

If you would like to attend this meeting, please contact the Chair ([Karthika.Sasikumar@sjsu.edu](mailto:Karthika.Sasikumar@sjsu.edu)) or the Senate Administrator ([Eva.Joice@sjsu.edu](mailto:Eva.Joice@sjsu.edu)) for the password.

***Senate Minutes of April 18, 2022***

- A. From the Chair of the Senate
- B. From the President of the University
  
- A. *Minutes of the Executive Committee –*  
***Executive Committee Minutes of April 11, 2022***  
***Executive Committee Minutes of April 25, 2022***
- B. Consent Calendar –
- C. Executive Committee Action Items –

***AS 1835, Policy Recommendation, Amendment B to***



Acting Chair Sasikumar announced that former Senator and Librarian Paul Kauppila passed away earlier this month. The Senate took a few moments of silence in remembrance of Senator Kauppila.

Acting Chair Sasikumar announced that Interim President Perez has signed all policies submitted to him since his arrival.

Acting Chair Sasikumar announced that Administrative Professionals Day is April 27, 2022. She encouraged Senators to acknowledge their Administrative staff on April 27, 2022.

Interim President Perez commended the Academic Senate on the most recent policies passed by the Senate that are very impactful policies and he is very impressed with the Senate for taking on these policy topics. The discussions in the Senate have been very productive.

From the end of April through the end of May is normally a very fun time of the year with the Commencement, Celebration of Research, faculty and staff service awards, the Honoring Heroes event at the library, etc. However, it is also a very stressful time of year so be kind to each other. Also, if you have students that need assistance, please refer them to SJSU Cares or CAPS to support them. We have lots of services out there for them.

Last week you saw an email from the Interim President stating that the mask mandate will continue through the end of the year. The president is proud of the fact that we continue to take each other's well being into consideration. Continuing the mask mandate maximizes our ability to have an in-person commencement, which the president is very much looking forward to this event.

The CSU system has named a new Interim Chancellor, Dr. Jolene Koester. She will start in early May. The interim president met her a couple of times at Sacramento State. The Interim President's and Interim Chancellor's time at Sacramento State University never overlapped, but they knew of each other. Everyone that the interim president has met that knows Interim Chancellor Koester, speaks very highly of her.

We had our WASC visit. The team came and stayed a few days. The president thanked everyone that was involved. They had 30 separate meetings

consideration before making a final report to WASC at which time we will have the opportunity to respond to the report and then, somewhere around the early 20's of June, the WASC board will meet, and we will be able to hear the final report from WASC. The president anticipates that the result will be relatively good. There was nothing in the exit session by the WASC team that really surprised or shocked the president. They also said a lot of good things about us. The president is a fan of audits and assessments. This process brings those from outside the institution to provide input on how to improve and do a better job, We will learn from this.

Executive Committee Minutes of March 7, 2022 – No questions.  
Executive Committee Minutes of March 14, 2022 – No questions.  
Executive Committee Minutes of April 4, 2022 – No questions.

There was no dissent to the Senate Consent Calendar of April 18, 2022.

Senator Frazier presented ***AS 1830, Policy Recommendation, Emergency Short Term Loans for Students (Final Reading)***. Senator Khan presented



increased. I think they have went from 4.2 to 5.3 meaning that a faculty

- C: While looking for one kind of balance, you may be creating another kind of imbalance, which is that you are asking folks to take a closer look at narrative evaluations and it may be the case that those represent a very small percentage of the students in a class.
- A: Our point was just to try to avoid having just the single SOTE item 13 used, but to look more holistically at the data that is available.



We have also increased the ability of our student athletes to report issues in real time for an immediate response. They can remain anonymous. The report will immediately go to an administrator so we can figure out where these issues are coming from. As far as other aspects, amplification of the Spartan brand is very important to us. This is a strong marketing consideration for the university and intercollegiate athletics. Our Spartan brand relationship extends into NBC Bay Area in terms of real SJSU student athletes, their life stories, and academic successes. Our first broadcast was well received and had great viewership. We have also tried to emphasize the Spartan brand in social media. We've doubled some of our followers in social media. We are very cognizant of what is going on around us especially with the NCAA. There was a vote in January in terms of the NCAA trying to establish new governance and set of rules regarding how to conduct business in Division I. In essence it unbundled Division I, II, and III.

requirement off. Now if you leave an institution and you meet those regular progress sports rules, they are going to give you the adjustment anyway. We are







Present: Karthika Sasikumar (Acting Chair), Brandon White, Julia Curry, Ravisha Mathur, Patrick Day, Stefan Frazier, Winifred Schultz-Krohn, Steve Perez, Charlie Faas

Q: Regarding the petition students started that would require faculty to record and upload classes, we need to acknowledge that post-pandemic, we are in a new world. Students on campus are not reacting the same way they used to. They are less engaged. What is the best way to respond to this?

A: [President Perez] This is not just this campus but system-wide.

A: [VP Day] Students want to have a maximum level of support.

C: Faculty need to be brought into this conversation.

Q: Is it even permissible for me to upload the recordings into canvas? Part of me wants to do this for students, but part of me doesn't want to in case it might get someone into trouble by their comments. Are we talking about making it a requirement or a strong recommendation?

A: [President Perez] We are not discussing requiring faculty to do this [record and upload every class session]. The question is how do we deliver instruction for our students in a way they can best learn?

C: This is about so much more than just this petition from students. It is about the transition to post-pandemic times. There are faculty and staff concerns as well. I would like to advocate for building some structure and ways the administration can consult with the whole campus routinely. Open forums would allow us to get at what the challenges continue to be. The transition period will extend for years to come in my opinion. Having these forums and a process would strategically position us for the future.

A: [VP Day] There are situations where this would be a good fit. For this particular issue, there are many, many students that want in- person classes. We don't want the pandemic to be used by some students that want a different way of education. There is a group that wants to be able to decide how much of their class is in person and how much is online.

C: Faculty are concerned about going to a meeting while not being able to do anything but listen without action. We can't make every course recorded every time, so what do we say to students? The Senate takes the hit that we aren't doing enough for students.

A: [VP Day] There is value in listening to what students are saying. We need to think this through. We need to let students know they are being heard even if we can't do this right now, and need to look at the future.

C: I concur. However, if no actionable item is to come out of it, then that needs to be clearly communicated to students. A larger number of Senators need to hear this.

A: [VP Day] Right now we are having a healthy conversation in a small group, but when you expand to huge groups it can become less effective. There is no perfect way to do this or an easy fix. In students' minds, it is an easy fix, they see that before COVID-19 we couldn't do zoom, and in five minutes everyone went to being able to do zoom.

### 3. President's University Governance Award:

The committee discussed the President's University Governance Award and made a recommendation to the President. The recommendation was seconded. The committee voted and the recommendation was approved unanimously.

The committee discussed the low turnout in getting students to apply for everything this year including scholarships and awards, and ways this might be addressed. Several suggestions were made including having past recipients act as mentors, doing focus groups to see what the issues are, and getting the information out earlier where possible.

4. Updates from the Policy Committees:
  - a. Curriculum and Research Committee (C&R):  
C&R will be working on the GE Guidelines today. They will not be coming to the April 18, 2022 Senate meeting. C&R will also be doing curriculum reviews today.
  - b. Instruction and Student Affairs Committee (I&SA):  
I&SA will be bringing resolutions on Emergency Short-Term Loans and Add/Drop dates to the April 18, 2022 Senate meeting for final readings. I&SA may also be bringing a resolution to another policy that discusses add/drop dates. I&SA is working on an amendment to the grading policy that may come to the April 18, 2022 Senate meeting as a first reading. Finally, I&SA is working on the Probation and DQ Policy, but it will not come to the April 18, 2022 Senate meeting.
  - c. Professional Standards Committee (PS):  
PS will be bringing an amendment to University Policy S15-8 on RTP to the April 18, 2022 Senate meeting. PS may have a resolution on University Policy S15-7 for the April 18, 2022 Senate meeting. PS will be hosting an in- depth training session on the guidelines on April 19, 2022 at 9 a.m.
  - d. Organization and Government Committee (O&G):  
O&G will be working on a resolution regarding the standing rules for the April 18, 2022 Senate meeting. Some of the highlights include removing explicit directive language that is restrictive. O&G is working on language that allows flexibility.  
  
C: These standing rules are the outcome of a previous consultative process and discussion including a vote in the Senate.

5. Update from the Vice President of Administration and Finance:  
The VPAF distributed a flyer on a meeting to be held by UPD with the community on April 28, 2022 from 2-4 p.m.

Due to an increase in incidents around the perimeter of campus, UPD is advising students to be careful and alert when walking and try to avoid the perimeter.

Questions:





8. The meeting adjourned at 1:32 p.m.

These minutes were taken by the Senate Administrator, Eva Joice, on April 11, 2022.  
The minutes were edited by Wynn Schultz-Krohn on April 20, 2022.  
The minutes were approved by the Executive Committee on April 25, 2022.

Executive Committee Minutes  
April 25, 2022  
Noon to 1:30 p.m.  
CLK 551, Provost's Conference Room

Present: Karthika Sasikumar (Acting Chair), Kimb Massey, Brandon White, Julia Curry, Ravisha Mathur, Patrick Day, Stefan Frazier, Winifred Schultz-Krohn, Steve Perez, Vincent Del Casino, Anoop Kaur

Present Via Zoom: Stefan Frazier, Kathleen Wong(Lau), Charlie Faas, Tabitha Hart

Absent: None

1. There was no dissent to the EC agenda of April 25, 2022.
2. The Executive Committee approved the EC minutes of April 11, 2022 as amended by Senator Mathur (12-0-1).
3. Update from Interim President Perez:  
President Perez attended a Choraliers' and Hammer Theater production. Both were great performances.

Enrollment headcount is up, but

Questions:

Q: How can we get more questions and interaction with Interim President Perez at the Senate meetings?

Lack of questions at the last Senate meeting is troubling for Interim President Perez and the Senate Executive Committee as well. This might be due to the full agenda at the last meeting, or that more experienced Senators need to mentor new Senators (i.e., that asking questions at the Senate meeting is the right time and place to do so). It may also be due to people feeling intimidated or fatigued, so the above-

A: It should be a descriptive document to create expectations and hold people accountable. If we put it in policy, then it is more involved (unions, etc.). This could be a better effort as a shared agreement instead of a policy.

Q: Yes, this is important because what do you do if your chair is bullying you? An Ombudsperson could be in order.

Q: Statewide policies have been put in play addressing this, so we are not starting from nothing. We should examine those resolutions (that discuss harassment, retaliation, ombudspersons).

Perhaps a task force that works with existing resolutions and materials and maybe even complaints? This isn't isolated incidents; it is happening on a much

that will complete the interdisciplinary minor. The Provost feels it will attract transfer students. The faculty who are passionate about this drove this venture.

Questions:

Q: While it is true that students who take full loads do better, it may be just a choice because higher units may not work for all. So many students have so many other things going on that a full load isn't feasible. Let students make decisions that best work for them. Encourage nuances in the messaging so we don't pressure students to take on more than they can handle.

A: [Provost] Yes, and expectation-setting is important. There is data in the literature that setting expectations and engaging students about progress is important for diversity and equity. As a reminder, most students take more than 6 but fewer than 15 units which means you will spend 150% more on education, and that is very important. Setting a high bar for, and having robust conversation about progress is

we have more room to take new students. We have students we can't let in (who are qualified), because there is no room. There isn't an easy answer, because there aren't growth dollars coming in.

Q: When looking at this and making a decision, does it mean they lose FTEF? If you see that a program is low-enrolled, then build it up. However, is that what we want to do? The document shows only the top five programs and not the bottom five. It seems to be coming up with a plan.

- b. Update from the Chief Diversity Officer (CDO): Note that the CDO had to leave the meeting early for another critical meeting.
  
- c. Update from the VP of Administration and Finance (VPAF):  
Last week the President asked the question, are we higher than normal with 5150s (mental health holds). The data net version is, we are in the same place we were pre-pandemic. It looked higher for affiliates last year, because we didn't have anyone living on campus. Most numbers reflect non-affiliates (people not affiliated with campus) declining. November and April seemed to have a slight spike for affiliates. We are looking at comparing data affiliates/non-affiliate incidences. We are looking to have mental health professionals working with the police department using a model similar to San Diego State. We are also working with Santa Clara county.
  
- d. Update from the AS President:  
The Spartan Showcase Gala is tonight, it should be a great event. AS is working on their 2022-2023 budget. We are continuing their search for the new CDC director. There is a conditional offer and we hope to conclude that process soon.

discussed their resolution, AS-3542-22/FA Loss of Confidence in the Board of Trustees' Handling of Former Chancellor Castro's Resignation and Call to Refo



Q: Can you provide an update regarding modality for fall? Are we sticking with the 70% in person? What is the demand based on enrollment?

A: [Provost] We are sticking with the 70%. Not for every single program, it is a discussion within the colleges.

Q: There has been discussion about criteria for closing a class. What are those criteria?

A: [Provost] We are not micromanaging this process. There are many pressures on the academic budgets, and we don't want to create bottlenecks. We need to be student-centered.

Schultz-Krohn, Senator Ravisha Mathur, and Acting Chair Sasikumar on April 28, 2022. The minutes were amended and approved by the Executive Committee on May 2, 2022.

1 SAN JOSÉ STATE UNIVERSITY  
2 Academic Senate  
3 Curriculum and Research Committee  
4 May 9, 2022  
5 Final Reading  
6

AS 1807

7 POLICY RECOMMENDATION

8 Adoption of Guidelines for General Education (GE), American  
9 Institutions (AI), and the Graduation Writing Assessment  
10 Requirement (GWAR)

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12 Rescinds: S14-5  
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14 Whereas: The current Guidelines for General Education (GE), American Institutions (AI),  
15 and the Graduation Writing Assessment Requirement (GWAR) have not been  
16 updated or reviewed since they were approved in 2014; and  
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18 Whereas: To be compliant with CSU [General Education Breadth Requirements](#) (formerly  
19 called EO 1100), Curriculum and Research (C&R) recommended to the  
20 Academic Senate changes to Area D and creation of Area F effective Fall 2021  
21 that were signed by the president; and

26 \_\_\_\_\_ over two years with many stakeholders (including  
27 hundreds of faculty, advisors, students, administrators, and others via a GE  
28 summit, and thirteen forums in Fall 2021 alone); therefore, be it  
29 shall be presented on the  
Consent Calendar to the Academic Senate; and be it further

ed: That Section VII of University Policy S17-11 (Organization of the Program  
Planning Process at SJSU) will be revised to reflect modifications to GE Program  
assessment and continuing certification of GE courses. Annual assessment  
reports for General Education courses will no longer be collected at the university  
level beginning in Fall 2022.



84 F), Katy Kao (seat G). Wei-Chien Lee (seat H), Sharmin Khan (seat I),  
85 Brandon White (seat J, chair), Marie Haverfield (seat K), Chloe Cramer  
86 (seat L)

87 Absent: None

88 Workload impact: There will be a temporary increase in workload for (1) faculty to update  
89 syllabi and curriculum to bring courses into compliance with the new GE  
90 Guidelines, (2) temporarily, faculty to switch from assessing GE ALOs  
91 (formerly known as GELOs) to PLOs, (3) the General Education Advisory  
92 Committee (GEAC) and ad hoc General Education Review Panels  
93 created to help GEAC recertify courses to align with the new guidelines,  
94 and (4) staff to make changes to the online catalog, various websites,  
95 publications and PeopleSoft.

7 Policy Recommendation:  
8 Adding, dropping, and withdrawing from courses; the “W”  
9 symbol; and refunds related to withdrawals

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11 Legislative history: rescinds and replaces S05-12 and F04-2. Amends F15-3.

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13 Whereas: Current policy allows insufficient time for students to adjust their course  
14 schedules in the first few weeks of the semester; and

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16 Whereas: Allowing students to drop courses up to the census date would prevent  
17 them from incurring “W” grades on their transcript, which count toward  
18 “units attempted” for semester enrollment and financial aid eligibility  
19 purposes; and

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21 Whereas: Allowing students to drop courses without a petition up to the census date  
22 will speed up this process, opening up seats for other students; and

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24 Whereas: Having a single deadline for both dropping and adding courses adds  
25 clarity and consistency; and

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27 Whereas: Until the seventh day of instruction, students are automatically enrolled in  
28 courses if they are on waitlists, in accordance with [F20-1](#); and

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Whereas: Permission codes caMCID 31 rCID 31 (h )JTJ EMC /ieain a (n )9.qcu cn te ws

40 "One instructional day before Census Day is the last day for the student to  
41 add a class."

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43 Approved: April 11, 2022

44 Vote: 11-1

45 Present: Allen, Frazier, French, Hill, Jackson (non-voting), Kumar,  
46 Leisenring (non-voting), Lupton, Merz, Sen, Walker, Wilson, Yang,  
47 Yao

48 Absent: Kaur, Masegian, Rollerson, Wolcott

49 Financial impact: Reduced late add fee for students: late add fee between add  
50 deadline and Census Day (currently \$45) would no longer apply.

51 Workload impact: Reduced workload for Registrar's Office, Undergraduate Education,  
52 and College of Graduate Studies in processing late drop and add  
53 petitions in the pre-Census period. Reduced workload for faculty,  
54 department chairs, and administrators in signing late drop and add  
55 petitions. Potential increased workload for faculty if students are  
56 granted permission to add classes late.

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59 Adding, dropping, and withdrawing from courses; the “W”  
60 symbol; and refunds related to withdrawals

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62

63 Note: Census Day is the 20th day of instruction.

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65 1. Adding, dropping, and withdrawing from courses; and the “W” symbol

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67 a. Starting on the 8th day of instruction, instructor consent (a permission





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~~“serious and compelling” reasons for needing to withdraw before signing  
the petition.~~

h.

177 procedures shall be established by the College of Professional and Global  
178 Education ~~International and Extended Studies Office~~, and shall include the  
179 following:

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181 i. Dates for full refunds for self-support, special sessions, and  
182 extension courses shall be as close as possible to the first day of  
183 instruction (not the first course meeting) ~~for these events~~ but shall  
184 in no case be more than five business days before the first day of  
185 instruction;

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1 SAN JOSÉ STATE UNIVERSITY  
2 Academic Senate  
3 Organization and Government Committee  
4 May 9, 2022  
5 Final Reading  
6

AS 1832

7                   **SENATE MANAGEMENT RESOLUTION**  
8           **Update of the Standing Rules of the Academic Senate**

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10 Amends: Senate Standing Rules

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12 Rationale:

13 The SJSU community is now emerging from the disruption caused by the global  
14 COVID-19 pandemic. For the last two years the Academic Senate, like many SJSU  
units, suspended its in-

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Senate Management Resolution  
Recommended Updates to Senate Standing Rules

Item 17 ~~Committee~~ Meetings and Minutes, Section g ~~Remote~~ Attendance

1) Academic Senate:

Any action taken by the Academic Senate requires a quorum of members in attendance. The Senate Chair shall determine the modality (including remote attendance

82 Absent : Sandoval-Rios  
83  
84 Financial impact : None anticipated.  
85 Workload impact : None anticipated.  
86  
87

Senators' input on modality, collected at 2022 Senate Retreat

| Modality  | Pros  | Cons                  |
|-----------|---|-----------------------|
| in person | Sense of community, togetherness<br>Ability to have in-person side conversations<br>Can see how others vote | Reduced body language |

1 SAN JOSÉ STATE UNIVERSITY  
2 Academic Senate  
3 Professional Standards Committee  
4 May 9, 2022  
5 Final Reading  
6

AS 1833

7 Amendment H to University Policy S-15  
8 Retention, Tenure and Promotion for Regular Faculty Employees:  
Criteria and S -8 SnT aPn0.00359 (a)0.0.8 (t)1 (8 TJ /TT1 1 Tf 0.004 Tc -0

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81 3.3.1 Academic Assignment

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83 3.3.1.1 Committees and administrators shall write an evaluation of a candidate's  
84 achievements in academic assignment and shall rate the overall performance in  
85 this category according to the following descriptive scale. When a candidate's  
86 achievements are significant but depart from the general description below,  
87 evaluators should exercise judgment and give credit for unusual, unique, or  
88 unanticipated activities at the same level as better known activities of comparable  
89 significance. Especially in unusual cases, candidates should carefully document  
90 the significance of their accomplishments in academic assignment.

91 3.3.1.2 Criteria for nonteaching faculty.

92 Criteria for evaluating the Academic Assignment of nonteaching faculty, including  
93 potentially Librarians and Counselors, will be developed by the units as part of  
94 their department guidelines and will parallel the categories identified below, but  
95 will reference those specific responsibilities in their academic assignment rather  
96 than teaching. Department guidelines for academic assignment will be  
97 mandatory for such units.

98 3.3.1.3 Criteria for teaching faculty.

99 3.3.1.3.1 Unsatisfactory. The candidate has not documented teaching  
100 accomplishments that meet the baseline level as described below.

101 3.3.1.3.2 Baseline. The candidate has taught assigned courses that are well  
102 crafted and appropriate for the catalog description **as evidenced by syllabi and**  
103 **other materials related to the academic assignment.** The candidate has taken  
104 measures to correct any problems identified earlier in either direct observations  
or prior performance evaluations. Recent direct [REDACTED]

120 evidence of using inclusive or equity-based practices, especially use of related  
121 techniques in the classroom.

122 For example, a candidate at this level may have effectively taught a wide range  
123 of courses, or created one or more new courses to fill important curricular needs,  
124 or documented the use of high-impact practices in teaching, or been actively  
125 involved in mentoring, outreach, or student support, particularly for historically  
126 underrepresented students. Candidates meeting this level of achievement have  
127 direct (e.g. peer) observations that identify a faculty member with good skills in  
128 the academic assignment. Numerical SOTEs, taking into account the nature,  
129 subject, and level of classes taught, are generally above mean, and above norm  
130 ranges where possible, by the end of the review period, particularly for classes  
131 within the candidate's primary focus and any curriculum specifically identified in  
132 the appointment letter. Narrative SOTEs further confirm effective teaching and  
133 support for student learning, keeping in mind the nature and subject of the  
134 course.

135  
136 3.3.1.3.4 Excellent. In addition to criteria for good performance as described  
137 above, the candidate has ~~either~~ engaged in a higher level of curricular or  
138 pedagogical innovation, ~~than described above,~~ documented consistent positive  
139 impacts for student success and/or educational equity, or received peer and  
140 student course evaluations that are consistently above mean (and, where  
141 possible, above norms) when taken in context of the nature, subject, and level of  
142 classes taught. Excellent teachers may have received recognition or awards for  
143 their teaching, ~~they~~ may have mentored other teachers, or ~~they~~ may have  
144 created curriculum that is adopted in other departments or at other  
145 institutions. Excellence in academic assignment may include exceptional  
146 advising, recruitment, retention and mentoring of students, and the like.

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1 San José State University  
2 Academic Senate  
3 Instruction and Student Affairs Committee AS 1834  
4 May 9, 2022  
5 Final Reading

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Policy Recommendation:

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Amendment C to University Policy S09-7,

9

Grading Symbols, Drop and Withdrawal; Retroactive Drop

36 III. Assignment of Grades (Sections A, B, C, D.1) and Grade Appeals (Sections  
37 D.2, E, F)

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39 The following principles support the minimum standards governing the assignment of  
40 grades and provisions for appeals (per EO 1037):

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42 A. ~~Faculty have the sole right and responsibility to provide careful evaluation and~~  
43 ~~timely assignment of appropriate grades. The individual instructor of record for~~  
44 ~~each class section has the sole right and responsibility to provide careful~~  
45 ~~evaluation and timely assignment of appropriate grades in that section.~~

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47 B. There is a presumption that grades assigned are correct. It is the responsibility  
48 of anyone appealing an assigned grade to demonstrate otherwise.

49

50 C. In the absence of compelling reasons, such as instructor or clerical error,  
51 prejudice or capriciousness, the grade assigned by the instructor of record is to  
52 be considered final.

53

54 D.

55 1. Students who believe that an appropriate grade has not been assigned  
56 should first seek to resolve the matter informally with the instructor of  
57 record (per Section IV).

58 2. If the matter cannot be resolved informally, the student may pursue a  
59 grade appeal and present his or her case to the Student Fairness  
60 Committee (according to University Policy S07-6, Student Fairness  
61 Dispute Resolution), have it reviewed and, where justified, receive a grade  
62 correction.

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64 E. If the instructor of record does not assign a grade, or if he or she does not

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3. A means for preliminary review of potential appeals that may resolve differences before initiation of formal proceedings.
4. Grounds for which a grade appeal is permitted.
5. One or more committees for hearing grade appeals that shall provide safeguards to assure due process for both student and instructor. Such committees shall include student membership. Student members shall not participate in assignment of grades.
6. Procedures whereby grades are assigned by other qualified faculty in circumstances where the instructor of record does not do so, including those instances where a grade change is recommended by a grade appeals committee and the instructor of record does not carry out that recommendation.
7. Specification of time limits for completion of various steps in the appeal process and of the time period during which an appeal may be brought.
8. Description of the extent of the authority of appeal committee(s), including provisions that clearly lim

1 San José State University  
2 Academic Senate  
3 Committee on Instruction and Student Affairs AS 1835  
4 May 9, 2022  
5 Final Reading  
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7 Policy Recommendation:  
8 Amendment B to University Policy F20 -1,  
9 Adding Classes after Advance Registration  
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11 Legislative History : Amends University Policy [F20-1](#)  
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13 Whereas: There is a slight ambiguity regarding the timing noted in [F20-1 “Adding](#)  
14 [Classes after Advance Registration”](#); be it  
15 for the semester and

18 \_\_\_\_\_  
19 will continue to automatically enroll courses to their enrollment caps from  
20 the waitlist.”  
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22 Approved: April 11, 2022

23 Vote: 12-0

Present:

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## Academic Certificate Programs: Review and Approval Process

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11 Amends: University Policy S16 -17

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13 Rationale:

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University Policy S16-17 defines the review and approval process for academic certificate programs. This amendment updates reporting and oversight roles to match current university structures and adds language intended to better defining basic and advanced certificates, provides safeguards for students stacking certificates to complete a master's degree, clarifies double counting of courses for more than one certificate, defines expiration of courses for certificates, and corrects an error in the description of grade averaging.





- 90 2) State-support certificate programs must be credit bearing and must go through the  
91 curricular review process overseen by UEGUP.  
92 3) Academic certificate programs should establish at least one advisor or director to  
93 oversee certificate programs within the unit.  
94 4) Certificate programs that are classifiable as “Academic” that do not meet the criteria  
95 for this policy must be discontinued or go through a review process prior to Fall 2018.  
96

97 Specific to Academic Basic Certificate Programs  
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99 Requirements

- 100 1) Basic certificate programs must include a minimum of 9 units and maximum of 18  
101 units of coursework. Programs may require that all prerequisite coursework has  
102 been completed prior to enrolling in the basic certificate program. At least 6 units  
103 must be completed at SJSU.  
104 2) Basic certificate programs may include lower-division and upper-division courses  
105 numbered 1 through 199 (excluding individual studies, directed reading, supervision,  
106 and credit/no-credit courses).  
107 3) A clearly stated assessment plan with learning outcomes must be included in  
108 the certificate proposal.  
109 4) Basic certificates are available to matriculated students (regular or special  
110 session status).  
111 5) Generally, a maximum of 33% of basic certificate units (e.g., 3 units for a 9-unit  
112 certificate) can be completed through Open University at SJSU with approval from the  
113 department or school. In rare cases, a basic certificate may be completed entirely  
114 through Open University if the student has completed a Bachelor’s degree and  
115 received approval from the department or school.  
116 6) Unless otherwise stated in the catalog, courses taken as part of an SJSU Academic  
117 Certificate program can be applied to an approved major, minor, or emphasis program  
118 ~~where one is required for the student’s degree subject to SJSU policies~~. Unless  
119 otherwise stated in the catalog, courses taken for a major or minor may be applied to a  
120 basic certificate program upon approval from the basic certificate program  
121 advisor/director.  
122 7) Students must have a minimum GPA of 2.0 in basic certificate coursework in order  
123 to be awarded a certificate. However, departments or comparable units may elect to  
124 set more stringent standards to ensure the quality of certificate holders with respect to  
125 the program.  
126 8) The advisor/director of the program is responsible for verifying a student’s  
127 satisfactory completion of the academic requirements established for the program and  
128 for forwarding a copy of the certificate completion form to the Office of the Registrar.

135 1) Advanced certificate programs must include a minimum of 9 units and maximum of  
136 18 units of coursework

137 2) Advanced certificate programs must ~~consist~~~~be comprised~~ of courses  
138 numbered 100 through 296 (excluding individual studies, directed reading,  
139 supervision, and credit/no-credit courses), and must contain at least 3 units of  
140 coursework numbered 200 or higher.

141 3) A clearly stated assessment plan with learning outcomes must be included in  
142 the proposal.

143 4) With the approval of the department or school, units may be applied to both an  
144 advanced certificate program and a graduate degree program offered by the  
145 department. A maximum of 3 units of coursework may be applied to two different  
146 advanced certificates as long as there are at least 9 unique units in each  
147 certificate.

148 5) All advanced certificate programs must be constructed solely with courses taken  
149 through San José State University.

150 a) Students must maintain a minimum GPA of 3.0 in all advanced certificate  
151 coursework, with no less than the grade of "C" in any course. A maximum of 4  
152 units of coursework with a grade of "C" can ~~be applied~~~~count~~ toward an advanced  
153 certificate.

154 b) A maximum of 4 units of coursework may be repeated. If a course is  
155 repeated, grade points and units from all attempts shall be included in the  
156 calculation of the student's SJSU cumulative GPA and overall GPA, as  
described in F08-2. The grade used for the GPA for the advanced certifica10 (f)2 (o (ade((c)4 (a





- 269 submitted to the appropriate department chair(s) or school director(s) for review.  
270 b) Upon approval, the department or school reviews are then submitted with a  
271 copy of the proposal to the appropriate curriculum committee(s) and college  
272 dean(s) for review and approval.  
273 c) Upon approval of the college deans, a copy of the proposal (along with  
274 reviews from departmental/school and deans) is submitted to the Chair of the  
275 appropriate operating committee.  
276 i. If the program contains any 200 level courses, the materials are referred  
277 to the Chair of the GS&R Committee for review.  
278 ii. If the program does not contain any 200 level courses, the materials  
279 are referred to the Chair of the UGS Committee for review.  
280 iii. During duty days, within one week, the committee Chair will  
281 determine if the Committee needs to review the proposal. If no full  
282 committee review is required, the proposal and accompanying  
283 reviews are submitted to the Provost via the appropriate office  
284 (GS&R for programs with 200 level courses or UGS for proposals  
285 with 100 level programs) with a statement from the Chair specifying  
286 that a review from their committee was not necessary.  
287 d) If review by the appropriate operating committee is necessary, the Chair of the  
288 operating committee will send recommendations from the committees, along with  
289 the proposal and accompanying reviews, to the Provost via the UEGUP office  
290 (GS&R for programs with 200 level courses or UGS for proposals with 100 level  
291 programs).  
292 e) The Provost makes the final decision on whether or not to approve  
293 the certificate program.  
294 5) Review process for existing certificate programs  
295 a) Substitution, deletion, or addition of courses to the program will need to go  
296 through the minor program change process in the UEGUP office.  
297 b) Certificates involving multiple programs will be assigned to a home department  
298 under which to be reviewed.  
299