



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

**Minutes – AY2025-26 – Meeting 3
Wednesday, September 24th, 2025, 2:00-4:00 PM**

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

Meeting ID: 858 0655 5081

Shamim Mirza, Craig Macaulay, Chloé Pascual, Christine Scott Hayward, Ann Kim, Mariya Mileva, José Miguel Palacios, Chris Marino, Amanda Fisher, Brian Cole, Danielle Kohfeldt, Danny Paskin, Donna Green, Emily Atherley, Henry O'Lawrence, Jasmine Forbes, Jermie Arnold, Kirsten Sumpter, Laura Forrest, Lisa CHHS, Elizabeth Dill, Alexis Pavenick, Lora Stevens, Nat Hansuvadha, Jeff Bentley, Mehran Rahmani, Sharon Olson, Sophia Benitez, Robert Moushon, Pei-Fang Hung

1. Approval of the agenda – Approved as amended.
2. Approval of minutes from September 10th, 2025 meeting – Approved as amended.
3. Announcements: Late add and Writing Across the Curriculum will be in front of the Senate tomorrow.
4. Consent calendar of AY 24-25 annual reports from our reporting committees – GEGC
5. First Reading - Post-Master's Certificate in Instruction for Information Professionals (2:15 time certain – Alexis Pavenick and Elizabeth Dill)
 - a. Reviewed hundreds of librarian CVs. Numerous candidates interested in joining the ranks of academic librarians, but they lack info literacy instruction experience. Marketable in the long run and profitable to the University. 8-week certificate program at 3 units per class.
 - b. Info lit pedagogy. As subject specialists, librarians have to develop lessons for their instruction sessions. Most new librarians do not have experience with pedagogy, info lit tools and technology, and assessment. Fourth class is a capstone where they put together a portfolio. Many librarians in k-12, or in public libraries want to be able to transition to academic libraries and this certificate is aimed at those people.
 - c. Question: Have you consulted with College of Ed? Have consulted with Anna, but not with faculty in the college.
 - d. Question: Admission requirements include a master's degree. Any thought about allowing people with BA degrees? Answer: There are no BA degrees in library science in the US, so it would make more sense to have students come in with a master's degree.



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- e. Question (procedural): Is this credit certificate or non-credit certificate?
Response: Credit certificate.
 - f. Question: Who approves these courses? Answer: Librarian curriculum committee and chair of the library faculty.
 - g. Robert: They are also integrated through the regular curriculum approval process.
 - h. Question: Would this be 12 graduate level units? Answer: Yes.
 - i. Question: Would you consider current master students in library science? Answer: it could be possible, if they feel that they could handle it, but this is created with people who have the master's degree and some experience as a librarian in mind.
 - j. Question: Would the students ideally do 3 courses in the fall and 1 in the spring? Answer: Ideally, they would do 1 & 2 in the fall and 3 & capstone in the spring. They are 8-week courses, and they will have finished 1, 2, and 3 before they do the capstone.
 - k. Please talk to departments before 2nd reading in 2 weeks.
6. Grade Appeal Policy Discussion Continuation
- a. Data from Pei Fang on number of appeals going to college and university levels. When students elevate to the college level, they tend to also elevate to the university level. Not many over the last three years. (7)
 - b. Craig compiled feedback from faculty councils and chairs. Most support 2. CHHS supports 1, and CLA has no consensus other than shortening the process.
 - c. Colleges that support option 2 have asked for experts from department to be added on an ad hoc basis.
 - d. So much that is done at the department is informal resolution. Do we want the colleges to take that on? We don't have the department numbers, but they will be more.
 - e. Colleges can also do informal mediation. It isn't necessarily contingent on a department review.
 - f. This would mean that college committees will see more appeals.
 - g. With Pei Fang's numbers, wouldn't it make more sense to keep the review at the department level?
 - h. Given how few students go all the way through, do we want to change the policy for a handful of students?



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- i. What percentage of appeals are overturning the department decision? In 6/7 of the appeals that went to university level, the department/college/university had aligned decisions.
 - j. Comment in favor of abbreviating the times each step takes, as opposed to removing a step.
 - k. Students feel like it is a cumbersome process, and if we fix the policy to be less cumbersome, we may get more appeals.
 - l. Is there someone that students can go to in order to navigate the process who is not potentially going to adjudicate the appeal? It seems like we should be collecting this data more systematically.
 - m. Students go to their advisor, but staff do not get training on the policy.
 - n. There used to be "Know your rights" signs from ASI. ASI will be doing this again, but "Know Your Rights" campaigns do not usually draw that many people.
 - o. We do have policy to collect the data, but the policy has not been enforced.
 - p. Are we starting the policy from scratch, or continuing with the changes from last year?
 - q. Reluctant to continue with last year's changes. This is a new group of people. We should open the policy again for first reading.
 - r. Comment in favor of department knowing what is going on with their students as far as conflict between student and faculty.
 - s. Straw poll: 86% shorten timelines only.
 - t. For next meeting we will be in second meeting. Look at shortening timelines.
 - u. Please send potential amendments to Craig by email in advance of meeting.
 - v. Craig will compile the comments for the meeting.
7. Adjournment: 3:29pm.

Next meeting: October 8th, 2025

Additional info:

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>