

AGENDA
CSUSM Academic Senate Meeting
Wednesday, April 6, 2016, 1:00 - 2:50 p.m.
Reading Room – KEL 5400

- I. **Approval of Agenda**
- II. **Approval of Minutes – 3/2/16 Senate Meeting**
- III. **[President's](#) Report, Karen Haynes**
- IV. **[ASI](#) Report, [Jamaela Johnson](#)**
- V. **[CFA](#) Report, [Darel Engen](#)**
- VI. **Consent Calendar*** (attached) **Page 4**
 - Executive Committee Recommendation
 - UCC Course & Program Change Proposals
- VII. **Action Items** (*Items scheduled for a vote, including second reading items.*)
 - A. **FAC: Harry E. Brakebill Distinguished Professor Award Procedure Document** (attachment) **Page 6**
 - B. **APC: Academic Calendar for 2018-19 through 2020-21** (3 attachments)
 - Academic Calendar Assumptions for 2018-2021 **Page 10**
 - Calendar for 2018-19 through 2020-21 **Page 14**
 - View #2 – Calendar in Different View **Page 17**
- VIII. **Discussion Items** (*Items scheduled for discussion, including first reading items.*)
 - A. **BLP: University Academic Master Planning Process** (attachment) **Page 22**
 - B. **BLP: Moving Self-Supported Academic Programs to State-Supported Funding Policy and Procedure*** **Page 30**
 - C. **TPAC: Proposed Senate Resolution in Support of AB-798 – College Textbook Affordability Act of 2015** (attachment) **Page 37**
 - D. **GEC: Credit/No Credit Grade Option Policy** (attachment) **Page 38**
 - E. **Senate Chair: DRAFT EC/Senate Meeting Schedule for AY 16/17** (attachment) **Page 41**
 - F. **APC: Proposed Revision of Graduate Probation, Disqualification and Reinstatement Policy** (attachment) **Page 42**
 - G. **FAC: Grant Proposal Seed Money Policy** (attachment) **Page 46**
 - H. **APC: Writing Requirement Documents** (4 attachments)
 - Combined Rationales for GWAR and AUWR **Page 49**
 - Graduation Writing Assessment Requirement (GWAR): Graduate Level Policy (attachment) **Page 51**
 - All-University Writing Requirement Policy (AUWR) (attachment) **Page 55**
 - Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level Policy **Page 56**
 - I. **SAC: Student Course Grade Appeal Policy** (2 attachments)
 - Policy Document **Page 57**
 - Flow Chart to Assist Students **Page 78**
 - J. **FAC: Retention, Tenure and Promotion (RTP) Standards – Liberal Studies** (attachment) **Page 83**
 - K. **APC: Excess Units Policy*** (attachment) **Page 93**
 - L. **APC: Final Exam Conflict Policy*** (attachment) **Page 97**
- IX. **Chair's Report, [Deborah Kristan](#)** (written report attached) **Page 100**
(*Referrals to Committees- attached – Page 2*)

- X. **Presentations**
 - A. **Classroom Technology Upgrade Plans**, [Kevin Morningstar](#) (5 min) **TIME CERTAIN: 2:00 PM**
- XI. **Vice Chair's Report**, [Michael McDuffie](#)
- XII. **Secretary's Report**, [Laurie Stowell](#) (attached) **Page 3**
- XIII. **Provost's Report**, [Graham Oberem](#)
- XIV. **ASCSU Report**, [David Barsky](#) / [Glen Brodowsky](#)
- XV. **Standing Committee Reports** (Oral and written, as attached.) **Page 101**
 - A. **NEAC: New Process for Calls to Fill Vacant Senate and Committee Seats** **Page 104**
- XVI. **Senators' Concerns and Announcements**

Next meeting: April 20, 2016, 1:00 PM to 2:50 PM, Kellogg Reading Room – KEL 5400

SENATE CHAIR'S REFERRALS TO COMMITTEES

Committee	Description
FAC	Retention, Tenure and Promotion (RTP) Standards - Physics
FAC	Retention, Tenure and Promotion (RTP) Standards - Library
FAC	Senate Resolution on Faculty Mentoring of Undergraduate Research in RTP Documents
APC	Creation of Departments Document

SECRETARY'S REPORT

- **3/10/16** – EC initiated a referendum to change Article 6.1, Article 6.9, and Article 6.13 of the Constitution and By-Laws of the University Faculty and Academic Senate (in accordance with Article 8.1). These changes, presented as an Amendment to the Constitution and By-Laws. Voting began at 8AM on 3/29/16 and polls will close at 5PM on 4/12/16.
- **3/16/16** – EC Endorsed **EC Resolution in Support of CSU Academic Senate's Resolution AS-3249-16/AA/FA/EX – Concerns about Administrative Communications Regarding Classroom Discussion of Possible Strike Action**, on behalf of the Academic Senate.
- **3/16/16** – EC approved proposed changes to the Standing Rules of the Academic Senate regarding how to handle the case of a newly appointed EC member who is also a current Senator. All EC members serve as voting Senators, as an extension of their EC role; thus, that EC member should be able to relinquish their College seat, in order for another colleague to serve. Language was clarified in lines 145-149 to read, *"If a member of EC is also a current Senator, they will give up their Senator seat to an interim replacement during the time they are on EC; EC members have a vote during Senate and vacating their Senator seat will allow for another faculty member to represent their college/school/unit."*

The following items have been forwarded to the administration for information/approval:

- Sabbatical Leave Policy (FAC 059-14) – Approved 3/15/16
- Student Internship Policy (SAC 714-15) (Awaiting Signature Approval)
- Periodic Evaluation of Athletic Coaches Procedures (FAC 326-08) – Approved 3/17/16
- Curriculum Proposers Policy (APC 700-14) – Approved 3/17/16

*Pending EC Approval

CONSENT CALENDAR*

Executive Committee Recommendations

- **Periodic Evaluation of Athletic Coaches Procedures:**
 - 3/30/16: EC approved minor amendment to Senate Approved (3/2/16) Periodic Evaluation of Athletic Coaches Procedures. FAC had shared that an omission was noticed after the **Periodic Evaluation of Athletic Coaches Procedures** document was signed. The added paragraph (in two places) should have been included in the version sent to the Academic Senate last semester. This paragraph is consistent with the CBA, and a similar statement is found in the lecturer evaluation policy. A change was suggested (see line 78 – EC Agenda 3/30/16) to read:

“A request for an external review of materials submitted by a Coach may be initiated by any party to the review. Such a request shall specify the special circumstances that necessitate an outside reviewer and the nature of the materials needing external review. The request must be approved by the President or President’s designee with the concurrence of the Coach (CBA 15).
 - A similar change is suggested for Assistant Coaches on line 160.
 - EC agreed to place this document on the Senate Consent Calendar

UCC Course/Program Change Proposals & Reconciliation

Programs/Courses Approved at UCC

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
NURS	518		Interprofessional Practice	C	Susan Andera	10/28/15	4/4/16
NURS	602		Management of Health Conditions in Underserved Populations	C	Susan Andera	10/28/15	4/4/16
NURS	604		Introduction to Integrative Healthcare for Advanced Nursing Practice	C	Susan Andera	10/28/15	4/4/16
PHYS	307		Physics for Elementary	C	Ed Price	3/14/16	3/14/16

*Pending EC Approval

			Teachers				
PSYC	P-2		B.A. in Psychology	P-2	Miriam Schustack	2/25/16	3/7/16
PSYC	P-2		Minor in Psychology	P-2	Miriam Schustack	2/25/16	3/7/16
PSYC	P-2		M.A. in General Experimental Psychology	P-2	Miriam Schustack	2/25/16	3/7/16
VSAR	200		Painting I	C	Judit Hersko	2/25/16	3/7/16

Program/Course Changes Approved on UCC Consent Calendar

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Reviewed by Dean of AP/Chair of UCC
EDST	631		Impact of Tech on Teach/Learn	D	Sinem Siyahhan	4/4/16
EDST	632		Using Emerging Tech	D	Sinem Siyahhan	4/4/16
MUSC	P-2		VPA: Minor in Music	P-2	Jacque Kilpatrick	3/14/16
PSYC	310		Theories of Developmental PSYC	D	Miriam Schustack	3/14/16
PSYC	495		Field Experience in PSYC Settings	C-2	Miriam Schustack	4/4/16

HARRY E. BRAKEBILL DISTINGUISHED PROFESSOR AWARD PROCEDURE

Rationale: FAC was asked to make consistent who is eligible for the award and the award criteria. Currently the procedure states that all Unit 3 members are eligible to be nominated. Thanks to Adrienne, who assembled all of the documentation on the history of this award, we know that the Unit 3 language was written into the original Outstanding Professor Award and has carried over into every version of the procedure. However, the description of expectations for nominees makes it clear that only teaching faculty are the appropriate recipients of this award since they are the only Unit 3 employees who engage in all three areas that are considered: "The nominees are expected to have records of superlative teaching. Quality contributions in the areas of research, creative scholarship, and service to the campus and the community are also taken into consideration, but they shall not be a substitute for the basic requirement of excellence in teaching."

In addition, the past two Faculty Awards Selection Committees had several suggestions to clarify the award criteria, the process, and the timeline. Based on extensive discussion, FAC has made significant changes in the focus of the award.

- 1. The award criteria have been clarified to reduce the emphasis on teaching and make this an award for the best record across the areas of teaching, research/scholarship/creative activity among outstanding nominees. The current policy requires that research/scholarship/creative activity and service be evaluated in terms of how they contribute to teaching effectiveness. Since there is now a President's award for teaching, we would like the Brakebill to become an award that honors someone who excels across areas.*
- 2. We have changed the file submission from a binder to electronic. We have also clarified the number of letters of support that can be submitted and provided some specific guidelines to help make these letters stronger.*
- 3. We changed the due date for FASC's recommendation from the second to the third week of October. This is so that the committee does not have to evaluate Wang and Brakebill files at the same time.*

First reading comments	FAC response
Librarian faculty requested that the scope and eligibility for the award be enlarged to include them (at least one Librarian faculty member has been nominated in the past).	Scope and eligibility have been changed (lines 38, 78) include Librarian faculty.

Definition: The process to be used to recognize one of our faculty members each year as the Harry E. Brakebill Distinguished Professor.

Authority: President of the University.

Scope: ~~CSUSM Teaching Faculty.~~ CSUSM Instructional Faculty and Librarians

Karen S. Haynes, President

Approval Date

Graham Oberem, Provost & Vice President for Academic Affairs

Approval Date

Revision 3: / /2015

Revision 2: 04/15/2014

Revision 1: 07/25/2013

Implemented: 11/06/2002

I. FACULTY AWARDS SELECTION COMMITTEE

The Faculty Awards Selection Committee shall recommend a Brakebill recipient to the president. The Academic Senate shall conduct elections for this committee during its Spring election. The committee shall consist of one faculty representative from each College/Library, one part-time faculty representative, one at-large member from former recipients of the Brakebill Award, one student (recommended by ASI), and an administrator recommended by the provost. Members of the committee may not nominate candidates for the award.

II. BRAKEBILL DISTINGUISHED PROFESSOR AWARD

Although we recognize that there are many outstanding faculty members at California State University San Marcos (CSUSM), each year we would like to honor one of our faculty to highlight exceptional accomplishments. This Award is given to faculty on the basis of outstanding contributions to their students, to their academic disciplines, and to their campus communities through their teaching; research, scholarship, or creative activity; and service. The nominees are expected to have records of superlative teaching. Quality contributions in the areas of research, creative activity, and service to the campus are also taken into consideration, but they shall not be a substitute for the basic requirement of excellence in teaching. The evaluation of a nominee's file shall focus on the transmission of the university values to students through evidence of excellent teaching practices and the impact of his/her teaching in positioning the University as a learner-centered institution.

A. Who can be nominated?

All ~~Unit 3 member teaching faculty~~ CSUSM instructional faculty and librarians (lecturer and tenure-track) ~~who have been employed at CSUSM for at least [] years.~~ are eligible to be nominated for the Brakebill Award by colleagues, students, former students, alumni, and/or staff. Nominees shall acknowledge their willingness to participate by sending an acceptance letter to the Academic Senate Office. Members of the Selection Committee may not accept nominations for the award.

Comment [MT1]: Without a sustained period of employment at CSUSM, faculty are not competitive for the award.

B. How are faculty nominated?

The individual nominating a ~~faculty member~~ professor must formally submit a letter that substantiates the nomination to the Senate Office. This letter shall indicate how the nominator knows the nominee, a statement of his/her qualifications as an outstanding professor, and, if a student, courses he/she has taken from the nominee. The same individual(s) shall assist the nominee in obtaining the necessary letters of support. It is recognized that most faculty have excellent records at ~~Cal State San Marcos~~ CSUSM. However, the record of outstanding performance is often not well documented by the faculty members themselves. It is awkward for a faculty member to solicit such documentation on his/her own behalf. It is important that others in the campus community assist nominees in the development of a dossier that accurately represents the

individual's performance and impact in teaching as well as the other areas of consideration. Individuals who are invited to submit letters of support should be aware that the dossier is open to the nominee who prepares it.

C. What are the criteria on which nominees will be judged?

The evaluation of a nominee's file ~~shall will~~ focus on ~~the~~ evidence of: excellent teaching practices, ~~and the impact of his/her teaching in positioning the University as a learner-centered institution; achievements in research, scholarship, or creative activity, and high quality service to the university and community. Anticipating that several excellent faculty will be nominated, in its evaluation of files the committee will seek the nominee with the best record across these three areas.~~ The committee shall make its recommendation based solely on the materials submitted. ~~The file shall contain written statements from students (current and former), from faculty, and/or from members of the community which evidence excellence in teaching. A nominee's contributions to his/her academic discipline and the campus community shall be evaluated to ascertain their quality and the contribution of these activities to the nominee's teaching.~~

~~The file shall be collected in a small binder and organized according to the following:~~

- ~~1. Nomination letter~~
- ~~2. Complete curriculum vitae~~
- ~~3. Written statements of support (each should identify the writer and describe the type of evidence used as a basis for judgment):~~
 - ~~a. Up to 5 statements from colleagues, administrators, and/or community members~~
 - ~~b. Up to 10 statements from present and former students~~
- ~~4. Five pages (single spaced, single-sided) of narrative of teaching philosophy, research activity and achievements as member of the campus and broader communities.~~
- ~~5. Evidence of achievements as a teacher: One to four course packets that include syllabus, lesson plans, student evaluations with comment sheets, 1-2 other items of the nominee's choice.~~
- ~~6. Evidence of achievements as a member of the profession (e.g., publications, funded grant proposals, research awards): One to three items.~~
- ~~7. Evidence of achievements as a member of the campus and the broader communities (e.g., service awards, products of services provided): One to three items.~~

The file will include the following:

1. Complete curriculum vitae
2. No more than 16 written statements of support, (Each statement should identify the author, specifically address the Faculty Awards Selection Committee – Brakebill Distinguished Professor Award, and describe the types of evidence used as a basis for judgment.) These statements of support will consist of:
 - a. The nomination letter(s)
 - b. Statements from colleagues, administrators, and/or community members
 - c. Statements from present and former students
3. Five pages (single-spaced, single-sided) of narrative on teaching philosophy, research activity and achievements as member of the campus and broader community.
4. Up to 10 items comprised of the following:

- a. Evidence of achievements as a teacher: (One to four course packets that include syllabus, lesson plans, student evaluations with comment sheets; other items of the nominee's choice).
- b. Evidence of achievements in research, scholarship, or creative activity (e.g., publications, funded grant proposals, research awards)
- c. Evidence of achievements as a member of the campus and the broader communities (e.g., service awards, products of services provided)

File documents must be submitted electronically to the office of the Academic Senate. Materials that cannot be filed electronically (e.g., books) can be housed at the office of the Academic Senate.

The office of the Academic Senate notifies all faculty nominated for the award and provides detailed instructions. The Senate office will keep the identity of the nominees, and all deliberations, confidential.

- D. How is the Brakebill award recipient honored?
The University shall provide funds to allow a substantial award and meaningful recognition in honor of the Brakebill award recipient.

PROCEDURE

The following defines the process used at Cal-California State University San Marcos to recognize one of our faculty each year as the Harry E. Brakebill Distinguished Professor.

Timetable

Spring: Call for candidates for the Faculty Awards Selection Committee. Committee selection shall be part of the Academic Senate election process.

First week April: Distribution of information on the Brakebill Awards, the timeline, and the nomination process by the Academic Senate office.

Third Week May: Last day to nominate for the Brakebill Award. Nominations due in Academic Senate Office no later than the last day of the semester.

Third week May: Selection Committee shall have met and elected its chair. Name of the chair shall be forwarded to the Academic Senate Office no later than the last day of the semester.

First week June: Acceptance letters due in Academic Senate Office from Brakebill nominees.

Summer: Preparation of Brakebill dossiers.

Third week September: Dossiers due in Academic Senate office. Selection Committee starts its review process.

~~Second-Third~~ week October: Recommendation for the Brakebill recipient due to the president.

Second week November: President informs campus community of Brakebill recipient.

**APC Academic Calendar Assumptions
December 9, 2015**

APC presents the AY 2018-2021 calendars with the following assumptions and restrictions.

- **The Fall semester** begins on a Monday and contains fifteen weeks of instruction, but we lose four weekdays: Labor Day, Veterans Day, Thanksgiving Day, and the Friday after Thanksgiving Day. The exact dates are determined by working back from the last Wednesday or Thursday before December 24, and declaring that day to be the last day in the grading period. For most years, this last grading day will be a Thursday which gives a four-day grading period (Monday through Friday) with final exams ending the preceding Saturday; occasionally there will only be a three-day grading period (Monday through Wednesday). There are thus always **71 instructional days in the Fall**. Since the day of the week for Veterans Day changes from year to year, there is **no fixed pattern of MTWRF(Sa) frequencies**. For already approved 2014-15, 2015-16, 2016-17 and 2017-18 calendars, these were 14-14-15-14-14-(14), 14-15-14-14-14-(14), 14-15-15-14-13-(14) and 14-15-15-14-13-(13), respectively. **For the proposed 2018-19, 2019-20 and 2020-21 calendars, these will be 13-15-15-14-14-(14), 13-15-14-14-14-(14) and 14-15-14-14-14-(14)**, respectively. Saturday classes do not meet over Thanksgiving weekend or on November 11 if it is a Saturday.
- **The Spring semester** begins on either the Monday or Tuesday after Martin Luther King, Jr. Day. The exact dates are determined by setting the faculty preparation period to begin on the earliest Wednesday or Thursday that can be placed in the state February period (which can begin in January but be no longer than 45 calendar days). For most years, the first day will be a Wednesday which gives a three-day faculty preparation period (Wednesday through Friday); occasionally there will only be a two-day faculty preparation period. It effectively contains fifteen weeks of instruction, one complete week for Spring Break week, and one more holiday. The holiday is Martin Luther King, Jr. Day in years where instruction begins the Tuesday immediately following Martin Luther King, Jr. Day (in which case Spring Break is moved to the same week as Cesar Chavez Day), and it is Cesar Chavez Day in years where instruction begins Monday following Martin Luther King, Jr. Day (in which case Spring Break is moved up to the midpoint of the semester, the ninth week after the start of instruction). There are always a total of **74 instructional days** in the Spring. Since the “additional holiday” (besides Spring Break) is either Martin Luther King, Jr. Day (always a Monday) or Cesar Chavez Day which falls on different days of the week each year, there is **no fixed pattern of MTWRF(Sa) frequencies**. For already approved 2014-15, 2015-16, 2016-17 and 2017-18, these were 14-15-15-

- 15-15-(14), 15-15-15-14-15-(14), 15-15-15-15-14-(14) and 15-15-15-15-14-(14), respectively. The **MTWRF(Sa) frequency pattern for the proposed 2018-19, 2019-20 and 2020-21 calendars will be 14-15-15-15-15-(14), 14-15-15-15-15-(14) and 15-15-14-15-15-(14)**. Saturday classes meet on the weekend at the beginning of Spring Break, but not on the weekend at the end of Spring Break.
- **Together** the Fall and Spring semesters always contain **145 instructional days**, the minimum required number. There are usually fourteen Saturdays in the Fall and always 14 Saturdays in the Spring, but these are not officially counted as “instructional days,” since Saturday is not a typical class day.
 - **Summer session** runs for **10 weeks**. The first day of instruction is a Monday at least one full week after grades are due for the Spring semester, and the last day of instruction is a Saturday at least one full week before the fall faculty preparation period. The MTWRF(Sa) frequency pattern varies from year to year depending on the location of Independence Day. Also, when the 4th of July is a Friday, there are no Saturday classes on July 5; this occurred in Summer 2014. For already approved 2014-15, 2015-16, 2016-17 and 2017-18, these were 10-10-10-10-9-(9), 10-10-10-10-9-(9), 9-10-10-10-10-(10) and 10-9-10-10-10-(10), respectively. **For the proposed Summers of 2018, 2019 and 2020 these will be 10-10-9-10-10-(10), 10-10-10-9-10-(10) and 10-10-10-10-9-(9)**, respectively. Note that in 2020, the 4th of July falls on a Saturday, so there will be classes on neither July 3 (Independence Day observed) nor July 4.
 - **All grading for the Fall semester is completed before Winter Break**. There are either four days in this grading period (Monday through Thursday) unless December 25 falls on a Friday or Saturday, in which case the grading period is shortened to three days (Monday through Wednesday); this occurs in Fall 2020.
 - **Final exams and grading**. There is an entire week set aside for final exams in the Fall semester; it runs Monday through Saturday. Final exams run from Saturday through Thursday in the Spring; there are no final exams on Friday (Commencement). The Saturdays of finals week count as academic work days (academic work days are instructional days, faculty preparation days, final exam days and grading days).
 - There is a four-day (Tuesday through Friday) **faculty preparation period** the week before class start in the Fall; Convocation is held during this period. There is usually a three-day (Wednesday through Friday) faculty preparation period for the Spring semester; occasionally there are only two days (Thursday and Friday) in this preparation period – this shortening of the faculty preparation period occurs in Spring 2020.
 - There is a four-day (Monday through Thursday, after Commencement weekend) **grading period** at the end of the Spring semester.

- There is **no instruction in the week before the Fall faculty preparation period**, and Summer session grades are due the Thursday of that week. This allows working days for grading, as Summer session classes end the preceding week. In most years, the rules for determining the positions of the Spring and Fall semesters leave twelve full weeks after the week in which Spring grades are due and the week with the fall Faculty Preparation period, and Summer Session is assigned to the middle ten weeks. In Summer 2020, there are 13 available weeks. Based on past practice (Summer 2015), APC has put the additional “free” week between the Summer Session and the Fall semester.
- There is **one full week of "processing time"** between the end of the Spring semester and the start of Summer session. At least this much time is necessary for Advising and EMS Operations/Registrar to act on Spring grades for disqualification, etc.
- **Determination of the halfway point of each term:** The first half-semester in the Fall and Spring semesters is the Friday of the eighth week; the second half-semester begins the next day (Saturday). The first five-week session in Summer concludes on a Saturday (or Thursday, if Independence Day falls on a Friday or Saturday) and the second five-week session begins on the following Monday.

Additional Comments:

- **Impact on Lecturer Benefits:** By delaying the start of the Spring semester, these calendars meet the Chancellor’s Office requirement for CSU San Marcos that the January pay-period be the fifth pay period of the Fall semester rather than the first pay-period of the Spring semester. This makes many lecturers eligible for an additional month of benefits (in January).
- **Alignment of Spring Break with Easter:** The Academic Senate asked the old APP to investigate this back in 1997-98, and APP concluded that there was too much variability in terms of when Easter Sunday falls. In the four years in question with this new set of calendars, Easter Sunday is observed:
 - April 21, 2019: This is the Sunday at the end of the second week following the proposed Spring Break (which occurs after 10 weeks of instruction).
 - April 12, 2020: This is the Sunday at the end of the week following the proposed Spring Break (which occurs after 10 weeks of instruction).
 - April 4, 2021: This is the Sunday at the end of the week following the proposed Spring Break (which occurs after 8 weeks of instruction).
- **Observance of Cesar Chavez Day.** The new calendars move Spring Break away from Cesar Chavez Day whenever this is possible.
 - If classes do not begin until the week after Martin Luther King, Jr. Day, then it is possible to remove a full week of classes (for Spring Break) and Cesar Chavez day from the Spring instructional days and still met the minimum requirement for total instructional days in the academic year.
 - If classes meet the week of Martin Luther King, Jr. Day and Spring Break were moved to any other week besides the week with Cesar Chavez Day,

then the calendar would be one instructional day short, and these calendars are already at the minimum. In those years, taking Spring Break in the week with Cesar Chavez Day effectively removes only four days of instruction from the week – because all CSU campuses are required to be closed in observance of Cesar Chavez Day; any other week would remove five days.

Note that the location of Spring Break will occasionally jump back and forth between the week after the eighth week of classes and the week after the tenth week of classes. In the four proposed calendars, there is the following pattern:

- Spring 2019: Spring Break contains Cesar Chavez Day and occurs after 10 weeks of instruction.
- Spring 2020: Spring Break contains Cesar Chavez Day and occurs after 10 weeks of instruction.
- Spring 2021: Cesar Chavez Day falls in the week after Spring Break, which occurs after 8 weeks of instruction.

AB 970. Assembly Bill 970 prohibits the CSU Board of Trustees from increasing mandatory systemwide fees within the 90 days prior to the start of the Fall semester (or quarter) at any CSU campus. One CSU campus was required to delay the start of its Fall 2013 semester in order to allow a 90-day interval between the May Board of Trustees meeting and its originally scheduled start. While the dates have not yet been set for Board of Trustees meetings in 2017 and beyond, it is very unlikely that the proposed calendars would need to be further adjusted as part of the CSU system complying with AB 970.

2018-2019 ACADEMIC CALENDAR

SUMMER 2018 Term

June 4 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Wed)	Independence Day holiday — campus closed
July 7 (Sat)	Last day of classes for classes in first half-Summer block
July 9 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Wed)	Initial Period for filing applications for Spring 2019 begins
August 11 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 16 (Thur)	Grades due from instructors; last day of Summer term

FALL 2018 Semester

August 21-24 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 27 (Mon)	First day of classes
September 3 (Mon)	Labor Day holiday — campus closed
October 1 (Mon)	Initial period for filing applications for Fall 2019 begins
October 19 (Fri)	Last day of class for first session of Fall half-semester classes*
October 20 (Sat)	First day of class for second session of Fall half-semester classes*
November 12 (Mon)	Veterans Day (observed) – campus closed
November 22-23 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 24)
December 8 (Sat)	Last day of classes
December 10-15 (Mon-Sat)	Final examinations
December 20 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

SPRING 2019 Semester

January 16-18 (Wed-Fri)	Faculty pre-instruction activities
January 21 (Mon)	Martin Luther King, Jr. Day — campus closed
January 22 (Tue)	First day of classes
March 15 (Fri)	Last day of class for first session of Spring half-semester classes*
March 16 (Sat)	First day of class for second session of Spring half-semester classes*
April 1-6 (Mon-Sat)	Spring break
April 1 (Mon)	Cesar Chavez Day (observed) — campus closed
May 10 (Fri)	Last day of classes
May 11-16 (Sat-Thur)	Final examinations
May 17-18 (Fri-Sat)	Commencement
May 23 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

2019-2020 ACADEMIC CALENDAR

SUMMER 2019 Term

June 3 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Thur)	Independence Day holiday — campus closed
July 6 (Sat)	Last day of classes for classes in first half-Summer block
July 8 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Thur)	Initial Period for filing applications for Spring 2020 begins
August 10 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 15 (Thur)	Grades due from instructors; last day of Summer term

FALL 2019 Semester

August 20-23 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 26 (Mon)	First day of classes
September 2 (Mon)	Labor Day holiday — campus closed
October 1 (Tue)	Initial period for filing applications for Fall 2020 begins
October 18 (Fri)	Last day of class for first session of Fall half-semester classes*
October 19 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Mon)	Veterans Day – campus closed
November 28-29 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 30)
December 7 (Sat)	Last day of classes
December 9-14 (Mon-Sat)	Final examinations
December 19 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

SPRING 2020 Semester

January 16-17 (Thur-Fri)	Faculty pre-instruction activities
January 20 (Mon)	Martin Luther King, Jr. Day — campus closed
January 21 (Tue)	First day of classes
March 13 (Fri)	Last day of class for first session of Spring half-semester classes*
March 14 (Sat)	First day of class for second session of Spring half-semester classes*
March 30-April 4 (Mon-Sat)	Spring break
March 31 (Tue)	Cesar Chavez Day — campus closed
May 8 (Fri)	Last day of classes
May 9-14 (Sat-Thur)	Final examinations
May 15-16 (Fri-Sat)	Commencement
May 21 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

2020-2021 ACADEMIC CALENDAR

SUMMER 2020 Term

June 1 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 2 (Thur)	Last day of classes for classes in first half-Summer block
July 3 (Fri)	Independence Day holiday (observed) — campus closed (No classes scheduled for Saturday, July 4)
July 6 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Sat)	Initial Period for filing applications for Spring 2021 begins
August 8 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 13 (Thur)	Grades due from instructors; last day of Summer term

FALL 2020 Semester

August 25-28 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 31 (Mon)	First day of classes
September 7 (Mon)	Labor Day holiday — campus closed
October 1 (Thur)	Initial period for filing applications for Fall 2021 begins
October 23 (Fri)	Last day of class for first session of Fall half-semester classes*
October 24 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Wed)	Veterans Day – campus closed
November 26-27 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 28)
December 12 (Sat)	Last day of classes
December 14-19 (Mon-Sat)	Final examinations
December 23 (Wed)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

SPRING 2021 Semester

January 20-22 (Wed-Fri)	Faculty pre-instruction activities
January 25 (Mon)	First day of classes
March 19 (Fri)	Last day of class for first session of Spring half-semester classes*
March 20 (Sat)	First day of class for second session of Spring half-semester classes*
March 22-27 (Mon-Sat)	Spring break
March 31 (Wed)	Cesar Chavez Day — campus closed
May 14 (Fri)	Last day of classes
May 15-20 (Sat-Thur)	Final examinations
May 21-22 (Fri-Sat)	Commencement
May 27 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

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January 2022

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September 2022

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BLP: University Academic Master Planning Process Policy (BLP 228-01)

Rationale: The UAMP was revised to reflect the current process of submission, revision and review, and changes were made to increase efficiency and workflow. First, A-Forms will be accepted and reviewed on a rolling basis, rather than once a year. This will allow for an improved workflow and adequate review periods by the stakeholders and BLP. Although the review will happen throughout the year, A-Forms will still only be submitted to the Chancellor's Office in January for their approval. Once the A-Form is reviewed and approved by BLP, the A-Forms will be placed on the Academic Senate's Consent Calendar. This codifies BLP's role as an elected body with the responsibility to review resource implications of a future program, while allowing for Senate approval through the Consent Calendar. Lastly, the policy was also updated to reflect the current names of positions and offices.

University Academic Master Planning Process

Overview: This document describes the process by which the University Academic Master Plan (UAMP) is developed and revised.

The process only addresses those programs that become part of the UAMP and require approval by the Chancellor's Office. New Program A begins with development and review of abstracts (A-Forms) are for new programs developed by faculty. They are reviewed and submitted to Academic Programs by the college-level. After a review by stakeholders, A-A-Forms abstracts are next sent submitted to the Budget and Long-Range Planning Committee (BLP) through Academic Programs. BLP reviews the A-Forms, and submits a recommendation on the A-Fforms programs recommended for UAMP addition to the Academic Senate Consent Calendar. This can happen at any time during the academic year. BLP drafts the University Academic Master Plan and submits it to the Academic Senate for recommendation to the President. This planning process only includes both those programs that become part of the formal UAMP and hence require approval by the Chancellor's Office and other programs, which require approval only at the university level (e.g., credentials, minors, options, certificates, etc.). Provisions are made for programs that lie outside of the existing colleges.

Definitions:

Degree Program. A program that leads to a bachelor's, or a master's, or joint-doctoral degree.

Independent Degree Program. An independent degree program that does not reside within an existing college.

Degree Program. A degree program or a certificate, minor, or credential program or an option/emphasis/concentration/track in a degree program.

Independent Program. A degree program that lies outside of the existing colleges. Note that a program that jointly offered by two or more colleges is a "joint program," and not an "independent program."

Program Abstract (A-Form). A plan to offer a new program. In addition to the program outline (a brief description of the degree program being offered), the A-fForm a complete program abstract must address the BLP evaluation criteria. Note: This is the precursor to a program proposal, which is the document submitted to gain permission to offer the program. Program abstracts are submitted on Form A the A-Form and are reviewed and at the Senate level by

BLP; program proposals are submitted on the P Form Form P and are reviewed at the Senate level by APP UCC and BLP.

Degree Program Abstract. A plan to offer a new degree program. In addition to the program outline (a brief description of the degree program being offered), a complete degree program abstract must address the BLP evaluation criteria.

Independent Program Abstract. A plan for an independent program.

College Academic Master Plan (CAMP). A plan indicating what programs (degree programs as well as other programs) a college intends to offer propose in each of the next five years, and projections of the number of students declared in these programs, the number of faculty (tenured/tenure track and adjunct) in the departments/programs/centers, and the FTES produced in each department/center/program.

Campus University Academic Master Plan (Campus UAMP). A formal document submitted to the Chancellor's Office each year for presentation to the Board of Trustees. It lists existing degree programs offered, proposed degree programs, and the schedule for review of existing programs.

Official University Academic Master Plan (Official UAMP). The official University's Degree plan that is AMP as approved by the Board of Trustees.

BLP Evaluation Criteria. To be considered by BLP for evaluation of an A-Fform, inclusion on the UAMP, degree program abstracts must address the following criteria

1. *Mission.* The alignment of the program with University, College, and/or Library Mission and Vision; the degree to which the program supports and facilitates accomplishment of University strategic goals; benefits to the state, community or university/college that make the program desirable.
2. *Demand.* Evidence of adequate student demand for the proposed program, including (i) a list of other CSU campuses currently offering (or intending to offer) ~~projecting~~ the proposed degree major program, (ii) a list of neighboring institutions, public or private, currently offering the proposed degree major program and program enrollments at these neighboring institutions, (iii) information indicating substantial regional demand for individuals who have earned this degree, and (iv) information indicating adequate student interest in the proposed program. Graduate degree program proposals must also include the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program.
3. *Resource Needs.* Including, but not limited to, U unusual space and/or support requirements. A statement of accreditation criteria if there are recognized accrediting bodies in the program area.
- 3.4. Relation to existing programs.

Stakeholders, Their Roles and Timelines Abstract (A-Form) Proposal Process:

1. A-Fforms are proposals for a new degree program and are developed by faculty.
2. Program proposals (A-Forms) are sent to the appropriate college planning review committee for approval, and addition to the College Academic Master Plan (CAMP). Programs intended to be offered jointly between two or more colleges should go through the planning process in each affected college. All A-Forms must address BLPs' evaluation criteria. Each college will create its own process for eliciting program abstracts from planners.

Independent program A-Forms are sent directly to Academic Programs. Academic Programs has authority to accept proposals that are outside of the existing colleges (other proposals are returned to be routed through the college planning review process).

Abstracts for programs determined to properly lie in one or more of the colleges will be returned to their planners to be routed through the college planning process(es).

- Program Planners. (Faculty who draft program abstracts.) In light of the current UAMP and feedback received from all other planning stakeholders, faculty draft new program abstracts and update existing abstracts for new programs (for example, by addressing the BLP evaluation criteria). These proposals are submitted to college planning review committees according to college timelines set so as to allow the review committees to complete their review in the Spring semester. Depending on the academic unit, the planners may be required to address the evaluation criteria (i.e., complete Form A) when the abstract is initially submitted. Programs intended to be offered jointly between two or more colleges should go through the planning process in each affected college. Independent program abstracts may be sent directly to Academic Programs on Form A, to be forwarded to BLP if it is determined in Academic Programs that the planned program lies outside of the existing colleges—but abstracts for programs determined to properly lie in one or more of the colleges will be returned to their planners to be routed through the college planning process(es). The planners of a program being sent directly to Academic Programs are responsible for addressing the BLP evaluation criteria. *Each college will create its own process for eliciting program abstracts from planners. The call for submission of these abstracts should be timed to allow the College Planning Committee to complete its review by the end of the Spring semester. Independent program proposals are due in the Academic Programs at the end of the Spring semester, but consultation with Academic Programs in advance of this deadline is recommended.*

3. A-Forms approved by college review committees are sent to the Dean for review.

- College Planning Review Committees. (Parts of the college governance structures that review program abstracts—possibly the existing curriculum committees.) The college planning committee evaluates the abstracts it receives according to criteria established by the college. If the college planning committee finds that the program fits into the plan and vision of the college, it assigns a tentative date for implementation of the new program on the College Academic Master Plan (CAMP). The planning committee also projects enrollments (FTES and declared majors) and numbers of faculty (full time and part time) in all college programs for the next five-year period. The planning committee also gives feedback to any planners whose programs are not placed on the CAMP. Important note: Although college criteria may differ from the BLP evaluation criteria, failure to address the BLP evaluation criteria will delay BLP review and may postpone inclusion of the degree program proposal on the UAMP. *Review of program proposals by the college planning committee should be completed by the end of the Spring semester with the CAMP and supporting documentation being forwarded to the college dean.*

- [Note: The UAMP is due at the Chancellor's Office the first week in January, but the campus submission is drafted during the preceding Summer.]

College Deans. Each dean reviews the CAMP produced in his/her college. The dean may adjust the CAMP in light of the expected level of resources available to the college. The dean comments on the ability of the college to support new programs. Note By the time the CAMP is ready to leave the college, the BLP evaluation criteria need to have been addressed in abstracts for every program scheduled for implementation within three years and for every degree program offered for inclusion in the UAMP. *The dean reviews the CAMP in June, and forwards the CAMP and supporting documentation to Academic Programs by July 1.*

4. A-Forms are forwarded to Academic Programs (AP). AP solicits feedback from:

~~Academic Programs serves as the entry point for independent program abstracts. Since abstracts that the Dean of Academic Programs determines should have undergone college review will be directed back to the appropriate college(s), planners should contact Academic Programs to make certain of the status of their programs before the colleges close their calls for abstracts. Academic Programs solicits feedback from other key planning stakeholders. These key planning stakeholders provide only comments and recommendations for use during BLP's review. Stakeholders include, but are not limited to:~~

- ~~a. Academic Round Table, Affairs Leadership Council~~
- ~~b. Analytic Studies Institutional Planning and Analysis~~
- ~~c. Cabinet, President's Executive Council~~
- ~~d. Enrollment Services~~
- ~~e. Facilities~~
- ~~f. Instructional and Information Technology Services~~
- ~~g. University Library~~
- ~~h. Planning, Design and Construction~~

5. Academic Programs forwards all A-Forms and comments to -BLP on a rolling basis. In order to ensure that proposals receive timely review by BLP, proposals should be submitted to Academic Programs by October 1.

~~As it becomes available, comments/recommendations from other key planning stakeholders (see 4 above) is provided to BLP.~~

6. BLP evaluates abstracts A-Forms for new degree programs according to the BLP evaluation criteria and additional information supplied by the other planning stakeholders. Once the review is completed, BLP sends their recommendations through A-Form Reports for inclusion on to the Academic Senate for inclusion on a 2's Consent Calendar.

~~Academic Senate approves or rejects BLP's recommended additions to the Campus UAMP via the Consent Calendar~~

~~Academic Programs. Academic Programs serves as the entry point for independent program abstracts. Since abstracts that the AVPAA AP determines should have undergone college review will be directed back to the appropriate college(s), planners should contact Academic Programs to make certain of the status of their programs before the colleges close their calls for abstracts. Academic Programs provides the following information to BLP: UAMP that has just been submitted to the Chancellor's Office, the CAMPs together with supporting documentation received from the college deans, and any complete independent program abstracts. Academic Programs also provides information to other planning stakeholders on campus (see the bullet immediately below) and seeks their input in the planning process. Academic Programs supplies UAMP, CAMPs, independent proposals, and supporting documentation that it has received to other planning stakeholders in July, and to BLP at the start of the Fall semester.~~

~~Other Planning Stakeholders (includes Academic Round Table, Analytic Studies, Cabinet, Enrollment Services, Facilities, Instructional and Information Technology Services, Library and~~

Information Services, and Planning, Design and Construction). These are units that need to be kept “in the loop” as programs are planned. They receive copies of program abstracts and supporting documentation and are asked by Academic Programs to forward any input, comments and questions that they have concerning the programs to BLP (via Academic Programs) in a timely manner. *These planners will have one month (approximately until the beginning of the Fall semester) to forward input to Academic Programs to be relayed on to BLP.*

~~BLP. BLP evaluates abstracts for new degree programs according to the BLP evaluation criteria and additional information supplied by the other planning stakeholders, and places them on a recommended UAMP as appropriate. BLP reviews the slate of planned degree programs already on the UAMP and may recommend changing the implementation date or removing the proposed program altogether. BLP evaluates all other program abstracts (certificates, minors, credentials, options, etc.) and sends comments back to the college deans (or Academic Programs, in the case of independent programs) and reports on these to the Academic Senate. *The BLP draft of the UAMP is sent to the Senate for a first reading in November. BLP also reports on other program proposals at the November Senate meeting.*~~

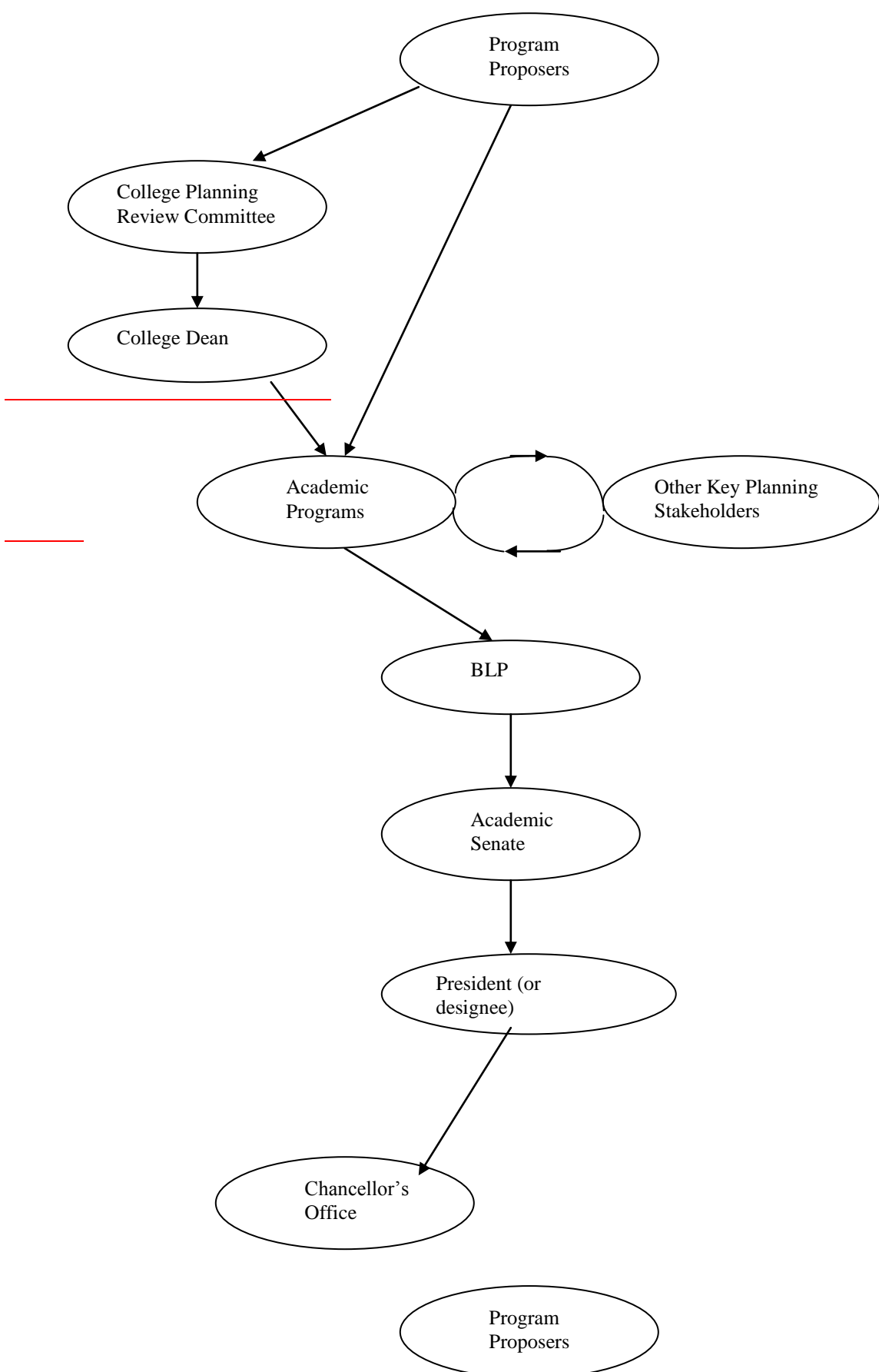
~~—After the Consent Calendar is approved, BLP sends reports to Academic Programs.~~

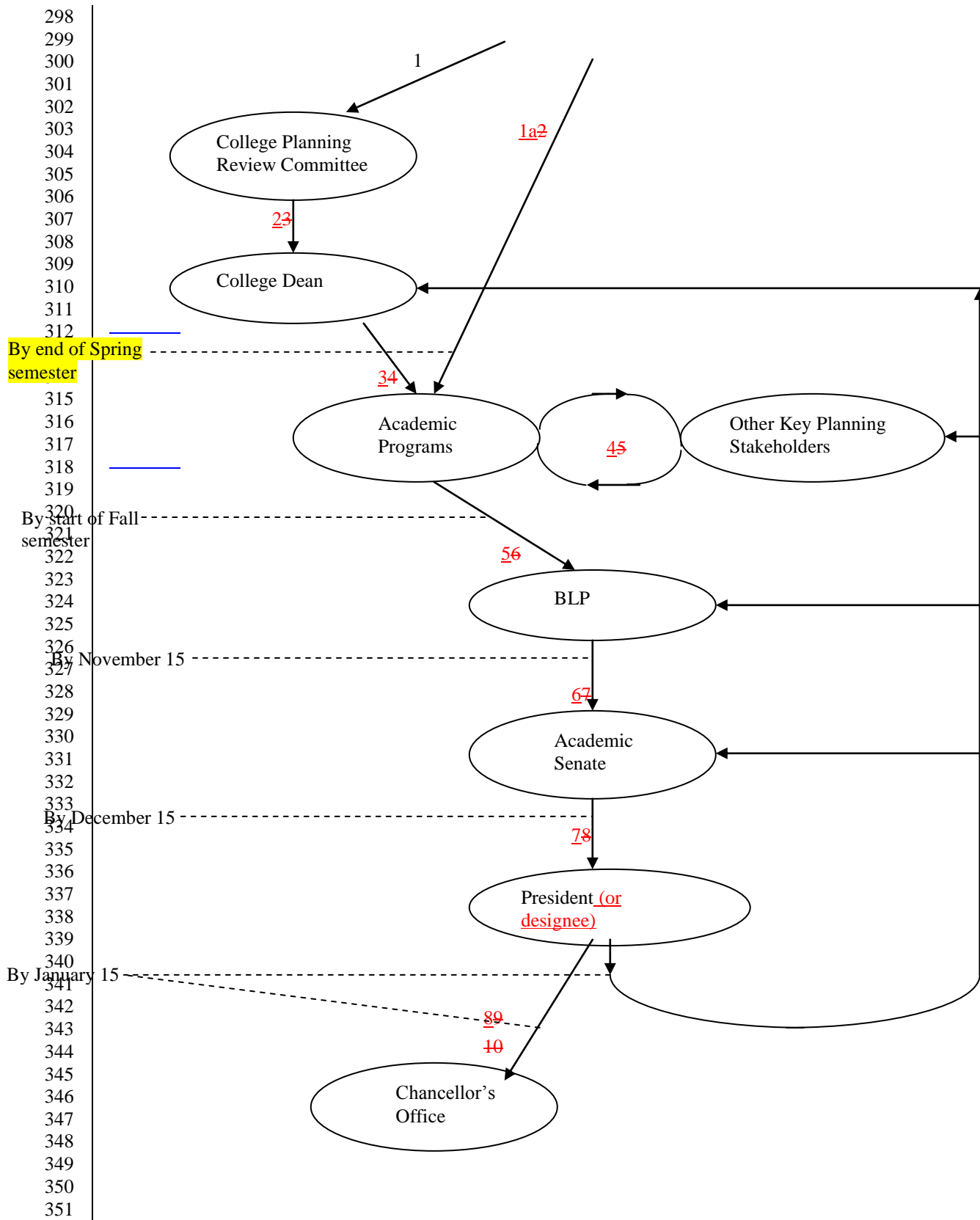
~~[Note: The UAMPs of all CSU campuses are presented to the Board of Trustees in mid March as part of the report of the Committee on Educational Policy. This report is also sent to the California Postsecondary Education Commission, which monitors the CSU program review process.]~~

~~• Academic Senate. Acts upon BLP recommendation. *The Senate forwards its recommendation to the Provost and President by the end of the Fall semester.*~~

~~—Provost and President (or designee). If the President ratifies thea positive Academic Senate recommendation, Reviews Academic Senate recommendation and all supporting documentation provided by Academic Programs forwards the request to add a new degree program to the and prepares the UAMP that will be submitted to the Chancellor’s Office, in early January. ~~in early January.~~ The President has authority to modify the draft Campus UAMP recommended by the Academic Senate in producing the official Campus UAMP.~~

~~1. The UAMP is sent to the Board of Trustees in January of each academic year. The Trustees formally approve the UAMP at their presented at the Board of Trustees meeting in January March and the campuses are notified in xx month April about their newly approved programs. [Note: The UAMPs of all CSU campuses are presented to the Board of Trustees in mid March as part of the report of the Committee on Educational Policy. This report is also sent to the California Postsecondary Education Commission, which monitors the CSU program review process.]~~





Flowchart description and authority of stakeholders:

Program proposals are sent to college planning review committees. Independent program proposals are sent directly to Academic Programs. Academic Programs has authority to accept proposals are outside of the existing colleges (other proposals are returned to be routed through the college planning review process). Draft CAMPs are sent to deans. College planning review committees exercise authority to decide which programs appear on these draft CAMPs.

4. CAMPs are forwarded to Academic Programs. College deans have authority to modify the CAMPs submitted by the college planning review committees. The CAMPs submitted by the deans are the official CAMPs and are not changed later in the UAMP process.

5. Academic Programs solicits feedback from other key planning stakeholders at the beginning during the Summer. These key planning stakeholders provide only comments and recommendations.

6. Academic Programs forwards all CAMPs and all accepted independent program proposals (see 2 above) to BLP at beginning of Fall semester. As it becomes available, comments/recommendations from other key planning stakeholders (see 5 above) is provided to BLP (by beginning of Fall Semester).

7. BLP sends draft UAMP to Academic Senate. BLP exercises authority to decide which programs appear on the draft UAMP.

8. Academic Senate forwards the draft UAMP to President. Academic Senate has authority to modify the draft UAMP prepared by BLP.

10. President sends the official UAMP to the Chancellor's Office in January and the campus community is notified. The President has authority to modify the draft UAMP recommended by the Academic Senate in producing the official UAMP.

BLP: Moving Self-Supported Academic Programs to State-Supported Funding Policy & Procedure (BLP 705-14)

***Rationale:** In scarce budgetary times, the initiation of new programs can be difficult or even impossible. However, to respond to community, workforce, and student needs, the university cannot be inactive. Launching programs through self-supported funding has been one way to respond to those needs. As budgets and allocations improve, some of the self-supported programs should be considered for state-supported funding. While it is possible to bring self-supported programs into the state-supported budget, the benefits and costs (including potential costs to other state supported programs) must be evaluated before any such moves are made. Such a proposal must undergo a review process by the appropriate college and university committees, approved by the academic senate, and ultimately be approved by the Chancellor's Office. This document establishes a consistent, consultative process for considering whether existing self-supported programs should be moved to the state supported budget. This proposed procedure is intended to establish a process by which such a budget move will be considered by the Academic Senate, once it is proposed by faculty from within a program. The appended template is derived from the P form.*

Definition: Policy and procedure for the moving of self-supported, for-credit programs to a state supported budget and funding source.

Authority: The President of the University.

Scope: Self-supported, for-credit programs considered for movement to state supported funding.

Karen S. Haynes, President

Approval Date

Graham Oberem, Provost & Vice President for Academic Affairs

Approval Date

Policy:

Proposals to convert an authorized self-supported degree program to state supported funding requires approval from the Chancellor's Office. The campus should propose the change to the Chancellor's Office, specifying the degree program, offering a brief program description and rationale for making the change, and shall include a detailed budget worksheet including cost recovery budget, student fees per unit and total student cost to complete the program, anticipated student enrollment, a campus commitment to provide adequate faculty resources and the anticipated impact on the existing state-supported programs (Executive order 1099, 11.1.2.4.)

Procedure:

1. Proposals to move self-supported programs to state supported funding shall be generated by faculty within those programs. Faculty ~~generating proposals~~ shall work closely with the Dean(s) (or a designee) of the college(s) ~~and the~~ in which the program ~~is~~ will be housed ~~(or a designee)~~ and the Dean (or designee) of Extended Learning to fill out all required ~~paperwork.~~ This paperwork shall include any documentation required by the Chancellor's Office as well as a proposal based upon CSUSM's approved template elements of the S-Form (see attached)
2. Proposals shall be considered for approval by the Academic Senate after review by the
 - a) ~~_____ a)~~ appropriate College-level planning curriculum committee(s);
 - ~~a) b)~~ appropriate College-level budget committee;
 - ~~b) c)~~ ~~b)~~ appropriate College Dean(s) and Extended Learning Dean; and
 - d) Budget & Long-Range Planning Committee (—e)—BLP)
 - ~~e) e)~~ Academic Senate

MOVE PROGRAM FROM SELF- TO STATE-SUPPORT (S-Form)

COLLEGE: ☐ CHABSS ☐ CoBA ☐ CoEHHS ☐ CSM

TITLE OF PROGRAM _____ **Discipline** _____

This form is the signature sheet for existing programs moving from self-support (Extended Learning) to state-support.

If this move also includes curricular changes, instead complete a new P-Form and the accompanying documents.

Check one: ☐ Undergraduate Major or New Graduate Degree
☐ Option/Concentration/Emphasis/Track
☐ Minor
☐ Teaching Credential
☐ Certificate

Does this proposal impact other disciplines? ☐ Yes ☐ No If yes, obtain signature(s).

Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Term and Academic Year of intended implementation (e.g. Fall 2016): _____

_____ Support _____ Oppose
Discipline #1 _____
_____ <input type="checkbox"/> _____
Signature _____ Date _____

_____ Support _____ Oppose
Discipline #2 _____
_____ <input type="checkbox"/> _____
Signature _____ Date _____

_____ Support _____ Oppose
Discipline #3 _____
_____ <input type="checkbox"/> _____
Signature _____ Date _____

_____ Support _____ Oppose
Discipline #4 _____
_____ <input type="checkbox"/> _____
Signature _____ Date _____

_____ Support _____ Oppose
Discipline #5 _____
_____ <input type="checkbox"/> _____
Signature _____ Date _____

S-FORM PREPARATION

1a. _____
Originator (Please print) _____ Date _____

1b. _____ 1c. _____
Librarian Liaison for Library Report⁺ _____ Date _____ IITS Liaison for IITS Report⁺ _____
Date _____

PROGRAM/DEPARTMENT-LEVEL REVIEW

2. _____
Program/Department - Director/Chair* _____ Date _____

COLLEGE/SCHOOL-LEVEL REVIEW

3. _____
College/School Budget Committee* _____ Date _____

REVIEW (Signatures must be obtained by proposer)

4a. _____ 4b. _____
Vice President for Student Affairs* _____ Date _____ Dean of Library* _____ Date _____

4c. _____ 4d. _____
Dean of Information and Instructional _____ Date _____ Vice President for Finance and Administrative _____ Date _____
Technology Services* _____ Services* _____

4e. _____
Dean of Graduate Studies (if applicable) * _____ Date _____

COLLEGE/SCHOOL-LEVEL RECOMMENDATION

5a. _____ 5b. _____
College/School Dean/Director* _____ Date _____ Extended Learning Dean/Director _____
Date _____

UNIVERSITY-LEVEL REVIEW

(May not begin until all signatures numbered 1-5 have been obtained.)

6. _____
Budget and Long-Range Planning Committee^ _____ Date _____

FACULTY APPROVAL

7. _____
Academic Senate _____ Date _____

UNIVERSITY-LEVEL APPROVAL

8. _____
Provost _____ Date _____

9. _____
Date to Chancellor's Office _____

⁺ Please contact the liaisons at the beginning of the process and allow sufficient time for the liaisons to prepare the resource implication report. Upon completion of the report liaisons will sign.

* May attach a memo on program impact on the unit and the ability of the unit to support it.

^ Attach a memo summarizing the curricular and/or resource deliberations.

Template to Move a Program from for Moving Self-Supported Programs Extended
Learning to State-Supported Funding

1. Program Description Identification

1.

a. Campus

b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).

Title and brief description of program

Delivery type proposed (if changing) — face-to-face, fully online, hybrid

c. Name, title, and rank of the individual(s) primarily responsible for drafting this proposal.

b. Term and academic year of self-supported program launch (e.g. Fall 2007).

d.

e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.

f. Name of the department(s), division, or other unit of the campus that will offer the proposed degree major program. Please identify the unit that will have primary responsibility.

g. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

h. Any other campus approval documents that may apply (e.g., curriculum committee approvals).¹ The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

i. Please specify whether this proposed program is subject to WASC Substantive Change review.²

c. Identify the unit that will have primary responsibility for offering the state-supported program, and all CSUSM programs or Departments that will provide courses as part of the selfstate-supported degree or certificate.

d. Is this program offered in collaboration with any other institutions (for example, in partnership with a community college)?

2. Program Overview and Rationale:

e.a. Provide a brief description of the program, and Explain the purpose and rationale for the proposed movement of the program from self-supported to state-supported funding.

3. Student Demand

a. HWhat issues of access (i.e., geographic, socioeconomic, scheduling flexibility, etc.) were considered when planning to move this program to a state-supported offering?istoric enrollment in the self-supported program

b. What isSpecify the expected number of majors in the year of initiation, and project over three years and five years using the program budget tool. Specify the expected number of graduates in the year of initiation, and three years and five years thereafter.³ thereafter? (The

¹ Proposers do not need to supply this item. As the proposal goes through the approval process, memos from curriculum committees are obtained. These will be collected and added to the proposal by Academic Programs as a response for this item.

² Generally this refers to a degree offered at a new level (e.g., a doctorate). To be certain that a WASC Substantive Change review is not necessary, contact the Dean of Academic Programs.

³ Contact Academic Programs for assistance in estimating the number of majors and graduates.

history of enrollment trends in the self-supported program should be used as a baseline for future projections.)

4. Existing Costs of Proposed Degree Program Currently Assumed by Extended Learning Support Resources for Self-State-Support Offering

Note: ~~The following items~~ This section should be prepared in consultation with ~~the campus administrators~~ Extended Learning. ~~responsible for faculty staffing and instructional facilities allocation and planning.~~ A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master's degrees, include faculty publications or curriculum vitae.

a. ~~Anticipated impact on existing CSUSM campus resources that were funded through self-support (EL). All affected departments offering courses in this program should be addressed here. How will the new state-supported program be offered without negatively impacting the existing state-supported offerings?~~

b. ~~How will existing tenure-track faculty and staff resources be funded through existing, reallocated or new state funds?~~

b. e. ~~Describe~~ Space and facilities ~~that would be used~~ in support of the proposed program, including EL-provided space for faculty.

e. ~~The amount of lecture and/or laboratory space required to initiate and to sustain the program over the next five years.~~

d. d. ~~A report provided by the campus Library.⁴ What~~ Describe existing access to library resources, including electronic and and physical library and learning resources ⁵, ~~previously funded through EL, (including library instruction, library materials and staff/faculty support) will be needed to sustain the program in a state-support delivery model? Indicate the commitment of the campus to provide these resources.~~

c. ~~Describe e. How will existing academic technology, equipment, and other specialized materials be impacted by the program's move to self-state-supported delivery?~~ required by the program. ⁶

e.d. A report on the impact the move will have on EL

5. Proposed Plan to Assume Costs on State Side Budget & Anticipated Revenues from Program Expansion

Note: The following items should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place. Program proposers should use the program budget tool.

Attach budget worksheet completed in consultation with the appropriate campus administrators.

⁴ ~~Contact the Library for this report.~~

⁵ Contact the University Library for this report.

⁶ Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.

- a. Describe the anticipated impact on existing CSUSM campus resources that were funded through self-support (EL). All affected departments offering courses in this program should be addressed here. How will the new state-supported program be offered without negatively impacting the existing state-supported offerings?
- b. How will existing tenure-track faculty and staff resources be funded through existing, reallocated or new state funds?
- c. Describe additional faculty or staff support positions needed to implement the proposed state program.⁷
- d. Space and facilities that will be used in support of the program. The amount of lecture and/or laboratory space required to initiate and to sustain the program over the next five years.⁸
- e. Submit a report provided by the campus Library. What library resources, previously funded through EL, (including library instruction, library materials and staff/faculty support) will be needed to sustain the program in a state-support delivery model? Indicate the commitment of the University Library to provide these resources.⁹
- f. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program on state side and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.¹⁰

How will existing academic technology, equipment, and other specialized materials be impacted by the program's move to self-state-supported delivery?~~In consultation with the appropriate Associate Dean prepare and include a draft budget and revenues spreadsheet for state-supported programs.¹¹ Include student fees per unit and total costs to complete the program.~~

⁸ Contact Planning, Design and Construction for assistance in answering questions about space that is under construction or being planned. Indicate whether any external funds are expected to support construction of facilities.

⁹ This should follow directly from the Library report in 5.c.

¹⁰ Information technology and academic computing needs should follow directly from the IITS report in 5.d. Additional specialized equipment and materials that will be needed should be addressed here.

¹¹ ~~Contact Academic Programs for the spreadsheet.~~

1 **TPAC: CONCEPT DRAFT – CSUSM Academic Senate Resolution in Support of**
2 ***AB-798 College Textbook Affordability Act of 2015***
3

4 WHEREAS, CSU San Marcos established the Cougars Affordable Learning Solution
5 Initiative (CALM) in Fall 2013 that was funded by the CSU’s Affordable Learning
6 Solutions program and encouraged CSUSM faculty to consider using high quality, low
7 cost or no cost, accessible text book alternatives; and
8

9 WHEREAS, The efforts of CSUSM faculty members and the CALM program have
10 already saved CSUSM students over \$1.2 million dollars; and
11

12 WHEREAS, Assembly Bill 798, “College Textbook Affordability Act of 2015” (AB-
13 798) was signed into law on October 8, 2015 by the Governor of the State of California,
14 establishing the Open Educational Resources Adoption Incentive Program and grants up
15 to \$50,000 per campus; and
16

17 WHEREAS, To be eligible for the grant funds, AB-798 requires the local academic
18 senate to adopt a resolution in support of increasing student access to high-quality open
19 educational resources and approve a plan in collaboration with students and campus
20 administration that meets the Program’s requirements; now, therefore, be it
21

22 RESOLVED, That the Academic Senate support Assembly Bill 798, “College Textbook
23 Affordability Act of 2015,” which calls for campuses to “Increase student access to high-
24 quality open educational resources and reduce the cost of textbooks and supplies for
25 students in course sections for which open educational resources are to be adopted to
26 accomplish cost savings for students.”; and
27

28 RESOLVED, That the Academic Senate urges all faculty to explore ways to increase the
29 use of high quality, low cost or no cost, accessible instruction materials alternatives and
30 consider participating in the Open Educational Resources (OER) and CALM programs
31 on campus in order to accomplish cost savings for students.
32
33 .
34

Implementation Date: XXXX

Definition No GE course taken at CSUSM may be taken with a Credit/No Credit option.

Authority Academic Senate Recommendation,

Scope This policy applies to all students enrolled in CSUSM.

Rationale: As a result of an executive order, grades C- or D are no longer sufficient to earn GE credit in "The Golden Four" CSU requirements: writing, oral communication, critical thinking and mathematics/quantitative reasoning. At CSUSM, the mathematics/quantitative reasoning requirement is the B4 requirement. The proposed policy change comes forward from GEC as a way to pilot a possible solution for CSUSM students who have, in certain B4 courses, mastered enough material to meet the General Education requirement for this area without achieving a sufficient level of proficiency for a successor course. Without this policy change, there will be students in Fall 2016 who complete their B4 class and do not earn GE credit because of the letter grade they receive, even though they may have done sufficiently well to fulfill the requirement.

GEC convened a subcommittee (consisting of David Barsky, Andre Kundgen, Patti Garnet, and David McMartin) during the Fall semester to identify a possible solution. Their proposal went to GEC in the Spring semester. GEC has discussed it, and voted to sending it to EC for placement on the Senate agenda.

1. *Effective Fall 2016, all CSU campuses must require completion of each of the "Golden Four" courses with a grade of C or better as part of their General Education requirements. (Executive Order 1100, General Education Breadth Requirements <http://www.calstate.edu/EO/EO-1100.html>)*
2. *One of the "Golden Four" is area B4 (Mathematics/Quantitative Reasoning), which contains several courses that serve a dual role as GE courses and as prerequisite courses for a higher-level class such as calculus and/or requirements for a major. For these courses, there are two different critical thresholds of student achievement: one at which students have achieved a level of subject mastery sufficient for the General Education B4 requirement, and a higher one at which students have achieved sufficient mastery either to take a successor course (e.g., MATH 132 for students taking MATH 115, and MATH 160 for students taking MATH 125) or to apply skills gained in the course to a quantitative major (e.g., MATH 132 for PBUS students and MATH 160 for STEM majors).*
3. *Up until now, it has been possible to distinguish between these two different levels by assigning grades of*
 - *A, A-, B+, B, B-, C+ or C to students who have both achieved the requirements laid out by the General Education program for area B4 courses AND who are ready to take the next course;*

Implementation Date: XXXX

- C-, D+, D or D- to students who have achieved the requirements laid out by the General Education program for area B4 courses but who are NOT ready to take the next course.

4. The General Education Committee appointed a subcommittee in Fall 2015 to make recommendations on how to comply with the requirements of Executive Order 1100 while not disadvantaging students who had demonstrated sufficient mastery of mathematics in these courses without meeting the higher standard of being ready to take a subsequent mathematics course. This resolution allows for CR/NC shadow courses (GEM 115, GEM 125, GEM 132 and GEM 160) to be created that would serve as the vehicles for recording that students in MATH 115 (College Algebra), MATH 125 (Pre-Calculus), MATH 132 (Survey of Calculus) and MATH 160 (Calculus with Applications, I) had achieved this intermediate level of subject mastery.

No GE course taken at CSUSM may be taken with a Credit/No Credit option.

Comment [YM1]: This is the original policy. It is literally a single sentence.

Exception: For the academic years 2016-17, 2017-18 and 2018-19 students may meet the General Education Area B4 Mathematics/Quantitative Reasoning Requirement with a grade of Credit (CR) in GEM (General Education Mathematics) courses specifically approved by the General Education Committee. This exception will be limited to the case of a student enrolled in a General Education B4 course with an otherwise normal grading mode, who may be, as described below, moved to a corresponding GEM course, assigned a grade of Credit (CR), and considered to have fully met the B4 requirement.

Conditions under which a student would satisfy the General Education Mathematics/Quantitative reasoning Requirement with a grade of Credit (CR):

- 1) A student enrolls in a course meeting all of the following conditions:
 - a) The course is approved for Area B4;
 - b) The course is either an Enrollment Requirement for a subsequent course or a required Preparation for the Major course; and
 - c) The department offering the course has received approval from the General Education Committee for a grade of Credit (CR) in a corresponding GEM course to satisfy the Area B4 requirement; and
- 2) The student has not yet met the Area B4 requirement; and
- 3) The student performs at a level that indicates adequate mastery of the General Education objectives for the course, but insufficient technical proficiency either to meet the enrollment requirements of a subsequent course or to apply the skills gained in the course within a major.

When conditions 1-3 are all met, the student is administratively withdrawn from the original course at the end of the semester, enrolled in a corresponding GEM course (with the same course number

Implementation Date: XXXX

and course units), and assigned a grade of Credit (CR). This student has now met the Area B4 requirement.

Procedure: The Senate Office will communicate to the GEC Chair in Fall 2018 to appoint a subcommittee to evaluate the efficacy of the first two years of allowing students to meet the Area B4 requirement with grades of Credit (CR) grades in GEM courses, and to make recommendations to terminate or continue the use of such courses.

Karen S. Haynes, President

Approval Date

Graham Oberem
Provost and Vice President for Academic Affairs

Approval Date

Revised: 07/01/16
Implemented: 03/13/1991

CSUSM ACADEMIC SENATE MEETING SCHEDULE 2016/17

Academic Senate

Unless otherwise noted, meetings are held in KEL5400 (Reading Room), begin at 12:30 p.m., and run until approximately 2:20 p.m.

Fall 2016

August 25	Convocation: 9 - 11 a.m. (Location TBD)
August 30	New Senator Orientation 10-11 a.m.
September 7	Senate Meeting
October 5	Senate Meeting
November 2	Senate Meeting
December 7	Senate Meeting

Spring 2017

January 19	Spring Assembly: 9 – 10:30 a.m. (Continental Breakfast 8:30-9:00 a.m.)
February 1	Senate Meeting
March 1	Senate Meeting
April 5	Senate Meeting
April 19	Senate Meeting
May 3	Joint Senate Meeting (with newly elected 16/17 Senators)

All members of the CSUSM faculty are encouraged to join us. *Only current, elected Senators may vote.*

Because the Senate is not a governing board, meetings of the Academic Senate are not subject to the Brown Act. The decision to allow press/public into an Academic Senate meeting may be made by the Senate.

Executive Committee

Except as noted, the EC meets from 11:30-1:20pm in KEL 5207 and on Senate days, from 11:30-12:20 pm in KEL 5400 (Reading Room).

Fall 2016

August 24	(Committee Chair Orientation 10-11 am/ EC Retreat 11 am – 3:00 pm)
September 7, 14, 21, 28	
October 5, 12, 19, 26	
November 2, 9, 16, 30	
December 7, 14	

Spring 2017

January 25	
February 1, 8, 15, 22	
March 1, 8, 15, 29	(Spring Break is March 20-25)
April 5, 12, 19, 26	
May 3	

1 **APC: Graduate Probation, Disqualification, and Reinstatement Policy**

2 **(APC 237-02)**

Definition:	It is the policy of California State University San Marcos to place graduate students on academic or administrative probation when their overall work is less than satisfactory, as reflected in a deficient cumulative grade point average, or other failure to make adequate academic progress. Graduate students are dismissed from the university through academic <u>or administrative</u> disqualification when the conditions needed to achieve good standing are not met in a timely fashion. Consideration for reinstatement is provided through a petition process.
Authority:	Executive Order 1038
Scope:	Students admitted to Graduate Standing: Conditionally Classified; Post baccalaureate Standing; Classified; and Graduate Standing: Classified. Students admitted to Post baccalaureate Standing: Unclassified will be governed by the undergraduate <u>Undergraduate policy on Academic</u> Probation, Disqualification, and Reinstatement <u>Policy</u> .
Responsible Division:	Academic Affairs
Approval Date:	07/31/2014
Implementation Date:	07/31/2014
Originally Implemented:	04/03/2003

3

4 **Procedure**

5 **I. PROBATION**

6 A. A student will be placed on academic probation if, during any academic term, the student fails
7 to maintain a cumulative grade point average (GPA) of at least 3.0 in all units attempted
8 subsequent to admission to the program.

9 B. A student may also be placed on administrative~~academic~~ probation by the Dean of Graduate
10 Studies for any of the following reasons (see Section IV for exclusions):

- 11 1. Withdrawal from all or a substantial portion of a program of studies in two successive
12 terms or in any three terms. (Note: A student whose withdrawal is directly associated
13 with a chronic or recurring medical condition or its treatment is not to be subject to
14 administrative probation for such withdrawal.)
- 15 2. Repeated failure to progress toward the stated degree objective or other program
16 objective, including that resulting from assignment of 15 units of No Credit, when such
17 failure appears to be due to circumstances within the control of the student.
- 18 3. Failure to comply, after due notice, with an academic requirement or regulation, as
19 defined by campus policy, which is routine for all students or a defined group of students
20 (examples: failure to complete a required examination, failure to complete a required
21 practicum, failure to comply with professional standards appropriate to the field of study,
22 failure to complete a specified number of units as a condition for receiving student
23 financial aid or making satisfactory progress in the academic program).

C. The student shall be advised of probation status promptly, and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed. Notification shall occur through one of the following actions, as appropriate:

1. Students whose GPA places them on academic probation shall be informed in writing by the department/program's graduate coordinator or designee prior to the beginning of the next term (with a copy provided to the Dean of Graduate Studies).
2. Students shall be placed on administrative-~~academic~~ probation by the Dean of Graduate Studies, following consultation with the program/department. The probationary student shall be informed in writing by the graduate dean (with a copy provided to the department/ program).

The Dean of Graduate Studies shall inform Registration and Records when students have been placed on or removed from administrative-~~academic~~ probationary status so that student records can be updated.

D. When a student is placed on academic or administrative probation, s/he must work with the program coordinator to develop a plan for remediation, including a timeline for completion. In the case of administrative-~~academic~~ probation, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan.

E. Without the approval of the Dean of Graduate Studies, a student cannot be advanced to candidacy if s/he is on either academic or administrative-~~academic~~ probation.

II. DISQUALIFICATION

A. A student who has been placed on administrative-~~academic~~ probation may be disqualified from further attendance by the Dean of Graduate Studies (see Section IV for exclusions) if:

1. The conditions in the remediation plan (or removal of administrative-~~academic~~ probation) are not met within the period specified; or
2. The student becomes subject to academic probation while on administrative-~~academic~~ probation; or
3. The student becomes subject to administrative-~~academic~~ probation while on administrative-~~academic~~ probation for the same or similar reason for which he/she has been placed on administrative-~~academic~~ probation previously, although not currently in such status.

When such action is taken the student shall receive written notification including an explanation of the basis for the action.

B. In addition, the Dean of Graduate Studies, in consultation with the graduate program coordinator, may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

C. Disqualification may be either from further registration in a particular program or from further enrollment at the campus, as determined by the Dean of Graduate Studies. A student disqualified for academic deficiency may not enroll in any regular session of the campus without permission from the appropriate campus authority, and may be denied admission to other educational programs operated or sponsored by the campus.

D. In the even that a student fails the thesis/project defense will result in disqualification from a program. The thesis/project committee will specify the time period and/or conditions of the repeated defense.

E. A student may repeat a comprehensive examination once. Failure of the second comprehensive examination results in disqualification from a program. The comprehensive exam committee will specify the time period and/or conditions of the repeated examination.

F. Students who are disqualified at the end of an enrollment period should be notified by the Dean of Graduate Studies before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions ~~which~~that, if met, would result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.

III. REINSTATEMENT

If the student is disqualified, either academically or administratively, s/he may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if the student is able to provide compelling evidence of her/his ability to complete the degree. If the candidate is disqualified a second time, reinstatement will normally not be considered.

Master's students should submit a petition requesting reinstatement to the Dean of Graduate Studies. The petition, along with a recommendation from the student's graduate coordinator, and will be forwarded to the reinstatement subcommittee of the Graduate Studies Committee. The subcommittee will make recommendations to the Dean of Graduate Studies, who has final authority to approve reinstatement. The size of the reinstatement subcommittee may vary, depending on the volume of applications, but shall have one member representing each college at a minimum. The subcommittee must evaluate the probable impact of any medical condition on previous unsatisfactory performance. If the student is approved for reinstatement, the Dean of Graduate Studies will send a letter granting reinstatement that specifies the conditions and time frame for achieving good standing. Students must achieve good standing to advance to candidacy and to be eligible to graduate.

IV. EXCLUSIONS

Administrative probation, disqualification and reinstatement for students in College of Education, Health, and Human Services professionally-accredited graduate and teacher credential programs are handled by a separate process inside the College and are not governed by this document. Note

104 | that this exclusion pertains only to administrative probation, disqualification and reinstatement
105 | arising under section I.B.3.
106

FAC: GRANT PROPOSAL SEED MONEY POLICY**FAC 214-01**

Rationale: This policy was approved in 2002 and needed updating in terms of the names of offices and administrator titles. A change to eligibility and a few minor edits to the process section were made.

Definition

Grant Proposal Seed Money (GPSM) funds have been earmarked by the Provost to provide support for faculty to develop proposals for external funding. Currently GPSM funds are provided through the annual indirect cost allocations from ~~Foundation~~ the University Auxiliary Research Corporation (UARSC).

Authority

The president of the university.

Scope

GPSM funds are designed to assist faculty in such activities as:

- Refining ideas
- Creating plans and designs
- Trying out methodologies
- Collecting preliminary data
- Conducting pilot or preliminary activities
- Reworking grant proposals that received encouraging review but were not funded
- Seeking fellowships
- Promoting collaboration

Proposal areas may include research, scholarly activities, and/or pedagogy. The funds may be used for supplies, equipment, travel, stipends, student assistants, grant writing assistance, or other needs associated with proposal development.

Karen S. Haynes, President

Approval Date

~~Emily Cutler~~ Graham Oberem, Provost & Vice President for Academic Affairs Approval Date

First Revision: mm/dd/yyyy

Implemented: 01/22/2002

I. ELIGIBILITY

~~All CSUSM temporary and tenure-track (probationary and tenured) Unit 3 employees may apply. All CSUSM instructional faculty and librarians (lecturer, probationary, and tenure-track) may~~ .

Comment [CSUSM1]: This change reflects the fact that all Unit 3 employees are not eligible for this funding; only instructional faculty are eligible.

II. PURPOSE

GPSM funds have been earmarked by the Provost to provide support for faculty to develop proposals for external funding. Currently GPSM funds are provided through the annual indirect cost allocations from ~~Foundation~~ UARSC to the Office of Graduate Studies and Research (OGSR).

III. PROCESS

~~Proposal areas may include research, scholarly activities, and/or pedagogy. Applications will be reviewed throughout the year, with a rolling call, by a committee that will provide recommendations to the Dean of Graduate Studies and Research (GSR). The Associate Vice President for Research (AVPR) will invite at least three faculty from different disciplines each semester who are among CSUSM's most active grant writers to evaluate the applications. Committee membership will include representatives from each college at the invitation of the Dean of Graduate Studies and Research GSR.~~ This group will evaluate the seed fund requests based on the estimated probability that the project will lead to a submitted and fundable proposal. The recommended proposals will be forwarded to the ~~AVPR~~ Dean of OGSR. ~~Requests Recommended proposals~~ may be fully or partially funded in order to seed a variety of projects, at the discretion of the Dean of OGSR.

The proposal process is administered by the ~~AVPR~~ Dean of Graduate Studies and Research GSR; the awards process is administered jointly by the OGSR Office of Graduate Studies & Research and ~~the CSUSM Foundation~~ UARSC. Expenditures should be made in accordance with the proposal budget and observe ~~Foundation~~ UARSC and University policies and procedures. Funds should be spent within one year of the award announcement. Extensions may be granted at the discretion of the Dean of OGSR ~~AVPR~~. A final report to the Dean of OGSR ~~AVPR~~ will document how GPSM awards were spent. In the case where an external grant application was submitted, a notification of submission shall be received as the report.

IV. APPLICATION REQUIREMENTS:

An electronic copy of the application may be found on the web at www.csusm.edu/research/.

The application must include the following information:

- 91 1. A description of the specific activity/ies for which the applicant is requesting GPSM
92 funds.
- 93 2. A budget showing specifically how the GPSM funds will be spent.
- 94 3. A proposal development timeline for the externally funded project
- 95 4. A description of the anticipated externally funded project and possible funding
96 sources:
- 97 a. A brief (1 page max) description of the project for which the applicant plans
98 to request external funds, and how this seed money will enhance the
99 applicant's ability to attain external funds.
- 100 b. A list of the agency/ies) to which the applicant plans to submit proposal(s). A
101 copy of the RFP or prospectus should be attached.
- 102 c. A description of the length of proposed project and approximate amount of
103 funds the applicant anticipates requesting and their use.
- 104 d. A brief description of the applicant's prior experience in submitting proposals
105 for external funding and funding successes and/or consultation that the
106 applicant will seek in development of the grant proposal.
- 107 Additional guidelines:
- 108 1. Application page limit (4 pages or less).
- 109 2. Proposals will normally be reviewed within two weeks of receipt. Applications
110 should be submitted electronically to the Office of Graduate Studies and Research.
111 For any questions, the applicant can call extension 4066.

1
2 **APC: Combined Rationales for**

- 3 1. Graduation Writing Assessment Requirement (GWAR): Graduate Level Policy
4 2. All-University Writing Requirement Policy
5 3. Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level
6 Policy
7

8 APC was given the referral by Executive Committee to “Clarify [the] distinction
9 between the two meanings of GWAR (including review of the All-University Writing
10 Requirement and the question of whether it is an “all-university” requirement, or
11 only an undergraduate requirement).”
12

13 Some background:

- 14 • Undergraduates meet the Graduation Writing Assessment Requirement through
15 the All-University Writing Requirement
16 • Graduate students meet the Graduation Writing Assessment Requirement
17 through program-specific methods as outlined in a separate Graduate Writing
18 Assessment Requirement Policy
19 • Despite its name, the All-University Writing Requirement only specifically
20 mentions undergraduate courses. There are some Founding Faculty documents
21 that state that the 2500 word requirement applies to all undergraduate courses,
22 and other that state quite unequivocally that it applies to every University
23 course.
24 • EO 665 (Determination of Competence in English and Mathematics)
25 [<http://www.calstate.edu/EO/EO-665.pdf>] actually refers to two similarly
26 named requirements:
27 ◦ Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level
28 ◦ Graduation Writing Assessment Requirement (GWAR): Graduate Level
29 • Our Senate constitution specifically gives “general oversight of all issues related to
30 ... the Graduate Writing Assessment Requirement.” The Constitution does not
31 specify which GWAR is overseen by the GEC, but when the current APC Chair
32 drafted this language for the Constitution in 1999, it was intended to refer to
33 the undergraduate GWAR.
34

35 APC is bringing three related items to the Senate.
36

- 37 1. Revise the existing Graduate Writing Assessment Requirement Policy to change
38 references throughout to Graduation Writing Assessment Requirement
39 (GWAR): Graduate Level
40 2. Break the current All University Writing Requirement Policy into two parts:
41 A. A policy focused on the AUWR itself, which will require writing in all degree-
42 credit courses at CSUSM. This extends the requirement to graduate courses,
43 but also authorizes the Graduate Dean to exempt certain courses. The APC
44 understands that most graduate courses do already meet the AUWR (or could
45 do so without much difficulty) but that there may be special situations such as
46 TA oversight courses in which the writing requirement might not be practical.

1 This policy will retain the name “All-University Writing Requirement” (except
2 that All-University will be hyphenated).

- 3 B. A policy to be called Graduation Writing Assessment Requirement:
4 Baccalaureate Level that simply says that undergraduate students meet this
5 system-level requirement through the writing that they do in courses that are
6 governed by the All-University Writing Requirement. This reaffirms the
7 current practice.

8
9 These policy proposals come from APC, but have also been shared with the GEC,
10 which has endorsed them. The proposals have also been sent for comment to the
11 Graduate Studies Council, which is scheduled to review them at its mid-March
12 meeting.
13

APC: Graduation Writing Assessment Requirement (APC 321-07)

Graduate Graduation Writing Assessment Requirement (GWAR): Graduate Level Policy

Definition:	The Graduate Studies Graduation Writing Assessment Requirement (GWAR): Graduate Level Policy outlines the procedures for assessing master's student writing proficiency and the criteria for each CSUSM master's program to determine that a master's student has met the GWAR: Graduate Level .
Authority:	Academic Affairs
Scope:	The purpose of this policy is to fulfill the California State University (CSU) Graduation Writing Assessment Requirement (GWAR): Graduate Level for master's students.
Responsible Division:	Academic Affairs
Approval Date:	??/??/2016 09/30/2008
Implementation Date:	??/??/2016 09/30/2008
Originally Implemented:	09/30/2008

Policy

[Students enrolled in master's programs at California State University must fulfill the Graduation Writing Assessment Requirement as described in the Procedure below prior to advancement to candidacy.](#)

Procedure

I. This Graduation Writing Assessment Requirement (GWAR): [Graduate Level](#) applies to graduate students enrolled in master's programs.

II. The writing requirement must be completed before a graduate student advances to candidacy. A student may satisfy the ~~graduate writing requirement~~ [GWAR: Graduate Level](#) in one of two ways:

- an acceptable standardized test score, such as the Analytical Writing subtest of the Graduate Management Admissions Test (GMAT) or the Graduate Record Examinations (GRE)
- a paper(s) that receive(s) a passing score as described in Point 5 below.

III. The College/Department/Program from which the student will receive the graduate degree determines the manner by which a student satisfies or does not satisfy the ~~graduate writing requirement~~ [GWAR: Graduate Level](#).

IV. The College/Department/Program from which the student will receive the graduate degree determines the passing score on standardized tests.

V. If a student is satisfying the graduate writing requirement through a submission of a paper(s), the student's writing should demonstrate graduate level skills in:

- style and format
- mechanics
- content and organization
- integration and critical analysis.

VI. The paper(s) will be scored using a rubric (1 - 4) in each of four areas: "I. Style and Format", "II. Mechanics", "III. Content and Organization", and "IV. Integration and Critical Analysis". The minimal acceptable combined score from all of the four (I-IV) sections is 10 points, with no scores of "1" on any section, resulting in a minimum of a 2.5 average for all sections. A master's program may establish a higher minimum average score for passing. VII. Each master's program will have a remediation protocol for admitted graduate students who do not satisfy the ~~graduate writing requirement~~ [GWAR: Graduate Level](#) on their first attempt. Each master's program will specify the maximum number of attempts that students may be allowed to satisfy the GWAR: [Graduate Level](#). VIII. Each master's program will file its respective GWAR: [Graduate Level](#) and remediation protocol with the Office of Graduate Studies and Research (OGSR). Each master's program will provide the OGSR with annual aggregate student GWAR: [Graduate Level](#) performance data.

Rubric Used to Evaluate Student Submissions to Satisfy the ~~Graduate Studies~~ Graduation Writing Assessment Requirement: [Graduate Level](#)

I. STYLE AND FORMAT

4: In addition to meeting the requirement for a "3," the paper consistently models the language and conventions used in the scholarly/ professional literature appropriate to the student's discipline. The manuscript would meet the guidelines for submission for publication in a peer reviewed journal in the student's field of study.

3: While there may be minor errors, conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Suitably models the discipline's overall scholarly style.

2: The style and format are broadly followed, but inconsistencies are apparent. There is selection of less suitable sources (non-peer reviewed literature, web information). Weak transitions and apparent logic gaps occur between topics being addressed. The style may be difficult to follow so as to detract from the comprehensibility of the manuscript.

1: While some discipline-specific conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.

II. MECHANICS

4: In addition to meeting the requirements for a "3," the paper is essentially error-free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic.

3: While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and organizational structures, such as subheadings, are effectively used which help the reader move from one

point to another.

2: Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor or improper use of headings and related features to keep the reader on track within the topic. Effective discipline-specific vocabulary is used.

1: Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure, and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some confusion in the proper use of discipline-specific terms. Writing does not flow smoothly from point to point; appropriate transitions are lacking.

III. CONTENT AND ORGANIZATION

4: In addition to meeting the requirements for a "3," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.

3: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.

2: Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student's area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student's area of study is obvious.

1: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

IV. INTEGRATION AND CRITICAL ANALYSIS

4: In addition to meeting the requirement of a "3," the document presents the current state of knowledge for the topic being addressed utilizing a diversity of opinions. These various, and possibly conflicting, opinions are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp of the literature across multiple research approaches utilizing appropriate national and international peer-reviewed journals. Essential findings of multiple sources are accurately and concisely paraphrased, analyzed, and integrated. Original sources are clearly identified and correctly cited in both the body of the text and the reference section. Organizationally, smooth and effective transitions between topics lead the reader through an orderly discussion of the topic being addressed. The gaps in current knowledge are clearly identified and significant directions and approaches that fill these gaps are identified.

3: There are inconsistencies in the organization and logic of the presentation, but still clear analysis of the presented materials. While synthesis of all aspects of the topic may show varying degrees of development, the overall consistency, thoroughness, and analysis result in a well-crafted document.

2: Identification of key topics or uncertainties in the field may be incomplete. New concepts resulting from a synthetic presentation of ideas is poorly developed or lacking. Complex topics and related concepts are awkwardly presented and linkages among topics may be unclear.

121 1: Weakness is evident in the coverage of the field and analysis resulting in incorrect or poorly developed
122 synthesis of results. Analysis is limited to categorizing and summarizing topics. The resulting manuscript
123 degrades the comprehensibility of the document and the identification of knowledge gaps.

124

APC: All-University Writing Requirement (GEC 392-12)

Definition: This policy outlines the pro-rated all-university graduation requirement for writing.
Authority: President of the University.
Scope: ~~Undergraduate students.~~ All degree-credit courses
Responsible Division: Academic Affairs
Approval Date: ~~07/25/2013~~ ??/??/2016
Implementation Date: ~~07/25/2013~~ ??/??/2016

ProcedurePolicy

~~All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the graduation writing assessment through the All University Writing Requirement. This requirement mandates that With limited exceptions, every undergraduate course carrying degree credit at the University CSUSM must have a writing component which that can be achieved in a variety of ways depending on the course. The writing requirement for each individual undergraduate students will vary by course units, as follows:~~

- 3 units and up = 2,500 words (approximately 10 pages)
- 2 units = 1,700 words
- 1 unit = 850 words

Thus, each ~~undergraduate~~ student will write a minimum of 850 words for a one-unit course, a minimum of 1,700 words for a two-unit course, or a minimum of 2,500 words for courses of three units or more. All writing will be in English or a written language that meets the university's "Language Other Than English Requirement" (LOTTER).

The Dean of Graduate Studies may exempt certain graduate courses from this requirement.

APC: GVAR Baccalaureate Policy

All University Graduation Writing Assessment Requirement: Baccalaureate Policy

Definition:	This The Graduation Writing Assessment Requirement: Baccalaureate Level Policy outlines the pro-rated all university graduation requirement for writing describes how CSUSM undergraduates meet this CSU system requirement.
Authority:	President of the University.
Scope:	Undergraduate students.
Responsible Division:	Academic Affairs
Approval Date:	07/25/2013 ??/??/2016
Implementation Date:	??/??/2016 07/25/2013
Originally Implemented:	07/25/2013 <u>(As part of the All University Writing Requirement Policy)</u>

Procedure

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the Graduation Writing Assessment Requirement: Baccalaureate Level through their coursework, as all CSUSM undergraduate courses must meet the All-University Writing Requirement. ~~This requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways depending on the course. The writing requirement for individual undergraduate students will vary by course units, as follows:~~

• ~~3 units and up = 2,500 words (approximately 10 pages)~~

• ~~2 units = 1,700 words~~

• ~~1 unit = 850 words~~

~~Thus, each undergraduate student will write a minimum of 850 words for a one-unit course, a minimum of 1,700 words for a two-unit course, or a minimum of 2,500 words for courses of three units or more. All writing will be in English or a written language that meets the university's "language other than English requirement" (LOTER).~~

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1 **SAC: Student Course Grade Appeals Policy (SAC 216-02) – Revision**

2
3 *Rationale:*

4
5 *On February 16, 2015, the Secretary of the Academic Senate submitted to the CSUSM President*
6 *and Provost a Senate-approved revised Student Course Grade Appeals Policy (SAC 216-02) for*
7 *administrative review and approval. The revisions addressed the areas of electronic submission*
8 *of student appeals, including a more clearly defined process that students must follow to submit*
9 *an appeal. In the course of administrative review and questions regarding clarification of some*
10 *parts of the policy document, the Senate Office noted that SAC had not removed wording which*
11 *outlined the previous process for submission of documents; specifically, the policy still stated*
12 *that hard copies should be mailed to the Senate Office for distribution. This rendered the*
13 *updated policy inaccurate, and it was determined by the Senate Officers that it would be*
14 *returned to SAC for proper editing/updating.*

15
16 *The changes to this document reflect the appeal process for students which have been followed*
17 *for, now, the third academic year. Changes are highlighted in yellow, below. Strikethroughs*
18 *(highlighted in grey) are areas which should have been deleted with last year's iteration of this*
19 *document. Additionally, updated forms are provided to support the accuracy of student*
20 *submissions. This updated policy document, including related forms, reflects the proper steps*
21 *for the appeal process, as confirmed by the Chair of the Student Grade Appeals Committee, and*
22 *the Academic Senate Office.*

23
24
25 **Definition:** Provides a means for students to seek redress of complaints regarding grades.

26
27 **Authority:** California State University San Marcos Faculty Ethics Policy, and Executive
28 Order 1037.

29
30 **Scope:** The purpose of the Student Course Grade Appeals Policy and Procedures shall be
31 to enable students to seek redress of complaints about course grade(s) (hereafter
32 referred to as "grade appeal"). A grade appeal arises when circumstances prevent
33 assignment of an earned course grade or cause an assigned course grade to be
34 questioned by a student. This procedure shall also be available for the resolution
35 of grade appeals alleging inappropriate application to the student of any other
36 rules or policies of California State University San Marcos. The burden of proof
37 shall rest on the student seeking redress.

38
39
40 **I. Preamble**

41 | The California State University San Marcos Student Course Grade Appeals Policy
42 acknowledges the rights of students and faculty as expressed in "Joint Statement of
43 Rights and Freedoms of Students" drafted by the American Association of University
44 Professors, the United States National Student Association, the Association of American

Colleges, the National Association of Student Personnel Administrators, and National Association of Women Deans and Counselors in 1967, and the rights of all members of the campus as outlined in the California State University San Marcos Faculty Ethics policy, Executive Order 1037 states that "faculty have the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades" and that, "in the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final" (p. 7).

II. Purpose

The purpose of the Student Course Grade Appeals Policy and Procedures shall be to enable students to seek redress of complaints about a course grade (hereafter referred to as "grade appeal"). A grade appeal arises when circumstances prevent assignment of an earned grade or cause an assigned grade to be questioned by a student. This procedure shall also be available for the resolution of grade appeals alleging inappropriate application to the student of any other rules or policies of California State University San Marcos.

III. Terms and Definitions

Throughout this document, the words, "shall," "will," and "must" refer to mandatory (required) actions. The words, "may" and "should" refer to discretionary actions (i.e., recommended or voluntary, but not required). The word "dean" refers to the dean or his/her designee (referring to the dean of the college in which the student is filing an appeal). The word "principals" refers to the student appellant and the instructor respondent.

IV. Jurisdiction

This policy applies solely to students' appeals of assigned course grade. Separate grievance policies and procedures have been established for discrimination and harassment grievances. Students wishing to initiate a grievance against an administrator, faculty or staff member because of discrimination on the basis of sex, race, color, national origin, age, disability, veteran status, religion, or sexual orientation are advised to obtain written instructions on the filing of such grievances from the Office of Diversity, Educational Equity & Inclusion the Office of Human Resources and Equal Opportunity or the Office of the Dean of Students.

Separate policies and guidelines also exist for complaints involving Greek social service organizations or individual members of a Greek Organization. These policies and guidelines may be found in the Greek Handbook available in the Office of Student Life and Leadership.

V. Membership

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A. Committee Structure

Membership of the Student Grade Appeals Committee (SGAC) shall consist of:

- Three students (two undergraduate, one graduate) to be named under procedures established by the Associated Students Incorporated (ASI). Student members serving on this committee must be regular students in good standing, have at least junior status, and have a minimum of 30 units completed at CSUSM. Student alternates will be named as needed; see section V.E.
- Four faculty members and four faculty member alternates selected by the Academic Senate. All faculty members of the committee and all faculty alternates must hold tenured appointments.

The Chair shall be elected yearly from the faculty membership of the committee.

B. Chair's Duties

The Chair is non-voting except in cases of a tied vote. The Chair shall be the administrative officer of the committee. The duties of the office shall include arranging for appropriate times and places of committee meetings and hearings; informing committee members of the committee's standing meeting time and place, and the time and place of any hearings; informing in writing all interested parties of the times and places of committee meetings or hearings which they are requested to attend and supplying them with a statement of the grade appeal; informing all other interested parties that an appeal is pending; securing and distributing to the committee written material appropriate for its consideration; arranging for the recording of committee proceedings; maintaining committee records; and informing in writing all interested parties of the recommendations of the committee.

C. Service of Alternates

Alternates shall be called upon as necessary to fill permanent or temporary vacancies (see section V. E., "Vacancies."). Alternates shall serve on the committee as full voting members for grade appeal grievances.

D. Terms of Service and Continuation

~~The term of service on the SGAC shall run from June 1 to May 31.~~ All committee members/alternates shall serve two-year staggered terms, ~~from June to May.~~ All student members shall serve one-year terms. Committee members may serve consecutive terms of service.

The members who begin hearing an appeal shall continue as a panel for that appeal until it reaches resolution, unless a member is unable to continue or is no

longer eligible to serve. In the event that a particular grade appeal extends beyond ~~May 31~~ the academic year, the members hearing that particular grade appeal shall continue with that appeal until the committee's decision is rendered in the next academic year.

E. Vacancies

1. Permanent vacancies

When a permanent vacancy on the committee occurs mid-term, the Chair of the committee shall request a replacement by one of the faculty alternates or, in the case of students, through an appointment made by ASI. The replacement shall have full voting rights for the remaining term of office of the original committee member.

2. Temporary vacancies

If a member of the committee is from the same immediate department or program or has a close personal relationship with the student making the appeal, that member shall not participate in the appeal process for that specific grade appeal. (That is, the member must recuse him/herself.) When, for good cause, a committee member cannot consider a particular grade appeal, or if the committee identifies a conflict of interest, an alternate, with full voting rights, shall be appointed to serve in his/her place for the specific grievance. In addition, a student appellant shall have the right to have one member of the committee replaced with an alternate member for any reason within two academic days prior to the committee's first review of the appeal. An alternate faculty member shall be selected by the Chair of the committee. An alternate student member shall be appointed by ASI.

F. Quorum and Voting

The quorum (which must include at least one student member) for holding meetings and making grade appeal recommendations shall be a majority of the seated members of the SGAC. A majority of members in attendance, including at least two faculty members, is required to make a grade appeal recommendation. Only members of the committee who have reviewed the documents submitted and heard all testimony elicited during the hearing on a grade appeal may vote on the grade appeal.

G. Confidentiality

To protect all parties involved, all participants shall maintain confidentiality to the maximum extent possible at every level of the appeal process. A breach of confidentiality is a breach of ethics, code of conduct, and FERPA.

No member of the committee shall discuss personal and/or pertinent information relating to a specific grade appeal with any persons who are non-committee

members except at the request of the committee as part of the hearing processes defined in this document. This shall not preclude notification of proper authorities by the Student Grade Appeals Committee in the event that the committee perceives the safety of any person or property to be in jeopardy.

No member of the committee shall discuss personal and/or pertinent information relating to a specific grievance with any of the principals throughout the course of the investigation and following the recommendation of the committee except at the request of the committee and/or at a hearing.

Communication Guidelines: All documentation and recommendations relating to individual grade appeals shall be marked and handled "confidential," and are only for the use of those directly involved in the grade appeal (interested parties). All records relevant to an individual grade appeal shall be stored in perpetuity electronically (e.g. via Moodle Container). Members of the committee shall not discuss the facts of any grade appeal through electronic mail, such discussion must occur when the SGAC convenes. Notifications and other procedural correspondence may be conducted electronically.

VI. Grade Appeal Process

Students who wish to avail themselves of the grade appeal process may obtain information and assistance from the Office of the Dean of Students, from the Associated Students, Inc., or their faculty advisor (as applicable).

These consultants may assist with:

- Defining the basis of the appeal using the criteria specified in this procedure;
- Explaining the options available to the student for resolving the grade dispute;
- Suggesting steps toward informal resolution;
- Completing the grade appeal form process (advice and critique) and compiling supporting documentation.

Consultants are expressly prohibited from writing students' grade appeals or supporting documentation.

The grade appeal process has two parts: the required Informal Resolution Process (described in VI. B. below); and the Formal Grade Appeal Process (described in VI. C. below). In cases where the informal process does not result in a resolution of the dispute, a series of documents need to be filed for the formal grade appeal. Before filing a formal grade appeal, students must complete all three steps of the informal resolution process.

A. Deadlines for the Informal Resolution Process and the Formal Grade Appeal

The deadlines for completing the required Informal Resolution Process and the Formal Grade Appeal shall be as follows:

<u>For courses taken during the previous fall and winter session:</u>	<u>Deadline for completion:</u>
<u>Last day to complete the Informal Resolution Process</u>	<u>March 15</u>
<u>Last day to complete the Formal Grade Appeal</u>	<u>March 29</u>

The deadline for completing both the informal and formal appeal processes shall be as follows:

<u>For courses taken during:</u>	<u>Deadline for completion:</u>
<u>Preliminary process for previous fall semester</u>	<u>March 15</u>
<u>Previous fall semester</u>	<u>March 29 March 15</u>
<u>Preliminary process for previous spring & summer semester</u>	<u>October 15</u>
<u>Previous spring and summer semester</u>	<u>October 15 Oct. 29</u>

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<u>For courses taken during the previous spring and summer session:</u>	<u>Deadline for completion:</u>
<u>Last day to complete the Informal Resolution Process</u>	<u>October 15</u>
<u>Last day to complete the Formal Grade Appeal</u>	<u>October 29</u>

B. **Informal Resolution Process**

A good faith effort to settle a dispute must be made before filing a formal grade appeal. Even after a formal appeal is filed, efforts to resolve the dispute by informal means should continue. The SGAC Chair may facilitate the resumption of the informal appeal.

In order to seek resolution before the formal grade appeal filing deadline, students should begin the informal resolution process as soon as possible. Any grade appeal policy and procedure of a college or department is considered part of the informal process, and falls within the time restrictions as discussed in Step 1 through Step 3, below.

Step 1: The student must consult with the faculty member(s) involved to try to reach an agreement. If the faculty member does not respond or if the student is unable to reach agreement in a reasonable length of time, keeping in mind the filing deadline, then the student shall proceed to step 2.

Step 2: The student shall consult with the person at the next level of supervision if Step 1 does not result in a satisfactory agreement. (e.g., department chair or program director). If the parties do not respond or reach agreement in a reasonable length of time, the student shall proceed to step 3.

Step 3: The process shall continue at the level of dean, or the administrative director of equivalent rank. If the dean does not respond or an agreement is not reached and the student wishes to pursue the appeal process, the student shall file a formal grade appeal.

NOTE: Grade appeals involving administrators who have served as the instructor for the course should be directed to the SGAC after Step 1.

Students should document their efforts to complete Steps 1-3 by keeping records of contact with the faculty member, the Department Chair, and the Dean (emails sent and received, notes about phone conversations, etc.); for this purpose, they may use the "Informal Resolution Process Log" appended to this policy. If the informal resolution process fails and the student decides to file a formal grade appeal, the completed "Informal Resolution Process Log" must be submitted as part of the formal grade appeal.

C. Formal Process

The Formal Process shall be filed on-line via the Student Grade Appeals Committee (SGAC) secured website.

Students filing grade appeals should contact the Academic Senate Coordinator at academicsenateoffice@csusm.edu for access to the SGAC secured website.

~~The complete grade appeal requires submission of:~~

~~Step 1: the "Agreement to follow the Student Grade Appeal Policy", and the "Acknowledgement and Release" statement;~~

~~Step 2: the "Informal Resolution Process Log and Supporting Documentation";~~

~~Step 3: the "Formal Grade Appeal Form";~~

~~Step 4: "Supporting Documentation to the Formal Grade Appeal Form";~~

~~Items (1) to (4) must be uploaded to the designated places in the SGAC secured website;~~

~~templates of the required forms are attached to this policy. For a detailed overview of the online submission process, please see Appendix A.~~

1. Basic Guidelines for Grade Appeals

- a. The SGAC presumes that the grade assigned is correct. It is the responsibility of the student appealing an assigned grade to demonstrate otherwise. (See CSU Exec Order 1037, p.9)
- b. Students may only appeal grade assignments on the following bases:
 - An instructor refuses to (or cannot) assign a grade;
 - The instructor is not available to review possible computational error;

- The student believes the grade assigned is inequitable or capricious, unreflective of course performance, or inconsistent with other grade assignments in the course.
- c. The SGAC shall only recommend grade changes when a preponderance of the evidence supports the student's claim that the grade was improperly assigned, based on appeal grounds listed in paragraph (b), above.
- d. The burden of proof shall lie with the student.

2. How to File

Where informal ~~Preliminary resolution~~ fails, the student may file a formal grade appeal in writing to the Student Grade Appeals Committee (SGAC), stating the specific allegations and the desired remedy, accompanied by available documentary evidence. The grade appeal must be submitted by completing the (1) Informal ~~Preliminary~~ Process Log, (2) Student Grade Appeal Form, and (3) Documentary Evidence (Appendix A) and uploading them via the specific link at the SGAC secured website. Students may obtain a formal grade appeal form at the following locations:

- Office of Associated Students Incorporated
- Office of the Dean of Students

2. How to File

Where the informal ~~resolution~~ process fails, the student may file a formal grade appeal electronically using the SGAC website, stating the specific allegations and the desired remedy, accompanied by available documentary evidence ~~(described in VI. C. above);~~.

The complete formal grade appeal requires submission of:

Step 1: the "Agreement to follow the Student Grade Appeals Policy", and the "Acknowledgement and Release" statement.

Step 2: the "Informal Resolution Process Log and Supporting Documentation".

Step 3: the "Formal Grade Appeal Form".

Step 4: "Supporting Documentation to the Formal Grade Appeal Form".

Items (1) to (4) must be uploaded to the designated places in the SGAC secured website: templates of the required forms are attached to this policy. For a detailed overview of the online submission process, please see Appendix A.

It is strongly recommended to submit the documentation for step 1 and 2 as soon as the informal resolution process is completed, i.e., on or before March 15/October 15.

3. Filing Deadline

All parts of the grade appeal must be uploaded to the SGAC secured website no later than March ~~29~~¹⁵ for the prior fall session or October ~~15~~²⁹ for the prior Spring/Summer session. In the event of extenuating circumstances, the Provost or designee shall be able to waive the deadline.

4. Withdrawal and Termination of Formal Grade Appeal Process

A student has the right to withdraw his/her grade appeal at any stage of the proceedings, in which case the proceedings shall terminate immediately. Efforts to resolve the dispute by informal means may continue throughout the formal process. ~~Written notification by the appellant to the Student Grade Appeals Committee is required to terminate the proceedings.~~

~~The Student Grade Appeals Committee address is:~~

~~Student Grade Appeals Committee
c/o Academic Senate Office
California State University San Marcos
San Marcos, CA 92096-0001~~

5. Preliminary Screening

~~Students are required to submit the log for informal Preliminary process by uploading it via the specific link at the SGAC secured website.~~

Upon receipt of the uploaded written formal grade appeal, the Chair of the Student Grade Appeals Committee will review the grade appeal to determine if:

- The Student Grade Appeals Committee has jurisdiction (See section "Purpose" and "Jurisdiction" page 1.); and
- The filing deadline has been met; and
- The ~~informal~~informal resolution process, steps 1 through 3, has been completed.

If any of the three above conditions have not been met, the Chair of the Student Grade Appeals Committee shall respond in writing within seven (7) calendar days to the complainant stating which condition(s) has not been met and terminating the appeal.

If the above conditions have been met, the Chair shall send written notice of receipt of a formal grade appeal within seven (7) calendar

days to all parties involved in the ~~informal~~informal resolution process. The Chair shall also provide the instructor (the person responsible for assigning the student's grade) with a complete copy of documents submitted by the student, and request that the instructor provide a written response and relevant documentation, including the course syllabus and grade roster, to the committee within ten (10) calendar days.

If the instructor identified in the appeal cannot be contacted through reasonable efforts because he/she is no longer in residence or is on leave or vacation, the committee shall provide an additional notification period not exceeding one semester. If the instructor cannot be contacted by the end of one semester it is the responsibility of other qualified faculty to review the grade (CSU Executive Order 1037, p.5). Executive Order 1037 specifies that "Qualified faculty" means one or more persons with academic training comparable to the instructor of record who are presently on the faculty at California State University San Marcos. Typically, this is the department or program chair.

6. Consideration of Grade Appeals

Upon review of documentation from the instructor and the student, the committee Chair shall establish and distribute to the principals a timeline for resolution of the appeal. If additional information is needed, the committee shall use appropriate means to collect relevant data. Any party within the University community who is contacted by the Student Grade Appeals Committee Chair for information relevant to a specific appeal shall cooperate and provide full disclosure of information. This may include, but is not limited to, requesting that the instructor(s) provide academic records such as grade roster, graded materials in his/her possession and other documents such as syllabi and assignments that may be pertinent to the appeal.

The SGAC may establish and consult with a panel of 2-3 faculty members knowledgeable about grading practices, teaching strategies, or classroom management. This panel of experts shall include at least one individual from the general academic discipline or area of the course in which the disputed grade(s) occurred.

- a. The SGAC shall select the panel from a pool of faculty willing to serve as consultants, submitted by the chairs, program directors, or center directors of appropriate academic units.
- b. The panel shall not include a faculty member objected to by either the student or faculty member involved in the dispute. Either the student or faculty member may ask for the replacement of no more than two members of the panel. Such a request must be made in writing and within no more than seven (7) calendar days of the notification by SGAC.

- c. The SGAC shall make its recommendation in the grade appeal based on information received during its fact-finding, including information provided by the panel of faculty.

7. Hearing Process

The committee shall attempt to make its recommendation on the basis of the documentation provided by the student, the instructor, and any other parties from whom it has requested information. If, by a majority vote, the committee determines a need for a hearing, the hearing process will proceed as follows:

- The committee shall determine who will be involved in the hearing process.
- The committee may seek advice from a "panel of experts" from the appropriate area as noted above.
- The committee may invite persons having information related to the grade appeal to testify in the hearing.
- The committee Chair shall reserve the appropriate facility and notify all parties involved of the hearing date(s) and location.

The hearing shall be conducted according to the following standards:

- The hearing is a fact-finding/information gathering proceeding, not a judicial process.
- There shall be no confrontation or cross-examination of witnesses by instructor and the student.
- Only the committee and those currently providing information shall be present during that portion of the hearing.
- The Chair shall preside at the hearing.
- Only the committee members, including the Chair, shall ask questions.

All hearings will be audio- or audio and video-recorded. Recordings will be available for review by the student, the instructor, and committee members in a specially supervised place. Recordings of hearings shall only be copied for Student Grade Appeals Committee record-keeping purposes.

Once all information has been received, including information obtained through hearings, the committee will issue a recommendation.

8. Recommendation

The SGAC shall recommend one of two courses of action. Either

- The original grade was properly assigned and should therefore remain on the student's record, or
- The original grade was improperly assigned, and the student's work should therefore be reevaluated, and the assigned grade should be changed.

The SGAC recommendation shall go to the instructor of record, the student, the instructor's Department Chair or Program Director, the Dean

of the college offering the course, the Provost, and the Office of Enrollment Services if a grade change is recommended. The recommendation will be transmitted within ten (10) calendar days of the completion of the committee's information gathering procedures and deliberations.

If a grade change is recommended, the instructor of record shall notify the Student Grade Appeals Committee of the course of action taken within fourteen (14) calendar days.

CSU Executive Order 1037, p. 8, specifies that: "If the instructor of record does not assign a grade, or if he/she does not change an assigned grade when the necessity to do so has been established by appropriate campus procedure... (i.e., SGAC recommendation), it is the responsibility of other qualified faculty to do so."

Executive Order 1037 further specifies that "Qualified faculty" means one or more persons with academic training comparable to the instructor of record who are presently on the faculty at California State University San Marcos. The qualified faculty (typically the department or program chair) shall notify the SGAC of the course of action taken within fourteen (14) calendar days after receiving the SGAC's request.

9. Appeal of Violations of Procedure

The only possible further action after the SGAC reached its recommendations is allegation of violation of procedure. Either the student or the instructor may appeal the procedure by which a decision of the SGAC was reached.

The sole basis for such an appeal shall be that the SGAC so substantially departed from the guidelines and procedures set forth herein as to have seriously prejudiced the outcome of the case. It is recognized that a procedurally perfect process is impossible to achieve and therefore not required to satisfy due process. It must be shown that the violation has had an actual and not merely a speculative adverse effect on the final decision of the grade appeal.

Such an appeal should be submitted to the Provost or the Provost's designee within fourteen (14) days of the SGAC's official recommendations. The Provost or the Provost's designee shall reply within fourteen (14) days of the appeal.

The Provost or the Provost's designee may:

- Reject the appeal (In this case, the decision of the SGAC shall be final);
or

- Direct the SGAC to reconsider the case, correcting the prior error, and submit a report.

VII. Annual Reports

The SGAC Chair shall report to the President of California State University San Marcos and Academic Senate by September 1 the number and disposition of cases heard the previous academic year (see CSU Exec Order 1037, p.9).

Formal Notice of Student Grade Appeal

Instructions

Before completing this form, please take the time to carefully read the Student Grade Appeal Policy and Procedure; paying particular attention to the basic guidelines for grade appeals (Section V.B.1.b). Filing of Formal Process requires the following 3 documents (please save each document as a separate file. i.e. you should have a total of 3 files ready to be uploaded to the SGAC secured website):

- (1) Informal ~~Preliminary~~ Resolution Log*
- (2) Formal Grade Appeal Form *
- (3) Supporting Documentation.

* An electronic version of the template can be downloaded from the SGAC secured website.

Note:

- Access to (2) and (3) are prohibited until the SGAC chair has reviewed and confirmed that the Informal ~~Preliminary~~ Process has been completed.
- Students should notify the SGAC chair via e-mail once the Informal ~~Preliminary~~ Resolution Log has been submitted to the SGAC secured website.

After reading the policy and procedures, complete this form as thoroughly as possible. You may request assistance to complete the above 3 documents from the Office of the Dean of Students.

Confidentiality will be maintained in accordance with Student Grade Appeals Policy and Procedures, "Confidentiality," Section IV.G.

Once you have completed this form, place in a sealed envelope and send it to:

Student Grade Appeals Committee
C/O Office of the Academic Senate
California State University, San Marcos
San Marcos, CA 92096-0001

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558 **UPDATED FORMS - Senate First Reading**
559

560 Appendix A

561 California State University, San Marcos

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563
564 **Overview of the Formal Submission Process of a Student Grade Appeal Case**
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566
567 | All items are to be submitted via the secure Moodle container of the Student Grade Appeals
568 Committee (SGAC) (accessible via the community.csusm.edu page). Please contact the
569 Academic Senate Coordinator at academicsenateoffice@csusm.edu to be granted access to the
570 Moodle container.
571

572 | Please take the time to carefully read the Student Grade Appeals Policy and Procedure.
573

574 To submit a case, there are four (4) steps to be followed in the Moodle Container. Detailed
575 instructions about each step are provided in the Moodle container (click on the links provided in
576 the Moodle container for each step). Templates of the required forms are posted in the Moodle
577 container and attached below.
578

579 Overview:

- 580
581 | 1. Step 1: Complete the **Agreement to Follow the Student Grade Appeals Policy** and the
582 **Acknowledgement and Release** statement. Note: access to step 2 is prohibited until
583 Agreement is completed in step 1.
584 2. Step 2: Submission of **Informal Resolution Process Log and Supporting**
585 **Documentation** (e.g., email communications)*. Note: access to step 3 is prohibited until
586 step 2 is completed and verified.
587 3. Step 3: Submission of **Formal Grade Appeal Form**.
588 4. Step 4: Submission of **Supporting Documentation** to the Formal Grade Appeal Form.
589
590

591 | *According to the current Student Grade Appeals Policy, in order for the Student Grade Appeals
592 Committee to accept an appeal case from a student, the student must demonstrate that they have
593 **completed the informal resolutiongrade-appeal process** with the instructor, department chair,
594 and dean of the college. Failure to contact all three people (instructor, department chair, and
595 dean) is considered "Informal Process Incomplete" and the case will not be considered.

596 | You are required to provide evidence for completion of the informal ~~resolution~~
597 | process by submitting the ~~Informal~~Informal Resolution Process Log” in step 2.
598 |
599 |
600 |

601 | (Step 1) AGREEMENT to follow the Student Grade Appeals Policy, and
602 ACKNOWLEDGEMENT AND RELEASE

603
604
605
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607

I have received and read the Student Grade Appeals Policy and Procedures and
understand what I am required to do in the Formal Grade Appeals Procedures.

Initials_____

608
609
610
611
612

I hereby release to the Student Grade Appeals Committee all documents, including my
academic records, which may be pertinent to the Committee's investigation.

Initials_____

613
614
615
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617

I certify that, to the best of my knowledge, the information I have provided is accurate
and the circumstances surrounding the problem are as I have described them.

618
619
620
621

Signature

Date

622

623 | (Step 2) **INFORMAL RESOLUTION PROCESS LOG**

624 | Note: an electronic copy of this log is posted in the SGAC secured website. Students should
625 | download this template, fill it out, and upload the completed template at the specific link in the
626 | SGAC secured website.

627

628 | **INFORMAL RESOLUTION PROCESS LOG**

629 | **Date of Submission** _____

630 | **Your Name** _____

631 | **Your Campus E-mail Address:** _____

632 | **Your Phone Number** _____

633 | **Your Mailing Address** _____

634

635 | **Semester:** _____

636 | **Course Name** _____

637 | **Course Number** _____

638 | **Instructor Name** _____

639 | **Note:** According to the current Student Grade Appeals Policy, in order for the Student Grade Appeals Committee
640 | (SGAC) to accept an appeal case from the students, *students have to demonstrate that they have completed the*
641 | *informal ~~grade appeal~~ resolution process with the instructor, department chairman, and ~~Dean~~ dean of the college.*

642 | *Record of contact with (1) instructor, (2) department chair, and (3) Dean should be listed in the following log*
643 | *table. Failure to contact all 3 of these people (instructor, department chair, and dean) is considered as “informal*
644 | *process incomplete,” and the case will be rejected.*

Date	Name of the person you contacted	Title of the person you contacted (please indicate the department)	E-mail and phone number for the person you met	Conclusions from the meeting	Format of communication (phone or E-mail) Note: if E-mail, please attach scanned copy of the e-mail communications from all the persons you had contacted and submit all of them as ONE SINGLE file

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646

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647

648 (Step 3) **FORMAL GRADE APPEAL FORM**

649 Note: an electronic copy of this form is posted at the SGAC secured website. Students should
650 download this template, fill it out and upload the filled template at the specific link in the SGAC
651 secured website.

652

653 **Please type or print clearly**

654

655 **STUDENT INFORMATION**

656

Date:	<hr/>		
Name:	<hr/>	Student ID Number:	<hr/>
Current Address:	<hr/>		
	Street		
	<hr/>	<hr/>	<hr/>
	City	State	ZIP
Home Phone:	<hr/>	Cell Phone:	<hr/>
Expected Graduation:	<hr/>	E-Mail Address:	<hr/>

657

658

659 **COURSE INFORMATION**

Course Number:	<hr/>	Semester:	<hr/>
Course Title:	<hr/>		
Instructor(s):	<hr/>		

660

661 **BASIS FOR GRADE APPEAL**

662 Check all that apply and provide evidence and documentation for each basis checked.

- 663 ☐ The instructor refuses to (or cannot) assign a grade
- 664 ☐ The instructor is not available to review possible computational error.
- 665 ☐ The grade assigned is:
- 666 ☐ A result of an instructor or clerical error
- 667 ☐ Inequitable or capricious

- 668 ☐ Unreflective of course performance
669 ☐ Inconsistent with other grade assignments in the course

670

671 **NARRATIVE**

672 Please provide a brief chronological description of the events and actions leading to the
673 assignment of your grade. Please be sure to include the names of any individuals who may
674 have relevant information. If the space provided here is insufficient, please append the entire
675 narrative on separate page(s).

676

677 **EXPLANATION OF THE APPEAL**

678 For each box checked under "Basis for Appeal," please provide a brief explanation showing
679 how the events and actions cited in your narrative compel a change in your grade. Explain
680 each basis separately, even if this requires citing the same events more than once. If the space
681 provided here is insufficient, please append the entire explanation on separate pages.

682

683

684

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686

687 (Step 4) SUPPORTING DOCUMENTS/DOCUMENTARY
688 EVIDENCE

- 689 • Please upload ONE Adobe pdf file that includes ALL of your supporting documents
690 for your appeal case.
691 • **Separate** each document by **inserting a cover page between each document.**
692 • Examples of supporting documents may include one or more of the following items:
693 o Syllabus
694 o Graded assignments
695 o Graded projects
696 o Graded quizzes, tests and exams
697 o Correspondence with your instructor or other individuals involved with your
698 appeal.

699 *The following format must be used: **In your pdf file, you must use cover pages to***
700 ***separate different types of documents (e.g., use a cover page for “Syllabus”, “Graded***
701 ***Assignments”, “Graded quizzes”, etc.). Failure to follow this format will result in***
702 ***rejection of the case.***

703 Example of submitted file with 4 supporting documents:

704 **Note: remember to insert a cover page to separate each document.**

- 705 (1) Cover page with the title "Course Syllabus" [put actual syllabus here]
706 (2) Cover page with the title "Graded Assignments" [put all graded
707 assignments here]
708 (3) Cover page with the title "Graded Projects" [put all graded project
709 documentation here]
710 (4) Cover page with the title "Graded quizzes, tests and exams" [put all
711 graded quizzes, tests and exams here]
712

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Definition

Do you have grounds for a grade appeal?

A grade appeal arises when circumstances either prevent assignment of an earned course grade or cause an assigned course grade to be questioned by a student. The basis for questioning a grade and filing a grade appeal is limited by the criteria defined in the **Student Grade Appeal Policy**; you should consult in particular sections

- IV. Jurisdiction;
- VI.C.1. Basic Guidelines for Grade Appeals; and
- Appendix A “(Step 3) FORMAL GRADE APPEAL FORM” (quoted below)

Please read these criteria carefully to decide if you have grounds for a grade appeal; you may want to discuss your case with an advisor (such as the Dean of Students Office, ASI Inc., your faculty advisor, or DSS) to help you consider if you have grounds for a grade appeal or for another form of grievance.

Please note that the grade appeal case has to be based on specific graded items. “I think I deserve a better grade” does not provide a base for filing a grade appeal.

In a grade appeal, the **burden of proof** rests with the student.

“BASIS FOR GRADE APPEAL” (quoted from Appendix A “Step 3 -FORMAL GRADE APPEAL FORM”):

Check all that apply and **provide evidence and documentation** for each basis checked.

- ☐ The Instructor refuses to (or cannot) assign a grade
- ☐ The Instructor is not available to review possible computational error.

The grade assigned is:

- ☐ A result of an Instructor or clerical error
- ☐ Inequitable or capricious
- ☐ Unreflective of course performance
- ☐ Inconsistent with other grade assignments in the course

The **Student Grade Appeal Policy** explains which procedural steps you must take to solve the grade dispute, how to document your case, and how to submit your case electronically for consideration by the Student Grade Appeals Committee (SGAC).

Please read the Student Grade Appeal Policy before you start the grade appeal process summarized in the flowchart below. This flowchart is meant to give an overview of the process – it does not replace the policy.

Structure of the Grade Appeal Process:

The grade appeal process has two phases: the **Informal Resolution Process** (a series of conversations) and the **Formal Grade Appeal** (documents to file). In cases where the **Informal Resolution Process** does not result in a resolution of the dispute, a **Formal Grade Appeal** may be filed. **Before** you file a Formal Grade Appeal, you **must** demonstrate that you tried to solve the disagreement “informally”, i.e., by contacting your instructor, and, if this conversation did not solve the dispute, by contacting the administrators to whom your instructor reports (Chair of the Department/Program, and Dean of the College – see flowchart below). These administrators will try to help you solve the situation; if there is still no resolution, they can explain next steps, and answer questions you may have about the grade appeal process and policy.

Find out if you have grounds for a grade appeal:

Advice: try to get this done at the start of the semester, so you give yourself enough time to complete the next steps of the process.

Read the Student Grade Appeal Policy, in particular sections
IV. Jurisdiction
VI.C.1. Basic Guidelines for Grade Appeals
and
the Appendix A “(Step 3) FORMAL GRADE APPEAL FORM”

Deadlines for the Informal Resolution Process and the Formal Grade Appeal

For courses taken during the previous fall and winter session:	Deadline for completion:
Last day to complete the Informal Resolution Process	March 15
Last day to complete the Formal Grade Appeal	March 29

For courses taken during the previous spring and summer session:	Deadline for completion:
Last day to complete the Informal Resolution Process	October 15
Last day to complete the Formal Grade Appeal	October 29

GRADE APPEAL PROCESS:

The following steps are **REQUIRED**; please take them in the order given below, and give yourself ample time to complete them before the deadline:

Phase I:

INFORMAL RESOLUTION PROCESS:

Advice:

try to have these three conversations within the month preceding the deadline (in February / September); the last day to complete the informal resolution process is March 15 / October 15. Make sure you document your attempts to have these conversations. If the informal resolution process fails and you decide to file a formal grade appeal, the completed "Informal Resolution Process Log" **must** be submitted as part of the formal grade appeal (see below).

Step 1: Consult with the **faculty member(s)** involved to try to reach an agreement – keep all emails.

Advice:

print the "**Informal Resolution Process Log**" (Appendix A of the policy) to keep track of your emails and conversations.

Step 1
checkmark
here if done:

☐

if no agreement

Step 2: Consult with **department chair** or **program director** – keep all emails.

(Grade appeals involving administrators who have served as the instructor for the course should be directed to the Student Grade Appeal Committee (SGAC) after Step 1.)

Step 2
checkmark
here if done:

☐

if no agreement

Step 3: Consult with **dean of the college** or **administrative director** – keep all emails.

Step 3
checkmark
here if done:

☐

if no agreement

Advice:

don't wait until the last minute (March 15 / October 15) to ask for access

start the formal grade appeal process by emailing the **Academic Senate Coordinator** at academicsenateoffice@csusm.edu who will give you access to the SGAC Moodle container to upload your grade appeal

Ask for access:
checkmark here if done:

☐

→ **re-read the Student Grade Appeal Policy**



Read Policy:
checkmark
here if done:

☐

Before filing a formal grade appeal, students must complete all three steps of the informal resolution process above. **Failure to complete the Informal Resolution Process will result in the rejection of your case.**

Phase II:
FORMAL GRADE APPEAL PROCESS:

Prepare your file:
prepare the following documents **well in advance of the deadline**
(templates of all **forms** mentioned below are attached to the policy
and available in the Moodle container):

Advice: If you decide to file a formal appeal, **it is strongly recommended** to contact the Academic Senate Coordinator and to file the “Informal Resolution Process Log” (step 2 of the Formal Grade Appeal Process) as soon as you have completed the informal resolution process, i.e., by or before March 15 / October 15. Do not file the “Informal Resolution Process Log” unless you have completed the three conversations required in the informal resolution process.

Step 1:
download and sign the **Agreement to Follow the Student Grade Appeal Policy** and the **Acknowledgement and Release** statement.

Step 1
checkmark
here if done:

☐

Step 2:
download and fill out the **Informal Resolution Process Log** and compile your **Supporting Documentation** (examples: email communications with the instructor, chair, and dean of the College).

Step 2
checkmark
here if done:

☐

Advice: steps 3 and 4 are time-consuming, make sure you give yourself enough time to fill out the form and compile the documentation. Make sure you follow the correct format defined in the policy (last page). The deadline for submission is March 29 / October 29.

Steps 3 and 4:
download and fill out the **Formal Grade Appeal Form** and compile your **Supporting Documentation** (examples: Syllabus; Graded assignments; Graded quizzes, tests and exams) – make sure you follow the recommended format for submitting the Supporting Documentation (see last page of policy).

Steps 3
and 4
checkmark
here if done:

☐

Scan all the documents (forms and supporting documentation) and upload your file into the SGAC Moodle container

as early as possible, but no later than by March 29 / October 29.

The Moodle container has more detailed instructions about the uploading process. It is recommended to upload the documents for Step 1 and 2 well before the deadline of March 29/October 29 – the chair of SGAC needs to review them for completeness (if all the required steps have been taken). If you wait until the last day to upload the materials, but you skipped some of the required steps, **your grade appeal may be rejected** (see policy VI.C.5. Preliminary Screening).

NEXT STEPS

Please read the policy sections VI.C.5-9 for information about what happens after you have uploaded your grade appeal.

The Chair of SGAC will inform you within (7) calendar days if your formal grade appeal will be reviewed by the committee or not (see policy VI.C.5. Preliminary Screening).

If your case moves forward, the SGAC will gather additional information from the instructor and then establish a timeline for resolution of the grade appeal. The time necessary to resolve the case varies (depending if the SGAC needs to consult with a panel of faculty experts, or call for a fact-finding hearing).

RESULTS

At the conclusion of the grade appeal process, the SGAC will make a recommendation, either to reevaluate the grade, or to maintain it (see policy VI.C.8. Recommendation).

* * *

FAC: Retention, Tenure and Promotion (RTP) Standards – Liberal Studies

*Rationale: The **Retention, Tenure and Promotion (RTP) Standards – Liberal Studies** document was reviewed by FAC, sent back to the Liberal Studies (CHABSS) department with comments, then, returned to FAC with changes in reference to FAC feedback. FAC accepted the proposed changes. This document, moved and seconded by FAC, was considered by EC at the March 9 meeting, and was moved and seconded to be placed on the April 6 Academic Senate agenda. An EC member asked about the possibility of providing a definition of the term “activist scholarly research projects” (line 58). The LBS faculty prefer to leave that sentence as it is.*

Table of contents:

A. Introduction	2
B. Standards for teaching	3
C. Standards for research/creative activity	5
D. Standards for service	7

A. Introduction

This document elaborates on the CSUSM *Faculty Personnel Policies and Procedures for Retention, Tenure, and Promotion* and the College *Standards and Procedures for Retention, Tenure, and Promotion*. It provides guidance to faculty members concerning the Liberal Studies Department's expectations, and it guides review committees in recommendations related to retention, promotion, and tenure. In addition, it is intended to encourage faculty members to think carefully about how they can best contribute to the mission of the university and the Department throughout their careers. Faculty are encouraged to seek advice and assistance from more senior colleagues regarding ways to meet these expectations. This document is also intended to clarify for review committees outside the department the standards by which our interdisciplinary department evaluates the successes of our faculty members.

Faculty are evaluated on the basis of their accomplishments in the areas of Teaching, Research and Creative Activity, and Service. Each faculty member must develop a Working Personnel Action File (WPAF) which complies with the guidelines set forth in the University-level and college-level RTP Documents. Of particular importance are the required self-reflection statements that must be included for all three areas of evaluation.

The Department expects the WPAF to demonstrate active engagement of the faculty member in his/her role as a university professor. This may be shown in a variety of ways, depending upon the interests and strengths of the faculty member, the faculty member's rank and experience, and the needs of the Department, University, and community. However, each faculty member is expected to be actively engaged in each of the three RTP evaluation areas. Review committees at all levels will assess the quality and quantity

of achievement based only on information provided in the WPAF.

Although the areas of evaluation are the same for all levels, expectations differ for assistant, associate, and full professors. Retention recommendations will be based on evaluation of potential and accomplishments of the faculty member in the three areas. Tenure and promotion recommendations will be based upon evaluation of the overall record of the faculty member in the three areas. Unless awarded service credit at hiring, faculty members' accomplishments that were part of the record at the time of hiring or prior promotion generally are not relevant to subsequent evaluations except as evidence of performance continuity.

Some activities cut across categories (i.e., teaching, research and creative activity, and service). For example, co-conducting research with students may represent teaching, service, and scholarly activity, as might activist scholarly research projects. The faculty member is encouraged to demonstrate the activities' relevance to multiple criteria in their reflective statement. However, given that the University's RTP Document states that each activity must be assigned to only one category, the LBST Department encourages candidates to seek advice on how to both represent the ways in which their activities may relate to more than one assessment category, and adhere to the policy; note, each activity can only be placed in one category.

At every review, probationary faculty in tenure-track lines should be able to clearly demonstrate their progress toward the standards for tenure and promotion, as described below. Additionally, faculty are expected to respond explicitly in subsequent WPAFs to feedback offered in prior reviews when submitting the file for subsequent evaluations.

B. Teaching

1. The Liberal Studies Department is known for innovative pedagogies and curriculum, and up-to-date interdisciplinary perspectives and research (both applied and basic) in the classroom, for example, its state-of-the-art integrated teacher credential program – the only truly integrated program in the State of California. Faculty in the department place high value on academic freedom, course innovation, and student engagement. All of our classes meet or exceed the All-University Writing Requirement (AUWR).

All faculty in the department are expected to maintain the quality of their courses by experimenting with new course features, new content and new teaching strategies on an ongoing basis. As feasible, they are furthermore encouraged to develop new courses in any of its programs in teacher preparation, linguistics, geography, or border studies, and to develop collaborations with other programs and departments on campus.

All faculty are also expected to demonstrate effective teaching, per section 3 below. Effective teaching is multifaceted. Some of the practices and attributes that characterize effective college teaching include the possession and continuing development of discipline-specific and pedagogical knowledge; the development of pedagogical approaches that incorporate interdisciplinarity as appropriate; the use of

varied instructional techniques; the planning, implementing, assessing, and revising of pedagogies to achieve learning objectives; and the reflection on feedback (e.g., student evaluations; WPAF review letters).

2. Teaching expectations:

- a) Workload: While the number of courses offered by a faculty member may vary, all faculty are expected to teach courses on a regular basis and to teach courses that serve the needs of the department.
- b) Variety of Courses: Each faculty member offers a balance of service and specialty courses.
- c) Pedagogy: Faculty are encouraged to develop a range of pedagogical strategies to reach various learners and to increase interaction with and among students on an ongoing basis. For example, department faculty may engage in project-based pedagogies, discussion, and fieldtrips in addition to formal lectures in their classes. Introducing students to research in all its various stages is encouraged; many faculty work closely with students on independent studies and research and some have integrated this into their own research design.
- d) Teaching expectations across the career path: While the department generally holds the same expectations for all faculty, regardless of rank, in the area of instruction, we acknowledge that each level of review may see different developmental stages in a career.
 - a. Probationary period:
 - i. The Department expects probationary faculty to engage in frank critical self-reflection about pedagogy and departmental needs, and to embrace a process of development and improvement.
 - ii. We recognize the importance of experimentation and the labor involved in constructing, employing, assessing and modifying curriculum.
 - iii. We expect faculty to enhance and extend the curriculum in the Department.
 - b. Promotion to Associate Professor, Promotion to Full Professor, Periodic Evaluation of Tenured Faculty:
 - i. We expect a record of continued contributions to curriculum development that demonstrates a strong understanding of the needs of the Department and various student constituencies.
 - ii. We expect a sustained and ongoing commitment to best pedagogical practices.

3. Evidentiary Base for Teaching

- a) Student Evaluations: All courses are evaluated every semester. Student evaluations for all courses taught during the period under review shall be included in the file. It is expected that faculty will discuss in their narrative statements how their pedagogy is evolving in light of the patterns and trends apparent in their course evaluations. However, course evaluations are only one piece of evidence of teaching success.

- b) Teaching Philosophy: It is incumbent upon all faculty to define their teaching style and link it to an overarching pedagogical philosophy. They should provide additional detail about their classroom strategies and teaching style.
- b) Syllabi: The file shall include representative syllabi from all courses taught during the period under review. Syllabi should conform to university syllabus guidelines.
- c) Teaching Observation: At least once per periodic evaluation prior to tenure, junior faculty shall observe a course taught by a colleague in the University. They should include a reflection on this experience in their WPAF, either as an item or within their narrative reflection.
- d) Other Evidence: In order to demonstrate teaching effectiveness, evidence beyond the required elements described above must be included and discussed in the WPAF. Examples of such evidence include, but are not limited to:
- Teaching awards
 - Samples of graded assignments, papers, and/or exams (with student name removed)
 - Samples of assignments and activities
 - Examples of assessment techniques
 - Lecture outlines
 - PowerPoint slide sequences
 - Additional classroom observations
 - Effective use of guest speakers, videos, etc.
 - Examples of changes made in pedagogy based on feedback, assessment, additional training, etc.
 - Participation in teaching-related workshops with evidence of how the new information was used in teaching
 - Student feedback other than in course evaluations
 - Examples of technological competence.

D. Research/Creative Activity:

1. Research/creative activities take many forms in LBST. These may include, but are not limited to, qualitative, quantitative, and applied scholarly research conducted both individually and collaboratively. The department particularly values scholarly activity which includes student and/or community engagement. In the realm of scholarship, the Department holds three primary expectations of its faculty at all ranks: 1) a clear research agenda leading to 2) sustained, effective scholarly effort and 3) significance to each faculty member's respective field of study.

2. The PRC's evaluation of scholarly research/creative activities will focus on understanding the contribution, benefit, and impact of the candidate's work on the field. The candidate should explicitly present their research trajectory, including their short- and long-term goals, extending beyond the review process. The candidate's research productivity will be evaluated by *holistic* or comprehensive consideration of the candidates' reflective statement, scholarly work, and selected items that the candidates

believe best reflects their progress, as described in the University RTP document and further illustrated below. Candidates will demonstrate effective scholarly effort by identifying and providing evidence of both major scholarly achievements (Category A), and additional achievements (Category B) (see below).

Category A: Major achievements

1. Peer-reviewed journal articles on which a faculty member's contribution was substantial, and which are published or accepted for publication. The narrative should explain the contributions of the candidate and significance of the publication.
2. Book chapters published or accepted for publication to which the candidate's contribution was substantial. The narrative should explain the contributions of the candidate and significance of the publication.
3. Papers published in refereed proceedings. Candidate should demonstrate the significance of the conference and its published proceedings to his/her discipline.
4. Scholarly book authored or edited by the faculty member. The narrative should explain the contributions of the candidate and significance of the publication. (Note: solo-authored books may count as more than one peer-reviewed article; the candidate should provide an explanation. Consult with senior faculty regarding the presentation of such work.)
5. Successful external funded major grant.
6. Publically accessible original data corpus/corpora, to which the candidate's contribution to the development of the data was significant. The narrative should explain the contributions of the candidate and significance of both the data corpus/corpora and the mode of distribution.

Comment regarding major achievements: We recognize that other items may be considered major scholarly achievements. In these cases it is expected that the faculty member will provide evidence and arguments that make the case that an item belongs in this category. We suggest that the faculty member consult with senior faculty if there are questions about the most appropriate category for an item.

Category B: May include, but is not limited to:

1. Papers published in proceedings
2. Presentations at professional meetings
3. Editor-reviewed articles published in journals, newspapers, magazines, and other media
4. Published book reviews
5. Invited keynote or speaker
6. Special recognition and awards for research/creative activities
7. Funded regional or internal grants for scholarly research/creative activity work (e.g., local organizations, University Professional Development, Distinguished Teacher in Residence, etc.)
9. Self published books (related to candidate's field of study)
10. Unfunded peer reviewed external grants for scholarly research/creative activity work

- 225 11. Working papers
- 226 12. Submitted papers
- 227 13. Sponsored or contract research
- 228 14. Technical reports
- 229 15. Unfunded grants
- 230 16. Organizing, presenting, moderating, or serving as a discussant at professional
- 231 conferences, workshops, training or continuing education related to the faculty
- 232 members' program of research.

233 Comment about other scholarly achievements: We recognize that other items not
 234 explicitly included in Categories A or B may be considered scholarly achievements. In
 235 these cases it is expected that the faculty member will provide evidence and arguments
 236 that make the case that an item belongs in this category. We suggest that the faculty
 237 member consult with senior faculty in Liberal Studies if there are questions about the
 238 most appropriate category for an item.

239 240 Assessment of Scholarly Research/ Creative Activities

241 1. **General Standards**

242 Candidates will be assessed on the quality of the evidence provided, the evidence of
 243 sustained scholarship and a trajectory that extends beyond the period under review,
 244 and the totality of their work, as defined in paragraph 1 of this section (D.
 245 Research/Creative Activity). *A variety of types of work must be provided including*
 246 *peer reviewed publication*. The candidate's body of work will be evaluated
 247 holistically, as described above. In all cases, the scholarly reputation of the
 248 dissemination venue (e.g., journal) and/or meeting will be considered when
 249 evaluating the contribution.

250 2. **Tenure and/or Promotion from Assistant Professor to Associate Professor:** At
 251 least six scholarly items (or equivalent, as demonstrated by the candidate in the file,
 252 and explained in the narrative), no fewer than three of which must be from Category
 253 A.

254 3. **Promotion from Associate Professor to Professor*:** At least six scholarly items (or
 255 equivalent, as demonstrated by the candidate in the file, and explained in the
 256 narrative), no fewer than three of which must be from Category A.

257 *Only items not considered in the last promotion may be submitted.

258 3. When multiple authors are present on scholarly research and creative activities,
 259 candidates shall specify their role on the item (e.g., role: first author; second author;
 260 mentoring author; etc.), and describe their contributions to the final product.

261 4. Effective teaching is multifaceted. Some of the practices and attributes that
 262 characterize effective college teaching include the continuing development of discipline-
 263 specific knowledge and research. The statement on teaching should address the
 264 relationship between teaching and candidate's discipline-specific research.
 265

5. All LBST departmental faculty face the challenge of being members of a multi-disciplinary department, where fundamental aspects of a given discipline might not be evident to another departmental member. As such, it is incumbent upon each candidate to write about their disciplinary interests as though readers were not practitioners of their discipline.

E. Service

1. Service activities are highly valued and are an essential component of retention, tenure and promotion evaluations. In addition to routine service (as defined below) that is required by each tenure line faculty member, we expect that all faculty will participate in further service that is impactful and meaningful. The college has a strong tradition of faculty governance, which requires ongoing participation by a wide range of faculty; this means that faculty should plan to be active participants in the faculty governance structure, including attendance at, e.g., all-faculty meetings, and involvement in governance committees at all levels.

Documentation of service should be accompanied by a discussion in the narrative of the impact of the service on the Department, College, University, community, or profession. A narrative of service impact may include a description of the nature of the work, the roles played on committees, and the outcomes of the work. Faculty should convey how the service activity is making a difference on campus, in the community, and/or in the profession. Please see point 3. below for further guidance on documentation about service.

2. Service activities should reflect increasing levels of engagement throughout the candidate's career trajectory. While it is typical for candidates to focus initially on departmental service and then to become increasingly involved in College, University, and community service, that may not be appropriate for all candidates. LBST values service which coheres with candidates' broader goals and visions across the career trajectory, and which feeds into and supports candidates' teaching and research goals. The narrative should be used to explicate the service philosophy and to show these links. The narrative should also include discussion and evidence of service at the routine, significant, and major service levels (described below).

a. Routine service:

Routine service is significant and expected of every tenure track faculty member regardless of commitments outside of the Department or University. Liberal Studies faculty are expected to participate in routine service as part of their standard workload (15 WTUs). Faculty who are not teaching due to grant work or outside service commitments are still expected to routinely participate in Department activities (unless on sabbatical). On occasion, routine service might be considered more major service. For example, work on the Department curriculum committee may be quite extensive one year; that would not be considered routine service. It is up to the individual to explain the impact and importance of the service. The following tasks are considered routine service

in the Liberal Studies Department and should not be used as evidence of exemplary service when being considered for retention, tenure, or promotion:

- Attendance at Department meetings
- Attendance at Departmental retreats
- Attendance at Department welcome-back lunch
- General academic advising
- General mentoring of junior and PT faculty
- Ongoing curriculum maintenance (e.g., catalogue review, updating courses, etc.)
- Participating in regular program assessment activities
- Participating in the program review process
- Participating in tenure-track search process (not a search committee member)
- Attendance at the department graduation celebration
- Other activities may also count as routine service

b. Major service:

These activities are expected of tenure line faculty members but are typically above and beyond routine service. Over time, service activity should be at the department, college and University and community levels, but may vary depending on the year and the faculty members' commitments and interests. It is expected that tenure line faculty will take increasing leadership within these activities as they progress in their career.

Examples of major service include but are not limited to:

1. Department level

- Department chair
- PRC membership
- Program or curriculum development beyond routine changes
- Developing a major new departmental initiative
- Assessment Coordinator
- Coordinator of major option or minor (i.e., ICP, BRS, LING, GEOG)
- Lecturer evaluations
- Program review activities beyond basic assessment activities
- Website maintenance
- Coordinating the graduation celebration
- Social media coordinator
- Student club advisor
- Other activities may count as major department service

2. College/University level:

- Chair or member of College or Academic Senate committee (e.g., FDC, CAPC, HAPC, FAC, APC, UCC, etc.), including Executive Committee roles
- Chair of the College Faculty
- Task force participation
- Faculty Mentoring Program participant

- Special event chair (e.g., organizing a conference)
- Serving as external member on thesis committee
- Serving as external member on faculty review committees (e.g., PTPE, Full Professor), or administrator review committees
- Chairing a search committee
- Serving on a search committee outside of home department
- Development of Extended Learning or other non-departmental curriculum
- Other activities may count as major College/University service

3. *Community/Professional Service level:*

- Speaker, community event
- Reviewer for journals, conferences, grants
- Professional presentations to university or community organizations
- Officer or committee member professional society
- Journal editor
- Board member of a journal
- Board member of an organization
- Given the value our department places on engaged scholarship, it may be that there are some activities where there is significant overlap in the areas of teaching, research, and service; we encourage candidates to talk explicitly about this, and to explain the overlapping ways in which a particular activity may serve two or more areas under evaluation
- Other activities may count as major Community/Professional service

c. **Other meaningful service:** These activities are important for the smooth governance of the college and university and they represent a key element in creating and maintaining collegiality and engagement with the greater campus community. They are not activities which are part of the required routine service for all faculty members, and also do not require a major commitment of time and effort. Examples include but are not limited to:

- Attendance at the annual University commencement ceremony
- ICP admission interview
- Participation in the ICP retreats
- Academic Senator
- Regular participation in university events/open houses
- Serving on staff search committee
- Serving as a member of a tenure-track search process

3. The most important articulation of the scope and goals of a candidate's service activities takes place in the narrative. Candidates can provide supporting evidence which further demonstrates their service commitment in a number of ways, which may include the following:

- Committee reports where the candidate was a significant contributor
- Handouts/slides/notes from presentations
- Programs/event handouts from events which the candidate planned/helped to plan

- 403 • Copies of reviews
- 404 • Curricular forms
- 405 • Other documentation may count as an item to show significant participation in
- 406 service activities
- 407

APC: Excess Units Seniors Policy (APC 349-10)

Rationale for Excess-Units Seniors Policy Revision

Main features of the revision:

1. Lowering the number of earned units at which a student is considered to be an “excess-units senior” from 150 to 130.*
2. Lowering the threshold at which the “Prevention of Excess-Units Seniors” provisions takes effect from 130 to 100.*
3. An exception process is provided for students subject to the “Prevention of Excess-Units Seniors” provisions.
4. Conflicting references to “earned units” and “attempted units” are resolved by making all such references to “earned units.”
5. Terminology/title updates:
 - a. Registration and Records is now the Office of the Registrar
 - b. The Degree Progress Report is now the Academic Requirements Report

* Lowering the limits at which the various provisions of the policy apply decreases that chance of students exhausting financial before they can graduate.

Definition

This policy defines the term “excess-units seniors”, outlines the procedure for facilitating the graduation of such students, and gives a policy to prevent “excess-units seniors.”

Authority

The President of the University

Scope

All CSUSM undergraduate students seeking a first baccalaureate degree.

Karen S. Haynes, President

Approval Date

Graham Oberem, Provost and VP for Academic Affairs

Approval Date

I. Policy

California State University San Marcos encourages undergraduate students to develop personal graduation plans and to graduate in a timely fashion.

~~I.II.~~ EXCESS-UNITS SENIORS Definition of Excess-Units Seniors

The term “excess-units senior” will be used in this document to describe students seeking a first baccalaureate degree who have earned 130¹150 or more units and who have not yet graduated. There are two different groups of excess-units seniors: the first group has already applied for graduation, and the second group has not applied for graduation. For both groups, intrusive advising ~~advising efforts on the part of Undergraduate Academic Advising and the Office of the Registrar~~ shall be used to facilitate their graduation.

~~I.III.~~ EXCESS-UNITS SENIORS WHO HAVE APPLIED FOR GRADUATION Process for Excess-Units Seniors Who Have Applied for Graduation

- A. Academic advisors shall review the student’s Degree Progress Academic Requirement Report to determine the student’s graduation status ~~and determine if the student is on track and will be able to~~ in order to verify if the student is on pace to graduate on time.
- B. If the student has ~~all the~~ completed all the required courses needed to graduate with their declared major(s)/minor(s); the advisor will notify the Office of the Registrar. The Registrar ~~who~~ will automatically graduate the student at the earliest opportunity (see VI for the appeals procedure).
- C. If it is determined that it will not be possible for the student to graduate as planned, the following procedure shall be followed.
 1. The advisor shall review the student’s records for possible course substitution approvals from appropriate departments or programs to graduate the student on time.
 - ~~1.2.~~ The student shall only be allowed to enroll in courses necessary to graduate.
 - ~~D. The student shall be given the earliest priority registration date to facilitate enrollment in outstanding course requirements.~~
 3. The advisor will ~~change the student’s expected graduation term to keep the student in the graduation review process~~ notify the Office of the Registrar, who will then change the student’s graduation to the appropriate graduation term.
 4. The Office of the Registrar shall:
 - a. place a notation on the student record indicating to the student that their graduation date has been changed to the expected semester of completion, and
 - ~~a.b.~~ email the student to encourage them to complete the requirements on time and to utilize advising services as a resource for planning a timely graduation.

5. A special notation ~~shall~~will be placed on the student record ~~indicating to the student that their graduation has been changed to the expected semester of completion; and an email will be sent to the student encouraging the student to complete the requirements on time, and to utilize advising services as a resource for planning a timely graduation. A service indicator will be applied in MyCSUSM to prevent the student from dropping courses without first consulting with an academic advisor.~~

IV. Process for Excess-Units Seniors Who Have Not Applied for Graduation

For students who have not applied for graduation, the following ~~procedure~~process shall be followed:

A. Advisors shall review the student's ~~Degree Progress~~Academic Requirements Report to determine the student's graduation status.

B. If the student ~~already has~~already has completed all the courses needed in ~~his/her/their~~ declared major(s)/minor(s) to graduate, advisors will notify the ~~Office of the Registrar. who~~The Registrar will automatically graduate the student at the earliest opportunity (see V for the appeal procedure).

C. If the student has remaining requirements to complete:

1. ~~The Office of the Registrar and Records will send, an~~an email ~~shall be sent urging to~~ the student, urging them to review their ~~Degree Progress~~Academic Requirement Report and ~~come in for an advising session~~make arrangements to meet with an Academic Advisor for timely graduation planning.

1. An advisor will create a graduation completion plan outlining necessary courses by semester. This plan ~~shall~~will be emailed to the student and a copy shall be kept in the student's file.

2. ~~The advisor will apply automatically for the student's expected graduation term. The Advisor will change student's expected graduation term as necessary to keep the student in the graduation review process. The advisor will notify the Office of the Registrar of the student's updated status. The Office of the Registrar will change the student's graduation to the appropriate graduation term.~~

3. A hold will be placed on the student's ~~record, which will be removed by the student submitting a signed copy of the graduation completion plan~~preventing them from dropping any courses without approval from an advisor.

3.4. The student will only be allowed to enroll in courses necessary to graduate.

V. PREVENTION OF EXCESS-UNITS SENIORSPrevention of Excess-Units Seniors

Students with more than ~~130-100~~ⁱⁱ ~~attempted~~earned units may only change their major(s)/minor(s) if the change of major(s)/minor(s) allows for graduation at a date no

later than the earliest date possible with current major(s)/minor(s). Similarly, students with more than ~~130~~ 100 attempted/earned units may only declare *additional* major(s)/~~or~~ minor(s) if the additional major(s)/~~or~~ minor(s) allow for graduation at a date no later than the earliest date possible with first major/minor. In these cases, review and approval from an staff/academic advisor in Advising Services/Undergraduate Academic Advising will be needed.

Students seeking an exception to these restrictions ~~should~~ must first contact the Department Chair/Program Coordinator of the desired new major/minor department/program. If the Department Chair/Program Coordinator supports the student's proposed change of major/minor, the case may be considered ~~and possibly granted~~ by the Dean of the College (or designee). Only the Dean of the College (or designee) may grant an exception.

~~IV. Exceptions to the 130 units limit can be granted by an appropriate faculty advisor such as the department chair or designee.~~

~~V.~~ VI. APPEALS PROCEDURES/Graduation Date Appeals Procedures

~~Students/Excess-units seniors~~ choosing to appeal their graduation date must submit a Degree Conferral Appeal to the Office of the Registrar for consideration. The appeal must include a narrative statement elaborating how excess units were accumulated, the ~~student's~~ educational intent, and completion timelines. The appeal will be reviewed by a committee consisting of the Dean (or dDesignee) from the cCollege of the student's major, a designated academic advisor from the student's major, and ~~an~~ the Department Chair (or designee) ~~appropriate faculty representative~~ from the student's academic department/program.

ⁱ This limit does not apply to Nursing students admitted prior to 2017 or to Integrated Credential Program students.

ⁱⁱ This limit does not apply to Nursing students admitted prior to 2017 or to Integrated Credential Program students.

1 **APC: Final Exam Conflicts Policy**

2
3 *Rationale for Final Exam Conflict Policy.*

4
5 *This is a new policy.*

6
7 *The original referral to APC asked the committee to develop a policy that addressed two issues:*

- 8 • *How to resolve situations in which the Final Examination Schedule has a student*
9 *scheduled to take final examinations for two different classes at the same time, and*
10 • *Providing protections for students who are required to take too many exams in close*
11 *temporal proximity to one another.*

12
13 *The proposed policy addresses the second type of conflict; APC has consulted with Vice Provost*
14 *Haddad and established that conflicts of the first type should not occur.*

15
16
17
18
Definition This policy establishes a process for rescheduling final examinations when
the final exam schedule calls for a student to take many exams within a
short period of time.

Authority *The President of the University*

Scope *All students and courses at CSUSM.*

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22 _____
Karen S. Haynes, President Approval Date

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26 _____
27 Graham Oberem, Provost and VP for Academic Affairs Approval Date
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44 **I. Policy**
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46 California State University San Marcos allows students who are scheduled to take more
47 than 2 final exams on a single calendar day or more than 3 final exams in any 24-hour
48 period to request that a final examination be rescheduled.
49

50
51 **II. Procedure**
52

- 53 1. No student shall be required to take more than 2 final exams on a single calendar day or
54 more than 3 final exams in any 24-hour period. When a student has three or more final
55 exams on a single calendar day, or four or more final exams in a 24-hour period, then
56 that student has a "final exam conflict."
57
- 58 2. If a final exam conflict exists, the student may contact the instructor of one of the
59 courses to schedule a mutually convenient time for an alternate final exam. If the
60 instructor will not reschedule the exam, then the student should contact the other
61 instructors to see if one of them is willing to reschedule.
62
- 63 3. If a final exam conflict persists after following the steps above, the student shall contact
64 the Dean of Undergraduate Studies for resolution. The Dean of Undergraduate Studies
65 will follow the principle of requiring that the exam in the course with the lowest
66 enrollment be rescheduled for that student, except in special circumstances.
67
- 68 4. The student should request an alternate final exam date at least three weeks prior to the
69 start of final exam week. The last date for requesting a rescheduled final exam will be
70 published in the Registration Calendar each semester.
- 71 5. After obtaining the consent of an instructor to an alternate final exam, both the student
72 and the instructor will complete the "Change in Final Examination Agreement" form
73 and submit it to the department office.
74

CHANGE IN FINAL EXAMINATION AGREEMENT (Model form)

Term/Year: _____

Course Subject/Number: _____ Section Number: _____

Meeting Day/Time: _____ Building/Room: _____

Course Title: _____

Original Final Exam Day/Time: _____ Building/Room: _____

New Final Exam Day/Time: _____ Building/Room: _____

Reason for Request: _____

Instructor (Signature)

Date

Student Name (Print)

Student ID

Student Signature

Date

SENATE CHAIR'S REPORT TO SENATE – 4/6/16

- Referrals (as noted on the Agenda):
 - APC: Formation of New Departments
 - FAC: Physics RTP Document
 - FAC: Library RTP Document
 - FAC: CUGR Resolution on Faculty Mentoring of Undergraduate Research in RTP documents.
- Get the word out to vote on the referendum.
- Full Professor lunch on 4/21/16, noon-2pm KEL Reading Room with President Haynes. Please RSVP.
- I sent an email to all faculty with an update since the February email on what senate/EC/officers have done regarding diversity and inclusion and the WASC faculty forum. I am having continued discussion with concerned faculty.
- Regina Eisenbach will be at Senate on 4/20 to summarize the WASC visit and accept questions from faculty regarding the forum.
- I received a copy of an ASI Resolution titled: "In Support of a Black/African American Student Resource Center"; contact ASI for a copy if desired.

Standing Committee Reports for EC and Senate – 4/6/16

APC

Several APC items are on the Senate agenda for today:

- Proposed (new) Academic Calendars for 2018-19, 2019-20, 2020-21 (2nd reading)
- Proposed changes to the Graduate Probation, Disqualification and Reinstatement Policy (1st reading)
- Proposed changes to the Undergraduate Probation, Disqualification and Reinstatement Policy (1st reading)
- Writing Requirements (1st reading)
 - Proposed changes to the Graduation Writing Assessment Requirement (GWAR): Graduate Level Policy (1st reading)
 - Proposed changes to the All-University Writing Requirement Policy (1st reading)
 - Proposed (new) Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level Policy (1st reading)

Two more APC items may be on the Senate agenda for today (pending Executive Committee action):

- Proposed changes to Excess-Units Seniors Policy (1st reading)
- Proposed (new) Final Exam Conflict Policy (1st reading)

APC is working on one more policy that has a reasonable chance of coming to the Senate this Spring in time for approval this academic year:

- English Language Admissions Requirement Policy (revision)

APC has been working on the following policies with the intention of continuing APC members bringing these to the Senate in Fall 2016:

- Online Instruction Policy (revision)
- Academic Program Discontinuance (revision)
- Impaction Declaration (new)

FAC

Accomplishments

- Changes to Grant Proposal Seed Money Policy presented to Academic Senate for first reading today.
- Liberal Studies Department RTP policy presented to Academic Senate for first reading today.
- Changes to Harry E. Brakebill Distinguished Professor Award presented to Academic Senate for second reading today.

- Minor modification to Athletic Coach Evaluation Policy on today's consent calendar.
- Math and Physics Department RTP policies returned to the respective departments with comments.
- FAC members met with lecturer advisory council reps and members of Senate/committees about lecturer inclusion issues.

Current work:

- Review of Library RTP policy modification.
- Development of Visiting Faculty policy and procedures.
- Continuing discussion of lecturer inclusion issues and next steps.

PAC

The PAC has completed its responses to five of its seven Programs to be reviewed for the year and is on schedule to complete the last two by the end of the semester. The committee will also respond to the five Interim Reports that it recommended be submitted this year.

SAC

Student Affairs Committee, March 2016

Student Grade Appeal Policy

- SAC has finished updating the policy to reflect the online submission process and submits it for a first reading to Senate.
- SAC is developing a resource website with information about the grade appeal process (with a link to the policy, a flowchart to visualize the process, and other resources). Many universities have a webpage with information about the grade appeal process; SAC sees this as an important resource which will help students understand the administrative process of the university, and will alleviate problems that currently occur in the student grade appeal process.

The Engaged Education Definitions Document – SAC received feedback from Community Engagement and the Faculty Center; the document will be housed on the Faculty Center webpage.

NEAC

1. NEAC has initiated a new Procedure for conducting calls for vacant senate committee seats. It has been approved by EC and is being reported to Senate (4/6/16).
2. NEAC continues discussion of Senate Chair Qualifications and will update EC (4/6/16).

TPAC

Tasks Completed in March, 2016

- (1) (a) Open access presentations were conducted on 3/2/16 at the Academic Senate Meeting.
- (2) (b) Feedback was collected and addressed afterward. See page 2 and 3
- (3) Draft for Faculty Survey on Open Access was sent to EC for comments on 3/16/16.
- (4) Comments from EC on Open Access Faculty Survey was discussed in the meeting on 3/28/16. Final draft sent to Academic senate office.
- (5) Academic Senate Office sent out survey on behalf of TPAC on 3/31/16. Survey will close on 4/6/16

Tasks in Progress

Updating the Open Access Policy draft.

Changes In Membership

3/11/16: Carmen Mitchell (library representative) resigned her membership on TPAC

3/28/16: Kathy Hayden (College of Education representative) notified TPAC that she will not serve on TPAC for the AY 16-17.

Feedback Collected from 3/2/16 Open Access Policy Presentation at Academic Senate

1. Does the policy cover meeting proceeding?

Responses: the policy will only cover published journal articles. If authors are interested in placing meeting proceedings or other material at the SchoalrWork, they can contact the corresponding personnel at the library for assistance.

2. It will be helpful for TPAC to provide a list of the universities at U.S. that have open access policy.

A list is prepared. Please see file on p.3 (***Note: electronic Excel file for this data is also provided***).

TPAC's comprehensive listing of Open Access Policies already in place is found on the Senate website. Click on either of the links below and go to the EC or Senate Meeting Date (4/6/16).

<http://www.csusm.edu/senate/meetings/exec2015.html>

<http://www.csusm.edu/senate/meetings/acad2015.html>

Procedure for Initiating a Call for Filling Vacant Seats on Committees

NEAC would like to make a change to the way calls for filling vacant seats are initiated. The current practice is that NEAC issues a call to eligible faculty to either nominate someone or self-nominate themselves for consideration for filling the vacant seat(s). At the end of the call period, NEAC reviews the list of nominees for the seats and submits a recommendation to EC to place on the consent calendar for approval by the senate.

NEAC recommends changing this to keeping an open call for all vacant seats so that eligible faculty may self-nominate for vacant seats as they become available. Adrienne (the senate office) will keep and maintain a posted list of the vacant seats on the senate website so that eligible faculty can go there any time to identify seats and self nominate. NEAC will send out monthly reminders for faculty to make nominations and NEAC still review the names of the nominees received by the last Thursday prior to the next senate meeting on a monthly basis and make the appropriate recommendation to EC and the senate. No such nominations will be accepted after the senate meeting in March each year to ensure that approved nominees have some significant participation on committee business for the year.

This process is not contrary to the election rules and procedures, which state that

When vacancies arise on Standing Committees due to a faculty member being on leave or due to a faculty member's resignation, NEAC shall issue a call for a volunteer replacement to serve for the duration of that faculty member's absence.

What NEAC is asking is that we keep an open call for vacant seats until such seats are filled. This will make it easier for faculty to sign up rather wait for calls that have typically come out twice or three times a semester.