus community. The policy aims to achieve this objective by establishing criteria for fair, thorough, and consistent evaluation of individual faculty members.

Evaluations of tenure-track and tenured instructional faculty shall focus on the quality and effectiveness of educational performance, professional achievement, and other contributions to the University by the faculty member under review.

The evaluation of an instructional faculty member is based upon a comprehensive review of the individual's qualities, achievements, and promise during the year or years included in the review period.

Attention shall be given to forming a general "profile" or comprehensive estimate of the faculty member's performance and special professional interests and accomplishments.

All reviews shall be based on evidence in the permanent personnel action file (PPAF) and materials submitted by the candidate (referred to as the working personnel action file, WPAF). All evaluations will be entered into the faculty member's permanent personnel action file (PPAF). The PPAF is maintained by the University. Reports of all peer observations of instruction and quantitative summaries of student opinion surveys are maintained in the PPAF. The candidate is responsible for submitting the following materials as their WPAF before the published date of the file closure. For performance reviews, permanent faculty must submit a current curriculum vitae; a personnel information form (PIF) along with a personnel accomplishments report (PAR), a narrative statement that summarizes and describes the candidate's activities and accomplishments during the period under review; and evidence of these activities and accomplishments. Although performance review for tenure is cumulative and comprehensive, evidence submitted should focus on accomplishments since the last performance review. Inclusion of materials previously submitted for performance review is optional. For periodic evaluations, permanent faculty must submit a current curriculum vitae and a PAR; submission of evidence for accomplishments outlined in the PAR is optional for periodic evaluations.

I. Types of Evaluation

There are two types of evaluations of permanent faculty members:

performance reviews, required for retention, tenure and promotion of permanent faculty, and

periodic evaluations, conducted when an evaluation is required, but in periods in which a faculty member is not under consideration for retention, tenure, or promotion.

Performance reviews serve the dual purposes of determining whether or not a faculty member's performance warrants retention, tenure, or promotion, and of providing the faculty member with constructive feedback on his or her performance in the areas under review. Periodic evaluations are aimed primarily at providing the faculty member with feedback on his or her performance. However, they may be considered in subsequent performance reviews.

Permanent (probationary and tenured) faculty members shall undergo a performance review when under consideration for retention, tenure, or promotion. A permanent faculty member undergoing a performance review shall be reviewed by the appropriate department/division/school peer review committee, the department/division chair or school director (if not a member of the department/division/school peer review committee), the appropriate college peer review committee, the dean, the Provost and the President.

A permanent faculty member undergoing periodic evaluation shall be reviewed by the appropriate department/division/school peer review committee, the department/division chair or school director (if not a member of the department/division/school peer review committee), and the dean. Periodic evaluations shall include review of a faculty member's performance in all of the same areas as during a performance review.

II. Evaluative Standards

Permanent instructional faculty members at Cal State LA shall be evaluated on the basis of their educational performance, professional achievement, and contributions to the University.

Permanent faculty evaluations shall utilize the following official evaluative terms:

Outstanding - describes truly *exceptional* performance, for a faculty member at the particular rank and career stage.

Commendable - describes performance that is better than satisfactory and that exceed expectations for a faculty member at the particular rank and career stage.

Satisfactory - describes performance that meets expectations for a faculty member at the particular rank and career stage.

Needs Improvement - describes performance that does not meet expectations for a faculty member at the particular rank and career stage, in one or more specified areas of concern.

Unsatisfactory - describes performance that is *seriously deficient* for a faculty member at the particular rank and career stage.

A review that finds a faculty member's performance to be satisfactory or better in all areas shall be accompanied by a favorable recommendation for retention, tenure, or promotion, when eligible and not applying early.

An evaluation of "needs improvement" does not preclude a reviewer/review committee from recommending retention. To receive a favorable recommendation for tenure and promotion at least satisfactory performance must be demonstrated in all three categories.

A judgment of unsatisfactory in any one area shall entail a negative recommendation for retention, tenure, or promotion.

III. Evaluation Timelines

Periodic and Performance Reviews for Probationary Faculty

Initial probationary appointments will normally be for two years. Initial appointments of probationary faculty members who are appointed in a term other than fall shall end in spring term of the second academic year of service.

During the first year of an initial probationary appointment, a faculty member shall undergo a periodic evaluation, with the exception of those appointed in spring semester (who will not be reviewed in the first [partial] year of appointment). During the second year of an initial probationary appointment, a faculty member shall undergo a performance review for retention.

For the purposes of calculating tenure eligibility, the first year shall begin with the first fall term in which a probationary faculty member is employed.

It is possible to receive approval for a one-year extension of the probationary period when participating in specified leave programs. Information related to extensions may be found in articles 13.7 and 13.8 of the Collective Bargaining Agreement.

If found to be satisfactory or better during a performance review for retention, probationary faculty members shall be reappointed for subsequent two-year appointment(s) unless they have only one year remaining in their probationary period, in which case they will receive a one-year appointment. If a probationary faculty member is found to be less than satisfactory, he or she *may* receive a one-year appointment. During each year between retention reviews probationary faculty shall undergo periodic evaluations.

Probationary faculty members may request a performance review during any year in which they would otherwise receive only a periodic evaluation.

Consideration for tenure normally occurs during the sixth year of service as a probationary faculty member minus any credit toward tenure.

A faculty member shall not normally be promoted to associate professor and may not be promoted to professor during the probationary period. Assistant professors who are awarded tenure shall be promoted concurrently to associate professor.

A faculty member must be employed by Cal State LA and in the current rank for at least two years before applying for tenure or promotion to a higher rank.

Early Tenure and/or Promotion for Probationary Faculty

Consideration for tenure normally occurs during the sixth year of service as a probationary faculty member minus any credit toward tenure. A probationary faculty member applying for early tenure or early promotion shall demonstrate that they have, in a shorter period of time, (a) achieved the level of development in all areas of review that is expected of candidates for tenure; and (b) established a record of accomplishments that exceeds the standards and level of performance expected during the probationary period. Probationary faculty members shall not be promoted beyond the rank of associate professor.

Prior to the final decision for early tenure or early promotion, candidates may withdraw without prejudice from consideration at any level of review. If a faculty member has applied for and been denied early tenure or early promotion, the faculty member cannot apply again for early tenure or early promotion while in the same rank.

Post-Tenure Performance Reviews and Periodic Evaluations

Once tenured, a faculty member will typically undergo a performance review during the fifth year in rank as an associate professor, for consideration for promotion to the rank of professor. A faculty member who does not wish to apply for promotion within five years of receiving tenure/promotion to associate professor, must undergo a periodic evaluation in the fifth year in rank. All tenured professors (at any rank) shall be evaluated at intervals 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 college dean.

Tenured faculty members may be evaluated more frequently at the request of the faculty member or the president.

The faculty member's evaluation for promotion to the rank of professor emphasizes the scope and depth of teaching performance, the degree of professional recognition within and beyond the University, and the distinctiveness of contributions to the general welfare of the faculty members department/division/school, college, and University. Such a review must necessarily include a careful evaluation of each individual achievement, with the aim of determining its value to the faculty member, the students and the University.

Early Promotion for Tenured Faculty Members

Tenured associate professors may request to be considered for early promotion to the rank of professor. Tenured associate professors applying for early promotion shall demonstrate that they have achieved, in a shorter period of time, a record of accomplishments that exceeds the standards and level of performance that would be expected during the normal period of time in rank as an associate professor. A faculty member cannot apply for early promotion if they have applied for and been denied early promotion while in the same rank.

Review Periods

Performance Review Periods:

Review:	Review Period Begins:	Review Period Ends:
Retention review for second year faculty	Date of appointment to probationary position	File closure (fall semester of second year)
Retention (probationary performance review years other than second)	File closure of previous performance review	Current file closure (fall semester of performance review years)
Tenure and Promotion	Date of appointment to probationary position	Current file closure (fall semester of tenure eligibility year)
Promotion to Professor	File closure of tenure and promotion performance review	Current file closure (fall semester of promotion eligibility year)

Periodic Evaluation Periods:

Evaluation:	Evaluation Period Begins:	Evaluation Period Ends:
First year evaluation	Date of appointment to probationary position	File closure (spring semester of first year)
Annual evaluation (probationary years not requiring retention review)	File closure of previous performance review	Current file closure (spring semester of current year)
Post-tenure review	File closure of last review	Current file closure (spring semester of current year)

IV. Criteria Governing Evaluations of Permanent Faculty

Reviews for retention, tenure, and promotion to associate professor are cumulative in the sense that the progress or growth of the faculty member since joining the faculty is a factor in evaluation. Generally, the evaluation of a probationary faculty member will take into account all and only the activities and achievements since the initial probationary appointment. Reviews are comparative in the sense that the faculty member is evaluated against the quality and effectiveness of performance of colleagues taking into account the broad range of activities in

which different members of the faculty engage. Except when applying for early promotion to the rank of professor, for a faculty member to receive promotion to the rank of professor, they shall demonstrate a level of achievement that is commensurate with that of other candidates recommended for promotion to the rank of professor, regardless of the number of years since earning tenure at Cal State LA. Performance reviews for promotion to the rank of professor are similarly cumulative and comparative - i.e., the progress or growth of faculty members while in their present rank is assessed against the quality and effectiveness of colleagues' performance, taking into account the broad range of activities in which different members of the faculty engage. Except when applying for early promotion to the rank of professor, for a faculty member to receive promotion to the rank of professor, they shall demonstrate a level of achievement that is commensurate with that of other candidates recommended for promotion to the rank of professor, regardless of the number of years since earning tenure at Cal State LA.

Permanent faculty members are evaluated on the basis of their performance in the following categories:

- A. Educational Performance
- B. Professional Achievement
- C. Contributions to the University.

Of the three categories, category A normally shall have the greatest weight. In the case of a faculty member who is appointed or elected to a non-teaching position, special consideration shall be given to performance in that assignment. In such cases, a faculty member should consider preparing an individualized professional plan; the individualized professional plan is described in section V. B.

Although the criteria governing performance reviews are the same for retention, tenure, and promotion cases, reviewers should recognize qualitative differences between these types of reviews. This difference, however, is one of degree, not kind, and it may be summed up under the concept of growth or progress. At the time of the performance review of the faculty member for retention during the probationary period, judgment is based on demonstrated growth, performance and promise in categories A, B, and C.

At the time of candidacy for tenure and/or promotion, however, a faculty member is expected to have demonstrated substantive achievements in each of the three areas; promise of future growth will not be sufficient to warrant a positive recommendation for tenure or promotion. Special consideration will be given to the continuity and growth of the activities comprising this total performance.

Category A, Educational Performance, consists of two elements:

- 1. teaching performance, and
- 2. related educational activities.

1. Teaching performance includes those activities by the faculty member that directly contribute to student learning. Effective teaching can include many pedagogical approaches, such as

lectures, individual and group exercises, inquiry-based learning, discussion sessions, and other techniques. It can also include a wide range of activities such as supervising theses or projects; supervising student learning experiences in academic and community based settings; collaborating with students on research, performance, artistic, and other projects; mentoring students; and tutoring students.

The evaluation of teaching performance is an assessment of the quality and effectiveness of the efforts of faculty members that contribute to student learning. This evaluation must include multiple measures:

- a. A summary of the quantitative responses to the "Student Opinion Survey on Instruction."
- b. Evaluation of teaching performance based upon a peer observation of instruction.
- c. At least one other source of information, such a course syllabi, instructional materials, assessment methods, assignments (including field assignments), evidence of student work and accomplishments, and signed letters from students.

2. Related educational activities include, but are not limited to: academic advisement, curriculum/program development, programmatic assessment of learning outcomes, membership on thesis committees, the development and evaluation of comprehensive exams, and other academic support activities that enhance student retention and student achievement.

The evaluation of related educational activities is based upon such items as surveys of student opinions of advisement, student mentoring, tutoring, field activities, etc.; written reports from the department/division chair or school director, students, faculty, and/or other individuals with first hand knowledge of the faculty member's activities; and other such documentation provided by the faculty member regarding participation in program assessment, curriculum development, and other related educational activities.

Category B, Professional Achievement, is defined as performance of discipline-related activities that include, but are not limited to the following broad areas identified in no particular order:

- Academic and scholarly contributions to the faculty member's profession and field, that are externally evaluated and published or formally accepted for publication such as research, critical essays and analyses, and theoretical speculations.
- Innovative use of technology, textbooks, and original teaching or testing materials which are adopted for professional and/or instructional use outside the faculty member's department/division/school.
- Inventions, designs and innovations that have been favorably evaluated by authorities outside the University.
- Creation, exhibition, performance or publication in the arts or literature. Producing and directing events in the performing arts, including visual arts, music, dance, and theatre, beyond normal instructional duties.

- Presentations before meetings of scholarly and professional societies, and presentations as an invited authority in the faculty member's field before scholarly and professional audiences.
- Participation in activities of scholarly or professional societies beyond mere membership, such as elective office, fellowship status, committee membership, receipt of special awards, organization of symposia, and chairing of conference sessions.
- Receipt of fellowships, grants, contracts or other subsidies and commissions for scholarly activities in the faculty member's field.
- Holding special appointments such as visiting professorships, lectureships, or consultant assignments in other academic, scholarly, professional, or governmental institutions.
- Editing or reviewing of scholarly or professional publications.
- Professional practice that utilizes the faculty member's academic expertise.
- Service to one's profession, in such cases where the activity is based on one's disciplinary expertise (for example, appointment to a granting agency's review board or service on a professional board).
- Community based participatory research, community service, and community based activities that involve the academic expertise of the faculty member.
- In evaluating these contributions as to their relative merits, the quality and effectiveness, and not only the quantity of the contributions in category B shall be the primary consideration.

Category C, Contributions to the University, is defined as all other service to the University, profession, or community that contributes to the mission and governance of the University such as, but not limited to, those activities listed below.

- Contributions to academic governance such as membership and participation in the activities of department/division/school, college, university, and system committees, and service in administrative capacities.
- Participation in any student, faculty, professional, or community organization or engagement in any service to colleges and/or the community or engagement in other activities that bring positive recognition to the faculty member and to the University.
- Delivery of speeches, conducting of colloquia, or otherwise conveying information about the faculty member's scholarship, profession, field and university to community groups.
- Organization of and engagement in significant university, college and department/division/school activities that improve the educational environment and/or student, staff, or faculty life, such as organization of retreats, conferences, or orientations.

In evaluating these contributions in category C as to their relative merits, the quality and effectiveness, and not only the quantity of the contributions shall be the primary consideration.

V. Additional Evaluation Policies

A. External Review

A request for an external review of materials in one's personnel file may be made by any of the parties involved in the review. Any request for an external review must be directed to the

President or his designee and must indicate (1) the extraordinary circumstances warranting external review, and (2) the materials to be reviewed. For such a review to take place, the faculty member under review must concur with the request for external review. The dean of the college shall select appropriate external reviewer(s), with the approval of the President or designee and the concurrence of the faculty member under review, and transmit to the reviewers the materials to be reviewed. A copy of the relevant parts of this policy shall accompany the materials to be reviewed.

Once the external reviewer(s)' report is received, the file is returned to the initial stage of review and the review commences from that level forward with the reviewers' report added to the permanent personnel action file (PPAF).

B. Individualized Professional Plans (IPP)

Each faculty member shall have the discretion to develop, in collaboration with his or her chair or director and the appropriate department/division school personnel committee, an individualized professional plan (IPP). Such plans shall specify the candidate's goals and objectives and may alter the balance or focus of performance among categories A, B, and C for a specified period of time.

A faculty member may choose to prepare an IPP when either his or her work assignment or area of specialization warrants a departure from the usual evaluation criteria, or when the faculty member's work is of a nature that it makes it difficult to apply the established evaluation criteria articulated above. Such a plan must indicate the time period during which it will apply to the evaluation of the faculty member's performance. No IPP may be retroactively applied, and in no case shall an IPP exceed three years in duration. However, an IPP may be renewed. An IPP must be approved by the faculty member, the department/division chair or school director, the dean, the Provost and the President. The IPP must indicate (1) the unusual circumstances or work assignment that warrant(s) the creation of the plan, (2) the work plan (and expected outcomes) for the faculty member over the course of the IPP's duration, and (3) where necessary, the criteria by which the faculty member will be evaluated. An individualized professional plan will still require that a faculty member be evaluated in all areas of expected performance. Whenever an IPP is approved, it must be placed in the permanent personnel file. An IPP will be effective upon its approval and will govern only that part of the evaluation period during which it is in place.

C. Evaluation of Faculty Active in Interdisciplinary Programs

When a faculty member with an appointment in a specific department/division/school devotes all or part of his or her efforts to instruction in or participates in the development and administration of an interdisciplinary program, that faculty member may request an assessment of his or her performance in the activities associated with the interdisciplinary program. In that case, prior to the file closure date, the coordinator of the interdisciplinary program shall provide a written assessment of the contributions of the faculty member to that program for the faculty member's permanent personnel action file. This assessment shall be part of the evidence upon which the evaluation is based.

D. Evaluation of Faculty with Joint Appointment

The criteria for evaluating faculty with joint appointments shall be consistent with those used for comparable evaluations of faculty members appointed to a single department/division/school.

Faculty with joint appointments in two or more departments/divisions/schools or equivalent units shall be evaluated either by the peer review committee, in each department/division/school or by a joint committee of faculty from each department/division/school. If a joint committee is utilized, this committee will consist of members of all academic units within which the candidate holds a joint appointment. Each academic unit shall elect the committee members representing the unit and each unit shall be represented in as close to equal proportion as possible to proportion of the candidate's time assigned to that unit. If not a member of the peer review committee, the chair or director of each academic unit shall write an independent evaluation. A faculty member appointed in two different colleges will be evaluated by the college-level peer review committee in each college in which he or she is appointed.

College dean(s), in consultation with the faculty member holding a joint appointment and the department/division chair(s) or school director(s), shall determine whether the faculty member will be evaluated in each department/division/school or by a joint committee; this determination should be made at least 30 days prior to the file closure date for the faculty member's first evaluation. In subsequent years, changes to the department/division/school-level review process can be effected either at the recommendation of the faculty member with dean's approval or at the discretion of the dean after consultation with the faculty member. Such changes will become effective for any review cycles beginning 30 days after the change is instituted.

In every case, the department/division/school and college-level recommendations shall be forwarded to the respective dean(s) of the college(s) in which an appointment is held; each dean shall conduct an evaluation and forward a recommendation to the Provost. For individuals holding a joint appointment, the President shall make a single decision regarding retention, tenure, or promotion.

Evaluation of Permanent Library Faculty

(Senate: 11/6/12; President: 12/11/12)

Governing documents: Articles 13, 14, and 15 of the Collective Bargaining Agreement between the California State University and the California Faculty Association.

Librarians at California State University, Los Angeles are appointed as members of the faculty. In keeping with the terminology utilized in the Collective Bargaining Agreement between the California State University and the California Faculty Association, the term "permanent library faculty" shall refer to all probationary (tenure-track) and tenured library faculty. This evaluation policy governs permanent library faculty. Relevant evaluation policies for instructional faculty, counselors, and coaches can be found in their respective evaluation policies elsewhere in this Handbook.

Overview

Library faculty members represent a vital and visible part of the intellectual life of CSULA. They contribute to the fulfillment of the University's educational mission by providing access to knowledge resources, teaching, collaborating with other campus faculty to integrate information literacy into the curriculum, managing electronic resources, organizing information and data, developing collections and delivering traditional library services to the University and the broader community. Library faculty work to foster the development of students in seeking, evaluating, and synthesizing information seeking and ideas across all disciplines.

Permanent library faculty members have the following classifications:

- senior assistant librarian
- associate librarian
- librarian

The purpose of this library faculty evaluation policy is to maintain and enhance the high quality of the academic programs at CSULA by assuring that all permanent library faculty members meet and maintain high standards of performance as library professionals, teachers, scholars, and members of the campus community. The policy aims to achieve this objective by establishing criteria for fair, thorough, and consistent evaluation of individual library faculty members at all levels of review.

Evaluations of tenure-track and tenured library faculty shall focus on the quality and effectiveness of professional duties and responsibilities, professional achievement, and other contributions to the University by the library faculty member under review.

The evaluation of a library faculty member is based upon a comprehensive review of the individual's qualities, achievements, and promise during the year or years included in the review period. Attention shall be given to forming a general "profile" or comprehensive estimate of the faculty member's performance and special professional interests and accomplishments.

All reviews shall be based on evidence in the two-part personnel action file, which includes the permanent personnel action file (PPAF) and the working personnel action file (WPAF). All evaluations will be entered into the library faculty member's permanent personnel action file (PPAF). The permanent personnel action file (PPAF) is maintained by the University. Reports of peer observations of instruction and quantitative summaries of student opinion surveys are maintained in the PPAF. The candidate is responsible for providing the following materials to his or her working personnel action file (WPAF) before the published date of file closure: a current curriculum vitae, a personnel information form that summarizes and describes the candidate's activities and accomplishments during the period under review, and evidence of these activities and accomplishments.

I. Types of Evaluation

There are two types of evaluations for permanent library faculty members:

performance reviews, required for retention, tenure, and promotion of library faculty, and

periodic evaluations, conducted when an evaluation is required, but in periods in which a library faculty member is not under consideration for retention, tenure, or promotion.

Performance reviews serve the dual purposes of determining whether or not a library faculty member's performance warrants retention, tenure, or promotion, and of providing the library faculty member with constructive feedback on his or her performance in the areas under review.

Periodic evaluations are aimed primarily at providing the library faculty member with feedback on his or her performance. However, they may be considered in subsequent performance reviews.

Library faculty members shall undergo a performance review when under consideration for retention, tenure, or promotion. A library faculty member undergoing a performance review shall be reviewed by the Library Personnel Committee, the University Librarian, the Provost, and the President.

A library faculty member undergoing periodic evaluation shall be reviewed by the Library Personnel Committee and the University Librarian. Periodic evaluations shall include review of a library faculty member's performance in all of the same areas as during a performance review.

II. Evaluative Standards, Evaluation Timelines, Post Tenure Performance Reviews and Periodic Evaluations and Review Periods

The policies for library faculty regarding evaluative standards, evaluation timelines, post tenure performance reviews and periodic evaluations, and review periods are the same as those for the instructional faculty.

III. Criteria Governing Evaluations of Library Faculty

Reviews for retention, tenure, and promotion to associate librarian are cumulative in the sense that the progress or growth of the library faculty member since joining the library faculty is a factor in evaluation. Generally, the evaluation of a probationary library faculty member will take into account all and only the activities and achievements since the initial probationary appointment. Reviews are comparative in the sense that the library faculty member is evaluated against the quality and effectiveness of performance of colleagues taking into account the broad range of activities in which different members of the library faculty engage.

Performance reviews for promotion to the rank of librarian are similarly cumulative and comparative – i.e., the progress or growth of library faculty members while in their present rank

is assessed against the quality and effectiveness of colleagues' performance, taking into account the broad range of activities in which different members of the library faculty engage.

Library faculty members are evaluated on the basis of their performance in the following categories:

1. professional librarian responsibilities;
2. professional achievement; and
3. contributions to the University.

Of the three categories, category A normally shall have the greatest weight. A library faculty member may choose to prepare an individualized professional plan when either his or her work assignment or area of specialization warrants a departure from the usual evaluation criteria, or when the library faculty member's work is of a nature that makes it difficult to apply the established evaluation criteria articulated below. Such a plan must indicate the time period during which it will apply to the evaluation of the library faculty member's performance.

The policies regarding individualized professional plans for library faculty are the same as those for instructional faculty.

Although the criteria governing performance reviews are the same for retention, tenure, and promotion cases, reviewers should recognize qualitative differences between these types of reviews. This difference, however, is one of degree, not kind, and it may be summed up under the concept of growth or progress. At the time of the performance review of the library faculty member for retention during the probationary period, judgment is based on demonstrated growth, performance, and promise in categories A, B, and C.

At the time of candidacy for tenure and/or promotion, however, a library faculty member is expected to have demonstrated substantive achievements in each of the three areas; promise of future growth will not be sufficient to warrant a positive recommendation for tenure or promotion. Special consideration will be given to the continuity and growth of the activities comprising this total performance.

Category A, Professional Librarian Responsibilities, consists of two elements:

1. professional performance, and
2. related educational activities.

While library faculty members are distinct from instructional faculty members in their assigned responsibilities, their primary mission is to support student learning. The contributions of individual library faculty members represent significant diversity in terms of activities performed.

1. Professional performance includes those activities completed by the library faculty member that contribute to student learning. These activities, listed in no particular order, include, but are not limited to:

- Accomplishing professional objectives and fulfilling responsibilities in support of University and Library mission statements;
- Promoting student learning through the appropriate collection and classification of resources, provision of reference or consultation, and/or implementation of effective delivery systems for access;
- Providing instruction (e.g., teaching a course in the University's Catalog; or teaching course integrated information literacy instruction sessions or conducting library workshops);
- Considering and initiating new ideas, new technologies, or alternative approaches to library procedures;
- Applying bibliographic techniques effectively to the acquisition, development, classification, and organization of selected information resources;
- Initiating and carrying to conclusion projects that contribute substantially to the Library mission;
- Performing effectively in terms of an individual library assignment of responsibility; and
- Creating library resources in a variety of formats.

For library faculty members who serve as course instructors, the policy governing student input in the academic personnel process are the same as that for instructional faculty.

2. Related educational activities include, but are not limited to: assisting faculty in curriculum/program development, programmatic assessment of learning outcomes, and other academic support activities that enhance student learning. Library faculty members provide significant outreach to liaison areas for the purposes of instruction, for example, partnering in course integrated assignments, and curriculum development with faculty outside the library. Library faculty also work with their liaison faculty in departments/divisions/schools and colleges in the developing collections and may be involved in other teaching related program liaison work (e.g., campus-wide information literacy efforts).

The evaluation of professional librarian responsibilities is based on the following activities, listed in no particular order, which include but are not limited to:

- Project reports, logs, planning documents, self-studies, or other work product assessments;
- Faculty and/or student feedback related to a service area or product;
- Products created in support of student learning, including web pages, guides to web pages, and tutorials, etc.;
- Feedback from faculty in the assigned liaison department related to collection development and/or outreach; and
- Surveys of internal/external clients.

In evaluating these contributions in category A as to their relative merits, the quality and effectiveness, and not only the quantity of the contributions shall be the primary consideration.

Category B, Professional Achievement, is defined as performance of discipline-related activities that include, but are not limited to the following broad areas identified in no particular order:

- Academic and scholarly contributions to the library faculty member's profession and field that are externally evaluated and published or formally accepted for publication, such as research, critical essays, and theoretical analyses published as a book, chapter, or article;
- Development of technology, textbooks, and original teaching or testing materials that are adopted for professional and/or instructional use outside the library;
- Presentations at meetings of scholarly and professional societies;
- Presentations as invited authority in the library faculty member's field before scholarly and professional audiences;
- Participation in activities of scholarly or professional societies beyond membership, such as elective office, fellowship status, committee membership, receipt of special awards, organization of symposia, and chairing or moderating of conference sessions;
- Receipt of fellowships, grants, contracts, or other subsidies and commissions for scholarly activities in the library faculty member's field;
- Holding special appointments such as visiting professorships, lectureships, or consultant assignments in other academic, scholarly, professional, or government institutions;
- Editing or reviewing of scholarly or professional publications;
- Professional practice that utilizes the library faculty member's academic expertise;
- Service to one's profession, in such cases where the activity is based on one's disciplinary expertise (for example, appointment to a granting agency's review board or service on a professional board); and/or
- Community based participatory research, community service, and community based activities that involve the academic expertise of the library faculty member.

In evaluating these contributions in category C as to their relative merits, the quality and effectiveness, and not only the quantity of the contributions in Category B shall be the primary consideration.

Category C, Contributions to the University, is defined as all other service to the University, profession, or community that contributes to the mission and governance of the University including but not limited to the following broad areas as identified in no particular order:

- Contributing to academic governance, such as memberships and participation in the activities of Library, University, and system committees, and service in administrative capacities;
- Participating in any student, faculty, professional, or community organization, engaging in any service to colleges and/or the community, or engaging in other activities that bring positive recognition to the library faculty member and to the University;
- Delivering speeches, conducting colloquia, or otherwise conveying information about the library faculty member's scholarship, profession, field, and University to community groups; and/or

- Organizing and engaging in significant University, college, and Library activities that improve the educational environment and/or student, staff, or faculty life, such as organization of retreats, conferences, or orientations.

In evaluating these contributions in Category C as to their relative merits, the quality and effectiveness, and not only the quantity of the contributions shall be the primary consideration.

IV. Additional Evaluation Policies

A. External Review

The policies regarding external review for library faculty are the same as those for instructional faculty.

B. Evaluation of Library Faculty Active in Programs Outside the Library

When a library faculty member's assignment includes significant instruction and activities in an academic program outside the Library, that library faculty member may request an assessment of his or her performance in the activities associated with the academic program. In that case, prior to the file closure date, the chair/director/coordinator of the academic program shall provide a written assessment of the contributions of the library faculty member to that program for the library faculty member's personnel file. This assessment shall be part of the evidence upon which the evaluation is based.

Evaluation of Permanent Counselor Faculty

(Senate: 5/8/12; President: 7/23/12; Editorial Amendment: 10/6/16 [EA])

Governing documents: Articles 13, 14 and 15 of the Collective Bargaining Agreement between the California State University and the California Faculty Association; the California State University system E. O. 1053: Policy on Student Mental Health; and the CSU Classification and Qualification Standards for Student Services Professional Academic-Related Series, Part B.

Counselor faculty at CSULA are appointed as members of the faculty. In keeping with the terminology utilized in the Collective Bargaining Agreement between the California State University and the California Faculty Association, the term "permanent faculty" shall refer to all probationary (tenure-track) and tenured counselor faculty. This evaluation policy governs permanent counselor faculty.

Counselor faculty members have the following classifications:

Student Services Professional, Academic Related (SSP-AR) I

SSP-AR II

SSP-AR III

The purpose of the University's counselor faculty evaluation policy is to maintain and enhance the quality of the mental health services and academic programs at CSULA by assuring that all counselor faculty members meet and maintain appropriate standards for performance as clinicians, educators, scholars, and members of the campus community. The policy aims to achieve this objective by establishing criteria for fair, thorough, and consistent evaluation of individual counselor faculty members.

Evaluations of tenure-track and tenured counselor faculty shall focus on the quality and effectiveness of counseling performance, professional achievement, and other contributions to the University by the faculty member under review.

The evaluation of a counselor faculty member is based upon a comprehensive review of the individual's qualities, achievements, and promise during the year or years included in the review period. Attention shall be given to forming a general "profile" or comprehensive estimate of the faculty member's performance and special professional interests and accomplishments.

All reviews shall be based upon evidence in the two-part personnel action file, which includes the permanent personnel action file (PPAF) and the working personnel action file (WPAF). All evaluations will be entered in the counselor faculty member's PPAF, which is maintained by the University. For counselor faculty members who serve as instructors in courses, quantitative summaries of student opinion surveys and classroom observations are maintained in the PPAF. The counselor faculty member is responsible for providing the following materials to his or her WPAF before the published date of file closure: a current curriculum vitae, a personnel information form that summarizes and describes the counselor faculty member's activities and accomplishments during the period under review, and evidence of these activities and accomplishments.

I. Types of Evaluation

There are two types of evaluations of counselor faculty members:

performance reviews, required for retention, tenure and promotion of counselor faculty, and

periodic evaluations, conducted when an evaluation is required, but in periods in which a faculty member is not under consideration for retention, tenure, or promotion.

Performance reviews serve the dual purpose of determining whether or not a counselor faculty member's performance warrants retention, tenure, or promotion, and of providing the counselor faculty member with constructive feedback on his or her performance in the areas under review. Periodic evaluations are aimed primarily at providing the faculty member with feedback on his or her performance. However, they may be considered in subsequent performance reviews.

Counselor faculty members shall undergo a performance review when under consideration for retention, tenure, or promotion. A counselor faculty member undergoing a performance review shall be reviewed by the department of counseling and psychological services (CAPS) peer

review committee, the CAPS director or if vacant, another supervising administrator, for example, the Student Health Center Director, the Dean of Students, the Vice President for Student Life, and the President.

A counselor faculty member undergoing periodic evaluation shall be reviewed by the CAPS peer review committee, the CAPS director or if vacant, another supervising administrator, for example, the Student Health Center Director and the Dean of Students. Periodic evaluations shall include review of a counselor faculty member's performance in all of the same areas as during a performance review; the primary difference is that there are fewer levels of review for a periodic evaluation.

II. Evaluative Standards, Evaluation Timelines, Post Tenure Performance Reviews and Periodic Evaluations, and Review Periods

The policies for counselor faculty regarding evaluative standards, evaluation timelines, post tenure performance reviews and periodic evaluations, and review periods are the same as those for the permanent instructional faculty.

III. Criteria Governing Evaluations of Counselor Faculty

Reviews for retention, tenure, and promotion of counselor faculty are cumulative in the sense that the progress or growth of the counselor faculty member since joining the counselor faculty is a factor in evaluation. Generally, the evaluation of a probationary counselor faculty member will take into account all and only the activities and achievements since the initial probationary appointment. Reviews are comparative in the sense that the counselor faculty member is evaluated against the quality and effectiveness of performance of colleagues taking into account the broad range of activities in which different counselor faculty engage.

Counselor faculty members at CSULA shall be evaluated on the basis of their performance in the following categories:

1. Counseling Performance
2. Professional Achievement
3. Contributions to the University

Of the three categories, category A normally shall have the greatest weight. In the case of a counselor faculty member who is assigned to a non-counseling position, special consideration shall be given to performance in that assignment. In such cases, a counselor faculty member should consider preparing an individualized professional plan. The policy governing individualized professional plans for counselor faculty is the same as that for permanent instructional faculty.

Although the criteria governing performance reviews are the same for retention, tenure and promotion cases, reviewers should recognize qualitative differences between these types of reviews. This difference, however, is one of degree, not kind, and it may be summed up under the concept of growth or progress. At the time of the performance review of the counselor

faculty member for retention during the probationary period, judgment is based on demonstrated growth, performance and promise in categories A, B, and C.

At the time of candidacy for tenure and/or promotion, however, a counselor faculty member is expected to have demonstrated achievements in each of the three areas; promise of future growth will not be sufficient to warrant a positive recommendation for tenure or promotion. Special consideration will be given to the continuity and growth of the activities comprising this total performance.

Student Input in Academic Personnel Process

For counselor faculty members who serve as course instructors, the policy governing student input in the academic personnel process is the same as that for permanent instructional faculty.

Category A: Counseling Performance

In accordance with classification and qualification standards of the California State University system, counselor faculty in the classifications covered by this policy are expected to perform work of sensitive and unusual difficulty and responsibility, requiring advanced professional training and experience which has demonstrated a comprehensive knowledge of an academic or academic-related field within the student services area. The contributions of counselor faculty members may include any mental health- related and educational activities for the student population; however, the role of the counselor faculty is predominantly clinical in nature.

All counselor faculty members who are currently licensed shall maintain their license. Those hired after July 1, 2011 in the classification of SSP-AR must be either currently licensed in California or if unlicensed must be licensed within 24 months of their first employment. If licensed within another state, they shall obtain licensure in California within one year. Those who are unlicensed or possess a license within another state may provide care during the interim period of obtaining a license.

Counselor faculty members shall spend at least 60% to 65% of their base time providing direct services, which include assessment, counseling, crisis intervention, and other clinical services as assigned. The responsibilities of counselor faculty generally fall into the following categories, including but not limited to and in no particular order:

- providing individual, couples and group clinical counseling/psychotherapy for students;
- developing workshops to meet student needs;
- providing for the enhanced academic achievement and retention of students who seek counseling and/or psychological services;
- responding to campus emergencies and conducting critical incident debriefing;
- providing services to the campus community in response to local natural disasters and national and international incidents;
- responding to special issues relating to campus climate as they emerge;

- providing substance-abuse services;
- presenting workshops for students, faculty, staff, and administrators relating to psycho-social issues; and /or
- providing assessment, referral and consultation with faculty, staff and administrators and others in the campus community regarding student issues.

Included in the assessment should be evidence of counselor faculty member's knowledge of the counseling process in their primary assignments. Counselor faculty members should be assessed relative to the following aspects of their jobs:

- ability to work independently in assisting students with their problems;
- knowledge of the legal and ethical aspects of counseling;
- ability to be analytical, creative and constructive in making and taking suggestions for improving CAPS services;
- ability to communicate effectively with a wide range of students, faculty, staff, and administrators;
- ability to assist colleagues in the resolution of student problems; and/or
- pursuits to obtain or maintain the appropriate professional requirements for licensure.

When the counselor faculty member's responsibilities include serving as a course instructor, the policies governing the assessment of teaching performance are the same as those for permanent instructional faculty.

Category B: Professional Achievement

Professional achievement is defined as activities that maintain or advance the counseling discipline and the professional development of the counselor faculty, and improve the on-campus resources available to students. Professional achievement may be demonstrated in a variety of ways, including, but not limited to, program development and innovation, continuing education, workshops and presentations, development of new areas of expertise, creative work, research, publications, or similar work in progress.

The professional achievement activities of counselor faculty fall into the following categories, including but not limited to, and in no particular order:

- development and implementation of best practices in counseling;
- participation at professional conferences and workshops;
- leadership or service on committees for professional organizations;
- participation on editorial boards or refereeing for professional journals;
- services provided as a consultant;
- academic and scholarly contributions to the counselor faculty member's profession and field that are externally evaluated and published or formally accepted for publication, such as research projects, case studies, critical essays and analyses, and theoretical speculations published in a book, chapter, or journal;
- community-based participatory research, community service, and community-based activities that involve the expertise of the counseling faculty member;

- receipt of peer reviewed grants, awards, honors, or other professional recognitions; and/or
- volunteered supportive services in the community.

The quality and effectiveness and not only the quantity of the contributions in category B shall be the primary consideration in evaluating these contributions as to their relative merits.

Category C: Contributions to the University

This category includes all other contributions to the mission and governance of the University. The types of activities in this category, which are not identified in any particular order, include, but are not limited to:

- contributions to academic governance, such as memberships and participation in the activities of Student Health Center, CAPS, university, and system-wide committees;
- service in administrative capacities;
- special advising assignments;
- sponsorship and/or service as faculty advisor of student organizations;
- supervision of activities and projects outside of the scope of counseling performance that are related to student achievement and retention; and/or
- organization of and engagement in significant University, College, Student Health Center, and CAPS activities that improve the educational environment and/or student, staff, or faculty life, such as organization of retreats, conferences, or orientations.

The quality and effectiveness and not only the quantity of the contributions in category C shall be the primary consideration in evaluating these contributions as to their relative merits.

IV. External Review

The policy for counselor faculty regarding external review is the same as that for permanent instructional faculty.

V. Individualized Professional Plans

The policy for counselor faculty regarding individualized professional plans is the same as that for the permanent instructional faculty.

Evaluation of Temporary Instructional Faculty

(Senate: 11/30/99, 5/24/11, 1/24/12, 4/15/14; President: 2/11/00, 6/17/11, 2/23/12, 5/21/14; Editorial Amendment: 9/00, 8/01, 11/16, 3/1/18 [EA])

Governing documents: Articles 12 and 15 of the Collective Bargaining Agreement between the California State University and the California Faculty Association.

Full- and part-time temporary faculty are normally hired to meet specific instructional needs at a rank consistent with their professional qualifications, such as highest academic degree earned,

teaching or field experience, status in the discipline, publications, and so forth. In every case, the evaluation of a temporary faculty member shall be appropriate to his or her assignment and based on the faculty member's performance of the essential duties of the position.

A. Frequency and Types of Evaluation of Temporary Faculty Members

Temporary faculty with appointments of one year or more (whether full-time, 12/15, or less) shall be evaluated at least once during the term of appointment. Those faculty members with multi-year appointments may be evaluated more frequently at the request of the faculty member or the President. All other temporary faculty, at a minimum, shall be evaluated at the completion of two semesters of teaching, or at the end of two years from the time of initial appointment or last review, whichever comes first.

There are three types of evaluations of temporary faculty members:

Periodic Evaluations Conducted for Reappointment of Temporary Faculty Members. Evaluations for reappointment consideration will involve a review of the faculty member's performance since the previous review. If the faculty member is undergoing a first review, the review period shall be defined as the time period between the date of initial appointment and current file closure date; the review period for all other reviews (beyond the first) shall be defined as the time period between the file closure date of the last review and the current file closure date.

Periodic Evaluations for initial three-year appointments and their renewal. Evaluations for three-year appointments will involve a cumulative review of the faculty member's performance during the qualifying period for the three-year appointment.

Performance Reviews Conducted for Temporary Faculty Members Applying for Range Elevation. Evaluations for range elevation consideration will involve a review of the faculty member's performance for the entire period in the current range. The period of review shall be defined as the time period between the date of initial appointment *into the current range* and the current file closure date.

B. Evaluation Standards

Temporary faculty evaluations shall utilize the following official evaluative terms:

Outstanding - describes truly *exceptional* performance.

Commendable - describes performance that is better than satisfactory or that exceeds expectations.

Satisfactory - describes performance that meets expectations.

Needs Improvement - describes performance that does not meet expectations.

Unsatisfactory - describes performance that is *seriously* deficient.

However, periodic evaluations for three-year appointments shall rate the temporary faculty unit employee as either satisfactory or unsatisfactory. Satisfactory ratings may include narrative comments including constructive suggestions for development.

A review that finds a temporary faculty member's performance to be satisfactory or better shall be accompanied by a favorable recommendation for reappointment and/or range elevation. A three-year appointment shall be issued if the temporary faculty unit employee is determined by the appropriate administrator to have performed in a satisfactory manner in carrying out the duties of his/her position, and absent documented serious conduct problems.

An evaluation of Needs Improvement does not preclude a reviewer/review committee from recommending reappointment, but such an evaluation does preclude a positive recommendation for range elevation.

A judgment of Unsatisfactory shall entail a negative recommendation for reappointment or range elevation.

C. Criteria for Evaluation of Temporary Faculty

Criteria for evaluation of temporary faculty members shall be appropriate to their appointment.

Temporary faculty members exclusively assigned to teaching shall be evaluated solely on the basis of educational performance, which includes instructional performance and currency in their field(s). All reviews shall be based upon evidence in the two-part personnel file. The permanent personnel action file (PPAF) is maintained by the University. Reports of peer observations of instruction and quantitative summaries of student opinion surveys are maintained in the PPAF. The working personnel action file (WPAF) is the responsibility of the faculty member. Faculty who will be reviewed will be notified at least 30 days prior to the file closure date that they are to submit a WPAF. The notification shall include reference to this evaluation policy and applicable college and department/division/school policies. The faculty member is responsible for providing the following materials to his or her WPAF before the published date of file closure: a current curriculum vitae, a personnel information form that summarizes and describes the candidate's activities and accomplishments during the period under review, and evidence of these activities and accomplishments. Temporary faculty members being evaluated shall submit the file to the college dean's office in which their qualifying appointment is housed.

The evaluation of instructional performance must be based on an assessment of multiple forms of evidence, including student opinion surveys, a peer observation of instruction, and at least one other source of information, such as: course syllabi, class assignments, sample papers and/or exams, other instructional material, evidence of grading practices, and signed letters from students. Prior to the file closure, the department/division/school shall solicit input from students concerning the faculty member(s) under review. In cases in which a faculty member is appointed to a position that involves responsibilities other than classroom instruction, evaluations shall be based on performance relevant to assigned duties.

The evaluation of a temporary faculty member's performance shall include an assessment of the individual's currency in the field, which may, for example, be demonstrated by professional achievement or relevant instructional material, consistent with each college and department/division/school policy documents. Additional criteria for evaluation may be stated in college and department/division/school policy documents. These shall be provided to each temporary faculty member within fourteen days of his or her initial appointment and again when changes occur.

Temporary faculty members who wish to include evidence of professional achievement and/or service to the University, the profession, or the community should do so insofar as these activities are relevant to performance in their assignment.

Temporary faculty shall be considered eligible for review for range elevation if (1) they have no more service-based salary increases (SSI) eligibility and (2) have served five years in their current range. Applications for range elevation should include evidence of effective teaching performance as well as evidence of currency in the faculty member's field.

D. Levels of Review for the Evaluation of Temporary Faculty.

1. Periodic Evaluation of Temporary Faculty Members for Reappointment

A temporary faculty member undergoing a periodic evaluation but not applying for range elevation shall be assessed by at least two levels of review, which must include the appropriate department/division/school peer review committee and the department/division chair or school director. Full-time temporary faculty members must also be reviewed by the dean. Part-time temporary faculty members may be reviewed by the college dean at his or her discretion. Each level of review shall make a determination as to whether the faculty member's educational performance has been satisfactory, which will incorporate a determination as to whether or not he or she is current in the field. These recommendations shall be considered by the appointing authority when making reappointment decisions.

2. Periodic Evaluation of Temporary Faculty Members for Initial or Renewal of Three-Year Appointments

A temporary faculty member undergoing periodic evaluation for an initial three-year appointment or its renewal shall be reviewed by at least two levels of review, which must include a peer committee of the department or equivalent unit and the appropriate administrator.

This evaluation shall be cumulative, and shall consider the faculty unit employee's work performance as evaluated during the entire qualifying period for the three-year appointment.

3. Performance Reviews of Temporary Faculty Members for Range Elevation

Annually, at least thirty days before the file closure date, the Provost's office shall publish a list of all temporary faculty members eligible for range elevation. Those faculty members who wish to be considered for range elevation shall submit a WPAF (as described in section C, above) to

the college dean's office by the date indicated in the RTP calendar. On that date, the file shall be considered closed for the purpose of the evaluation. The Provost may extend this timeline for extraordinary circumstances.

Temporary faculty members under consideration for range elevation shall be reviewed by the appropriate department/division/school peer review committee, the department/division chair or school director (if not a member of the department/division/school peer review committee), the college committee, the dean, the Provost, and the President.

At all levels of review in the evaluation process, reviewers are responsible for evaluating the work of the candidates and for making a recommendation regarding range elevation in light of the specific criteria and standards of the college and department/division/school. Reviewers are, therefore, responsible for conveying to other levels of review the relative merit of the individual candidate's performance from the perspective of the candidate's academic discipline. If deficiencies are found, the reviewers are responsible for making recommendations for improvement.

The candidate for range elevation shall be notified of the President's decision no later than April 30.

Range elevation decisions are subject to appeal, as outlined in Article 12 of the Agreement. The Senate shall elect, annually, during the spring semester, an Appeals Committee consisting of five tenured faculty members, with no more than one from any one college. The committee shall review all range elevation decisions for which an appeal was filed, based on the relevant University, college, and department/division/school range elevation policies. A vote of the majority of the committee is required to overturn a denial of range elevation; decisions of the committee are final and binding on all parties.

Evaluation of Temporary Library Faculty

(Senate: 11/6/12; President: 12/11/12)

Governing documents: Articles 12 and 15 of the Collective Bargaining Agreement between the California State University and the California Faculty Association.

Full- and part-time temporary library faculty are normally hired to meet specific needs at a rank consistent with their professional qualifications, such as highest academic degree earned, library experience, status in the discipline, publications, and so forth. In every case, the evaluation of a temporary library faculty member shall be appropriate to his or her assignment and based on the library faculty member's performance of the essential duties of the position.

A. Frequency and Types of Evaluation of Temporary Faculty Members

The policies for frequency and types of evaluation for temporary library faculty are the same as those for temporary instructional faculty.

B. Evaluation Standards

The policies for temporary library faculty regarding evaluative standards are the same as those for temporary instructional faculty.

C. Criteria for Evaluation of Temporary Library Faculty

Criteria for evaluation of temporary library faculty members shall be appropriate to his or her appointment. Temporary library faculty members assigned exclusively to professional library responsibilities shall be evaluated solely on the basis of such performance, which includes currency in their field(s).

All reviews shall be based upon evidence in the two-part personnel file. The permanent personnel action file (PPAF) is maintained by the University. The working personnel action file (WPAF) is the responsibility of the temporary library faculty member. Temporary library faculty members who will be reviewed will be notified at least 30 days prior to the file closure date that they are to submit a WPAF. The notification shall include reference to this evaluation policy and applicable Library policies. The temporary library faculty member is responsible for providing the following materials to his or her WPAF before the published date of file closure: a current curriculum vitae, a personnel information form that summarizes and describes the candidate's activities and accomplishments during the period under review, and evidence of these activities and accomplishments. Temporary library faculty members being evaluated shall submit the file to the office of the University Librarian.

The temporary library faculty member's assignment must be clearly explained, and documentation provided on the quality of his or her performance. Responsibilities of temporary library faculty are outlined under category A: professional librarian responsibilities in the evaluation policy for permanent library faculty. The evaluation of temporary library faculty must be based on an assessment of multiple forms of evidence and include an assessment of the individual's currency in the field, which may, for example, be demonstrated by professional achievement or relevant instructional material, consistent with library policy documents. These shall be provided to each temporary library faculty member within fourteen (14) days of his or her initial appointment and again when changes occur.

Temporary library faculty members who wish to include evidence of professional achievement and/or contributions to the University, the profession, or the community should do so to the extent that these activities are relevant to performance in their assignment.

For temporary library faculty members who serve as course instructors, the policy governing student input in the academic personnel process is the same as that for permanent instructional faculty.

D. Levels of Review for the Evaluation of Temporary Library Faculty

1. Periodic Evaluation of Temporary Library Faculty Members for Reappointment

The policies for periodic evaluation of temporary library faculty are the same as those for temporary instructional faculty.

A temporary library faculty member undergoing a periodic evaluation but not applying for range elevation shall be assessed by two levels of review: the Library Personnel Committee and the University Librarian.

2. Performance Review of Temporary Library Faculty Members for Range Elevation

The policies for performance review of temporary library faculty for range elevation are the same as those for temporary instructional faculty. The appropriate terminal degree will be considered a requirement for consideration of elevation to associate librarian or librarian if appropriate to the faculty member's assignment, based on the faculty member's performance of the essential duties of the position, and if specified as a requirement for employment in the faculty member's appointment letter.

Temporary library faculty members under consideration for range elevation shall be reviewed by the Library Personnel Committee, the University Librarian, the Provost, and the President.

Evaluation of Temporary Counselor Faculty

(Senate: 5/8/12; President: 7/23/12; Editorial Amendment: 10/6/16 [EA]; 3/1/18 [EA])

Governing documents: Articles 13, 14, and 15 of the Collective Bargaining Agreement between California State University and the California Faculty Association; the California State University system E. O. 1053: Policy on Student Mental Health; and the CSU Classification and Qualification Standards for Student Services Professional Academic-Related Series, Part B.

Full- and part-time temporary counselor faculty are normally hired to meet specific needs consistent with their professional qualifications, such as highest academic degree earned, counseling experience, licensure, status in the discipline, and so forth. In every case, the evaluation of a temporary counselor faculty member shall be appropriate to his or her assignment and based on the counselor faculty member's performance of the essential duties of the position.

A. Types of Evaluation for Temporary Counselor Faculty Members

Temporary counselor faculty with appointments of one year or more (whether full- or part-time) shall be evaluated at least once during the term of appointment. Those counselor faculty members with multi-year appointments may be evaluated more frequently at the request of the faculty member or the President. All other temporary counselor faculty, at a minimum, shall be evaluated at the completion of two semesters of service or at the end of two years from the time of initial appointment or last review, whichever comes first.

Evaluations for reappointment consideration will involve a review of the faculty member's performance since the previous review. If the counselor faculty member is undergoing a first review, the review period shall be defined as the time period between the date of initial

appointment and current file closure date; the review period for all other reviews (beyond the first) shall be defined as the time period between the file closure date of the last review and the current file closure date.

B. Evaluation Standards

The evaluative standards for temporary counselor faculty are the same as those for the temporary instructional faculty.

A review that finds a temporary counselor faculty member's performance to be satisfactory or better shall be accompanied by a favorable recommendation for reappointment.

An evaluation of needs improvement does not preclude a reviewer/review committee from recommending reappointment.

A judgment of unsatisfactory shall entail a negative recommendation for reappointment.

C. Criteria for Evaluation of Temporary Counselor Faculty

Criteria for evaluation of temporary counselor faculty members shall be appropriate to his or her appointment. The contributions of temporary counselor faculty members may include any mental health-related and educational activities for the student population. Temporary counselor faculty members assigned exclusively to counseling activities shall be evaluated solely on the basis of such performance, which includes currency in their field(s). Temporary counselor faculty members are expected to obtain and/or maintain licensure appropriate to their positions, as described in the policy on evaluation of permanent counselor faculty.

All reviews shall be based upon evidence in the two-part personnel file. The permanent personnel action file (PPAF) is maintained by the University. The working personnel action file (WPAF) is the responsibility of the counselor faculty member. Counselor faculty members who will be reviewed will be notified at least 30 days prior to the file closure date that they are to submit a WPAF. The notification shall include reference to this evaluation policy and applicable department of counseling and psychological services (CAPS) policies. The counselor faculty member is responsible for providing the following materials to his or her WPAF before the published date of file closure: a current curriculum vitae, a personnel information form that summarizes and describes the candidate's activities and accomplishments during the period under review, and evidence of these activities and accomplishments. Temporary counselor faculty members being evaluated shall submit the file to the office of the assistant/associate vice president for student affairs.

The temporary counselor faculty member's assignment must be clearly explained, and documentation provided on the quality of his or her performance. Responsibilities of temporary counselor faculty are outlined under category A: counseling performance in the evaluation policy for permanent counselor faculty. The evaluation of temporary counselor faculty must be based on an assessment of multiple forms of evidence and include an assessment of the individual's currency in the field, which may, for example, be demonstrated by professional

achievement or relevant instructional material, consistent with caps' policy documents. These shall be provided to each temporary counselor faculty member within fourteen days of his or her initial appointment and again when changes occur.

Temporary counselor faculty members who wish to include evidence of professional achievement and/or contributions to the University, the profession, or the community should do so to the extent that these activities are relevant to performance in their assignment.

For temporary counselor faculty members who serve as course instructors, the policy governing student input in the academic personnel process is the same as that for permanent instructional faculty.

D. Levels of Review for the Evaluation of Temporary Counselor Faculty.

Part-time temporary counselor faculty members undergoing a periodic evaluation shall be reviewed by the CAPS peer review committee and the CAPS director or another supervising administrator for example, the Student Health Center Director. Full-time temporary counselor faculty members must also be reviewed by the Dean of Students. Part-time temporary counselor faculty members may also be reviewed by the Dean of Students at his or her discretion. Each level of review shall make a determination as to whether the faculty member's counseling performance has been satisfactory, which will incorporate a determination as to whether or not he or she is current in the field. These recommendations shall be considered by the appointing authority when making reappointment decisions.

At all levels of review in the evaluation process, reviewers are responsible for evaluating the work of the candidate and for making a recommendation regarding reappointment in light of the CAPS criteria and standards. Reviewers are, therefore, responsible for conveying to other levels of review the relative merit of the individual candidate's performance from the perspective of his or her counseling performance. If deficiencies are found, the reviewers are responsible for making recommendations for improvement.

Peer Observations of Instruction

(Senate: 5/24/2011, 4/24/18, 10/27/20, 9/14/21; President: 6/14/2011, 5/14/18, 11/16/20, 10/19/21)

Governing documents: Articles 11 and 15 of the Collective Bargaining Agreement between the California State University and the California Faculty Association.

Instructional faculty members undergoing periodic evaluations for performance review must be evaluated in the area of educational performance which includes teaching performance and related educational activities.

The evaluation of teaching performance is an assessment of the quality and effectiveness of the efforts that directly contribute to student learning. This evaluation must include multiple measures, one of which is a written report of a peer observation of instruction.

All peer observers will be assigned by the department/division chair or school director or the department/division/school personnel committee. The peer observers must currently be tenured or probationary faculty in an equal or higher academic rank as the faculty member being observed.

When classroom visits are utilized as part of the evaluation of a faculty member, the faculty member evaluated shall be provided notice at least five (5) days prior to the visit that a classroom or online observation, and/or review of online content is to take place. Notice shall include the name of the person who will conduct the observation. In addition, there shall be consultation between the faculty member being observed and the individual who visits their class(es) regarding the classes to be visited and the scheduling of such visits. The faculty member conducting the peer observation may request copies of the syllabus and handouts prior to the observation. Peer observations of courses taught with synchronous online class meetings shall follow the same guidelines as peer observations of face-to-face instruction.

Peer observations of completely online (asynchronous) courses must be similar in scope and perspective to other peer observations. The observation shall include review and evaluation of course materials (e.g., the course syllabus) and content available to students for the course in the learning management system. The observation must be limited to the course overview section or module, and one additional section or module chosen by the instructor. Review of online course materials in the learning management system must take the perspective of students in the course (i.e., observers will have student-level access). Observation of synchronous faculty-student interaction is not required for the observations of asynchronous courses.

For peer observations of hybrid courses (i.e., courses that include some synchronous meetings and online course materials and asynchronous activities), the faculty member to be observed shall choose whether a synchronous class meeting is observed or if online content is reviewed. Review of online content is limited to the course overview section or module, and one additional section or module chosen by the instructor, with student-level access. Faculty may consider having various components of hybrid instruction observed over time.

Faculty members who conduct the peer observation of instruction are encouraged to discuss a draft of the observation report with the faculty member being observed. The faculty observer shall provide the final observation report to the department/division or school office and the faculty member within fourteen (14) calendar days of the observation. Academic Affairs will provide a peer observation of instruction form. Colleges/departments/divisions/schools may adopt or adapt the provided form, or create their own form. It is recommended that departments/divisions/schools adopt consistent criteria for peer observations that are used in periodic evaluations and performance reviews.

When observations are assigned for evaluation purposes, reports must be included in the permanent Personnel Action File (PAF). The faculty member observed may submit a rebuttal statement in writing. A copy of the rebuttal statement shall be placed in the Personnel Action File. The faculty member observed may request a meeting with the department/school/division chair/director to discuss the observation report within five (5) days following receipt of the final observation report. Any requested meeting shall take place within ten (10) days of that request.

For probationary faculty members, at least one peer observation shall be conducted prior to each performance review file closure date. Normally, the peer observation shall take place in the first year of the performance review period. For tenured faculty members, at least one peer observation normally should be conducted no later than one semester before the file closure date. Lecturers shall receive a peer observation of instruction in at least one course during their first semester of appointment. Subsequently, lecturers with one-year or three-year appointments shall receive at least one peer observation of instruction during each appointment; lecturers with semester appointments shall be observed at the discretion of the department/division or school. Observations should be made for a representative sampling of courses and instructional modes over time.

During performance reviews, reviewers at any level may recommend conducting additional peer observations for the next review period. The committee may also make appropriate recommendations for the improvement of instruction (e.g., referral to appropriate faculty development resources). A faculty member may request to have additional peer observations of their teaching at any time; this request will be made to the department/division chair or school director.

Oral Testimony

(Senate: 7/5/89, 7/29/97, 5/31/11; President: 8/16/89, 10/27/97, 7/14/11; Editorial Amendment: 8/01)

Personnel recommendations relating to retention, tenure, and promotion shall be based on material contained in the faculty member's personnel file. When, under extraordinary circumstances, a personnel committee needs clarification of material in a candidate's personnel file, the committee may choose to invite appropriate person(s) to testify before the committee about the material in the personnel file. A request for testimony is initiated by the personnel committee and shall be provided before the committee makes its recommendation.

Any request for oral testimony will be made in writing by the chair of the committee to the invited party. Whenever a party other than the candidate is invited to give testimony, the candidate shall also be invited to be present for the oral testimony. Any person invited to provide testimony may decline to do so; the committee cannot compel testimony. In any case in which oral testimony is provided to the committee, a summary of that testimony shall be recorded by the committee. The candidate and the person who testified must be shown the summary of the oral testimony and shall be given the right to reply to any statement in the summary. Such a reply shall be attached to the oral testimony summary and both the summary and reply shall be placed in the candidate's personnel file.

A request for oral testimony shall not delay the transfer of the personnel file to the next level of review.

Pursuant to Article 15 of the Collective bargaining agreement between California Faculty Association and the California State University, a faculty member has the right to request a meeting with a personnel committee or appropriate administrator within 10 days following the

receipt of their recommendation. If such a meeting is held, the discussion therein does not constitute oral testimony and thus does not fall within the scope of this policy.

Resignation

Faculty members who wish to terminate an existing appointment or to decline reappointment must give appropriate notice before the end of their duties for the academic year. For instructors or assistant professors, the notice interval must be at least three months; for those of higher rank, the notice interval must be at least four months. Faculty members may request a waiver of this requirement in case of hardship. (**Administrative Code**, Section 43569)

Eligibility Criteria for Tenure and Promotion

(Senate: 4/6/71, 8/23/73, 8/27/74, 4/4/78, 2/27/79, 5/23/79, 7/3/84, 10/27/87, 7/11/89, 5/21/91; 11/12/13; President: 4/7/71, 9/11/73, 9/13/74, 4/24/78, 7/26/79, 7/12/84, 6/22/88, 8/8/89, 6/26/91, 3/19/14; Editorial Amendment: 9/00, 8/01)

Each department/division/school shall maintain with the Office of the Provost and Vice President for Academic Affairs a written statement that will define the appropriate terminal degree for tenure track faculty serving in that department/division/school. This statement must be recommended by the appropriate department/division/school and college committees, the dean of the college, and the Faculty Policy Committee and have the approval of the Provost and Vice President for Academic Affairs and the President.

The appropriate terminal degree is required for consideration for tenure and promotion beyond the rank of assistant professor or senior assistant librarian, with the exception described in the following paragraph:

Any department/division/school having a position in which professional or vocational experience in lieu of a terminal degree is highly beneficial shall develop a written statement that will define the equivalence for that position. Such statements shall have been recommended by the appropriate department/division/school and college committees, the dean of the college, the Faculty Policy Committee, and approved by the Provost and Vice President for Academic Affairs and the President prior to advertisement of the position. A faculty member appointed to such a position shall be eligible for tenure and promotion under the criteria contained in that statement. That faculty member must be judged by the same qualitative standards as are other tenure and promotion candidates.

A faculty member, after 10 years of meritorious service may be considered for promotion to the next higher rank, although technically not eligible for consideration for promotion under regular criteria (e.g., a terminal degree or equivalency). Those faculty members must be judged by the same qualitative standards as are other promotion candidates.

Each college shall state in writing its procedure for determining that the faculty member's years of service are meritorious. Such procedure shall include provision for formal consultation with

an appropriate college committee. Once declared eligible for promotion, the faculty member remains eligible for such consideration thereafter until promoted to the rank of professor.

Evaluation of Faculty Serving as Administrators

(Senate: 4/28/70, 2/4/92; President: 6/11/70, 3/11/92; Editorial Amendment: 9/00)

When a faculty member serving in an administrative position is nominated for or required to be considered for promotion, retention, or tenure, it is understood that of the three general categories, instructional performance, professional achievement and contributions to the University, the individual would normally contribute quantitatively most to the last category. However, it is expected that he or she will not neglect academic pursuits and will have made contributions in instructional performance and professional achievement as well.

Procedures for evaluating administrators for retention, tenure and promotion will be the same as procedures for all faculty members. Administrators are encouraged to place copies of their work plan and annual report in their personnel file to document their contributions to the university.

At the request of the faculty member being reviewed, the appropriate college shall establish an ad hoc committee to develop a written evaluation of the administrative service by interviewing those administrators and faculty members who normally come into contact with the candidate. This committee shall develop a written report prior to the closure of the personnel file for the year. The report shall be placed in the personnel file of the faculty member and shall be available for all levels of review.

Student Input in Academic Personnel Processes

(Senate: 2/15/77, 2/5/85, 10/17/90, 2/15/94, 10/13/20; President: 2/23/77, 2/11/85, 11/9/90, 3/11/94, 11/6/20; Editorial Amendment: 8/01, 3/1/18 [EA])

Students at Cal State LA have the right to submit written and signed statements regarding their instructors. The University shall directly inform students of this right each academic term through formal University communication channels. Colleges may establish additional policy regarding how this right is communicated to students within their programs.

These statements shall be limited to the students' own experience with faculty members performance of assigned duties. Students shall submit such written and signed statements to the department office or the college dean's office. Anonymously written or unsigned materials will not be considered. Inclusion of such statements in the personnel action file is governed by article 11 of the Collective Bargaining Agreement between the California State University and the California Faculty Association.

Faculty members shall not solicit performance appraisals for themselves or any other faculty member from any students. This does not preclude a faculty member from requesting anonymous, voluntary statements from students currently enrolled in a class during the semester solely for the purpose of improving that course. Students who express positive or negative

opinions of a faculty member should be informed of the appropriate procedures for expressing these views.

Faculty members shall not confront or retaliate against students who have submitted negative performance appraisals.

Temporary Full-time and Part-time Faculty (Lecturers)

(Senate: 3/30/77, 1/13/81, 8/27/85, 10/17/89, 2/4/92, 11/19/02, 2/3/09, 5/28/13; President: 4/14/77, 1/22/81, 10/29/85, 11/10/89, 3/11/92, 11/26/02, 3/26/09, 7/9/13; Editorial Amendment: 9/00, 8/01, 3/1/18 [EA])

Governing documents: Articles 12, 15, and 35 of the Collective Bargaining Agreement between the California State University and the California Faculty Association.

Temporary full-time and part-time faculty shall be provided with written statements from the department/division chair or school director, or college dean specifying, as far as can be determined in advance, courses to be taught, class size and schedule. Temporary full-time faculty also shall be informed of their expected extra-instructional support duties (e.g., advisement, committee assignments).

Working Conditions. Since the teaching responsibilities of temporary full-time and part-time faculty are the same as those of the regular faculty insofar as their courses are concerned, they should be provided with facilities and services consistent with the performance of their duties. Temporary full-time and part-time faculty shall have participatory rights in department/division/school meetings, except that voting rights shall be subject to department/division/school, college, and university regulations and the **Agreement** between CSU and CFA. Part-time faculty may not, however, be required to attend such meetings.

Official personnel files for all temporary full-time and part-time faculty members shall be maintained in the office of the college dean.

Employment as a temporary faculty member at California State University, Los Angeles includes the teaching of assigned classes, being available to students during scheduled office hours, and fulfilling other duties as agreed to by the temporary faculty member with the respective department/division/school.

Temporary faculty members may not engage in any outside activities that adversely affect the performance of their duties at Cal State L.A. Such activities include, but are not limited to, excessive employment and those activities that are unprofessional and therefore incompatible with the aims and objectives of the institution.

All temporary faculty members appointed full-time at the University shall be required to provide a written statement to the appropriate administrator of all outside employment, where such outside employment is expected to amount to more than 160 hours per semester for faculty holding academic year or ten month appointments.

Appointment Procedures for Grant-Related Instructional Faculty of Exceptional Merit

(Senate: 4/20/82, 7/28/82 [EA]; President: 9/28/82; Editorial Amendment: 8/01)

Definition and Minimum Qualifications. As a result of action taken by the CSU Board of Trustees, instructional faculty members meeting specified criteria may be appointed to two classes, academic year and 12-month. Each provides for compensation from grants, individual gifts or bequests, or Foundation allocations at a differential of five to 25 percent above the salary for their regular rank and step. In addition to the education and experience normally required for the academic rank to which they are to be appointed, the criteria are that the candidate have exceptional professional merit in scholarship and in teaching as evidenced by regional or national recognition.

Each appointment to one or the other class is to be made, as appropriate, for one academic year or 12-month period only, subject to additional appointments by the President after faculty consultation and within the limits of the grant support. No tenure accrual or salary right accompanies either class separate from the tenure rights and salary normally accruing from regular full-time faculty appointment. Appointment to either class does not constitute a promotion, nor does termination of an appointment without renewal constitute a demotion.

Appointment Procedures. Particular qualifications for positions shall be identified in writing, either by the fund grantor, subject to the approval of the appropriate department/division/school committee(s), or directly by the appropriate department/division/school committee(s). Approval of these qualifications shall follow department/division/school, college, and university procedures.

Department/division/school, college and university procedures for the recruitment and selection of faculty should be adhered to. Procedures for selection of recipients of particular grants shall be developed in consultation with department/division/school recruitment committee(s) and reviewed by department/division chairs or school directors, college personnel committee(s), and college dean(s), with final approval from the Provost and Vice President for Academic Affairs and the President. Procedures necessarily will vary because of differences in the nature and terms of funding arrangements, but should include specific provisions relating to recruitment of candidates (e.g., by national Affirmative Action search or nomination by grantor, university faculty, or university administrators) and the final selection. Every such appointment requires the recommendation of the appropriate faculty committee(s) and administrator(s) in the unit to which the appointment is made as well as the approval of the Provost and Vice President for Academic Affairs and the President.

International Faculty Exchange Program

(Senate: 10/17/67; President: 10/30/67; Editorial Amendment: 9/00, 8/01)

Definition.

As used in this section, the term "International Faculty Exchange Program" refers to the development and administration of continuing, long-range, institution-to-institution agreements with specific foreign institutions for exchange of faculty. Individual faculty arrangements under fellowships such as the Fulbright program or individual arrangements with foreign institutions do not fall within the purview of an institution-to-institution exchange program.

Procedures.

1. Exploration on an informal basis of a possible exchange program with a particular university may be initiated by any college, department/division/school, or individual faculty member, as well as by the Office of the Provost and Vice President for Academic Affairs. In the interest of coordination, however, copies of all communications shall be submitted to the Office of the Provost and Vice President for Academic Affairs.
2. Formal proposals shall in all cases be submitted to the Awards and Leaves Subcommittee for its study and recommendation to the Provost and Vice President for Academic Affairs. Final approval shall be given by the President through a signed agreement with the responsible official of the foreign institution.
3. The coordinator of the International Faculty Exchange Program in the Office of the Provost and Vice President for Academic Affairs shall be the Director of the Program, who shall be appointed in consultation with the Faculty Policy Committee and given assigned time as required.
4. Any formal exchange agreement that is concluded between this University and a foreign institution only establishes a relationship within which exchanges may take place. Correspondence relative to the possible openings or available faculty at either institution is conducted by the Office of the Provost and Vice President for Academic Affairs. All decisions regarding the acceptance of foreign faculty members or the possibility of releasing any members of this faculty from their teaching assignments so they may teach at the foreign university shall be made by the academic department/division/school and college or division concerned.
5. Establishment of an exchange relationship shall not imply a need for complete reciprocity. Any department/division/school or college at either institution may indicate its needs and consider available candidates from the other institution independently, without regard to the numbers or disciplines of faculty who have been or are scheduled to be exchanged in either direction.
6. Priority will be given to the establishment of exchange agreements with institutions that have a broad range of high-quality programs.

Visiting Faculty Appointments

(Senate: 2/3/76, 4/18/78, 11/6/84, 9/10/19; President: 2/6/76, 4/26/78, 1/25/85, 10/23/19; Editorial Amendment: 9/00, 8/01)

Visiting faculty appointments are full-time appointments for up to one (1) academic year. Individuals appointed into this classification shall not be eligible for a subsequent visiting appointment.

Visiting faculty carry no academic rank and the title "visiting professor" may be used for this appointment. Any variations of this title must be approved by the president prior to the beginning of the appointment.

The request for a visiting professor position may be initiated by a department/division/school or program. Faculty shall be involved in the recruitment and hiring process, which will require an elected committee of tenured faculty. Probationary faculty may be members of such a committee with the permission of the president. As in normal faculty recruitment, an intensive effort should be made to recruit underrepresented candidates. The hiring of visiting faculty shall not result in the displacement or time base reduction of an incumbent temporary faculty unit employee as reflected in the order of work in provision 12.29 of the Unit 3 Collective Bargaining Agreement between the California Faculty Association and the California State University.

Offers of appointment and salary recommendations by the college dean must be approved by the president. Assignment of workload will be at the discretion of the dean in consultation with the department/division chair or school director and the visiting faculty member.

Effective with academic year 2006/2007, the number of employees in the visiting faculty classification code shall not exceed one hundred twenty-five (125) full time equivalent faculty (FTEF) systemwide.

The use of the visiting faculty class code shall expire at the end of each subsequent Collective Bargaining Agreement between CFA and the CSU and shall be subject to re-negotiation during negotiations for a successor agreement.

Volunteer Faculty

(Senate: 3/3/87; 7/25/88, 9/25/18; President: 10/15/18; Editorial Amendment: 9/00, 8/01)

In cases when the University may benefit from the appointment of professional persons on a voluntary basis, such persons will be designated as volunteer faculty.

Appointment. Upon initial appointment, volunteer faculty shall be provided with information on applicable faculty rights and responsibilities. Volunteer faculty shall be provided with written statements from the department/division chair or school director, or college dean specifying, as far as can be determined in advance, the scope of responsibilities such as: courses to be taught, class size, schedule, other requirements for the assignments, department/division/school policies

on evaluation of faculty; and the possibility of cancellation of appointment. The selection and procedures for appointment of volunteer faculty will be conducted in the same manner as for part-time faculty.

Official personnel files for all volunteer faculty members shall be maintained in the office of the college dean. Volunteer faculty shall have the same rights in regard to their files as probationary and tenured faculty.

Working Conditions. Since the teaching responsibilities of volunteer faculty are the same as those of the regular faculty insofar as their courses are concerned, they should be provided with facilities and services consistent with the performance of their duties. Volunteer faculty shall schedule regular office hours according to the Office Hour Policy.

Volunteer faculty shall have participatory rights in department/division/school meetings except that participation and voting rights shall be subject to department/division/school, college, and university regulations. Volunteer faculty are encouraged but may not be required to attend such meetings.

Subsequent Appointments.

1. **Subsequent Appointment.** Volunteer faculty are appointed without acquisition of the right for subsequent appointment. Subsequent appointments may be made subject to department/division/school need. Volunteer faculty on one semester appointments shall be reviewed prior to each subsequent appointment by the department/division chair or school director, and at least once annually by a department/division/school personnel committee, except where department/division/school hiring patterns make this procedure impracticable. Where such patterns exist, the volunteer faculty member shall be reviewed during the first semester of employment and no faculty member shall be reviewed more than once annually by department/division/school personnel committees. Volunteer faculty members shall be invited to submit cumulative vitae covering their off-campus employment and other professional activity during the period following their last review. The evaluation of volunteer faculty by department/division/school personnel committees shall, when feasible, include provisions for student input regarding instructional performance. The volunteer faculty member shall be informed in writing of the results of each such evaluation by the chair of the personnel committee.
2. **Notice of Prospects for Subsequent Appointment.** Whenever possible, volunteer faculty on one-semester appointments shall receive from the department/division chair or school director written or oral notice one month before the following semester, informing them of their prospects for appointment in the next semester. Whenever possible, volunteer faculty on annual appointments shall receive from the department/division chair or school director written or oral notice one semester before the terminal date of their appointment, informing them of their prospects for appointment in the next semester or academic year.

Distinguished Visiting Fellow

(Senate: 3/11/86; President: 7/25/88; Editorial Amendment: 9/00, 8/01)

Distinguished Visiting Fellow designation may be extended to individuals visiting this campus for one year or less without remuneration from this institution. Colleges will devise their own selection procedures, subject only to the provision that every department/division/school be permitted to nominate and that the dean approve the final nominees in consultation with a college-level faculty committee. Each recipient shall furnish a resume/vita to be maintained by the college. The designation should be predicated upon, but not necessarily limited to, one or more of the following: scholarly distinction, excellence of teaching or research, distinguished service, professional accomplishments.

The host department/division/school should provide or arrange for office space, access to the library, staff parking, and other amenities as available.

Section C: Reduced Worktime, Preretirement, and Retirement Plans

Reduced Worktime Program

(Senate: 9/22/82, 10/13/82 [EA], 9/26/84 [EA], 10/17/89; President: 11/5/82, 11/2/84, 11/10/89, 3/1/18 [EA])

Purpose, Eligibility, and Options. Title 5 of the **Administrative Code**, sections 4313043155, 4317043174, and section 42852, provides all full-time faculty members with the possibility of voluntary participation in a reduced work-time program in which the faculty member will work less than full time with a prorated reduction in salary and benefits. For academic teaching employees, the available options are a reduction in the employee's time base, a reduction in the number of semesters taught, or a combination of both. For faculty members other than academic teaching employees, the available options are a reduction in the number of hours of work per day, number of days per week or per month, or a reduction in the number of days of work per year.

Information about this program is available from the office of the Provost and Vice President for Academic Affairs.

Preretirement and Retirement Plans

(Senate: 10/16/84, 11/5/85, 12/1/87, 10/17/89; President: 1/30/85, 12/19/85, 6/22/88, 11/10/89)

Faculty members who are approaching retirement and who desire to reduce their time base prior to retirement should consider their options under the **Reduced Work-time Program**, (see preceding section) and under the Pre-retirement Reduction in Time Base Program, which is defined in the **Agreement** between CSU and CFA (Article 30). Faculty who are interested in

teaching after retirement may wish to consider the Faculty Early Retirement Program which is defined in the **Agreement** between CSU and CFA (Article 29).

Employment of Retired Faculty Members Not on the Faculty Early Retirement Program (FERP). Faculty members who have retired and who are not participating in the Faculty Early Retirement Program are eligible for the department/division/school part-time faculty pool.

Limitation. A retired faculty member may serve without reinstatement from retirement for a total of 90 days or 50% of the hours the faculty member was employed during the last fiscal year of service prior to retirement. A permanent academic year teaching employee whose last year of service was as a full-time faculty member could be employed for up to 22 1/2 units in a fiscal year. A twelve month academic employee whose last year was full time could be employed to teach for up to 30 units in a fiscal year.

Voting Rights of Faculty

(Executive Committee: 5/2/79; Senate: 6/19/79, 10/17/89, 5/11/93, 4/5/11; President: 11/10/89, 6/21/93, 6/23/11; Editorial Amendment: 9/00, 8/01)

Governing documents: The Collective Bargaining Agreement between the California State University and the California Faculty Association (Articles 29 and 30 as pertain to retired faculty) and The Constitution of the Faculty, **Faculty Handbook**, Appendix C).

Unless otherwise mandated by the California State University System (CSU) or the Collective Bargaining Agreement between the California Faculty Association (CFA) and the CSU (hereafter the Agreement), only those permanent (Unit 3) faculty members in the following categories shall be permitted to vote in all-University elections:

- probationary or tenured faculty
- librarians
- counselors
- full-time coaches
- faculty who are in the Preretirement Reduction in Time Base Program
- faculty who are in the Faculty Early Retirement Program while on duty

1. Probationary and Tenured Faculty Voting

All faculty have full voting rights in the department/division/school and college in which they hold appointments and shall be eligible to vote in elections for committees in that department/division/school and college. Faculty with joint appointments shall be considered full-time faculty members in both departments/divisions/schools in which they hold appointments and will be eligible to vote in elections for, and serve on, committees in both departments/division/schools. If those departments/divisions/schools are in two different colleges then the faculty member shall be eligible to vote in both colleges. However, the faculty member shall vote only once in a university election.

2. Faculty Serving in Academic Administrative Positions

Faculty serving in academic administrative positions with retreat rights may vote in University, college and department/division/school elections, except for the election of personnel committees. Faculty serving in academic administrative positions may not, in any case, vote on personnel matters.

3. Faculty Participating in the Preretirement Reduction in Time Base Program and the Faculty Early Retirement Program

Faculty members participating in the Preretirement Reduction in Time Base Program retain their voting rights throughout the duration of their participation in the program.

A faculty member participating in the Faculty Early Retirement Program retains the right to vote while on active duty but is not eligible to vote when not on duty.

4. Faculty on Leave

Faculty members on leave are permitted to vote in department/division/school, college, and university-wide elections, unless otherwise prohibited by the Agreement. Those faculty members wishing to vote during their absence must make appropriate arrangements to access and submit a ballot. Only ballots received by the time the polls are closed will be counted in the election.

5. Temporary Faculty, Retired Faculty with Temporary Appointments and Volunteer Faculty

Part-time temporary faculty and volunteer faculty are not eligible to vote in faculty meetings, faculty elections, or in any personnel or governance matters put before the faculty at any level. For department/division/school and college elections, voting rights for temporary full-time faculty shall be subject to department/division/school and college regulations.

Retired faculty with temporary appointments, other than those associated with the Faculty Early Retirement Program, are granted the same voting rights as other temporary faculty, as specified above.

6. Proxy Voting

Voting by proxy (one person casting a vote for or on behalf of another) is prohibited in all cases.

Section D: Teaching Assignments

Direction of Graduate Theses and Projects

(Senate: 2/9/07, 4/12/22; President: 10/10/07, 7/28/22)

The completion of graduate theses or projects may be an important part of the professional development of graduate students. As such, they demand substantial amounts of faculty time and effort. Accordingly, in consultation with the college dean, each college and each department/division/school shall develop policies and procedures to provide appropriate compensation for faculty directing graduate theses and projects.

Teaching Responsibilities

(Senate: 10/24/89; President: 11/10/89; Editorial Amendment: 9/00, 8/01)

Faculty members meet their assignments during advisement periods and on all instructional days up to and including Commencement.

Faculty members meet all assigned classes as scheduled; share in the advisement assignments; attend all department/division/school, college, and university faculty meetings; and serve on such department/division/school, college, and university-wide committees as required.

Faculty workload is covered in Article 20 of the Agreement.

Faculty Teaching and Supervision Records

(Senate: 5/4/21; President: 9/2/21)

Governing documents: EP&R 76-36 in MOU Article 20 changes, Appendix H of the Collective Bargaining Agreement

The names of students enrolled in a course at Cal State LA taught by a specific faculty person must appear on that faculty person's GET schedule for that term. Cal State LA faculty must be compensated according to the Collective Bargaining Agreement for teaching or supervising any students registered for a course under that faculty person's name at Cal State LA.

Section E: Employment Policies and Procedures

Equal Employment Opportunity

(Senate: 4/23/68, 4/27/76, 10/24/78, 7/14/81, 7/22/81 [EA], 5/11/04; President: 4/24/68, 5/3/76, 11/8/78, 8/6/81, 10/18/06)

Statement on Equal Employment Opportunity

California State University, Los Angeles affirms its commitment to equality of opportunity for all individuals. This commitment requires that no unlawful discrimination shall occur in the operation of any employment program of this University including recruitment, appointment, retention, tenure, promotion, compensation, benefits, transfers, layoffs, return from layoff, university-sponsored training, education, tuition assistance, and social and recreational programs. California State University, Los Angeles serves a highly diverse student body in one of the nation's most diverse states. Diversity among our faculty, staff, and administrators enriches our academic community.

This policy embodies and is intended to implement explicit requirements of State and Federal laws, Presidential Executive Orders, and policies of the California State University with regard to nondiscrimination and Affirmative Action, including **Title VII of the Civil Rights Act of 1964**, Executive Order 11246 as amended, **Title IX of the Education Amendments of 1972**, **Veteran's Readjustment Assistance Act of 1974**, Sections 503 and 504 of the **Rehabilitation Act of 1973** as amended, and the **Americans with Disabilities Act of 1990**.

The Equal Employment Opportunity Compliance Program of the University seeks to attain the following:

1. The achievement of a work force that utilizes the talents of all of our populations, with adequate representation of ethnic minorities, women, the disabled, and covered veterans.
2. The elimination of discrimination in employment on the grounds of race, color, religious creed, national origin, gender, sexual orientation, marital status, pregnancy, age, physical or mental disability, medical condition (including HIV/AIDS), covered veteran status, political affiliation, or any legally protected status.
3. The maintenance of genuine equality of opportunity by ensuring that reasonable requirements and the merits of the individual are the sole criteria for appointment, retention, and advancement of employees.
4. The provision of opportunities for employees from underrepresented groups, as well as other employees, to improve their qualifications for advancement.

Furthermore, no retaliation shall occur because an individual filed a complaint of discrimination, opposed a discriminatory act, or participated in an investigation related to such a complaint.

The University Equal Employment Opportunity Compliance Program Plan shall be consonant with the CSU plan and shall include these elements:

1. Analysis of faculty and staff employment utilization.
2. The establishment of procedures for monitoring and self-assessment.
3. A process for handling complaints of discrimination.
4. A process for the dissemination of Equal Employment Opportunity policy and procedures.

5. Policies and procedures designed to address issues related to nepotism, pregnancy and childbirth, sexual harassment, and discrimination based on religious creed, and national origin.
6. Policies and procedures for the disabled and covered veterans.
7. Practices that promote the transaction of business with outside firms that observe Equal Employment Opportunity.

The implementation of the Equal Opportunity Compliance Program is the responsibility of the head of each administrative unit, the central administration, and supervisors and managers at all levels.

The President has overall responsibility and accountability for implementing and maintaining the University's Equal Employment Opportunity Compliance Program, assisting units in complying with it and monitoring and evaluating the University's progress toward its goal.

Policy for the California State University

The complete text of Executive Order 883, "Systemwide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment" as adopted by the Board of Trustees appears in Appendix O.

Policy on Nepotism

(Senate: 8/20/74, 3/5/97, 3/11/03; President: 8/22/74, 10/30/97, 5/7/03)

There shall be no University policy prohibiting employment of more than one member of an immediate family.* However, a faculty member shall not participate on Appointment, Retention, Tenure and Promotion (ARTP) or other peer review or award committees, including Sabbatical Leave Committees, where an immediate family member is to be considered that year. An immediate family member may not certify another member of that family regarding entitlement to salary or other funds. No person shall be denied an administrative position or prevented from carrying out the normal duties of that position, such as scheduling courses or other assignments, because of the presence on the faculty of an immediate family member within the unit being administered. In the event that there are disputes or complaints arising from administrative decisions made by a faculty member in an administrative position because of the presence of an immediate family member in the unit being administered, the complaints should be referred initially to the administrator immediately superior to that faculty member. The intent of this policy is that faculty members and administrators shall incur neither benefits nor harm due to the fact that an immediate family member is employed by the University.

No faculty member shall participate in evaluation of the work of a student who is a member of her/his immediate family.*

*Members of an "immediate family" are defined as children, siblings, parents, spouse, or domestic partners. System policy appears in Appendix O.

Policy on Prohibition of Sexual Harassment

(Senate: 10/13/81, 10/12/93, 6/25/96; President: 11/4/81, 12/13/93, 9/9/96)

California State University, Los Angeles will take action to prevent and eliminate sexual harassment, as mandated by Chancellor's Executive Order 927 ([Appendix P](#)).

Sexual harassment is conduct subject to disciplinary action, including termination. Sexual harassment* includes but is not limited to:

1. Unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
2. Any act which contributes to a workplace or learning environment that is hostile, intimidating, offensive, or adverse to persons because of the sexual nature of the conduct.
3. Conditioning an act, decision, evaluation, or recommendation on the submission to or tolerance of any act of a sexual nature.

Although this policy focuses on the treatment of persons lacking or holding lesser authority by persons possessing greater authority, it does not preclude the possibility that sexual harassment may also be perpetrated by persons lacking or holding lesser authority, e.g., employee, student, or applicant. In determining whether conduct constitutes sexual harassment, the circumstances surrounding the conduct are considered.

The prohibition against sexual harassment applies to all transactions of University business, whether on or off campus.

Individuals with supervisory authority are responsible for reporting a formal complaint about sexual harassment to a designated complaint investigator. Failure to do so may lead to appropriate administrative action.

Specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies are available in the following locations: Office of Human Resource Management; Office for Equity and Diversity; Office of the Vice President for Student Affairs; University Counseling Center; and Women's Resource Center.

*The parameters of "Sexual Harassment" are legally defined by state and Federal statutes and court decision. While the policy set forth above describes actions which fall generally within the scope of "Sexual Harassment," all CSU employees and students are required to conduct themselves in a manner that avoids sexual harassment as defined by state and Federal law.

Consensual Sexual Relations between Faculty and Students*

(Senate: 7/29/97; President: 12/4/97)

"Sexual relations between students and faculty members with whom they also have an academic or evaluative relationship are fraught with the potential for exploitation. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in an academic or evaluative role, make voluntary consent by the student suspect. Even when both parties initially have consented, the development of a sexual relationship renders both the faculty member and the institution vulnerable to possible later allegations of sexual harassment in light of the significant power differential that exists between faculty members and students.

"In their relationships with students, members of the faculty are expected to be aware of their professional responsibilities and avoid apparent or actual conflict of interest, favoritism, or bias."

It is unprofessional conduct for a faculty member to engage in any sexual relationship with a student while he or she is enrolled in that faculty member's class, or if a faculty member is acting in any other capacity which may directly affect the student's academic career.

Failure to follow these standards will be grounds for investigation for disciplinary action.

*The language in quotation marks is the statement adopted by the 81st Annual Meeting of A.A.U.P.

Policy on Campus Violence

(Senate: 6/25/96; President: 9/9/96)

California State University, Los Angeles is committed to creating and maintaining a learning, working, and social environment for all members of the University community which is free from violence. The University has no tolerance for violence against and by members of the University community. To fulfill this policy, the University will work to prevent violence from occurring and will ensure that Federal and state laws, as well as University regulations prohibiting violence, are fully enforced.

Civility, understanding and mutual respect toward all members of the University community are intrinsic to excellence in teaching and learning, to the existence of a safe and healthful workplace, and to the maintenance of a campus culture and environment which serve the needs of its many constituencies. Threats of violence or acts of violence not only impact the individuals concerned, but also the mission of the University to foster higher education through open dialogue and the free exchange of ideas. The University prohibits and will take decisive

action to eliminate verbal harassment, as defined by California and Federal law, violent acts, threats of violence, or any other potentially disruptive behavior. Such conduct is subject to disciplinary action up to and including dismissal from employment, expulsion from the University, or civil or criminal prosecution as appropriate.

Established University policies and procedures for faculty, staff, and students and department of public safety policy and procedures will serve as the mechanism for resolving situations of violence or threats of violence. Each allegation of violence or threat of violence will be taken seriously. Individuals are encouraged to report acts of violence, threats of violence, or any other behavior which by intent, act or outcome might harm another person as detailed in the procedures.

Policy on Drugs in the Workplace

(Senate: 11/20/90; President*)

Background. The Drug-Free Workplace Act of 1988, mandates that organizations receiving Federal monies (Federal financial aid for students, grants and contracts) develop and implement programs that combat illegal drugs in the workplace. It mandates legal sanctions against any employee convicted of the illegal use, distribution, manufacture and sale of controlled substances (as defined in schedules I through V of the Controlled Substances Act, United States Code 812, as amended) in the workplace.

The Drug-Free Schools and Communities Act Amendment of 1989, (Section 1213 to Public Law 101226), calls for campuses to certify that substance prevention programs, including alcohol, have been developed and a time table established for implementation. This legislation incorporates such issues as the dissemination of information to students and employees, legal sanctions, health risks and available services for students.

Policy Statement. The illegal possession, manufacture, cultivation, distribution, use or sale of any controlled substance is prohibited in and on California State University, Los Angeles, owned or controlled property. Any staff or faculty member determined to have violated this policy on University time or premises will be subject to disciplinary action, up to and including dismissal, or may be required, at the discretion of the University, to participate satisfactorily in an approved counseling or rehabilitation program. Staff and faculty members found to be in violation of this policy will be subject to referral for prosecution consistent with the appropriate local, State or Federal law.

Education Code 89535, ** addresses both faculty and staff causes for dismissal, demotion or suspension. The Education Code states the following:

Any permanent or probationary employee may be dismissed, demoted, or suspended for the following causes:

1. Immoral conduct.
2. Unprofessional conduct.

3. Dishonesty.
4. Incompetency.
5. Addiction to the use of controlled substances. (Amended 1986).
6. Failure or refusal to perform the normal and reasonable duties of the position.
7. Conviction of a felony or conviction of any misdemeanor involving moral turpitude.
8. Fraud in securing appointment.
9. Drunkenness on duty.

All the agreements between collective bargaining representatives and The California State University address these issues as either disciplinary action procedures, rules and regulations, corrective action or pre-discipline. The specific language for each agreement should be referenced.

The University recognizes that drug and alcohol dependency are treatable diseases. An Employee Assistance Program is available to all University employees with substance and dependency problems. Faculty and staff are encouraged to seek assistance for drug and alcohol-related problems and may use approved leaves of absence, approved vacation or sick leave for this purpose.

All information regarding an individual's participation in the Employee Assistance Program is considered confidential and will not be disclosed to anyone nor made part of the official personnel file without the individual's consent. A faculty or staff member's job security or opportunity for promotion will not be jeopardized by participation in the Employee Assistance Program or other approved substance abuse counseling or rehabilitation programs.

Special Requirements for Individuals Employed Through Federal Contracts and Grants. The Drug-Free Workplace Act of 1988, requires that California State University, Los Angeles, faculty, staff members and other employees directly engaged in the performance of work on a Federal contract or grant abide by this policy as a condition of employment. Faculty, staff, and other employees shall notify the University within five days if they are convicted of any criminal drug statute violation occurring in the workplace or while on University business. The Department of Public Safety will notify the Department of Human Resource Management of any such conviction. The University must notify the Federal contracting or granting agency within ten days of receiving such notice of conviction and must take appropriate corrective action which may include requiring the employee to participate satisfactorily in an approved substance abuse counseling or rehabilitation program.

Program Description. The University has established a Substance Abuse Program for staff, faculty, and other employees. The program specifies (1) the dangers of substance abuse; (2) the availability of employee assistance, rehabilitation and counseling programs; and (3) the potential penalties for substance abuse convictions in the workplace or on University business. Through support of these programs, the University will continue to ensure a good faith effort to maintain an environment free of substance abuse.

*Returned unsigned by the President on 12/7/90 with the following statement: "I am returning

unsigned the proposed policy. The intent of the proposed policy on drugs in the workplace was to issue the statement as University Policy. It is, therefore, certainly not inappropriate for the policy statement to be included in the **Faculty Handbook**."

****State of California, Education Code, Volume Three, Title 3, 1981, Chapter 5, Article 1, Code 89535.**

Pay Periods

(Senate: 10/17/89; President: 11/10/89; Editorial Amendment: 8/01)

(**Administrative Code**: Section 42803)

The annual salary of faculty members is paid in 12 monthly installments. Because the State of California does not pay in advance, pay is drawn on the first working day of the month following the month in which the work has been performed.

Salary checks are disbursed through the academic department/division/school offices where faculty members may obtain the dates upon which the pay warrants will be disbursed for the current year.

Change-of-Status Reporting

(Senate: 10/17/89; President: 11/10/89)

It is the responsibility of faculty members to report any changes in status to the Office of Human Resources Management on the proper forms. Changes of name, address, income tax deductions, beneficiary, or dependents should be reported as promptly as possible because they affect the retirement system and various insurance and health benefit plans.

Additional Employment Assignment and Payments

(Senate: 5/13/68, 11/20/79, 3/19/80, 8/27/85, 1/23/90; President: 5/21/69, 6/26/80, 10/29/85, 3/1/90)

Purpose. The primary responsibility of the faculty member is to perform assigned campus duties effectively. Occasionally, special needs of the community, state, or University may require additional efforts which would be considered an additional employment assignment for which additional compensation may be provided. "Additional employment" is a term used to describe a compensated work assignment in addition to the regular work assignment for which the individual is employed (either of a different nature from or compensated from a different source than the regular assignment). The purpose of these guidelines is to ensure that the assignment will not be incompatible with the additional employment policy of The California State University. Records on all such university-related activities are subject to review by both the State of California and federal auditors.

Policy on Additional Employment is found in Article 36 of the **Agreement**.

Employment in External Grants and Contracts

(Senate: 5/13/68, 11/20/79, 3/19/80, 8/27/85, 1/23/90, 7/13/93; President: 5/21/69, 6/26/80, 10/29/85, 3/1/90, 11/3/93; Editorial Amendment: 9/00, 8/01)

Clarification of university policy on employment as it applies to federal or private grants or contracts follows:

1. Not more than 100 percent of a faculty member's time may be charged to one or more project funds during any given period. This means that any salary payment in excess of a faculty member's base salary, where such salary represents compensation for 100 percent of the faculty member's time and is charged to federal project funds, cannot be allocated and charged to project funds.
2. Additional employment payments from project funds (up to 25 percent of annual base salary or 33 percent over base salary in any given term) are permissible in conjunction with salary payments from other sources, as long as the total amount charged to the project funds does not exceed 100 percent as indicated in section 1 above, and provided that such arrangement for additional employment has received prior written approval from the department/division chair or school director, the dean of the college, Dean of Graduate Studies and Research and the University Auxiliary Services, Inc. and is permitted by the applicable agency.
3. Certain federal, state or private grants or contracts may be more restrictive in additional employment payment limitations. These more restrictive limitations shall apply when the faculty member is engaged in certain university-related activities. These are Continuing Education courses; Associated Students programs; and contracts, grants, or research projects or other assigned duties, funded through the University Auxiliary Services, Inc. or the state trusts.

Employment of Graduate Students in Instruction

(Senate: 7/8/08; President: 8/21/08)

The employment of graduate students as Instructional Student Assistants (ISAs), Teaching Associates (TAs) and Graduate Assistants (GAs) provides students with practical work experience directly related to their field of study, while contributing to the educational mission of the university. To ensure the highest possible quality of instruction, each department/division/school shall, in consultation with Academic Affairs and the Office of Graduate Studies and Research, develop written procedures for the recruitment, selection, training, supervision, and evaluation of graduate students employed in these positions. The definition of 'peers' within the department/division/school and the following distinguishing features of these employment classifications shall be kept in mind in the development of such procedures.

Instructional Student Assistants: Students in this classification perform teaching, tutoring, or grading work under close supervision. Typical qualifications for this classification include the ability to learn and perform assigned duties, work cooperatively with faculty, staff and other

students, and work responsibly. Completion of specific coursework may be required in order to teach, tutor, or grade for a course.

Graduate Assistants: Students in this classification provide professional non-teaching assistance to faculty members, including, but not limited to:

- Supervising or assisting students in a classroom, workshop, or laboratory in which responsibility for instruction lies with a faculty member;
- Training students in the use of equipment or other resources;
- Assisting faculty with research or preparation of course materials;
- Participating in the evaluation/grading of students' work; and
- Tutoring students.

GAs are not responsible for the instructional content of a course or determining term grades, but may assist in instruction by conducting small group discussions, supervising laboratory sessions, workshops, or other course activities, and otherwise clarify course material or content for students. GAs may not be employed to assist in a course in which they are enrolled, nor may they be consulted or involved with the grading of peers. GAs must have knowledge of the subject matter of the discipline, and must be registered in a CSU graduate degree program.

Teaching Associates: This classification is distinguished from the previous two by assignments that primarily involve classroom or laboratory instruction. Responsibility for a course may be vested in a TA, who is listed as instructor of record, under the direct supervision of an appropriate faculty member. TAs are typically responsible for providing classroom and/or laboratory instruction, preparing course materials, making assignments to students, assessing student performance, assisting students in office hours, and determining course grades.

TAs must be degree-seeking graduate students in the academic department in which they are employed to perform instruction. Departments/divisions/schools shall ensure that TAs have adequate background in course content and training in pedagogy and relevant university policies. Normally, TAs who are enrolled in master's programs will teach lower division courses, while TAs enrolled in doctoral programs will teach lower and/or upper division and laboratory courses. In no case will TAs be assigned a course in which they will teach peers.

Each TA shall work under the supervision of an individual faculty member designated by the department/division/school chair/director. Such supervision shall include meetings between the supervising faculty member and each TA and at least one classroom observation the first term of appointment and at least once per year thereafter. The role of supervising faculty members in overseeing and evaluating the performance of TAs shall be taken into account in the assignment of faculty responsibilities.

Layoff Procedures

(Senate: 11/14/89; President: 12/4/89)

Policies and procedures related to layoff are found in Article 38 of the **Agreement**.

Participation in the Deliberations Prior to Layoff

(Senate: 2/4/75, 1/9/79, 10/14/80, 11/14/89; President: 4/3/75, 1/15/79, 3/6/81, 12/4/89; Editorial Amendment: 9/99, 9/00, 8/01, 11/07)

1. Prior to a final decision to layoff faculty, the President shall ask the Provost and Vice President for Academic Affairs to convene an ad hoc committee to consider if special circumstances exist which will lead to an increase in the need for faculty in that discipline in less than five years. If such special circumstances are found, the committee shall specify these in writing to the Provost and Vice President for Academic Affairs. "Special circumstances" here may include predictable attrition through retirement or resignation, forthcoming program changes designed to increase FTES, or similar factors that suggest that the discipline's decline in enrollment is temporary. If no sufficient justification for maintaining the current allocation can be found, the committee will recommend an appropriate reduction. If the decision is not unanimous, a minority report may be filed.
2. The committee's membership shall be constituted as follows:
 - a. one faculty member from each college and the Library and Student Affairs, chosen by a procedure to be established by the college, not from the departments/divisions/schools being reviewed.
 - b. the Provost and Vice President for Academic Affairs or designee, who will serve as a voting member; and
 - c. the dean of the college in which the department/division/school being reviewed resides, or designee, as a nonvoting member.
3. Alternates for the college and the Library and Student Affairs representatives will sit in on all committee deliberations. When a regularly elected member of the committee is absent from a substantial part of the committee's deliberations, the alternate will replace that member and will continue through the completion of all committee deliberations of that cycle.
4. All meetings of the ad hoc committee are open meetings.
5. The final report of the committee will be made available in the Academic Senate Office and the offices of the college deans.

Procedures for Grievances and Faculty Status Disputes

(Senate: 11/14/89; President: 12/4/89)

Grievance procedures are found in Article 10 of the **Agreement**.

Disciplinary Action Procedures for Academic Personnel

(Senate: 11/14/89; President: 12/4/89)

This information is found in Article 19 of the **Agreement**.

Absence Without Leave as Resignation; Reinstatement

(Education Code: Section 89541)

Absence without leave of an academic or nonacademic employee, whether voluntary or involuntary, for five consecutive working days is an automatic resignation from state service, as of the last date on which the employee worked.

An academic or nonacademic employee may within 90 days of the effective date of such separation file a written request with the State Personnel Board for reinstatement. If the appointing authority has notified the employee of the employee's automatic resignation, any request for reinstatement must be in writing and filed within 15 days of the service of notice of separation. Notice may be personally served or it may be served by mail to the last known residence or business address of the addressee and is complete on mailing. Proof of service, either personal or by mail, shall be made by affidavit. Reinstatement may be granted only if the employee makes a satisfactory explanation to the Board as to the cause of absence and failure to obtain leave therefore, and the Board finds that the employee is ready, able, and willing to resume the discharge of the duties of the employee's position, or if not, that consent of the appointing power to a leave of absence has been obtained, such leave to commence upon reinstatement.

Employees so reinstated shall not be paid salary for the period of their absence or separation, or for any portion thereof.

Dismissal

(Senate: 11/14/89; President: 12/4/89)

This information is covered in article 19 of the **Agreement**.

Section F: Leaves and Vacation

Vacations

(Senate: 5/22/84, 11/20/90; President: 6/21/84, 12/5/90)
(Based on **Administrative Code**: Section 42901)

Faculty members in academic year classifications are entitled to earned vacation on days falling between the end of their academic year and the beginning of their next academic year. Vacation policy for ten and twelve month faculty is contained in Article 34 of the **Agreement**.

The policy for holidays is contained in Article 33 of the **Agreement**.

Leaves of Absence with Pay

Sabbatical and Difference in Pay Leaves

(Senate: 4/11/78, 11/1/78, 5/23/79, 7/7/81, 8/7/84, 11/14/84[EA], 11/27/84, 3/12/85, 11/14/89, 11/16/99, 4/12/05; President: 4/26/78, 12/7/78, 7/26/79, 8/12/81, 12/19/84, 2/1/85, 3/20/85, 12/4/89, 12/28/99, 6/17/05; Editorial Amendment: 9/00, 8/01, 9/03, 11/07, 3/1/18 [EA])

The eligibility for, requirements of, benefits and additional or outside employment during a sabbatical or difference in pay leave are provided in Articles 27 and 28, respectively, of the Collective Bargaining Agreement between the California State University (CSU) and the California Faculty Association (CFA).

Policies and Procedures for Sabbatical Leaves

Sabbatical Leaves shall be awarded for purposes that provide a benefit for the CSU. Examples of such purposes include scholarly research, creative work in the arts and related areas, the improvement of teaching skills, and other professional activities.

A sabbatical leave may be granted to eligible employees for one semester at full salary, two semesters at ½ salary.

A sabbatical of two semesters may be implemented within two consecutive years, subject to additional review by the college sabbatical leave committee, the college dean, and approval of the President or designee.

1. Eligibility for Sabbatical Leave

A full-time employee shall be eligible for a sabbatical leave if she or he has served full-time for six years at that campus in the preceding seven year period prior to the leave and at least six years after any previous sabbatical leave or difference in pay leave. Credit granted towards the completion of the probationary period for service elsewhere shall also apply towards fulfilling the eligibility requirements for a sabbatical. A leave of absence without pay or service in an academic administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements.

By the end of spring term each year, the academic personnel office will disseminate timelines for the following academic year's sabbatical proposal submission, review, and notification. A list of faculty eligible for sabbatical leave will be published by the sixth week of the term prior to the deadline for applications.

2. Sabbatical Leave Applications

An application for a sabbatical leave consists of the application for sabbatical leave cover sheet, a statement of purpose for the sabbatical; a description of the proposed project and the CSULA resources, if any, necessary to carry it out; a statement of the time requested, which shall not exceed one academic year; and a vitae covering the applicant's background and experience.

The applicant must submit the complete application to her or his department/division/school office. Only complete applications will be considered.

An application is reviewed on the basis of its quality, on its impact on department/division/school curriculum and operations, and on programmatic and budget implications. The department/division chair or school director shall provide a statement to the college sabbatical leave committee and the dean regarding the possible effect on the curriculum and the operation of the department/division/school should the employee be granted a sabbatical.

The threshold question that each application should answer is whether it provides a benefit for the CSU. The relative quality of the written application, coupled with the background and experience of the applicant, should support the likelihood of the applicant completing or making significant progress towards the application goals given the sabbatical length, the location(s), and the resources needed.

3. Criteria for Review of Sabbatical Applications

The quality of the proposal shall be the primary criterion. In choosing among proposals otherwise judged to be equal in merit, time accrued towards a sabbatical leave may also be considered by the committee.

All levels of review shall provide a recommendation for every applicant who is entitled to a sabbatical leave and rank these applicants by taking into consideration the following evaluative criteria:

Appropriateness. Sabbatical leave proposals may include, but are not limited to, the following appropriate activities (listed in no particular order):

- a course of study leading to increased mastery of the applicant's own field, or the development of an additional area of specialization within the applicant's field, or the development of a new field of specialization.
- A plan for professionally beneficial travel that will enable the applicant to further develop knowledge, skill, or expertise in a discipline/field or area of specialization within a discipline/field.
- Professional development of a scope or nature not possible through a normal workload assignment.
- Pursuit of a scholarly, research, or creative project of a scope or nature not permitted through a normal workload assignment.
- Study or experience designed to improve teaching effectiveness.
- Study or experience designed to improve professional practice.

Benefits. Sabbatical leave activities shall be focused on producing results beneficial to students; to the development of the profession or a discipline within the profession; to the University; to the CSU; and/or to the faculty member as a teacher, scholar, or professional practitioner.

Practicability. The proposed sabbatical leave activities shall be clearly defined and articulated and the proposal shall state objectives that are realistically attainable.

4. Guidelines for Evaluating Sabbatical Applications

Reviews shall place each sabbatical application into one of two possible categories:

- a. Those that meet the criteria and are recommended for funding. Recommended applications shall be rank ordered based on the criteria listed above and needs of the department/division/school.
- b. Those that do not meet the criteria and are rated as not recommended for funding.

5. Allocation of Sabbatical Leaves

Each college will be given a target budget for sabbatical leaves based upon the number of sabbatical-eligible faculty in the college as a proportion of the total amount of funding that the University is able to provide for this purpose. Colleges will award as many sabbatical leaves as possible within this budget, unless there is an insufficient number of acceptable leave proposals. Insufficient budget or lack of resources for leave replacement purposes may be cited as a reason for not approving a sabbatical leave proposal only if such approval would cause the sabbatical leave budget to be

exceeded. Although each college must attempt to utilize completely its sabbatical leave budget each year, it is recognized that from year to year individual colleges may exceed or fall short of their target numbers. Individual college funds that are not allocated in a given year shall be reallocated by the President or designee.

All applications for sabbatical leaves at $\frac{1}{2}$ salary shall be awarded if they are recommended at all levels of review.

6. Review Procedures

The College Sabbatical Leave Committee

The college sabbatical leave committee shall review all sabbatical applications and provide a written evaluation of each application. The college sabbatical leave committee shall recommend approval or disapproval of each sabbatical application and rank order all of those recommended for approval. All applications, written evaluations, recommendations, and rankings shall be forwarded to the college dean no later than the deadline set forth in the academic year calendar of personnel procedures.

Composition, Election, and Procedures. The committee shall be composed of tenured faculty and shall be elected by a vote of tenured and probationary faculty within the college according to policies and procedures established by each college. A faculty member applying for a sabbatical leave shall not be eligible for election to the college sabbatical leave committee.

The Department/Division/School

A copy of the sabbatical application shall be sent to the faculty member's department/division/school. The department/division chair or school director shall provide a statement to the college dean regarding the possible effect on the curriculum and the department operations should the faculty member be given a sabbatical.

The College Dean

The college dean shall review all sabbatical applications, the recommendations of the college committee, and the department/division/school statement and provide a written evaluation of each application. After considering the recommendations and rankings of the college sabbatical leave committee, the dean shall recommend approval or disapproval of each sabbatical application and rank order all of those recommended for approval. If the dean does not agree with the recommendations and rankings of the college committee, she or he shall consult with the committee to attempt to reconcile the difference. The college dean shall forward the sabbatical applications and all college committee and dean recommendations, rankings, and written evaluations to the President or designee no later than the deadline set forth in the academic year calendar of personnel procedures.

7. Award of Sabbatical Leaves

The President or designee shall make a decision on each leave proposal and shall notify, in writing, each leave applicant of that decision. The notification shall include the reasons for the decision and written evaluations provided by the other level of review. Copies of the notification shall be forwarded to the Academic Personnel Office.

If a sabbatical leave is denied based on factors other than the merit of the proposal, and such denial results in fewer sabbaticals being awarded than 12% of eligible faculty, not including those approved at ½ salary, then upon request of the faculty unit employee the sabbatical leave shall be deferred to the following year, at which point the leave, if the underlying conditions supporting the proposal remain in effect, shall be granted. Sabbaticals deferred shall count in the year in which they are taken.

The applicant must submit a suitable bond or an accepted statement of assets and/or a promissory note that is individually or collectively at least equal to the amount of salary paid during the leave.

A faculty unit employee shall render service to the CSU upon return from a sabbatical leave at the rate of one term of service for each term of leave.

Faculty members on sabbatical leave shall not accept additional and/or outside employment without prior approval of the President or designee and the justification must be clearly outlined in the sabbatical proposal.

Faculty members are required to submit a written report of sabbatical activities to the Office of the Provost within one term after the return from a sabbatical leave. This report will be added to the personnel action file.

Faculty on sabbatical leave shall be considered in work status and shall receive health, dental, and appropriate fringe benefits provided by the CSU in the same manner as if she or he were not on sabbatical leave. Less than full-time leave may have impact on PERS retirement benefits. Consult PERS for details.

Faculty on sabbatical leave shall be entitled to accrue sick leave, vacation, and service credit toward service salary increase eligibility, eligibility toward promotion, if applicable, and seniority.

Requests for a change of the academic term in which the sabbatical leave is awarded shall be submitted to the President or designee for approval to the commencement of the leave.

Policies and Procedures for Difference in Pay Leaves

A difference in pay leave is a paid leave for which the compensation is equal to the difference in pay between an instructor's or counselor's salary and the minimum salary of the instructor rank,

or the difference between a librarian's salary and the minimum salary of the lowest librarian rank.

1. Eligibility Criteria for Difference in Pay Leaves

A full-time faculty unit employee shall be eligible for a difference in pay leave if she or he has served full-time for six years at that campus in the preceding seven-year period prior to the leave. Credit granted toward the completion of the probationary period for service elsewhere shall also apply toward fulfilling the eligibility requirements for a difference in pay leave. A leave of absence without pay or service in an academic administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements, nor shall it fulfill the return service obligation. A faculty unit employee will be eligible for a subsequent difference in pay leave after she or he has served full-time for three years after the last sabbatical leave or difference in pay leave. There must be assurance that the number of leaves granted in any one term or year are not so great in any department/division/school, or on the campus as a whole, as to disrupt the continued and regular course offerings, or to affect the quality level of the education offered to the students.

2. Applications and Criteria for Difference in Pay Leaves

Applications procedures and review criteria for difference in pay leaves are the same as those for sabbatical leaves.

3. Levels of Review for Difference in Pay Leaves

The Department/Division/School

The department/division/school difference in pay leave committee shall review all difference in pay applications and provide a written evaluation of each application. The department/division/school difference in pay leave committee shall recommend approval or disapproval of each application. All applications, written evaluations, and recommendations shall be forwarded to the college dean no later than the deadline set forth in the academic year calendar of personnel procedures.

Composition, Election and Procedures. The committee shall be composed of tenured faculty and shall be elected by a vote of tenured and probationary faculty within the department/division/school according to policies and procedures established by each department/division/school. A faculty member applying for a difference in pay leave shall not be eligible for election to the department/division/school difference in pay leave committee.

Department/Division Chair or School Director. The department/division chair or school director shall provide a statement to the college dean regarding the possible effect on the curriculum and department/division/school operations should the faculty member be given a difference in pay leave.

The College Dean

Prior to making a recommendation to the President or designee regarding the difference in pay leave application, the college dean shall review the recommendations of the department/division/school committee and the department/division/school statement. If the dean does not agree with the recommendations of the department/division/school committee, she or he shall consult with the committee to attempt to reconcile the difference. The college dean shall forward the difference in pay leave applications and all recommendations and written evaluations to the President or designee no later than the deadline set forth in the academic year calendar of personnel procedures.

4. Award of Difference in Pay Leaves

The President or designee shall make a decision on each leave proposal and shall notify, in writing, each leave applicant of that decision. The notification shall include the reasons for the decision and written evaluations provided by the other levels of review. Copies of the notification shall be forwarded to the academic personnel office.

The applicant must submit a suitable bond or an accepted statement of assets and/or a promissory note that is individually or collectively at least equal to the amount of salary paid during the leave.

A faculty unit employee shall render service to the CSU upon return from a difference in pay leave at the rate of one term of service for each term of leave.

Faculty members on a difference in pay leave shall not accept additional and/or outside employment without prior approval of the President or designee and the justification must be clearly outlined in the difference in pay leave proposal.

Faculty members are required to submit a written report of difference in pay leaves activities to the Office of the Provost within one term after the return from a difference in pay leave. This report will be added to the personnel action file.

Faculty on difference in pay leave shall be considered in work status and shall receive health, dental and appropriate fringe benefits provided by the CSU in the same manner as if she or he were not on a difference in pay leave. Less than full-time leave may have an impact on PERS retirement benefits. Consult PERS for details.

Faculty on difference in pay leave shall be entitled to accrue sick leave, vacation, and service credit toward served salary increase eligibility, eligibility toward promotion, if applicable, and seniority.

Requests for a change of the academic term in which the difference in pay leave is awarded shall be submitted to the President or designee for approval prior to the commencement of the leave.

Special Leaves for Research or Creative Activity

(Administrative Code: Sections 43050-43053)

Grant and Purpose. The Chancellor may, within the limitation of funds appropriated therefore, grant or may authorize Presidents to grant, with respect to qualified employees at their campuses, special leaves for research or creative activity. (Section 43050)

Eligibility, Terms, and Further Procedures. The Chancellor may establish (a) standards for eligibility for special leaves for research or creative activity, (b) terms and conditions of such leaves, and (c) procedures and guidelines for effective implementation of this Article. (Section 43051)

Obligation to Teach Following Leave. Any academic employee who is granted and who takes a special leave for research or creative activity shall be obligated to teach in The California State University for the equivalent of two terms for each term of such leave, immediately following the conclusion of such leave, provided that the completion of such obligation shall be deferred during periods following such leave, which, pursuant to the regulations of the Board of Trustees, are taken as vacation, sabbatical leave, or leave of absence without pay; and provided further, that this obligation shall be further deferred for any period during which the employee is a "person in military service" as that phrase is defined in the **Soldiers' and Sailors' Civil Relief Act of 1940**, as amended, of the United States (50 App. U.S.C. section 501, et seq.). This obligation shall be exonerated if the failure of the employee to complete such service following the conclusion of the leave is caused by the employee's death or physical or mental disability. (Section 43052)

Benefits While on Leave. Except as provided in Section 43052, service by academic employees while on leave pursuant to this Article shall be considered full-time service at The California State University for all purposes. (Section 43053)

Sick Leave

(Senate: 5/22/84, 11/20/90; President: 6/21/84, 12/5/90)

The policy governing sick leave is found in Article 24 of the **Agreement**.

Other Leaves of Absence with Pay

(Senate: 11/20/90; President: 12/5/90)

Policy on other leaves of absence with pay, including paid bereavement leave, jury duty leave, leave to vote, absence as a witness, emergency leave, military leave, and maternity or paternity leaves are covered in Article 23 of the **Agreement**.

Leave of Absence without Pay

(Senate: 2/23/67, 4/21/70, 5/21/85, 11/20/90; President: 2/28/67, 5/21/70, 8/28/85, 12/5/90)

Policy on leaves of absence without pay are found in Article 22 of the **Agreement**.

Chapter VII

Research Policies

Externally Funded Grants and Contracts

The following policies and procedures relate to grants and contracts for services which originate outside the University, such as agencies of the federal or state governments, private foundations, or corporations.

Administration of Grants and Contracts. Primary responsibility for activities conducted under an externally funded grant or contract resides with the principal investigator. The Dean of Graduate Studies and Research has responsibility for assuring compliance with the policies, procedures, and regulations of the sponsoring agency. The Dean also is responsible for the administration of university policies, procedures, and regulations which relate to externally funded projects. Fiscal responsibility for externally funded grants and contracts resides with either the Director of the Cal State L.A. University Auxiliary Services, Inc. (referred to as UAS, Inc.) or the Vice President for Administration and Chief Financial Officer, depending on the nature of the grant or contract.

External agencies usually do not award funds directly to a principal investigator. Funds for externally funded projects are usually administered by UAS, Inc. acting as a fiscal trustee. Although the campus Office of Business Financial Services usually does not administer funds from external agencies, it must do so in special cases as described below.

The University can accept responsibility for a grant or contract only if it has been submitted to an external funding agency in accordance with university policies and procedures as set forth in this and subsequent sections. While the initiative for seeking external funding lies with the individual faculty member, assistance in identifying prospective funding sources and in preparing applications is provided by the Office of Graduate Studies and Research, which also is responsible for initiating and coordinating preparation of certain institutional grants to external agencies.

The Approval Process. The approval of the following individuals must be secured, in the order listed, before a proposal for grant or contract may be submitted to an external agency:

1. The UAS, Inc. Grants Administrator or designee, who will review the proposal budget for consistency with the fiscal policies of the UAS, Inc. and of the granting agency, and for the sufficiency of funds to reimburse the University and the UAS, Inc. for all cost items contained in the proposed budget

2. The principal investigator's department/division chair or school director or corresponding administrator of a non-teaching unit, who will review the proposal for consistency with department/division/school or unit objectives and personnel assignments.
3. The principal investigator's college dean or corresponding administrator of a nonteaching unit, who will review the proposal for consistency with the educational and professional objectives of the college or unit and who will ascertain that the proposed project involves acceptable utilization of space, facilities, personnel, and other resources.
4. The Dean of Graduate Studies and Research or designee, who will review the proposal for consistency with university policies governing research, grants, and contracts, as well as those of the granting agency, and who will authorize the proposal.
5. The appropriate UAS, Inc. administrator, who will review the proposal to ensure that it meets the legal and fiscal requirements of the UAS, Inc. and who will sign the actual proposal as the official representing the applicant organization before the proposal is submitted to an external funding agency.
6. The Vice President for Administration and Finance or designee, who will review the proposal to ensure its fiscal integrity within the context of the University's total financial condition and who will provide a signature of approval. The Office of Graduate Studies and Research, not the principal investigator, will obtain the approval of the Vice President for Administration and Chief Financial Officer or designee.

Where the University rather than the UAS, Inc. is the applicant organization, section 5 above is deleted and sections 1 and 6 are changed to 1 and 5, respectively, as follows:

1. The Office of Business Financial Services, which will review the proposal budget for consistency with the fiscal policies of the University and of the granting agency, and for sufficiency of funds to reimburse the University for all cost items contained in the proposed budget.
5. The Vice President for Administration and Chief Financial Officer or designee, who will review the proposal for compliance with university fiscal and administrative policies and requirements, and who will sign the proposal as the official representing the applicant organization.

Approval forms are available in the Office of Graduate Studies and Research for either University or UAS, Inc. processing routes.

Special Clearances. Certain proposals, as indicated below, require additional clearances:

1. If a project involves human subjects, clearance must be obtained from the Institutional Review Board-Human Subjects. Application forms are available in the Office of Graduate Studies and Research.
2. If a project involves human subjects but the exact nature of their involvement is not yet known, clearance for provisional certification to the U.S. Department of Health

and Human Services must be obtained from the Institutional Review Board-Human Subjects. Application forms are available in the Office of Graduate Studies and Research.

3. If a project involves warm-blooded vertebrate animals, clearance must be obtained from the Institutional Animal Care and Use Committee (IACUC). Application forms are available in the Office of Graduate Studies and Research.
4. If a project involves radioactive or biohazardous materials, clearance must be obtained from the Committee on Radiation Safety and Biohazards.
5. If a project involves experimental academic programs and developmental projects, the curriculum will be subject to evaluation and review before incorporation into the regular curriculum, as required by University policy.
6. If a project involves use of the Computer Center's resources, the Associate Vice President for Information Resources Management will be consulted regarding costs and the availability of resources.
7. If a project involves acquisition of special library resources, the University Librarian will be consulted regarding costs and the availability of resources.
8. If a project requires University space not currently assigned to a college or department/division/school, approval of the Provost and Vice President for Academic Affairs or designee is required.
9. Granting agencies, especially federal agencies, may add additional special assurance compliances at any time. These may affect one type of proposal or all proposals (e.g., guarantee of a drug-free work place; no lobbying activities). It is the faculty member's responsibility to inform the Office of Graduate Studies and Research of any required special assurances. The Office of Graduate Studies and Research is responsible for obtaining assurance/compliance signatures from University level administrators.

Deadlines. The principal investigator is responsible for adhering to all lead-times and deadlines in proposal processing, as well as for obtaining any prior special approvals. Examples of special approvals include use of human subjects, or animals. The most recent statements of campus deadlines and guidelines are available in the Office of Graduate Studies and Research.

Preliminary Proposals and Letters of Intent. When a preliminary proposal or a letter of intent is to be submitted to a prospective external funding source prior to submission of a formal proposal, the preliminary proposal or the letter of intent must first be reviewed by the Dean of Graduate Studies and Research or designee. If the preliminary proposal or the letter of intent commits University resources or actions or requires the signature of an official representing the applicant organization, it must be reviewed and

approved as described in the foregoing section on the approval process. Review and approval of a preliminary proposal or of a letter of intent do not constitute approval of any resultant formal proposal.

Protection Against Misconduct in Research. Policies and procedures for handling alleged misconduct in research are found in Chapter VI.

Institutional Grants for Research Projects and Educational Services

(Senate: 3/1/77, 7/30/80, 10/9/84; President: 3/14/77, 8/18/80, 8/20/80, 11/21/84)

Deadline. Deadlines for submission of applications for Institutional Grants are announced each year at least 30 days before the deadline date by the Dean of Graduate Studies and Research. Application forms are available in the Dean's Office. Twelve copies must be submitted.

The Awards Deadline. Deadlines for submission of applications for Institutional Grants are announced each year at least 30 days before the deadline date by the Dean of Graduate Studies and Research. Application forms are available in the Dean's Office. Twelve copies must be submitted. The Awards and Leaves Committee reviews the proposals and adheres strictly to the policy of not accepting late applications.

Criteria. In recommending awards of Institutional Grants, the committee considers the merit of the proposal as the primary consideration. A second criterion is the project's potential for development of a full-fledged proposal to external funding agencies following the Institutional Grant. A third criterion is the prestige or recognition that can be expected to accrue to the University as a consequence of the successful completion of the project.

Eligibility. All regular full-time faculty, faculty in the pre-retirement reduction in time base program, emeriti faculty and faculty participating in the faculty early retirement program may apply for Institutional Grants. Usually, proposals are submitted by individual faculty members, but joint proposals also are considered. On rare occasions a group of faculty members, representing either a single discipline or an interdisciplinary shared interest, may submit a collaborative proposal with supporting justification.

Guidelines.

1. Proposals for amounts under \$1,500 receive priority. However, with justification, a collaborative proposal may exceed this sum. In such a case, the role and contribution of each individual investigator and the research procedures to be followed by each shall be clearly indicated in the proposal.
2. Research which may be used toward completion of an advanced degree is permitted. However, expenditures for preparation of dissertations cannot be approved.

3. Institutional Grants are awarded for one fiscal year, from July 1 to June 30. In order to make the best and widest use of these limited funds, it is expected that faculty members will complete the proposed project within that period. Extensions will be granted only for the most extenuating reasons.
4. In describing the proposed work, jargon is to be avoided. Because the review committee is not a peer review panel, faculty members are encouraged to use language that is as accessible as possible to the nonspecialist. This applies particularly to the sections of the proposal that require an abstract of the work to be undertaken and that request a statement about the significance of the project and its anticipated impact.
5. Recipients of these grants must adhere to the budget items as proposed and approved. Listed below are allowable and non-allowable expenditures:

Allowed:

- (a) Equipment, books or other durable items. Please note that these become the property of the University at the termination of the grant.
- (b) Microfilm and supplies.
- (c) Research assistance such as editorial assistance, outside services (i.e. chemical analysis), outside consultants.

Not Allowed:

- (a) Faculty salaries.
 - (b) Travel, unless the proposal presents special justification for this expenditure.
 - (c) Equipment items such as cameras or typewriters, tape recorders, and calculators, unless these are not available from other on campus sources for a specific project.
 - (d) Fees for publication of research findings, unless the proposal presents justification for this expenditure.
6. Written critiques will be made available by the Awards and Leaves Committee to Institutional Grant applicants when requested. The Confidential Evaluation Worksheet will be used for this purpose.

Final Report. Recipients of Institutional Grants are required to submit a final written report to the Dean of Graduate Studies and Research.

Institutional Grants for Proposal Development

(Senate: 1/21/86; President: 4/3/86)

In addition to funding proposals for research projects, the Institutional Grants program shall also fund grants for proposal development. Requests for such funds shall briefly describe projects for which final, full proposals will be developed and submitted to external funding agencies.

Each Proposal Development application shall be evaluated by the Awards and Leaves Committee on the basis of the following criteria:

1. The overall merit of the concept for the idea or project.
2. The potential significance of the project.
3. The likelihood that the final proposal will be funded.
4. The need of the proposer for support to prepare the final proposal.

An application for the Proposal Development Grant shall be designed and distributed by the Office of Graduate Studies and Research to incorporate criteria stated above.

Grants for Proposal Development shall be limited to a maximum established periodically by the Faculty Policy Committee and may be used for such expenditures as:

1. Faculty release time.
2. Travel.
3. Technical Assistance.

Other allowable expenses may be added to the above list, as deemed appropriate by the Faculty Policy Committee.

Grant competitions shall be conducted each academic year in conjunction with the Research or Educational Service Grants Program. Grants shall normally be awarded for periods of one or two quarters.

To ensure adequate monitoring of funded projects and achievement of the goals of this grant category, the Dean of Graduate Studies and Research will develop and implement appropriate procedures.

The deadline and eligibility requirements for Research or Educational Services Projects will also apply to the proposal grant program.

Research or Educational Services project applications and proposal development applications will be ranked together. The appropriate distribution of funds between these two subprograms will be determined by the Awards and Leaves Committee depending on the quality of proposals in both categories and available funding.

Grants-In-Aid

(Senate: 2/27/80, 10/9/84; President: 3/26/80, 11/21/84)

Purpose. The purpose of Grants-in-Aid is to advance the progress of specific programs of research or creative activity by helping to defray the scholar's essential expenses connected with the project. The research or creative activity is expected to result in publication appropriate to the discipline.

Eligibility. All regular full-time faculty, faculty in the pre-retirement reduction in time base program, emeriti faculty and faculty in the faculty early retirement program may apply for Grants-in-Aid.

Guidelines

1. Grants-in-Aid will not exceed \$1,000.
 - (a) the merit of the proposal; and
 - (b) the prestige or recognition expected to accrue to the University as a consequence of the publication.
2. Applications will be considered on the basis of the following criteria:
3. Expenses may include travel to gain access to necessary materials; research, technical, and clerical assistance; and reproduction or purchase of materials.
4. Grants-in-Aid are awarded for a maximum period of 12 months. Up on total expenditure of the Grants-in-Aid funds, recipients must submit a final report to the Dean of Graduate Studies and Research.

Deadlines. Deadlines for submission of applications for Grants-in-Aid will be set twice a year, in spring and fall, by the Dean of Graduate Studies and Research. Application forms are available in that office. Twelve copies must be submitted. The Awards and Leaves Committee, which reviews the applications, adheres strictly to the policy of not accepting late applications.

Research, Scholarship, and Creative Activity Grant Awards

(Senate: 5/14/02, 6/29/04, 1/16/2007; President: 11/4/02, 8/17/04, 2/1/07)

The goal of the Research, Scholarship, and Creative Activities program is to support research, scholarship, and creative activities and further the mission of California State University, Los Angeles. All members of Unit 3 (instructional Faculty, Librarians, Coaches, and Counselors) are eligible to compete for funding from this program.

Funding is available in the following categories, and members of unit 3 may apply for either or both categories:

1. Creative Leave: Creative leaves of one term duration allow recipients time to develop or complete an appropriate scholarly or creative activity related to their research and discipline. Leaves are given with pay and, therefore, recipients may not teach or be otherwise employed other than as described in the proposal during the quarter in which the leave is taken. In addition, those who receive creative leaves will be released from all advisement and committee obligations during the period of the leave. Creative leave recipients may receive no more than one creative leave every six years and should not receive more than one creative leave for the same project.

2. Minigrant: Minigrants allow recipients to test promising ideas and obtain preliminary results prior to seeking external support. Funds may be used for undergraduate and/or graduate assistance, clerical assistance, and travel and supplies necessary for the activity.

The Awards and Leaves Committee will review proposals and make recommendations to the Provost and Vice President for Academic Affairs. The evaluation of proposals will be based on the following criteria:

1. Quality of the project and the proposal
2. Contribution to the field
3. The degree to which the project encourages and supports non-tenured faculty particularly those in disciplines with few outside resources to support research, creative and scholarly activity.
4. Likelihood that the project will be completed and contribute to
 - the strategic mission and goals of the University, including its commitment to inclusivity and diversity;
 - a sustained program of scholarship or creative activity by the applicant;
 - publication of book, monograph, or major article(s);
 - grant/contract to continue the project;
 - links between research, creative and scholarly activity, and the development of student learning and courses.

The Awards and Leaves Committee will review the impact of the program on faculty development every five years and report to the Senate. The Senate will forward a report to the Provost and Vice President for Academic Affairs.

Other Sources of Funding

At varying times, support for faculty projects is made available by the Chancellor's Office and by other state sources. Information regarding such grants is disseminated from the Office of the Provost and Vice President for Academic Affairs or from the Office of Graduate Studies and Research.

Policy for Research Involving Human Subjects

(Senate: 10/14/80, 1/31/89, 2/7/95; President: 10/20/80, 8/31/89, 3/14/95; Editorial Amendment: 9/00; 8/01)

California State University, Los Angeles (CSLA), is committed to excellence in teaching, research and public service, as well as to the conduct of these activities with the highest possible ethical standards.

CSLA is guided by ethical principles when members of its academic community undertake projects involving human subjects as subjects of research and research-related projects, and complies with pertinent Federal and state regulations.

Thus, the following broad principles are CSLA policies concerning review of research involving humans.

1. Whereas the participation of humans in research and training projects may raise fundamental ethical and civil rights questions, no distinctions in the monitoring of projects will be drawn between funded and unfunded projects, sponsored and unsponsored projects, or between projects carried out by students, faculty, or other University employees, on-campus or off-campus.
2. All activities involving humans as subjects must provide for the safety, health and welfare of every individual. Rights, including the right of privacy, must not be unduly infringed upon.
3. The direct potential benefits to the subject, and/or the importance of the knowledge gained, must outweigh the inherent risk to the individual.
4. Participation in projects must be voluntary and informed consent must be obtained in writing from all subjects, unless this requirement is waived by the Institutional Review Board- Human Subjects.
5. An individual does not abdicate any rights by consenting to be a research subject. A subject has the right to withdraw from a research project at any time and may refuse to participate without loss of benefits to which the subject would be otherwise entitled.
6. Safeguarding information about an individual that has been obtained in the course of an investigation is a primary obligation of the investigation.

Faculty members who anticipate the use of human subjects in their (or their students') research projects are directed to the Office of Research and Sponsored Programs or to the college/department/division/school Research Coordinator for formal procedures regarding principal investigator's responsibilities and the required steps for review of the proposed project prior to the initiation of the research.

Policy For Proposals Requiring Provisional Certification To The United States Department Of Health And Human Services

(Senate: 7/30/80; President: 8/18/80)

In cases where a proposed activity involves human subjects but where the exact nature of their involvement is not yet known, preliminary review and certification of the proposed activity must be obtained from the Institutional Review Board-Human Subjects. The executive secretary of the committee shall inform the principal investigator or project director in writing of the following:

1. That the proposed activity was reviewed and provisionally certified and that the institution is committed to later review and final certification of the final plans involving human subjects.
2. That such later review and certification shall be completed prior to the beginning of the budget period during which actual involvement of human subjects is to begin.
3. That no human subjects will be involved in the proposed activity until final review and certification are completed and accepted by the Department of Health and Human Services.
4. That the principal investigator or project director is to initiate the final review when plans for the involvement of human subjects are definite by notifying the Dean of Graduate Studies and Research.
5. That, if the Institutional Review Board-Human Subjects deems it necessary for the protection of the rights and welfare of the human subjects, the principal investigator or project director shall modify the proposed activity or protocols to qualify for final certification.

Use Of Animals in Experimental Projects: Guiding Principles and University Application to Use Laboratory Animal* Subjects

- (a) If any aspect of the project or activity is likely to cause greater discomfort than the attending anesthetization, the subject animals will be rendered incapable of perceiving the pain prior to its possible onset and will be maintained in that condition until the threat of pain is ended, i.e. the pain and distress will be relieved by the appropriate use of anesthetic, analgesic, and tranquilizing drugs throughout the experiment, including postoperative and post procedural care.
- (b) The only exception to this guideline will be cases where anesthetization would defeat the purpose of the project; such exceptions will be specifically approved by the Institutional Animal Care and Use Committee, and the study will be supervised directly by the principal investigator.

(Senate: 12/2/80; President: 12/8/80)

*"Animal" in this context is defined as a warm-blooded vertebrate.

The public's concern for humaneness toward animal subjects has in recent years promoted laws, regulations, policies, and standards on animal welfare, which must be considered along with scientific requirements. In meeting its ethical and legal obligations for the use of animals in research and education, Cal State L.A. must assure that all such projects or activities, whether or not submitted for external funding, are properly reviewed, and that animal users assume their responsibilities. It has adopted the following guiding principles, which are drawn primarily from the Animal Welfare Act by the U.S. Department of Health and Human Services.

1. All animals will be properly acquired, housed, and maintained with due consideration for comfort, feeding and watering, sanitation, and disease control, under the supervision of a properly qualified veterinarian or other scientist competent in such matters.
2. The project or activity will be performed by, or under the immediate supervision of, a scientist qualified in the scientific area under study.
3. The intent of the project or activity will be such as to yield results for the advancement of science, benefit of humanity, or educational usefulness, and not random or unnecessary.
4. The project or activity will be designed and based on knowledge of the disease or problem under study and on the significance of anticipated results that will justify its performance.
5. The project or activity is to be conducted in such manner as to avoid unnecessary suffering and injury to the subject animals.
6. All nonterminal surgery will be done aseptically.
7. Proper post-experimental care of subject animals will be such as to minimize discomfort, in accordance with acceptable practice in veterinary medicine, and will be the responsibility of the project director.
8. The scientist in charge of the project should be prepared to terminate activity therein whenever it is believed that continuation of such activity may result in unnecessary injury to the subject animals.

9. When it is necessary to terminate a laboratory animal, the subject animal will be euthanized by an acceptable, humane method according to the guidelines established by the American Veterinarian Medical Association Panel on Euthanasia. No animal will be discarded until death is certain.

10. All animals, dead or alive, may be used for research or educational purposes only.

11. Dead animals lacking any radioactive residue must be disposed of through incineration, and those containing radioactive residue must be disposed of in accordance with the stipulations of the Committee on Radiation Safety and Biohazards.



12. Living animals may not be moved from one department/division/school animal facility to another without notification to the veterinarian and approval of the management of both facilities.

13. Living animals may not be removed from the university premises unless accompanied by a health certificate from the veterinarian.

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Other Opportunities, Resources Facilities and Benefits

Outstanding Professor Awards

The Academic Senate of California State University, Los Angeles established the Outstanding Professor Awards Program in 1963 in the belief that unusually competent performance and excellence in teaching should be encouraged, rewarded, and publicly acknowledged. The awards are based upon excellence in teaching, scholarship, research, and professional achievement.

Recipients of the Outstanding Professor Awards are selected by a faculty committee, assisted by the Alumni Association and the Associated Students. The committee seeks nominations from members of the faculty, students, and alumni. Student perceptions play an important role in the process. The following policies and procedures govern the selection of award winners.

The Outstanding Professor Awards Program and President's Distinguished Professor Award

(Senate: 5/2/63, 1/12/67, 10/25/77, 7/9/80, 8/12/80, 5/24/88, 11/25/97; President: 5/14/63, 1/23/67, 11/10/77, 7/28/80, 8/18/80, 8/11/88, 12/17/97)

Outstanding professional performance, which must include excellence in teaching, should be encouraged, rewarded, and publicly acknowledged by a program of official awards. This program is designated the "Outstanding Professor Awards Program."

While these awards are to be made primarily for excellence of teaching, significant achievements are expected in scholarly inquiry or creativity, in professional activities, and in service to the campus and community. All full-time faculty members are eligible for nominations for such awards.

Nominations are accepted from three sources:

1. **Alumni Association.** The Awards Selection Committee requests the Board of Directors of the Alumni Association to notify annually all members of the Alumni Association regarding the awards and to invite nominations. A nomination form is available from the Board. This form indicates that while these awards are to be made primarily for excellence of teaching, significant achievements are expected in scholarly inquiry or creativity, in professional activities, and in service to the campus and community. The form also requests the nominator to comment directly and pertinently about the nominee. In addition to the nomination itself, the form requests information such as the date and title of any course taken with the nominee, the degree held by the nominator and the date thereof, and the signature of the alumnus or alumna.
2. **Students.** The current year's selection committee announces the awards program on campus and accepts nominations from either previously or currently enrolled students on an appropriate form similar to that provided for in the section above.
3. **Faculty Members.** The current year's selection committee notifies all faculty members of the awards program and, through a form similar to that provided for above, invites nominations for the awards. All nominations are to be transmitted to the current year's selection committee.

The Selection Committee is assembled annually and is composed of:

1. Five faculty members selected by the Academic Senate, through its normal procedures, who are subject to the provisions of the section titled "Policy for Committees That Make Awards to Individual Faculty Members."
2. One representative from the Alumni Association.
3. The President of the Associated Students or designee. The same person shall serve through the completion of the Committee's deliberations.

The Outstanding Professor Awards Selection Committee annually asks nominees to provide written authorization for access to their official files by all faculty members serving on the

Committee and permission for the entire committee to discuss information so gathered in their deliberations. Nominations and other materials submitted in support of a nominee for an award shall be placed in the nominee's official personnel file if no objection to such placement is registered by the nominee.* The file shall be made available to all members of the Selection Committee who hold faculty status. Materials will not be removed from any official file, but records made by faculty members on the Committee regarding achievements pertinent to the award will be the subject of Committee deliberations at confidential meetings. Faculty nominees are encouraged to submit current curricula vitae to the Outstanding Professor Awards Selection Committee. These vitae shall be available to the entire committee.

The Committee may seek additional information, for example, by surveying current and former students and consulting qualified persons in the nominee's field about the nominee's scholarship and professional achievements. All information gleaned from the nominee's official file shall be held in strict confidence by the Selection Committee.

Consideration of nominees will be limited to a three-year period including the year of their most recent nomination. The type and number of the awards will be determined annually by the Selection Committee, with the provision that no more than four awards be conferred in any given year. A recipient of the award shall not be eligible for a future Outstanding Professor Award at this University.

Procedures for selecting nominees for the President's Distinguished Professor award shall be identical to those of the university award, particularly with respect to authorization for access to official files. Only past recipients of the Outstanding Professor Award who are continuing full-time faculty and who have not received the President's Distinguished Professor Award are eligible for the President's Distinguished Professor Award, if they authorize access to their official file.

*Where an objection is raised, the objecting faculty member shall by written request authorize the Senate Office to keep the material in a special Senate Office file, accessible to those members of the Selection Committee who have access to official personnel files, for the duration of that nomination. Inactive file materials shall be returned to the sender(s).

Outstanding Lecturer Award

(Senate: 5/26/09; President: 6/16/09; Editorial: 11/29/18)

The Outstanding Lecturer Award is given to one non-tenure track faculty member annually.

I. Eligibility

The Outstanding Lecturer Award recognizes excellence in teaching effectiveness and service to the California State University, Los Angeles campus community. Nominees may teach at the graduate and/or undergraduate level and must have taught at Cal State LA at least one semester per year for six consecutive years. An individual may receive the award only once.

II. Criteria

The principal criterion for receiving this award will be a record of outstanding teaching as evidenced by:

1. Summaries of Student Opinion Surveys and copies of appropriate comments.
2. Observations of teaching, including a copy of the official report.
3. Improvement of course content, structure, and methods of teaching, including integration of areas of expertise into instruction.
4. Currency in the field, which may include attendance at conferences, workshops, seminars and lectures; clinical/professional experiences and achievements; publications; and presentations.

In addition, service to the Cal State LA campus community may be considered. Such service may be evidenced by:

1. Commitment to students, which may include:
 - accessibility to students, including student advisement.
 - mentoring students regarding career and graduate school consideration including writing letters of recommendation.
2. Contributions beyond teaching, which may include:
 - engaging in service to the campus and/or profession that benefits students.
 - service to the campus or profession that demonstrates leadership and initiative.
 - service on University, college and/or department/division/school committees or projects that provide a meaningful benefit to the campus.
 - scholarship, performances or creative activities.

III. The Outstanding Lecturer Award Selection Committee

The Outstanding Professor Awards Selection Committee shall be charged with the selection of the Outstanding Lecturer Award recipient.

IV. Nominating Procedures for the Outstanding Lecturer Award

The Outstanding Professor Awards Selection Committee notifies all college deans about the award annually and requests one nomination from each college. Nominations for the Outstanding Lecturer Award will be accepted from three sources:

1. Students. The dean announces the awards program in the college and accepts nominations from either previously or currently enrolled students.
2. Faculty. The dean notifies all faculty members of the awards program and invites nominations for the awards.
3. Department/Division Chairs and School Coordinators. The dean notifies all department/division chairs and school coordinators of the awards program and invites nominations for the awards.

Self-nominations will not be accepted. The nominator should determine that the nominee agrees to be nominated, prior to submitting an up to 500-word nomination letter stating the reasons for nominating the faculty member and describing the accomplishments of the nominee. Nominees who accept the nomination for the Outstanding Lecturer Award will submit a dossier documenting evidence of outstanding teaching performance. The nomination letter and nominee dossier are to be submitted to the appropriate dean's office. Each college shall determine the process for selecting the dean's nominee. All nomination materials for the selected nominee will be forwarded to the current year's selection committee.

V. Timeline

The Outstanding Lecturer Award shall follow the same timeline as the Outstanding Professor Award at Cal State LA

External Awards Nominating Committee

(Senate: 10/26/99, 4/10/01; President: 12/15/99, 6/19/01; Editorial Amendment: 9/00, 11/07)

The External Awards Nominating Committee shall nominate faculty members for awards which are external to the University and for which there is a University or Presidential nomination. It makes selections according to the rules of the individual agency. Such awards are the Wang Family Excellence Award, the Carnegie Foundation/Council for the Advancement and Support of Education (CASE), and others.

Nominations are accepted from five sources:

Alumni Association. The Board of Directors of the Alumni Association is invited to notify annually all members of the Alumni Association regarding the awards and to invite nominations. A nomination form is available from the Academic Senate Office. The form requests the nominator to comment directly and pertinently about the nominee. In addition to the nomination itself, the form requests information such as the date and title of any course taken with the nominee, the degree held by the nominator and the date thereof, and the signature of the alumnus or alumna.

Students. The current year's nominating committee announces the award program on campus and accepts nominations from either previously or currently enrolled students on an appropriate form similar to that provided for in the section above.

Faculty Members. The current year's nominating committee notifies all faculty members of the award program and, through a form similar to that provided for above, invites nominations for the awards. Self-nominations are acceptable. All nominations are to be transmitted to the current year's nominating committee.

Administrators. Campus administrators may nominate through a form similar to that provided for above.

Staff. Campus staff may nominate through a form similar to that provided for above.

The Nominating Committee is assembled annually and is composed of: one member from each college elected annually according to procedures approved by a majority vote of the college faculty. Alternate members shall also be elected by these procedures. Faculty members in the Library and Student Affairs are considered the same as a college for this purpose.

The President of the Associated Students, Inc., or designee. The same person shall serve through the completion of the Committee's deliberations.

Members of the Nominating Committee may not serve on the committee again until two years have elapsed.

Eligibility. All probationary and tenured faculty are eligible. Faculty members nominated for the award must have participated successfully in a campus peer-academic administrative review process such as the reappointment, tenure, and promotion or faculty merit award of teaching, research or scholarship grant processes, and the like. These reviews must have occurred within the past three academic years.

Consideration of nominees will be limited to the year in which the faculty member was nominated. Upon receipt of an award, the faculty member will not be eligible in subsequent years. All others are eligible in subsequent years. Nominating Committee members are not eligible for the award in the year they serve on the committee.

Selection Process. The External Awards Nominating Committee annually asks nominees to provide written authorization for access to their official files by all faculty members serving on the Committee and permission for the entire committee to discuss information so gathered in their deliberations. Nominations and other materials submitted in support of a nominee for an award shall be placed in the nominee's working personnel action file if no objection to such placement is registered by the nominee.* The file shall be made available to all members of the Nominating Committee who hold faculty status. Materials will not be removed from any official file, but records made by faculty members on the Committee regarding achievements pertinent to the award will be the subject of Committee deliberations at confidential meetings. Faculty nominees are encouraged to submit current curricula vitae to the External Awards Nominating Committee. These vitae shall be available to the entire committee.

*Where an objection is raised, the objecting faculty member shall by written request authorize the Senate Office to keep the material in a special Senate Office file, accessible to those members of the Nominating Committee who have access to official personnel files, for the duration of that nomination. Inactive file materials shall be returned to the sender(s).

The Committee may seek additional information, for example, by surveying current and former students and consulting qualified persons in the nominee's field about the nominee's scholarship and professional achievements. All information obtained from the nominee's official file shall be held in strict confidence by the Nominating Committee.

Intellectual Property Rights

(Senate: 4/22/14, 7/16/14 [EA]; President: 9/15/14)

Governing Documents: Article 39 of the Collective Bargaining Agreement between the CSU and the California Faculty Association and applicable Federal and State Intellectual Property Laws and regulations including, but not limited, to Sections 107 and 108 of the U.S. Copyright Act. Patents are covered by the Patent Policy and incorporated therein.

I. Preamble

The Intellectual Property Rights Policy seeks to provide the necessary protections and incentives to encourage both the discovery and development of new knowledge and creative works and their dissemination for the public benefit, and to guide the distribution of the revenue generated to the creator(s) and the University. There is a recognition that such policy must allow for the fulfillment of sponsored agreements and other contracts relating to the development of the Intellectual Property.

II. Definitions

The following is a list of definitions used throughout this policy.

1. **"Creator"** shall mean the person who makes substantial creative or authorship contributions to a work giving rise to Intellectual Property Rights.
2. **"Derivative Work"** shall mean a new work which is based upon or which has evolved from, and which could not have been possible but for, an existing work.
3. **"Employee"** or **"Staff Member"** includes any person who is/was a volunteer or employee of the University, or one of its auxiliary organizations.
4. **"Extraordinary University Resources"** exist when the University provides for an assignment, facilities, compensation, or other resources beyond those provided to other members of the University community in a similar employment classification in the course of their normal duties unless restricted by a separate, individual, prior work-for-hire agreement.
5. **"Instructional Materials"** that include, but are not limited to the following: course syllabi; the expressive content of digital teaching media; courses delivered by audio or video methods whether recorded or live streamed, or other technologies not yet developed; web-based publications; and any other materials created for the purposes of teaching or instruction or to support the teaching of a course, regardless of mode of delivery.
6. **"Intellectual Property"** shall mean the legal rights in and to a work as provided by applicable statute, regulation or judicial decision, including, but not limited to, copyright, trademark, service mark, trade secret, domain name registration, mask work, or plant variety protection certificate.
7. **"Ordinary University Resources"** include those resources provided to an employee for the purpose of conducting his/her duties, or the functions of his/her position, such as the use of the library, laboratories, classrooms, and other University facilities; office space, computer, and computer facilities; secretarial and administrative support services; and supplies. For any given department/division/school and/or individual, what constitutes an ordinary resource will depend upon the functions and responsibilities of that department/division/school or individual. Research, Scholarship, and Creative Activity Awards; Sabbatical Awards; Difference In-Pay Leaves; or

other grants available generally to faculty, staff, or students are considered ordinary University resources.

8. **"Sponsor"** shall mean any external party, entity or agency that awards grants, contracts, subcontracts, or other compensation to the University or its auxiliaries for a specific project with which the University has an agreement for services or other compensation.
9. **"Sponsored Agreement"** shall mean grants, contracts, subcontracts, and other agreements for compensation between a sponsor and the University for the purpose of conducting research, instruction, training, and other activities at the University, or using University staff including those hired by auxiliary organizations of the University.
10. **"Student"** shall include, but is not limited to, any person who is currently enrolled in any academic course or is in good academic standing in any program offered by the University or in conjunction with the University.
11. **"University"** shall refer to California State University, Los Angeles (CSULA).
12. **"Work"** shall mean any Intellectual Property product, whether now known or developed in the future. Works include, but are not limited to: scholarly papers, works of art, syllabi, course contents and materials and other works regardless of the media in which the works are produced or the forms of dissemination (e.g., print or electronic). Work as used herein shall include derivative works. Work as used herein in this policy does not refer to inventions or patents.

III. Ownership

1. Works Created by Faculty

Faculty own works created in the course of normal faculty responsibilities as described in Article 20 (workload) of the Collective Bargaining Agreement between the CSU and the California Faculty Association, and which are created without extraordinary University support in the absence of a contract or agreement specifying otherwise.

2. Works Created under Faculty Supervision

Students, staff, and other University employees are frequently involved in the creation of works originated by University faculty. Such works may be related to coursework, research, extracurricular activities, or other University projects. The faculty member is responsible for initiating a discussion of shared rights and completing an Intellectual Property Rights agreement form before work commences or as soon as possible during the collaborative process. Written agreements regarding Intellectual Property Rights should be executed whenever there is any doubt about the Intellectual Property Rights.

3. Works Created by Administrators and Staff

The University owns works created by all non-faculty employees, including administrators within the scope of their employment duties or with the use of extraordinary University resources. The University does not claim ownership of works created by administrators and staff members at their own initiative, outside the scope of their employment.

4. Works Created by Students

Students who create academic works while at the University (e.g., dissertations, theses, student papers or projects) own the rights to such works, unless: (a) the works qualify as works made for hire in the course of employment at the University; (b) a written transfer of rights is obtained; (c) as part of a sponsored program subject to specific obligations to another party. If the work is collaborative, see #5 below.

5. Collaborative Works

In cases of collaborative works, e.g., between faculty and students or faculty, student, and community members, each creator shall own an undivided interest in that work in proportion to his or her contribution, unless an alternative arrangement has been made. Any such agreement must be set forth clearly in writing before work commences or as soon as possible during the collaborative process.

6. Sponsored Works

Works created in the course of sponsored projects are governed by the terms of the sponsor agreements, when applicable.

7. Works by Non-Employees/Contractors

Generally, the University retains Intellectual Property Rights as well as physical ownership of works prepared expressly for the University by non-employees, such as consultants or contractors retained by the University, or students who receive compensation or other tangible benefits for such work.

IV. Use Rights

The University supports the responsible, good faith exercise of Intellectual Property use rights as outlined in the relevant federal law by University faculty, students and staff in their teaching, research, learning, and service activities. In addition to those codified use rights, this policy grants the following specific use rights:

A. University

The University shall be permitted to use, but shall not own, materials created for ordinary teaching use in the classroom and in department/division/school programs (such as syllabi, assignments, and tests) for

administrative purposes, including, but not limited to, satisfying requests of accreditation agencies for faculty-authored syllabi and course descriptions.

B. Faculty

1. Faculty may use for non-CSU purposes materials created by them without extraordinary University support, if in the past the CSU has not disputed such use. Such works may include, but are not limited to, instructional materials, texts, manuscripts, software, or plans, patterns, and works of art or design.

Faculty shall be entitled to grant licenses or make assignments with respect to such materials to publishers or publishing agents, or any other third party, unless there is a separate, individual agreement or past practice to the contrary.
2. Faculty may charge CSULA students a fair and reasonable amount for using faculty-owned instructional materials for teaching at the University, provided that the amount is collected by a third party such as the University Bookstore. This does not preclude faculty members from recouping reasonable expenses for the production costs of such materials. In no event should a faculty member require payment by a student directly to a faculty member or his or her agent, during or immediately before or after class, for the faculty member's own instructional materials.
3. In the absence of contractual or other legal restrictions to the contrary, the University grants faculty non-exclusive rights to use and distribute University-owned instructional materials they created for non-commercial purposes. Accordingly, faculty members who leave the University may continue to use at another nonprofit institution or organization for teaching, research, and other non-commercial purposes, all University-owned instructional materials they created.
4. Faculty creators of University-owned instructional materials have the right to have their names removed from such works if they so desire. In the event that their names are not completely removed from such works, no faculty creator of University-owned instructional materials shall be allowed to demand compensation under this policy for the failure to completely remove his or her

name. In the event a name is removed from University-owned instructional materials at the request of the faculty member, the University is required to disclose the name following receipt, for example, of a public records act request, subpoena, or lawsuit discovery request.

V. Fair Use

1. Fair Use Generally

The University acknowledges that it is necessary and useful to reproduce copyrighted material for use in teaching and research. In certain instances members of the University may make fair use of a copyrighted work without the copyright holder's permission. The University policy regarding fair use shall be governed by Sections 107 and 108 of the U.S. Copyright Act as outlined in United States Copyright Office's Circular 21 entitled Reproduction of Copyrighted Works by Educators and Librarians.

2. Determining Fair Use

For members of the University, the determination of whether a use of a copyrighted work is within fair use shall depend upon making a reasoned and balanced application of the four fair use factors set forth in Section 107 of the U.S. Copyright Act. Those factors are

- The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- The nature of the copyrighted work;
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- The effect of the use upon the potential market for or value of the copyrighted work.

All four factors should be evaluated in each case, and no one factor will determine the outcome.

While fair use is intended to apply to teaching, research, and other such activities, an educational purpose alone does not make a use fair. The University and its faculty will make reasonable effort to adhere to the guidelines and limits as outlined in Circular 21 regarding the four factors above when making determinations of fair use.

3. Permissions

In instances where fair use does not apply it will be the obligation of the individual user of the copyrighted material to seek permission from the copyright holder or its agents. Pursuant to Circular 21, permission will be sought specifically in the instances of repeated use of copyrighted material.

4. Fair Use and Electronic Publishing

Members of the University acknowledge that copyright protections exist for the authors and creators of digital works and will consider fair use of electronic materials in the same way as non-electronic ones. Additionally, conversion of copyrighted analog materials to digital ones represents a potential copyright violation that may or may not be excused under a fair use defense. Finally, fair use defenses to infringement are equally applicable to the use of copyrighted material in teaching in-person as well as distance learning environments.

5. Unintentional Infringement

Because of the uncertainties regarding the scope of fair use, especially as it is applied to increasingly digitized learning environments, it is possible that members of the University, acting in good faith, could unintentionally infringe upon a copyright without the benefit of a fair use

defense to that infringement. In cases where an infringement defense fails due to uncertainty or ambiguity regarding fair use, and if the faculty member reasonably believed that the infringed copying was fair use, and had reasonable grounds for that belief, no negative consequences generally should result from that infringement. This, however, does not mean that the University has an obligation to defend and/or indemnify a faculty member from claims made by a third-party; whether the University defends and/or indemnifies the faculty member, with or without a reservation of rights, shall be determined on a case-by-case basis.

6. Teach Act

While not explicitly Fair Use Rights per se, the Teach Act attempts to simplify much of the confusion regarding the fair use of recorded materials in classroom settings. The act applies to both online and face-to-face classroom settings and the use of recorded media. Faculty at Cal State L.A. will adhere to the provisions of the Teach Act, in cases where it is applicable, as it applies to both face-to-face and online instruction.

VI. Obligation to Disclose Intellectual Property

In the case of extraordinary support as outlined above, faculty are obligated to disclose to the University, in writing, the Intellectual Property invented or created to which the University may have an interest. Such works must be disclosed when it is determined that they have the possibility to be patented, assigned a trademark, or have trade secret protection. In no way will disclosure or lack of disclosure abrogate the rights of the creator.

VII. Faculty Advice and Consultation

In order to ensure best practices related to fair use are followed as well as to provide a forum for determining what is reasonable in terms of applying fair use as a defense to infringement when

copyrighted materials are used in teaching, University Counsel, when requested and appropriate, on a case-by-case basis, will review fair use practices and procedures as they relate to fair use and teaching environments. University Counsel will review and furnish to the University legal advice about fair use practices and procedures as they relate to fair use and teaching environments. University Counsel will review, when requested and appropriate, instances of unintentional infringement as well as faculty questions related to fair use defenses in specific teaching or educational scenarios and furnish legal advice to the University.

VIII. Dispute Resolution

Disputes to Academic Property Rights between the University and a faculty member are subject to Article 10, Grievance Procedure, of the Collective Bargaining Agreement between the CSU and the California Faculty Association, with the exception of separate individual Intellectual Property agreements, as specified by Provision 39.6.

IX. Education

CSULA recognizes the necessity of providing education to students, faculty, and staff regarding Intellectual Property Rights. At a minimum, the University will educate or make available materials to current and incoming faculty, staff, and students, about the legal and practical elements of copyright, fair use, trademark, technology transfer, and patent. Additionally, the University should provide education or materials related to externally sponsored research/program agreements and for consultancy agreements with external agencies when those agreements entail use of University resources.

X. Written Agreements

In circumstances in which an individual is hired or provided extraordinary University resources to create Intellectual Property, the University may execute an Intellectual Property Rights agreement form to clarify that the University owns such work.

Patent Policy

(Senate: 4/15/97, 4/28/98; President: 5/21/98)

I. Preamble

California State University, Los Angeles, is dedicated to teaching, research, and the transfer of knowledge to the public. The University recognizes as a major objective the need to encourage efforts which result in the development of new and useful devices and processes. Such activities promote the general welfare of the public, provide additional educational opportunities for students, contribute to the professional development of the individuals involved, and enhance the reputation of the University.

Inventions often come about because of activities of University faculty, staff and other employees, aided wholly or in part through use of facilities and resources of the University. It becomes significant, therefore, to ensure the utilization of such inventions for the public good and to expedite their development and marketing. The rights and privileges, as well as the incentive, of the inventors must be preserved so that their abilities and those of other members of the University community may be further encouraged and stimulated.

The foregoing considered, the University does hereby establish the following policy with respect to inventions and their subsequent potential patentability and marketability. This policy applies to all University employees and to students who may produce inventions as a result of activity where University facilities or resources are used.

II. Patents, Generally

A patent is a grant issued by the U.S. government which gives the patent holder the right to exclude all others from making, using, or selling the invention within the United States and its territories and possessions for a period of 20 years from the date of application for the patent (14 years for plant patents). An extension of up to five years may be granted. When a patent application is filed, the U.S. Patent Office reviews it to ascertain if the invention is new, useful, and non-obvious and, if appropriate, grants a patent. This process may take up to five years to complete, in some instances.

Not all inventions are patentable. The general criteria of patentability include:

The invention is not obvious to a worker with ordinary skill in the art to which the subject matter of the patent application pertains;

The invention is not known to and has not been used by others in the U.S. before its invention by the patent applicant;

The invention has not been patented or described in a printed publication, in the U.S. or abroad, prior to its invention by the patent applicant;

The invention has not been patented or described in a printed publication, nor is in public use or on sale in the U.S., for more than one year prior to the patent application date;

The patent applicant is the inventor of the invention sought to be patented.

III. Definitions

Except where otherwise specified, the definitions set forth in this section shall apply to this policy. The applicability of these definitions shall not be affected by the use of upper-or-lower-case letters.

"Committee" is the University Invention and Patent Evaluation Committee. The Committee's membership

shall consist of two faculty members chosen by the Academic Senate, two members appointed by the President, and the Dean of Graduate Studies and Research.

"Dean" is the University Dean of Graduate Studies and Research.

"Income" includes but is not limited to fees, profits, royalties, and any other income derived from the use, exploitation, transfer, license, or sale of a patented invention by the University, its employees, or its students, or their respective successors in interest.

"Invention" is that subject matter which is or may be sought to be patented by the University, its employees, or its students, or their respective successors in interest. "Invention" includes but is not limited to inventions, designs, processes, and plants.

"Inventor" is the person or any one of the persons who has created or designed an invention or, if any inventor is deceased, the successor(s) in interest who would otherwise have the right to apply for a patent for that invention.

"President" is the President of the University or his/her designee.

"Significant use or assistance of University resources" is any use or assistance of University resources in the creation of an invention which is important in facilitating that creation.

"Student" includes but is not limited to any person who is currently enrolled in any academic course offered by the University or in conjunction with the University.

"University" is the California State University, Los Angeles.

"University employee" includes but is not limited to any person who is currently in the employ of the University, or who is currently acting for or on behalf of the University as a volunteer.

"University resources" includes but is not limited to facilities, materials, tools, and funds owned by the University, in whole or in part. "University resources" also includes but is not limited to the time of a University employee or student while he/she is acting in his/her capacity as a University employee or student, or time that is funded in whole or in part by the University.

IV. Ownership of Inventions

a. University Ownership

All inventions made with the significant use or assistance of University resources are the property of the University. The University shall have the sole discretion and right to transfer or waive all or part of its ownership interest in such inventions, in a manner consistent with federal and state law and this policy. A University employee or student who has secured a patent that, under this policy, is the property of the University, shall transfer and assign to the University all interest he/she possesses in that patent and assist the University in securing its interest in the patent, upon demand by the President. A University employee or student who has applied for a patent that, under this policy, would be the property of the University, shall withdraw the application upon demand by the President.

b. Other Ownership

An invention made without the significant use or assistance of University resources shall be the property of the person(s) who invented it.

c. Determination of Ownership

(i) Within two (2) months of the creation of an invention or publication of description of the invention in

a printed publication by an inventor who is a University employee and/or student and prior to the filing of a patent application, the inventor(s) shall report the invention to the Dean. The report shall be made on an Invention Disclosure Form, and shall name the inventor(s) and shall describe in detail the invention, the manner and circumstances related to its creation (including whether it was the product of student academic work), any subsequent related activities, and other related facts. The Dean shall present the report to the Committee.

(ii) Based on information contained in the Invention Disclosure Form and on any other sources of information available to it (including any challenge to the accuracy of the information in the Invention Disclosure Form by another person), the Committee shall issue a written decision whether the invention was made with or without the significant use or assistance of University resources. This decision shall be issued within two (2) months of receipt of the Invention Disclosure Form by the Dean, and shall be given to the President and the inventor(s). The Committee shall not be responsible for determining the patentability of the invention.

(iii) If the Committee determines that the invention was made with significant use or assistance of University resources, the Committee shall include in its decision a determination as to what person(s) should be credited as the inventor(s), and the percentage of contribution of each inventor. If the invention was the product of student academic work, the Committee shall not credit a student's instructor as an inventor unless it concludes that the invention as described in the Invention Disclosure Form would not have been developed without the contribution of the instructor.

V. Patent Application

a. Application by University

(i) If, under Section IVc (ii), the Committee issues a decision that an invention was made with the significant use or assistance of University resources, the President shall determine whether the invention is patentable and whether the University should file a patent application. This determination shall be made within two (2) months of the date the Committee issues its written decision. The President may engage

the services of any other person in making this determination. The President will notify the Inventor(s) and the Dean of his/her decision within this two-month limit.

(ii) If the President determines that the University should file a patent application, he/she shall take all steps necessary to ensure the timely and proper filing of the application. The President may engage the services of any other person in filing the application. The University shall bear any fees and costs associated with researching, applying for, and securing the patent, subject to the provisions of Section VII.

(iii) If the President determines that the University should not file a patent application, he/she shall notify the inventor(s) in writing of this decision. The notification shall include a statement that the University relinquishes and assigns to the inventor(s) any and all rights the University may possess in the invention.

b. Application by Inventors

(i) If, under Section IVc (ii), the Committee issues a decision that an invention was made without the significant use or assistance of University resources, that decision shall include a statement that the University relinquishes and assigns to the inventor(s) any and all rights the University may possess in the invention.

(ii) Upon notification of relinquishment of the University's interests, if any, in the invention, the inventor(s) shall have the right to apply for a patent for the invention. In the event of a dispute as to ownership of the patent rights between one or more purported inventors following such relinquishment, the University shall not support or oppose the claim of any purported inventor. The University shall not be responsible for any costs associated with the inventor(s)' pursuit of a patent.

VI. Sponsored Research

a. University Rights

The University may enter into a sponsored project agreement with a University employee for, but not limited to, projects sponsored by the federal government, state government, private foundations, and private industries. Unless precluded by law or by the sponsor, any such agreement shall stipulate that inventions made during the course of the agreement shall be the property of the University.

Notwithstanding the provisions of the preceding sentence, the President may, upon a written conclusion by him/her that special circumstances exist, waive, assign, or share the University's patent rights under the sponsored project agreement.

b. Prevention of Interference

Except as otherwise provided in the sponsored project agreement, the University shall make all possible efforts to prevent interference by a sponsor with the University's or the inventor(s)' right to publish research results concerning the invention. The sponsored project agreement may include a provision permitting the sponsor to review proprietary information for a specified period of time prior to publication of such research results.

VII. Patent Income

a. Patent Secured by University

Income from a patent secured by the University shall be apportioned as follows:

- (i) Income pertaining to a particular invention shall first be dedicated to reimbursing the University for all costs and fees incurred under Section V(a)(ii).
- (ii) After the University has been reimbursed for all costs and fees incurred under Section V(a)(ii), sixty percent (60%) of the income pertaining to a particular invention shall apportioned among the inventor(s) of that invention; and 40% shall be apportioned the University.

There are no restrictions on the use of either the Inventor's or University's share of the income. However, serious consideration will be given by the University to using its share to promote further research at California State University, Los Angeles.

- (iii) For purposes of this Section, a patent "secured" by the University includes the patent rights to an

invention that the University has used, exploited, transferred, licensed, or sold.

b. Patent Secured by Inventors

The University shall take no position or role in determining apportionment of income among multiple inventors where the University has not secured the patent.

Job-Related and Career Development Program For Faculty

(Senate: 2/11/76, 8/7/84; President: 4/13/76, 8/21/84; Editorial Amendment: 9/00, 9/01)

Full-time faculty members and less than full-time tenured faculty are permitted to enroll in a maximum of two courses or six units per quarter, whichever is greater, at the University with a waiver of fees. The library and coaching faculty shall be provided reasonable release time for one on campus course per quarter with a waiver of fees provided the operation and program needs of their department/division/school are met in an orderly and normal manner. Faculty members must meet the following conditions:

1. The courses must be job-related or deal with career development.
 - (a) "Job-related" is defined as any course of study that will help faculty members improve their instructional performance; such courses might cover teaching methodology or new knowledge to accommodate their research interests or the interests of their students, including the relationships of their subject fields to others.
 - (b) "Career Development" is defined as any course of study that will relate to future career opportunities and assignments within CSU.
2. Faculty members must submit written justification of their proposed course(s) of study to their department/division chairs or school directors for approval; beyond the department/division/school level, approval by the dean of their college and the Provost and Vice

President for Academic Affairs is required.

3. In the event that the appropriate course(s) is not available locally, the Office of the Provost and Vice President for Academic Affairs will facilitate the faculty member's enrollment at another CSU campus.
4. CSU admission requirements shall not apply to job-related courses. Normally, CSU admission requirements shall be met for career development courses, but these may be waived by the appropriate administrator.
5. The faculty member must in addition complete the appropriate forms for the Division of Human Resources Management.
6. An evaluation of the faculty member's performance in courses taken under the fee-waiver program shall be made at the close of each term. A record of completed courses may be placed in the faculty member's personnel file. Unsatisfactory performance according to the rules of graduate grading in the courses or lack of progress toward the goals of an individual career development plan may be cause for denying approval for further participation in the program.
7. No course taken on the fee-waiver program may conflict with either scheduled classes or office hours.

Retirement Plans

(EA: 5/1/13)

All new full-time faculty members are required to become members of the Public Employees Retirement System.* Members of PERS are required to contribute approximately five percent of their gross pay. The

money contributed is placed in an individual account and draws interest at a rate established by the PERS Board of Administration.**

In addition to membership in PERS, faculty members also are required to contribute to OASDI (Social Security).

Minimum retirement age is 50 if CALPERS member prior to January 15, 2011 and 52 if CALPERS member on or after January 1, 2013. Eligibility for retirement requires at least five years of full-time service credit. Retirement income is based upon the number of years of service credit, the age at retirement, and; 1) one-year highest compensation if hired prior to January 15, 2011, or 2) 36-month average compensation during a three-year period if hired on or after January 15, 2011, or 3) highest average salary over 36 consecutive months subject to annual salary cap of \$113,700.

Applications for retirement, instructions and other relevant information are available on-line at CALPERS.CA.GOV.

*Part-time faculty who are appointed half-time or more for a third consecutive quarter will have retirement contributions deducted with the beginning of their third quarter appointment.

**If a member leaves before retirement age, his or her contributions may be left on deposit.

Retired Faculty and Emeritus Status

(Senate: 5/2/63, 11/22/77, 7/14/81, 3/3/87, 7/12/94, 11/28/00, 2/19/02, 2/12/08, 3/4/08, 3/13/18, 4/9/19;
President: 5/14/63, 7/27/78, 7/22/81, 10/4/88, 8/22/94, 2/8/01, 3/21/02, 3/26/08, 4/2/08, 4/20/18, 5/7/19;
Editorial Amendment: 9/00, 8/01)

The University appreciates the past services of its retired faculty and encourages their participation in the life of the University community. In this spirit, it extends to all faculty retirees the following courtesies:

access to information and guidance concerning pertinent retirement benefits; library privileges; inclusion in the campus directory (unless declined); notification of all important developments or changes affecting their interests or relations with the University or with the State University system; invitations to participate in all commencements, public ceremonies, and convocations on the same basis as active faculty members; and invitations to participate in appropriate seminars, colloquia, lectures, and other scholarly meetings, both as contributors and as audience.

Emeritus Status

Emeritus status may be granted to a faculty member who has resigned/retired after a minimum of ten (10) years of distinguished service at California State University, Los Angeles. For the purpose of this policy, the term faculty will include tenured faculty, librarians, counselors, coaches, and lecturers.

Faculty members who have served ten (10) or more years (at any time base) at Cal State LA may request emeritus status at their highest academic rank upon resignation or retirement from the University. Breaks in service do not disqualify a faculty member from attaining Emeritus status.

Faculty granted Emeritus status shall enjoy all the courtesies accorded retired faculty plus the following benefits: inclusion in the corresponding department's/division's/school's faculty list (if applicable), as well as in the consolidated Emeriti list in the General Catalog; recommendation for life membership in the Alumni Association; a special identification card; receipt of publications and information related to university activities (unless declined); selective invitation to participate in campus councils as consultants, where appropriate and legal; free admission to musical, dramatic, athletic and other University performances; access to electronic communication and information as long as they are legally and fiscally feasible; faculty library borrowing privileges; access to campus rooms and facilities for meetings and reunions of Emeriti; a faculty parking permit; and office space, contingent upon availability.

Eligibility. It is expected that a faculty member will have at least ten years of distinguished service and

made significant contributions to California State University, Los Angeles in the area(s) for which they were hired prior to resignation or retirement to qualify as a candidate for Emeritus status. Exceptions may be made for faculty with fewer years of service who have made exceptional contributions as identified by their faculty colleagues.

Request and Approval. It is highly recommended that the procedure for consideration of Emeritus status be initiated by the faculty member within two years following the effective date of retirement or resignation. For those in the faculty early retirement program (FERP), the effective date of retirement is prior to entering FERP status. To be considered for Emeritus status, resigning or retiring faculty members must submit electronically an updated curriculum vitae, a digital photograph, and brief biography.

Emeritus requests from faculty with joint appointments in two or more departments/divisions/schools or colleges shall be reviewed either by the peer review committee in each department/division/school or by a joint committee of faculty from each department/division/school, in accordance with evaluation procedures set forth at the time of appointment. Lecturers with appointments in more than one department/division/school shall submit emeritus requests to one department/division/school in which they serve; that department/division/school will request eligibility status from the appropriate dean's office.

The appropriate department/division/school/library committee (or equivalent) and the appropriate administrator (College/Library Dean, Athletic Director, Director of CAPS) must each make a recommendation prior to consideration by the President. If lecturers hold appointments in two or more colleges, recommendations from the department/division/school committee shall be forwarded to each college dean. The recommendations of the department/division/school committee and the college dean(s) shall be forwarded to the Provost and the President along with the personnel action file for final consideration and approval. The President will inform the faculty member of the final decision.

Posthumous nominations for faculty who meet the criteria may be made on behalf of the deceased faculty by a faculty member in their department/division/school.

California State University, Los Angeles Foundation

The California State University, Los Angeles Foundation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law and is officially recognized by the Federal government as a tax-exempt 501 (c)3 and 170 (c)2 entity.

The Foundation exists to foster, encourage, and promote scientific, literary, educational and charitable purposes of California State University, Los Angeles (CSLA); to promote a greater and better understanding in the community of CSLA's proper role, its policies and affairs, and its development needs; and to provide financial assistance by allocations, gifts, loans and other means to CSLA, its support groups, undergraduate and graduate students, faculty and staff.

The policy making responsibility for the Foundation is vested with a 15 to 30 member Board of Trustees. The Board members represent a cross section of the campus community and include the President of the University, senior University administrators, a faculty member, a student member, a member of the Alumni Association, and representatives from the surrounding community. The Board guides and advises University management and professional fundraisers in securing donations of private funds to be utilized in four areas: capital campaigns; scholarship and fellowships; endowed chairs, scholarship and fellowships; and educational programming.

Cal State L.A. University Auxiliary Services, Inc.

As a recognized auxiliary organization in the California State University system, the Cal State L.A. University Auxiliary Services, Inc. is a nonprofit, public benefit corporation. The purpose of the UAS is

to help develop and administer those activities which aid and supplement the educational mission of the California State University, Los Angeles. Working together, the University and Cal State L.A. University Auxiliary Services, Inc. are partners in an endeavor to insure Cal State L.A.'s continued success. The two entities, while separate organizations, are essential to this success.

The UAS, through funds generated from its operations, greatly enhances University resources. The UAS serves the University in the following major areas:

- To administrate other than state supported funds and provide support services not provided by the state.
- To enhance and provide commercial services that meet the wants and needs of the University community in terms of quality, economy, and accessibility.
- To administrate grants and contracts to comply with the various agencies' regulations and support the development of funding opportunities for research, creative and scholarly activities, training, and public service.
- To utilize financial resources for University community projects and programs to enhance and enrich the quality of University life.

The policy-making responsibility for the UAS is vested with the Board of Directors. The 13 members of the Board of Directors represent a cross section of the campus community and include the President of the University, two senior University administrators, two staff members, three faculty members, three student members, and two public members from the community.

University Auxiliary Services, Inc. exists to serve the California State University, Los Angeles community.

Tax-Sheltered Annuities

(EA: 5/1/13)

The California State University offers a tax-sheltered annuity program under section 403(b) of the Internal Revenue Code. The program offers the employee an opportunity to agree to a reduction in salary; the amount of the reduction is then paid to an insurance company for the purchase of an annuity. Employees participating in this program avoid having to pay income tax on that portion of the salary which is deferred, thereby shifting the income from a period of high earnings and high taxes to the post-retirement period, when earnings are likely to be reduced with a corresponding reduction in federal tax obligation. Additional information is available in the Office of Human Resources Management or employees may go to <http://calstate.edu/Benefits/retirement/tsa.page.shtml> for more information.

State of California Deferred Compensation Plan

(EA: 5/1/13)

This plan, similar to the Tax-Sheltered Annuity Program, is administered by the Department of General Services Insurance Office under section 403(b) of the Internal Revenue Code. It offers a choice of four plans and investment companies.

Faculty may enroll at any time during the year, with deductions beginning on the first of the month following the election to enroll. Enrollment information may be found at <http://calstate.edu/Benefits/retirement/spp.page.shtml>.

Credit Union

(EA: 5/1/13)

Faculty members of the University are eligible for membership in the California State University, Los Angeles Federal Credit Union. Shares may be purchased in the credit union through monthly payroll

deductions or by direct payment. Loans are also available under the policies established for loans by the Credit Union Committee. Applications for loans are available in the Credit Union Office.

Payroll Deductions

(EA: 5/1/13)

Monthly parking fees and charitable contributions to United Way and to the University's Annual Fund Drive may be made through payroll deductions. The Parking and Transportation Center (located in parking lot B) administers the payroll deduction process for parking fees.

All cancellations of deductions for organization dues and all insurance plan premiums, other than basic health insurance plans, must be effected by writing directly to the organization or company concerned. Payroll deductions for basic health insurance plans may be canceled by completing the appropriate documents in the Office of Human Resources Management. Payroll deductions for membership dues in an employee organization will be made only for those organizations certified as exclusive representatives for bargaining units. Additionally, payroll deductions for insurance and benefit programs will be made only for those programs sponsored by an employee organization certified as an exclusive representative for a unit. Payroll deductions will continue for insurance and benefit programs sponsored by the State of California and the Office of the Chancellor.

Library Cubicles

(Senate: 2/12/19; President: 3/21/19; EA: 4/10/13)

There are a limited number of cubicles available to faculty and graduate students who meet the criteria for Library cubicles. Assignments are made each term for up to the entire academic year based on availability. Applications for use of these cubicles may be submitted online on the Library website.

Recreational Facilities

Activity areas and locker room facilities are available for faculty use through the reservation system operated by the program in Intramural and Recreational Sports, a function of the Department of Kinesiology and Nutritional Science. The following facilities are available during specified times when not in use for scheduled classes or programs: the main gymnasium (P.E. 126), upper gymnasium balconies (P.E. 213, 214), swimming pools (large and small), twelve tennis courts, six handball and racquetball courts, outdoor basketball and volleyball courts, soccer field, utility field, track, and weight training facility.

For specific information regarding costs, times, and procedures, contact the Department of Kinesiology and Nutritional Science.

Health Services

(EA: 5/1/13)

In addition to the primary charge of providing outpatient medical services for the care of acute and sub-acute conditions to regularly enrolled students, the Student Health Center provides emergency first aid to faculty, staff and campus visitors. This care is provided for conditions immediately endangering life and health or for the alleviation of pain and suffering.

The physicians, nurses, and clerical staff are united in their desire to offer quality medical services to all patients, and hope that staff and faculty will understand and assist in their compliance with the legal restraints governing who may and may not receive medical care and under what conditions.

In case of a medical emergency or accident, please dial 911 for assistance. In addition to a police safety officer, a medical team will respond, and treatment will be rendered and/or a paramedic unit called.

Insurance Plans

(EA: 5/1/13)

Basic and major medical health insurance along with dental and optical coverages are available to all full-time faculty members and qualifying or otherwise eligible part-time faculty.*

Newly appointed faculty members may enroll in any or all of the above programs prior to the sixtieth day of employment, with coverage for the health plan (only) effective on the first of the month following the submission of the signed and dated enrollment form to Human Resources Management.

Life insurance and Long Term Disability insurance plans are offered as employer paid benefits. Life insurance consists of a term life, \$50,000 group policy. The enrollment process is automatic and effective the second day of active employment. Long Term Disability insurance is an employer paid plan designed to guarantee a level of income if you, the faculty member, become unable to work due to a disability. The plan will pay up to 66 2/3 % of the employee's earnings provisionally, the waiting period is six months and the effective date of coverage is the first day of active employment. Preexisting conditions are not covered unless the following conditions are met: the employee has been continuously insured under Group Policy for at least twelve months and the employee has been actively at work for at least one full day after the twelve months of continuous insurance coverage.

*Part-time faculty who are appointed half-time or more for a minimum of two quarters have 60 days from the date of hire to enroll in health and dental coverage.

Complete information about all of the CSU's benefits programs may be found at <http://calstate.edu/hr/benefitsportal/>.

Workers' Compensation

(EA: 5/1/13)

All faculty members are provided Workers' Compensation benefits for work-related injuries and illnesses. Work-related injuries and illnesses should be reported immediately to the faculty member's department/division/school and the Office of Human Resources Management not later than 24 hours after the injury or illness becomes known.

The staff at the Health Center, during the hours it is open, will provide an initial examination and administer first aid for minor cuts. If further treatment is indicated, the Center will refer the faculty member to an appropriate medical facility for treatment. If additional treatment is required and the faculty member desires to obtain medical services through a doctor or clinic of their choice, after thirty days, arrangements must be made through the Office of Human Resources Management.

A faculty member has the right to designate a personal physician for purposes of medical treatment. However, all arrangements for designating a personal physician must have been completed prior to the date of the work-related injury or illness. Contact the Office of Human Resources Management, Workers' Compensation Unit, to obtain further information about this treatment option.

If a work-related disability requires a faculty member to be away from employment, Temporary Disability (TD) payments will be paid beginning on the fourth day following the date of the injury or illness unless the faculty member is hospitalized, or if you must stay off work for more than 14 days, in which case benefits begin the day following the injury or illness. Accumulated sick leave will be used to supplement TD payments in order to provide a full salary while disabled, unless the Office of Human Resources Management is notified in writing that the faculty member does not wish to use sick leave for this purpose.

Faculty members who are participants in the Public Employees Retirement System (PERS) or in the State

Teachers Retirement System (STRS) are eligible for benefits under the Industrial Disability Leave (IDL) program. In most cases, the IDL program will provide better income protection for eligible faculty members.

Eligible faculty members may choose between Workers' Compensation Temporary Disability payments and Industrial Disability Leave payments. The Workers' Compensation Coordinator, Office of Human Resources Management is available to assist in determining which program would be most beneficial.

Nonindustrial Disability Insurance

(EA: 5/1/13)

Nonindustrial Disability Insurance (NDI) is an employer-paid benefit administered by the Employment Development Department (EDD) for State University employees. NDI provides up to 26 weeks of benefits to eligible faculty members who are unable to work due to illness or injury which is not work related. The benefit amount is \$125.00 per week.

To be eligible an employee must at a minimum:

1. Be a current contributing member of the Public Employees' Retirement System or the State Teachers' Retirement System.
2. Be a full-time permanent or probationary employee or appointed half-time or more for one academic year or more and in compensated employment on or after January 1, 1979.
3. Have exhausted all sick leave.
4. Serve a seven consecutive calendar day waiting period, unless hospitalized.

A more detailed explanation of the NDI program and its benefits, along with claim forms, may be obtained by contacting the Office of Human Resources Management.

Women's Resource Center

(Senate: 8/5/75, 8/11/76; President: 8/6/75, 11/2/76; Editorial Amendment: 9/99, 9/03)

The Women's Resource Center has been established at California State University, Los Angeles for the purpose of providing a locus for information, communication, and personal association relevant to anyone concerned with the interests of women students, faculty and staff members, and of others who may wish to apply for admission to the University after clarifying their educational objectives.

The functions of the Women's Resource Center include the development of services to implement these purposes by means of the collection and maintenance of informational materials, the provision of forums for communication, and the maintenance of a place for personal association, as these may serve the interests of women. Facilities, activities, and services of the Center are available to men.

Administration of the Center. The administration of the center is the responsibility of a executive director reporting to the Vice President for Student Affairs. In addition, an Advisory Committee serves for regular consultation by the coordinator.

The Advisory Committee has the following membership:

1. The coordinator, who serves ex officio as executive secretary, nonvoting.
2. Three students appointed annually by the Associated Students Board of Directors.
3. Two staff members appointed by the President or designee, to serve staggered three-year terms.
4. Two faculty members elected by the Academic Senate Nominations Committee, to serve staggered three-year terms.
5. The Dean of Students or designee.

6. One member of the Alumni Association appointed annually by the Alumni Board of Directors, to serve no more than three consecutive years without a break in appointment.

The Advisory Committee elects a chair from the voting membership.

The members of the Advisory Committee, as individuals, are encouraged to participate with the coordinator in implementing policies approved by the appropriate university body.