



**California State University, Long Beach
Curriculum and Educational Policies Council**

**Minutes – AY2025-26 – Meeting 2
Wednesday, September 10th, 2025, 2:00-4:00 PM**

Zoom: <https://csulb.zoom.us/j/85806555081>

Meeting ID: 858 0655 5081

Chloé Pascual, Craig Macaulay, Amanda Fisher, Christine Scott-Hayward, Asleiram Hernandez, Brian Cole, Chris Marino, Shelton King, Chris Swarat, Jasmine Forbes, Sonny Ciampa, Danielle Kohfeldt, Emily Atherley, Jose Miguel Palacios, Laura Forrest, Danny Paskin, Donna Green, Gah-Young Kelly Sung, Jeff Bentley, Jermie Arnold, Vikki Bisorca, Kirsten Sumpter, Lora Stevens, Robert Moushon, Nat Hansuvadha, Pei-Fang Hung, Sharon Olson, Tanya Piloyan, Ann Kim, Henry O'Lawrence, Mariya Mileva

1. Approval of the agenda- Approved as amended.
2. Approval of minutes from August 27th, 2025 meeting - Approved
3. Announcements
 - a. CLA asked for more time on Grade Appeals process, so it is not on today's agenda. Take this extra time to discuss with your colleagues.
 - b. Chloé has to leave at 3:15 and Amanda Ficher has kindly agreed to take the minutes after that.
4. Election of liaisons for committees:
 - a. Academic Appeals Committee (AAC) - ?
 - b. General Education Governing Committee (GEGC) – Danny Paskin
 - c. Graduation Writing Assessment Requirement Committee (GWAR) – Henry O'Lawrence(?)
 - d. Grade Appeals Committee (GAC) – Pei-Fang Hung
 - e. International Education Committee (IEC) – Jose Miguel Palacios
 - f. Academic Senate (AS) – Christine Scott-Hayward
- ~~5. Consent calendar of AY 24-25 annual reports from our reporting committees – GEGC No annual reports available yet.~~
6. Second reading New Option – BS in Public Health – Health Advocacy Option (2:15 time certain - Kamiar Alaei and Vikki Bisorca)
 - a. We are the last stop. If we pass an option, it doesn't need to go on to senate.
 - b. Passed 19 in favor, opposed, 0 abstained.



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7. Discussion of ASI motion on grade appeals (pending ASI rep attendance – 2:35 time certain)
- a. Shelton King: Met with previous VP, and we agree that this is a prevalent student issue. It takes a very long time and it isn't clear to students what the process requires. Resolution to make the process more uniform across departments. Would like to define the terms used in the process such as "capricious," "prejudicial" etc.
 - b. Sonny Ciampa: Hasn't been changed since 2011.
 - c. Comment: Everyone agrees that the process needs to be improved. How we shorten the timeframe is up for discussion. To my knowledge, the review shouldn't be different from department to department.
 - d. Response: The responses to the last exec VP's survey had varying answers and a lot of variance department by department.
 - e. Comment: We hope that updating the process reduces confusion.
 - f. Comment: In terms of definitions, last year we suggested getting rid of "capricious" as it overlaps with "arbitrary." We were hoping for a revised form that would apply across the university. Some departments have a form and some don't.
 - g. Comment: Relieved that we all agree the process should be more clear and streamlined.
 - h. Comment: "Neglect" is in the resolution to refer to professors who do not have clear grading criteria.
 - i. Question: Can you send CEPC the ASI survey?
 - j. Comment: A lot of the concern seems to be about process rather than the policy, or about lack of knowledge of the policy. Perhaps a campaign to education on the policy would be helpful when it is revised.
 - k. Comment: Some students do not seem clear on the difference between Academic Integrity (AIC) appeals and grade appeals, but those are separate processes and policies.
 - l. Response: Making the process better starts with better policy.
 - m. Comment: Having the term "neglect" in the policy is important.
 - n. Discussion of whether neglect is the right word for what is being described.
 - o. Comment: All of the burden of proof of collecting evidence falls on the student, but then they are dependent on faculty for the graded assignments and the



feedback that has to be collected. This can be a very difficult process for students, and many give up.

- p. Response: I see the problem with that, but not sure who would make the case for students if it's not them.
- q. Comment: Some departments have standing grade appeals committees, and some have ad hoc committees.
- r. Comment: Unresponsive professors can be a big part of the problem for students. We don't have to call it "neglect," but there needs to be some category that speaks to that.
- s. Comment: Agree that some chairs and departments don't know as much about grade appeals as they should. It can happen when they are new, or when there is a long stretch without the issue coming up.
- t. Comment: Difference between neglect and "jerk behavior" of dragging out the process. If we shorten timelines, it can make it harder for students to file appeals. It is a tricky issue because lengthy appeals can then delay graduation.
- u. Concern about definitions: If you get specific, you can run into a situation where the student is clearly wrong, but not wrong in a way that fits the way the words have been narrowly defined.
- v. Response: I (as ASI rep) feel that it helps to have the definitions be more specific and make the policy clear.

Continued Minutes CEPC Sept 10 2025

3:06 pm Reviewed comparison of AIC and GA current and suggested timelines. CEPC agrees with ASI student representative concerns about the time it takes to complete a grade or AIC appeal.

3:09 pm ASI resolution for mental health days

ASI Introduction of resolution by ASI President Sonny Ciampa

Many students have mental health concerns. This resolution was passed by ASI last year.

Discussion

Question: What is ASI asking for here? How many days would ASI think students can request off? Would students need to go to CAPS first? Would professors be able to take mental health days? What would students think about that?



Response: This resolution was to start the conversation on campus about mental health awareness and a number of mental health days to be determined. Students would likely support professors taking mental health days.

Comment: Support for the idea of mental health days and this can be incorporated in flexible assignment deadlines. There is a policy on excused absences and this isn't in the purview of CEPC.

Response: The current policy uses the word "illness" and that includes physical and mental health.

Question: Why isn't the inclusion of mental health communicated to students, that they can take a mental health day?

Response: There has been a perception that the policy refers only to physical health. Policy changes in 2017 supports students missing classes because of mental health issues. Mental health days might diminish the seriousness of some mental illnesses. We might consider different terminology. Better communication could address this rather than a new policy.

Response: We could change the name as long as we start talking about it. The point is to reduce burn-out.

Comment: CEPC can't address these concerns but we are glad to have the conversation. Support for including mental health days to the excused absences policy.

Comment: Additional support for including mental health days to the excused absences policy.

Comment: We will pass this information along to the Academic Senate Executives.

Comment: There is a significant mental health toll on CSULB students. We should promote mental-health parity. Could we address the syllabus policy in CEPC?

Response: Yes, we could look at the syllabus policy if the Senate Exec asks us to. That is under our purview. It's not clear that would be the correct policy to change. Maybe Excused Absence Policy would be better.

Comment: Is ASI asking for a revision of the excused absence policy or are they asking for a new policy about mental health days?

Response: ASI resolution asks for a number of different actions and to add mental health days to the excused absence policy.



Question: Is ASI asking that? Keep the same number of days of absences but include mental health as a valid excuse?

Response: Yes, that is what we mean

Question: Would mental health days allow students to take a personal day or would students need documentation for an excused absence?

Response: Current policy is that faculty can only ask for documentation for 3 or more hours missed or absences for exams. So instructors can't ask for documentation unless it's more than that.

Response: ASI would like more of a personal day as an excused absence without documentation.

Comment: Thank you to ASI for attending CEPC. Your voices are important and we want your input to shape policy.

Grade Appeals

We are soliciting feedback from Dept and Colleges about removing some levels of the grade appeal process.

Pei-Fang Hung summarized a comparison of our grade appeal policy and CSU Chico's recently-revised policy for ideas to consider for our grade appeal policy. Donna Green provided CSU Chico's policy.

Chico has grounds for appeal to "instructor error, arbitrary action, misalignment with syllabus."

Chico has more details about a process of informal resolution.

Chico has a different appeal level: informal to formal hearing to Provost. The formal hearing is a committee populated by a pool of faculty and students.

Chico includes that if there is discrimination the appeal must be referred to DHR and the appeal paused until it is resolved.

Comment: Going to the Dean would eliminate some bias and put more emphasis on the informal review.

Comment: We shouldn't ask for additional feedback with this comparison because some of us already have solicited feedback. We need data about grade appeals at CSULB. How many grade appeals are there? How many are successful? We need to know what is happening now before reforming the policy to a more informal process.



Response: That data may not be readily available or may take a long time to acquire

Response: We are in no hurry

Response: Dean's offices should have grade appeals information available.

Response: There is an issue that we need to fix that is pressing- it currently takes too long for grade appeals and we should move to revise the policy. We should ask for data over the next couple of weeks, not more time than that.

Response: We could ask Colleges for data on grade appeals, not individual departments. Please ask your colleges and departments for information about grade appeals. Ask for a summary of the last 2-3 years of grade appeals.

Pei-Fang has University level data available for the last 5 years and offers to facilitate the data collection process for grade appeals within 2 weeks.

There is an urgency to make decisions on this policy because after CEPC it needs to go through the Academic Senate.

Response: Thank you to Pei-Fang for collecting data on grade appeals.

Thank you to ASI members for attending.

Adjourned at 3:52 pm

Next meeting: September 24th, 2025

Additional info:

Barring any changes, the link for zoom meetings will be <https://csulb.zoom.us/j/85806555081> all year.

CEPC website (has schedule, agendas, minutes, etc.) –

<https://www.csulb.edu/academic-senate/curriculum-and-educational-policies-council-cepc>

CEPC Canvas (where all docs will be shared) - <https://csulb.instructure.com/courses/58033>

- Please let me know if you need access and don't have it.