AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday ~ October 29, 2014 ~ 12:00 – 2:00 pm
Kellogg 5207

I.   Approval of Agenda

II.   Approval of Minutes – 10/22/14 (attached)

III.   Chair's Report, Laurie Stowell
        NOTE: There is no EC Meeting Scheduled for 11/26/14

        Referrals to Committee:

V.   Vice Chair's Report, Debbie Kristan

VI.   Provost's Report, Graham Oberem

VII.   Vice Provost's Report, Kamel Haddad

VIII.   Presentations
        Undergraduate Learning Outcomes, Regina Eisenbach, Linda Shaw, Yvonne Meulemans
        (attached) (Page 2)   **12:30 PM Time Certain**

IX.   Discussion Items
        A.   UCC: Graduate Certificate in Leadership in Middle Level Education, Matt Escobar **12:15 PM Time Certain**
                (3 attachments)
                1)   Report from BLP, Program in Middle Level Education (*Page 3*)
                2)   Report from UCC Certificate of Advanced Study in Leadership MLE (*Page 4*)
                3)   Final MLE Certificate for Senate (*Page 5*)
        B.   BLP: Moving Kinesiology Program from EL Support to Stateside – Discussion re: Process
        C.   UCC: Resolution on Revision to Routine Curricular Flow (attached) (*Page 12*)
        D.   SAC: Student Grade Appeals Process (attached) (*Page 13*)
        E.   Shelter in Place Concerns, Melanie Chu (attached) (*Page 28*)
        F.   BLP: Pre-Proposal Process Form (attached) (*Page 29*)
        G.   BLP: P-Form Related Docs: (3 attachments)
                1)   Excel Spreadsheets – Anticipated Revenues and Costs (**2** worksheets in attached excel doc) (*Pages 31,32*)
                2)   CSUSM Proposal Tips (attached) (*Page 33*)
                3)   Program Proposal Template (attached) (*Page 39*)
        H.   FAC: Guidelines for Department RTP Standards Approved (Revised) (attached) (*Page 46*)

X.   EC Members Concerns & Announcements

Upcoming Presentations:
AS, 12/3/14 – Extended Learning "101" and International Programs, Mike Schroder

<mark>*Next meeting: November 5, 2014, 12:00 noon - 12:50 pm, McMahan House*</mark>

Endorsed by University Assessment Council – October 2014

Students graduating with a Bachelor's degree from CSU San Marcos will be life-long learners who are:

1) **Knowledgeable in their field of study who can**
   a. Articulate, integrate, and apply theories and methods of a field of study to create professional, scholarly, and/or artistic work

2) **Comprehensive and critical thinkers who can**
   a. Identify key concepts and develop a foundation for future inquiry
   b. Analyze complex problems and develop solutions by applying quantitative and qualitative reasoning, integrating knowledge and skills from a variety of disciplines
   c. Construct well-reasoned arguments based on evidence

3) **Globally and culturally intelligent who can**
   a. Apply cultural competencies and multiple perspectives to address the local, regional, global, and cultural issues in a community
   b. Demonstrate an intermediate proficiency in a language other than English

4) **Skilled communicators who can**
   a. Communicate clearly and effectively in both written and oral forms
   b. Demonstrate an awareness for audience and context

Report from BLP, Program in Middle Level Education (COEHHS, SOE)
October 21, 2014

The budget and Long Range Planning Committee (BLP) has reviewed the proposed Program in Middle Level Education as well as the resource implications. We thank proposers Erika Daniels and Janet McDaniel for their input and assistance as we reviewed the program's resource implications.

At present, practicing teachers have no options for developing their middle level expertise past he credential level because there are no masters programs specifically geared toward this age level. The proposed program is comprised of 4 courses (12 units) that would become a focus area within the current Masters in Education – General Option and would be launched state-side.

Program Demand:

As the only middle level education preparation credential in the state of California, the graduates from the credential program over the last 20 years would be the pipeline for students interested in this program.

Resource Implications:

Current faculty in the Middle Level Credential Program are adequate to teach the four courses, which are planned to be offered on a bi-annual rotation once a cohort of 15 students have been recruited. Since graduate classes are offered in the evenings during underutilized times, there is currently sufficient space for the one class per semester. If space were to become an issue, the Middle Level Program has a dedicated building at Woodland Park Middle School that could be used. Library and technology resources are currently sufficient. However, the campus has lost computer labs and library costs increase incrementally with student growth. Academic Affairs and the University Budget Committee will need to monitor technology and library cost increases for all programs to ensure adequate resources and support.

Recommendation:

BLP unanimously recommends approval of the Program in Middle Level Teacher Leader Certificate in the M.A. Education Option.

Report from the University Curriculum Committee (UCC), Certificate of Advanced Study in Leadership in Middle Level Education

In December 2013, UCC received a P-form to create a new graduate certificate in Leadership in Middle Level Education. The certificate will be awarded to students who complete four courses (12 total units) related to instruction and leadership in middle schools (grades 6-8). All of the component courses have been previously approved:

EDMI 661- The Young Adolescent Learner
EDMI 662- Middle Level Curriculum, Instruction, and Assessment
EDMI 663: Leadership in Middle Level Education
EDUC 619: Teacher Inquiry to Improve Student Learning

In order to enroll in the certificate program, students must possess a teaching credential. The program is designed to provide practicing educators (teachers, administrators, counselors, etc.) with the knowledge, skills, and dispositions needed for effective school-based leadership at the middle school level. CSUSM is the only university in California that offers a teacher education program focused on middle schools, and this certificate will expand the reach of this unique curriculum to students who received their teaching credentials at other universities.

The proposers of the Certificate of Advanced Study in Leadership in Middle Level Education are Dr. Erika Daniels (Associate Professor, Literacy Education) and Dr. Janet McDaniel (Professor Emerita, Middle Level Education). The associated courses will be taught by Dr. Daniels and Dr. McDaniel, as well as six other faculty in the School of Education.

UCC's review process was focused on the academic integrity and quality of the certificate. Following consultation with Dr. Daniels during Oct. 2014, Graduate UCC voted unanimously to recommend the P-form for Senate approval.

CALIFORNIA STATE UNIVERSITY SAN MARCOS
NEW PROGRAM PROPOSAL – P Form Signature Pages

REC'D DEC 17 2013

COLLEGE/SCHOOL ☐ CoAS ☐ CoBA **COEHHS** SoN   Discipline _____

TITLE OF PROGRAM *Advanced Study in Teacher Leadership in Middle Level Education*

This form is the signature sheet for new programs and new options/concentrations/tracks within existing programs.
For all changes to existing programs (other than addition of new options/concentrations/tracks), use the Form P-2.

Check one: ☐ New Undergraduate Major or New Graduate Degree   Attach a completed New Program Proposal Template

☐ New Option/Concentration/Track
☐ New Minor   Attach a completed New Option/Concentration/ Track,
☐ New Teaching Credential   Minor, or Teaching Credential Proposal Template

☒ New Certificate   Attach a completed New Certificate Proposal Template

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.

	☐ Support ☐ Oppose ☐ Memo attached
Discipline #1	
Signature Date	

	☐ Support ☐ Oppose ☐ Memo attached
Discipline #2	
Signature Date	

	☐ Support ☐ Oppose ☐ Memo attached
Discipline #3	
Signature Date	

	☐ Support ☐ Oppose ☐ Memo attached
Discipline #4	
Signature Date	

	☐ Support ☐ Oppose ☐ Memo attached
Discipline #5	
Signature Date	

CALIFORNIA STATE UNIVERSITY SAN MARCOS

P-FORM PREPARATION

1a. _Erika Daniels_   10/1/13
     Originator (Please print)   Date

1b. _____   12/12/2013
     Librarian Liaison for Library Report+   Date

1c. _____   12/12/2013
     IITS Liaison for IITS Report+   Date

PROGRAM/DEPARTMENT-LEVEL REVIEW

2. _____   10.14.13
     Program/Department - Director/Chair*   Date

COLLEGE/SCHOOL-LEVEL REVIEW

3. _____   10/8/13
     College/School Curriculum Committee*   Date

REVIEW (Signatures must be obtained by proposer)

4a. _____   11/4/13
     Vice President for Student Affairs*   Date

4b. _____   12/12/2013
     Dean of Library*   Date

4c. _____   12/12/2013
     Dean of Information and Instructional   Date
     Technology Services*

4d. _____   12-2-13
     Vice President for Finance and Administrative   Date
     Services*

4e. _____   11/5/13
     Dean of Graduate Studies (if applicable) *   Date

COLLEGE/SCHOOL-LEVEL RECOMMENDATION

5. _____   10·21·13
     College/School Dean/Director*   Date

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

6a. _____   _____
     University Curriculum Committee^   Date

6b. _____   _____
     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.

CALIFORNIA STATE UNIVERSITY SAN MARCOS
CEHHS, School of Education
Proposal for Certificate in Middle Level Education

1. **Title**: Certificate of Advanced Study in Leadership in Middle Level Education

2. **Contact persons**: (Submitting faculty on behalf of the Middle Level Education faculty team)
    Rong-Ji Chen, Associate Professor of Education, rchen@csusm.edu
    Erika Daniels, Assistant Professor of Education, edaniels@csusm.edu
    Janet McDaniel, Professor of Education, mcdaniel@csusm.ed

3. **Proposed Date**: Fall 2014

4. **Existing programs** in the discipline(s) under which the new Certificate is to be offered:
    a. Masters of Arts in Education, General Option

5. **Existing program**(s) that may be affected by the proposed Certificate:
    a. Masters of Arts in Education, General Option

6. **Purpose of the proposed Certificate**, including specific academic objectives served, professional applications, potential student market, and a statement explaining the need for the Certificate in comparison to existing related majors, minors, and Graduate programs.

    a. Because the state of California does not issue a teaching credential specifically authorizing individuals to teach at the middle school level, school districts hire teachers with either a Multiple Subject (elementary) or Single Subject (secondary) Credential. Since the advent of No Child Left Behind (NCLB), districts have been moving toward having Single Subject specialists at the middle school. Neither the Multiple nor Single Subject Credential truly addresses the unique needs of the young adolescent. At the request of local school district superintendents, the then-College of Education created the Middle Level Education program more than 20 years ago. CSUSM offers the only teacher education program to prepare middle level teachers in the state. In effect, the state of California has just about 25 new teachers every year who go into middle school teaching well-prepared to meet the needs of their students. Graduates of our program earn a Multiple Subject Credential as well as a Single Subject Credential or Subject Matter Authorization in one or more areas and are credentialed to teach in grades K-12. This flexibility in addition to the expertise of Middle Level graduates has led to a strong reputation in the community and region. The majority of our graduates teach in middle schools in Southern California and other areas of the United States.

    b. At present, practicing teachers have no options for developing their middle level expertise past the credential level because there are no masters programs geared specifically toward understanding the academic, cognitive, social, and emotional needs of young adolescents. The proposed certificate program will provide practicing middle school teachers with advanced topics in research and practical applications pertaining to young adolescent development, middle level curriculum, teaching and learning, leadership, and so on. Graduates are expected to become leading teachers for middle schools.

    c. The proposed Certificate provides practicing educators (teachers, administrators, counselors, etc.) with the knowledge, skills, and dispositions needed for effective school-based leadership at the middle school level. Completion of the program will signify an expertise in the education of young adolescents—typically those in grades six through eight. Because California does not offer

specialized teacher credentialing in middle level education, very few middle school teachers have initial preparation for teaching in middle school.

d. The proposed Certificate will serve currently credentialed teachers who either teach in middle schools or aspire to do so. It is designed to be appropriate both for CSUSM Middle Level Teacher Education Program graduates and those who have had no middle grades preparation. Experienced educators will bring with them classroom experience on which to build in the program.

e. CSUSM has approximately 450 graduates of the Middle Level Teacher Education Program. Many of them have completed an MA program either at CSUSM or elsewhere. We know, however, that a great number of them have not continued their professional education beyond their initial credential. No other university in California offers a Certificate or MA program in Middle Level Education. Because of the reputation of CSUSM as a leader in Middle Level Education, we expect to draw a robust student body from our service area. If we eventually move to offer the Certificate program online (we are considering this), it will appeal to a larger pool of educators, not all of whom will be from California.

7. **Student Learning Outcomes:** Graduates of the Certificate will be able to:
   a. Analyze the major theory and research related to young adolescent development.
   b. Analyze and apply the research focused on planning and implementing curriculum that develops young adolescents' competence in subject matter.
   c. Identify the major principles and theories underlying the philosophical foundations of developmentally responsive middle level programs and schools.
   d. Analyze and apply the major principles and research related to assessment-driven instruction.
   e. Reflect upon their complex roles as educators of young adolescents.

8. **List of the courses:** There are four proposed Middle Level courses (total 12 units). The table below indicates the list of courses for students who are interested in learning more about middle level education and young adolescent learners. Graduate students can select any of the courses depending on interest or need. Also the four Middle Level courses can be packaged as a local Certificate for Advanced Study in Middle Level Education or in conjunction with the Master's of Arts in Education – General Option Program.

It is anticipated that some students may initially enroll in one or more courses as stand-alone trainings and then seek to expand their skill sets by completing all requirements for the local certificate. This program is also viewed as a potential recruiting ground for applicants to SoE's Master of Arts in Education program. The only prerequisite to enrolling in the Middle Level courses is the possession of a teaching credential.

Middle Level Certificate
EDMI 661 *The Young Adolescent Learner*   (approved)
EDMI 662 *Middle Level Curriculum, Instruction, and Assessment*   (approved)
EDMI 663 *Leadership in Middle Level Education*   (approved)
EDUC 619 *Teacher Inquiry to Improve Student Learning*   (approved)

9. **Minimum Level of Competence**: Students must demonstrate the ability to pass graduate-level courses with a grade of B or better in each Certificate course. Students earning a B or better in all four Middle Level courses will be eligible for the Certificate of Advanced Study in Middle Level Education.

10. **Waiver**: There are no assessment waivers of lower division requirements.

11. **Catalog Descriptions:**

EDMI 661: The Young Adolescent Learner
Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of young adolescents from multidisciplinary, multicultural, and applied perspectives. Students will explore how to create learning environments and social contexts that support cognitive and developmental processes. Through a critical inquiry process, students will learn theoretical perspectives and empirical research on young adolescent development as they create an understanding of the factors that influence the social contexts in which practitioners and young adolescents exist.

EDMI 662: Middle Level Curriculum, Instruction, and Assessment
Explores various issues and techniques in curriculum design, instruction, and assessment in light of middle-level philosophy and young adolescent development. Students will expand their practical repertoire of teaching and assessment strategies for meeting young adolescents' intellectual, social, and emotional needs. Students will engage in field experiences and consider organizational structures that shape middle-level students' learning and development.

EDMI 663: Leadership in Middle Level Education
Presents a theoretical framework for critical reflection on the characteristics of effective middle level schools and leadership. Promotes an understanding of how to implement, and advocate for, effective strategies for meeting young adolescents' intellectual, social, and emotional needs. Introduces and applies action research that impacts practices in schools in light of middle level philosophy and young adolescent development. Addresses deeper leadership skills and strategies as a teacher leader in order to shape middle level students' learning and development.

EDUC 619: Teacher Inquiry to Improve Student Learning
For teachers interested in conducting teacher research in their classrooms. The goal is to create a community of practice for teachers as-researchers who can reflect on, investigate, understand and share their craft, students and classrooms with colleagues.

12. **Faculty Members**: No new faculty hires are anticipated to support these courses. Six of the School of Education's current tenure-track faculty have the necessary expertise to offer relevant courses, and one additional lecturer also possesses the requisite backgrounds for contributing to the program. The prospective lecturer instructors for the courses has taught both in middle schools and in teacher education programs with ample experiences in adult training and professional development at district and county level. The following faculty members would be interested in teaching the proposed aggregate of courses:

   - Rong-Ji Chen, Ph.D., Associate Professor, Mathematics Education (EDUC 619, EDMI 661, 662)
   - Erika Daniels, Ed.D., Associate Professor, Literacy Education (EDUC 619, EDMI 661, 662)
   - Ana M. Hernández, Assistant Professor, Multilingual and Multicultural Education (EDUC 619, EDMI 661, 662)
   - Kathryn Martin, Ph.D., Lecturer (EDUC 619, EDMI 661, 662, 663)
   - Janet McDaniel, Ph.D., Professor, Social Studies Education (EDMI 661, 662, 663)
   - Moses Ochanji, Ph.D, Associate Professor, Science Education (EDUC 619, EDMI 661, 662, 663)

- Laurie Stowell, Ph.D, Professor, Literacy Education (EDUC 619, EDMI 661, 662)

13. **Instructional resources:** No additional tenure-track faculty hires anticipated at this time. Existing classroom space at CSUSM might be utilized; however, we also have our own CSUSM classroom at Woodland Park Middle School in San Marcos. It contains a complement of middle school curriculum and journal resources. Library resources will include those needed for any graduate program in Education.

CATALOG COPY:

Certificate of Advanced Study in Leadership in Middle Level Education

The School of Education offers a Certificate of Advanced Study in Leadership in Middle Level Education that is associated with its Master of Arts in Education programs.

The goals and objectives of the certificate are to provide practicing educators (teachers, administrators, counselors, etc.) with the knowledge, skills, and dispositions needed for effective school-based leadership at the middle school level. Completion of the program will signify an expertise in the education of young adolescents—typically those in grades six through eight.

The certificate is intended to serve currently credentialed teachers who either teach in middle schools or aspire to do so. It is designed to be appropriate both for CSUSM Middle Level Teacher Education Program graduates and those who have had no formal preparation in middle school instruction. Experienced educators will bring with them diverse classroom experience, which the program will build upon.

Students who earn a B or better in all four Middle Level Education courses will be eligible for the Certificate of Advanced Study in Leadership in Middle Level Education. The only prerequisite to enrolling in the courses associated with the certificate is the possession of a teaching credential.

Required Courses:

EDMI 661	3
EDMI 662	3
EDMI 663	3
EDUC 619	3
Total Units	**12**

Resolution on Revision to Routine Curricular Flow for the Academic Senate of California State University San Marcos

Oct. 10, 2014

RESOLVED, that the Academic Senate of California State University San Marcos adopt the routine flow of C-2 and P-2 forms as outlined below.

RESOLVED, that this resolution be sent to the Colleges and to the Chair of each College Curriculum Committee.

RATIONALE:

With the goal of maintaining a thorough review of the curriculum while streamlining the review process, UCC proposes the following standard review:

Following careful review by the College Curriculum Committee, with signatures required from both the Committee Chair and the Associate Dean, C-2 forms that are not associated with a new program and all P-2 forms will move on to Academic Programs for further review by the UCC Chair and the AVP of Academic Programs. Should the changes be deemed 'not substantive', the curriculum will be placed onto a UCC consent calendar. Should the changes be deemed 'substantive', the curriculum will be placed in the UCC queue for review.

This change coincides with the introduction of the new electronic C-form. It is hoped that this new version will eliminate the need for some of the review currently taking place at UCC.

The proposal involves a phase-in process as follows:

1) AVP Academic Programs and UCC Chair train the College Curriculum Committees on the review process and what is expected. Fall, 2014
2) Current curriculum in the queue is reviewed to either be sent back to the Colleges or proceed to UCC for Consent Calendar. Winter, 2014-15
3) Start process in Spring, 2015, hopefully coinciding with the introduction of the new electronic C-form.
4) Review the process during the transitional period on curriculum that has been passed. UCC Spring 2015 and Fall 2015
5) Make recommendations to the Senate EC on any revisions needed. Fall, 2015

Student Course Grade Appeals

Definition: Provides a means for students to seek redress of complaints regarding-grades.

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

Scope: The purpose of the Student Course-Grade-Appeals Policy and Procedures shall be to enable students to seek redress of complaints about course grade(s) (hereafter referred to as "grade appeal"). A grade appeal arises when circumstances prevent assignment of an earned course grade *or* cause an assigned course 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. The burden of proof shall rest on the student seeking redress.

Procedure

I. Preamble
The California State University San Marcos Student Course Grade Appeal Policy acknowledges the rights of students and faculty as expressed in "Joint Statement of Rights and Freedoms of Students" drafted by the American Association of University 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 ail 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 Appeal 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 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** ~~Student and Residential Life~~

v. Membership

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 IV.E., "Vacancies."). Alternates shall serve on the committee as full voting members for grade appeal grievances.

92   D. Terms of Service and Continuation
93
94   The term of service on the SGAC shall run from June 1 to May 31. All committee members/
95   alternates shall serve two-year staggered terms, from June to May. All student members shall
96   serve one-year terms. Committee members may serve consecutive terms of service.
97
98   The members who begin hearing an appeal shall continue as a panel for that appeal until it
99   reaches resolution, unless a member is unable to continue or is no longer eligible to serve. In
100   the event that a particular grade appeal extends beyond May 31, the members hearing that
101   particular grade appeal shall continue with that appeal until the committee's decision is rendered.
102
103   E. Vacancies
104
105   1. Permanent vacancies
106   When a permanent vacancy on the committee occurs mid-term, the Chair of the committee
107   shall request a replacement by one of the faculty alternates or, in the case of students, through
108   an appointment made by ASI. The replacement shall have full voting rights for the remaining
109   term of office of the original committee member.
110
111   2. Temporary vacancies
112   If a member of the committee is from the same immediate department or program or has a
113   close personal relationship with the student making the appeal, that member shall not
114   participate in the appeal process for that specific grade appeal. (That is, the member must
115   recuse him/herself.) When, for good cause, a committee member cannot consider a particular
116   grade appeal, or if the committee identifies a conflict of interest, an alternate, with full voting
117   rights, shall be appointed to serve in his/her place for the specific grievance. In addition, a
118   student appellant shall have the right to have one member of the committee replaced with an
119   alternate member for any reason within two academic days prior to the committee's first
120   review of the appeal. An alternate faculty member shall be selected by the Chair of the
121   committee. An alternate student member shall be appointed by ASI.
122
123
124   F. Quorum and Voting
125   The quorum (which must include at least one student member) for holding meetings and
126   making grade appeal recommendations shall be a majority of the seated members of the SGAC.
127   A majority of members in attendance, including at least two faculty members, is required to
128   make a grade appeal recommendation. Only members of the committee who have reviewed the
129   documents submitted and heard all testimony elicited during the hearing on a grade appeal may
130   vote on the grade appeal.
131
132   G. Confidentiality
133
134   To protect all parties involved, all participants shall maintain confidentiality to the maximum
135   extent possible at every level of the appeal process. A breach of confidentiality is a breach of
136   ethics, code of conduct, and FERPA.
137

138   No member of the committee shall discuss personal and/or pertinent information relating to a
139   specific grade appeal with any persons who are non- committee members except at the request
140   of the committee as part of the hearing processes defined in this document. This shall not
141   preclude notification of proper authorities by the Student Grade Appeal Committee in the event
142   that the committee perceives the safety of any person or property to be in jeopardy.

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

149   Communication Guidelines: All documentation and recommendations relating to individual
150   grade appeals shall be marked and handled "confidential," and are only for the use of those
151   directly involved in the grade appeal (interested parties). All records relevant to an individual
152   grade appeal shall be appropriately maintained for three years in locked file drawers located in
153   the Academic Senate Office and then shredded (for physical records), or in a secure electronic
154   location and then destroyed (for electronic records). Members of the committee shall not
155   discuss the facts of any grade appeal through electronic mail, such discussion must occur when
156   the SGAC convenes.

158   Notifications and other procedural correspondence may be conducted electronically.

161   VI. **Grade Appeal Process**
162   Students who wish to avail themselves of the grade appeal process may obtain information and
163   assistance from the Office of the Dean of Students, from the Associated Students, Inc., or their
164   faculty advisor (as applicable).

166   Consultants may assist with:

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

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

177   A. Informal Process Deadlines
178   The deadlines for completing the informal appeal process shall be as follows:

For courses taken during	**Deadline for completion:**
Previous fall semester	March 15
Previous spring and summer semester	October 15

A good faith *effort* to settle a dispute must be made before filing a formal grade appeal. Even after an appeal is filed, efforts to resolve the dispute by informal means should continue. 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.

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.

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.

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.

C. Formal Process

Formal Process should be filed on-line via the secured Student Grade Appeal Committee (SGAC) Moodle container.

If a student decides to file a formal grades appeal should contact the academic senate coordinator for access to the secured SGAC Moodle container.

If a student decides to file a formal grade appeal, the complete grade appeal, including (1) the required informal process log, (2) letter of appeal and (3) supporting document must be uploaded to the designated places in the secured SGAC Moodle container postmarked or stamped as received by the University's Academic Senate Office no later than March 15 (for courses taken during the

230 previous Fall semester) or October 15 (for Spring and Summer semesters). In the event of
231 extenuating circumstances, the Provost or designee shall be able to waive the deadline.
232
233 1. Basic Guidelines for Grade Appeals
234 a. The SGAC presumes that the grade assigned is correct. It is the responsibility of the student
235   appealing an assigned grade to demonstrate otherwise. (See CSU Exec Order 1037, p.9)
236 b. Students may only appeal grade assignments on the following bases:
237   • An instructor refuses to (or cannot) assign a grade;
238   • The instructor is not available to review possible computational error;
239   • The student believes the grade assigned is inequitable or capricious, unreflective of course
240   performance, or inconsistent with other grade assignments in the course.
241
242 c. The SGAC shall only recommend grade changes when a preponderance of the evidence
243   supports the student's claim that the grade was improperly assigned, based on appeal
244   grounds listed in paragraph (b), above.
245 d. The burden of proof shall lie with the student.
246
247 2. How to File
248 Where informal resolution falls, the student may file a formal grade appeal in writing to the
249 Student Grade Appeals Committee (SGAC), stating the specific allegations and the desired
250 remedy, accompanied by available documentary evidence. The grade appeal must be
251 submitted by completing the (1) Informal Process Log, (2) Student Grade Appeal Form, and (3)
252 Documentary Evidence the Formal Notice of Student Grade Appeal form (Appendix A) and
253 uploading them via the specific link at the secured SGAC Moodle container. Students may
254 obtain a formal grade appeal form at the following locations:
255 Office or Associated Students Incorporated
256 Office or the Dean of Students
257
258
259 3. Filing Deadline
260 The written grade appeal must be postmarked or stamped as received no later than March 15
261 for the prior fall session or October 15 for the prior Spring/Summer session. In the event of
262 extenuating circumstances, the Provost or designee shall be able to waive the deadline.
263
264 4. Withdrawal and Termination of Formal Process
265 A student has the right to withdraw his/her grade appeal at any stage of the proceedings, in
266 which case the proceedings shall terminate immediately. Efforts to resolve the dispute by
267 informal means may continue throughout the formal process. Written notification by the
268 appellant to the Student Grade Appeals Committee is required to terminate the proceedings.
269
270 The Student Grade Appeals Committee address is:
271
272 **Student Grade Appeals Committee** c/o **Academic Senate Office**
273 California State University San Marcos
274 San Marcos, CA 92096-0001
275

276   5. Preliminary Screening
277
278   Students are required to submit the log for informal process.
279
280   Upon receipt of the written-grade appeal, the Chair of the Student Grade Appeal
281   Committee will review the grade appeal to determine if:
282   the Student Grade Appeals Committee has jurisdiction (See section "Purpose" and
283   "Jurisdiction" page 1.); and
284   the filing deadline has been met; and
285   the informal process, steps 1 through 3, have been completed.
286
287
288   If any the three above conditions have not been met, the Chair of the Student Grade Appeals
289   Committee shall respond in writing within seven (7) calendar days to the complainant stating
290   which conditon(s) has not been met and terminating the appeal.
291
292   If the above conditions have been met, the Chair shall send written notice of receipt of a
293   grade appeal within seven (7) calendar days to all parties involved in the informal process.
294   The Chair shall also provide the instructor (the person responsible for assigning the student's
295   grade) with a complete copy of documents submitted by the student, and request that the
296   instructor provide a written response and relevant documentation, including the course
297   syllabus and grade roster, to the committee within ten (10) calendar days.
298
299   If the instructor identified in the appeal cannot be contacted through reasonable efforts
300   because he/she is no longer in residence or is on leave or vacation, the committee shall
301   provide an additional notification period not exceeding one semester. If the instructor
302   cannot be contacted by the end of one semester it is the responsibility of other qualified
303   faculty to review the grade (CSU Executive Order 1037, p.5). Executive Order 1037
304   specifies that "Qualified faculty" means one or more persons with academic training
305   comparable to the instructor of record who are presently on the faculty at California State
306   University San Marcos. Typically, this is the department or program chair.
307
308   6. Consideration of Grade Appeals
309   Upon review of documentation from the instructor and the student, the committee Chair shall
310   establish and distribute to the principals a timeline for resolution *of* the appeal. If additional
311   information is needed, the committee shall use appropriate means to collect relevant data.
312   Any party within the University community who is contacted by the Student Grade Appeals
313   Committee Chair for information relevant to a specific appeal shall cooperate and provide
314   full disclosure of information. This may include, but is not limited to, requesting that the
315   instructor(s) provide academic records such as grade roster, graded materials in his/her
316   possession and other documents such as syllabi and assignments that may be pertinent to the
317   appeal.
318
319   The SGAC may establish and consult with a panel of 2-3 faculty members knowledgeable
320   about grading practices, teaching strategies, or classroom management. This panel of experts

321 shall include at least one individual from the general academic discipline or area of the course
322 in which the disputed grade(s) occurred.
323
324 a. The SGAC shall select the panel from a pool of faculty willing to serve as consultants,
325 submitted by the chairs, program directors, or center directors of appropriate academic units.
326 b. The panel shall not include a faculty member objected to by either the student or faculty
327 member involved in the dispute. Either the student or faculty member may ask for the
328 replacement of no more than two members *of* the panel. Such a request must be made in
329 writing and within no more than seven (7) calendar days of the notification by SGAC.
330 c. The SGAC shall make its recommendation in the grade appeal based on information
331 received during its fact-finding, including information provided by the panel *of* faculty.
332
333 7. Hearing Process
334 The committee shall attempt to make its recommendation on the basis of the documentation
335 provided by the student, the instructor, and any other parties from whom it has requested
336 information. **If,** by a majority vote, the committee determines a need for a hearing, the
337 hearing process will proceed as follows:
338 The committee shall determine who will be involved in the hearing process.
339
340 The committee may seek advice from a "panel *of* experts" from the appropriate area as noted above.
341 The committee may invite persons having information related to the grade appeal to testify in the
342 hearing.
343 The committee Chair shall reserve the appropriate facility and notify all parties involved of the
344 hearing date(s) and location.
345
346
347 The hearing shall be conducted according to the following standards:
348 • The hearing is a fact-finding/information gathering proceeding, not a judicial process.
349 • There shall be no confrontation or cross-examination of witnesses by instructor and the student.
350 • Only the committee and those currently providing information shall be present during that portion of the
351 hearing.
352 • The Chair shall preside at the hearing.
353 • Only the committee members, including the Chair, shall ask questions.
354
355
356 All hearings will be audio- or audio and video-recorded. Recordings will be available *for*
357 review by the student, the instructor, and committee members in a specially supervised place.
358 Recordings *of* hearings shall only be copied for Student Grade Appeal Committee record-
359 keeping purposes.
360
361 Once all information has been received, including information obtained through hearings, the
362 committee will issue a recommendation.
363
364 8. Recommendation
365 The SGAC shall recommend one of two courses of action. Either:

366   the original grade was properly assigned and should therefore remain on the student's record,
367   or
368   the original grade was improperly assigned, and the student's work should therefore be
369   reevaluated, and the assigned grade should be changed.
370
371 The SGAC recommendation shall go to the instructor of record, the student, the instructor's
372 Department Chair or Program Director, the Dean of the college offering the course, the
373 Provost, and the Office *of* Enrollment Services if a grade change is recommended. The
374 recommendation will be transmitted within ten (10) calendar days of the completion of the
375 committee's information gathering procedures and deliberations.
376
377 **If** a grade change is recommended the instructor of record shall notify the Student Grade
378 Appeals Committee of the course *of* action taken within fourteen (14) calendar days.
379
380 CSU Executive Order 1037, p. 8, specifies that: "If the instructor of record does not assign a
381 grade, or if he/she does not change an assigned grade when the necessity to do so has been
382 established by appropriate campus procedure… (i.e. SGAC recommendation), it is the
383 responsibility of other qualified faculty to do so.''
384
385 Executive Order 1037 further specifies that "Qualified faculty" means one or more persons
386 with academic training comparable to the instructor of record who are presently on the faculty
387 at California State University San Marcos. The qualified faculty (typically the department or
388 program chair) shall notify the SGAC of the course of action taken within fourteen (14)
389 calendar days after receiving the SGAC's request.
390
391 9. Appeal of Violations *of* Procedure
392 The only possible further action after the SGAC reached its recommendations is allegation of
393 violation of procedure. Either the student or the instructor may appeal the procedure by which
394 a decision of the SGAC was reached.
395
396 The sole basis for such an appeal shall be that the SGAC so substantially departed from the
397 guidelines and procedures set forth herein as to have seriously prejudiced the outcome *of* the
398 case. **It** is recognized that a procedurally perfect process is impossible to achieve and
399 therefore not required to satisfy due process. **It** must be shown that the violation has had an
400 actual and not merely a speculative adverse effect on the final decision of the grade appeal.
401
402 Such an appeal should be submitted to the Provost or the Provost's designee within fourteen
403 (14) days of the SGAC's official recommendations. The Provost or the Provost's designee shall
404 reply within fourteen (14) days of the appeal.
405
406 The Provost or the Provost's designee may:
407 • reject the appeal (In this case, the decision of the SGAC shall be final); or
408 • direct the SGAC to reconsider the case, correcting the prior error, and submit a report.
409
410
411 **VII. Annual Reports**

412 The SGAC Chair shall report to the President of California State University San Marcos and
413 Academic Senate by September 1 the number and disposition of cases heard the previous
414 academic year (see CSU Exec Order 1037, p.9).
415
416
417   Appendix A
418   California State University, San Marcos
419   **Formal Notice of Student Grade Appeal**
420
421 **Instructions**
422 Before completing this form, please take the time to carefully read the Student Grade Appeal
423 Policy and Procedure, paying particular attention to the basic guidelines for grade appeals
424 (Section V.B.l.b}. Filing of Formal Process requires the following 3 documents (please save each
425 document as a separate file. i.e. you should have a total of 3 files ready to be uploaded to the secured
426 Moodle SGAC Moodle container).
427
428 (1) Informal Resolution Log*
429 (2) Formal Grade Appeal Form *
430 (3) Supporting Documentation.
431
432   * An electronic version of the template can be downloaded from the secured SGAC Moodle
433   container.
434
435   Note:
436   • Access to (2) and (3) are prohibited until the SGAC chair has reviewed and confirmed that
437   the Informal Process has been completed.
438   • Students should notify the SGAC chair via e-mail once the Informal Resolution Log has
439   been submitted to the secured Moodle SGAC container.
440
441 After reading the policy and procedures, complete this form as thoroughly as possible. You
442 may request assistance to complete the above 3 documents this form from the Office of the
443 Dean of Students.
444
445 **Confidentiality will be maintained in accordance with Student Grade**
446 **Appeals Polley and Procedures, "Confidentiality," Section IV.G.**
447 ~~Once you have completed this form, place in a sealed envelope and send it to: Student Grade~~
448 ~~Appeals Committee~~
449 ~~C/O Office of the Academic Senate~~
450 ~~California State University, San Marcos~~
451 ~~San Marcos, CA 92096-0001~~
452
453   **(I)   INFORMAL RESOLUTION LOG**
454 Note: an electronic copy of this log is posted at the secured SGAC Moodle container. Students
455 should download this template, filled it out and upload the filled template at the specific link in
456 the secured SGAC Moodle container.
457

458 **INFORMAL PROCESS LOG**

459 **Date of Submission _____**
460 **Your Name _____**
461 **Your Campus E-mail Address: _____**
462 **Your Phone Number _____**
463 **Your Mailing Address _____**
464
465 **Semester: _____**
466 **Course Name _____**
467 **Course Number _____**
468 **Instructor Name _____**
469

470 **Note:** *According to the current Student Grade Appeal Policy, in order for the Student Grade Appeal Committee*
471 *(SGAC) to accept an appeal case from the students, **students have to demonstrate that they have completed the***
472 ***informal grade appeal process with the instructor, department chairman and Dean.***

473 *Record of contact with (1) instructor,(2) department chair and (3) Dean should be listed in the following log*
474 *table. **Failure to contact all 3 of these people (instructor, department chair and dean) is considered as " informal***
475 ***process incomplete" and* <u>the case will be rejected</u>.*

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 them as ONE SINGLE file

476
477
478 **(2) FORMAL GRADE APPEAL FORM**
479
480 Note: an electronic copy of this log is posted at the secured SGAC Moodle container. Students
481 should download this template, filled it out and upload the filled template at the specific link in
482 the secured SGAC Moodle container.
483

Please type or print clearly

Date:

STUDENT INFORMATION

Name:
Student ID Number: Current Address:
Street City State ZIP

Home Phone: Message Phone: E-Mail Address:

Expected Graduation: **CLASS INFORMATION** Class:
Semester:

Title: Instructor(s):

BASIS FOR GRADE APPEAL
Check all that apply and provide evidence and documentation for each basis checked.

o   The instructor refuses to (or cannot) assign a grade

o   The instructor is not available to review possible computational error.

The grade assigned is:

o   A result of an instructor or clerical error

o   Inequitable or capricious

o   Unreflective of course performance

o   Inconsistent with other grade assignments in the course

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

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

(3) DOCUMENTARY EVIDENCE

~~Please append any documents that support your~~ appeal (e.g., copies of your work, copies of correspondence with your instructor or other individuals involved with your appeal).

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

The following format should be used. Failure to follow the format will result in rejection of the case.

Example of submitted file with 4 support documents:

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

(1) Cover page with the title " Course Syllabus" [put actual syllabus here]

(2) Cover page with the title " Graded Assignments" [put all graded assignments here]

(3) Cover page with the title " Graded Projects" [put all graded project documentation here]

(4) Cover page with the title "Graded quizzes, tests and exams" [put all graded quizzes, tests and exams here]

~~Please append any documents that support your~~ appeal (e.g., copies of your work, copies of correspondence with your instructor or other individuals involved with your appeal). In the space below, please list the documents you have appended.

~~DOC. NO.   DATE   DOCUMENT TITLE AND DESCRIPTION~~

~~1.~~

REMEDY SOUGHT

567 **ACKNOWLEDGEMENT AND RELEASE**
568 I have received and read the Student Grade Appeals Policy and Procedures, and understand what
569 I am required to do in the Formal Grade Appeals Procedures.
570
571 Initials_____
572
573 I hereby release to the Student Grade Appeals Committee all documents, including my academic
574 records, that may be pertinent to the Committee's investigation.
575
576 Initials_____
577
578 I certify that, to the best of my knowledge, the information I have provided is accurate and the
579 circumstances surrounding the problem are as I have described them.
580
581
582 _____
583 Signature   Date
584
585
586
587 ~~INFORMAL RESOLUTION LOG~~
588
589 ~~DATE   PERSONCS)CONJACIED   ACTIONS AND OUTCOMES~~
590
591
592 ~~1.~~
593
594 ~~2.~~
595
596 ~~3.~~
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598 ~~4.~~
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600 ~~5.~~
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604 ~~7.~~
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608 ~~9.~~
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610 ~~10.~~
611
612 ~~11.~~

613
614   ~~12~~
615
616   ~~13.~~
617
618   ~~14.~~
619
620   ~~15.~~
621
622
623
624
625   © Copyright 2014 California State University San Marcos. All rights reserved. The California
626   State University
627

Shelter in place concerns

• On 10/13/14, the campus experienced a "shelter-in-place" false alarm. **Question: what is the responsibility of faculty when a shelter-in-place occurs outside of the classroom?**

• When teaching a class, faculty are clearly the authority figure in the room and can instruct students to get down, get away from the windows, help barricade the door, etc. During an event like last week, many students were unaware it was happening. The notification went out over landlines and text messages, but because it was an accidental trigger it was NOT announced over the public address system loudspeakers, building doors didn't lock, no computer alerts were displayed, and not everyone received phone alerts.

• Typically "shelter-in-place" means barricade yourself in your immediate location, and not let anyone in once barricaded, since they might be at gunpoint or actually be the shooter. This is contrary to what faculty might have to do in a public or open space like the library, USU, or any building lobby or outdoor meeting areas, when students may need further direction.

• Building marshals from Kellogg will be meeting with UPD and Robert Williams to follow up what kind of training, emergency announcements, protocols etc should be in place for this kind of incident <u>in the library</u>. **Are there other faculty concerns or recommendations regarding this issue that need to be discussed at Senate?**

• One suggestion is that messaging in the alerts (on landlines, computer screens, text, PA, etc) be more specific. For example, "This is an emergency. Shelter in place, get down, get away from windows, secure yourself under a desk or behind a door, wait there until you hear the alert has been lifted…"

• Some of the rooms in our Science I do not have campus phones and students do not hear the alert messages. The university needs to address this safety issue and put phones in spaces where students take classes/do research.

Pre-Proposal Program Launch Decisions

The purpose of this form is to prompt program proposers and colleges to consider aspects and implications regarding new programs from the inception of the program proposal, including preliminary thinking that is not necessarily covered in the A-form, such as whether to launch the program through Extended Learning or Stateside funds and implications for accreditation. This form should be attached to the A-form.

Program Submitted by: College _____ Department _____

Date submitted:_____

Individual preparing proposal:_____   _____
                                        Signature   print name

Proposed course/program title:_____

Is the Project life of the program: single offering_____   repeated offering_____

Proposed location:_____   **Distance from campus:**_____

WASC approval needed: Yes ____   No____

Other accreditation requirements:

Type of delivery: Face-to-Face____   Online____   Hybrid (combination of F2F and Online)____

Proposed start date: _____

Possible grant sources:_____

Instructional facilities: on campus _____   off-campus _____

If partnering with any other organizations, provide the following information:

Name of partner:_____   Contact person:_____

Phone:_____   Email:_____

Source for Launching the Program: If program proposers, departments, and colleges have not yet determined the source for launching the new program, they should refer to the "Not yet determined" section to help make that decision. A preliminary decision should be made and submitted with the A-form. During the preparation of the P-form, if circumstances change and the source for launching needs to be altered, proposers should follow the process outlined below and attached updated documents.

Stateside:_____   Self Support Extended Learning:_____

Stateside: Complete this section if the decision has been made to launch the program with stateside funds. Complete the cost and revenue spreadsheets linked in this form and attach them to the A-form. We realize that the figures in the spreadsheets may change during preparation of the P-form; however, this initial cost and revenue analysis is essential to college and university level planning and can be revised for submission with the P-form.

"Anticipated Revenues for New Stateside Programs" (provide as a link)
"Anticipated Cost Projections for New Stateside Programs" (provide as a link)

Self-Support Extended Learning Funds: Complete this section if the decision has been made to launch the program through Self-Support Extended Learning.

57
58 Does the new program supplant an existing program? Pursuant to Executive order 1099. "Self-supporting special
59 sessions shall not supplant regular course offerings available on a non-self-supporting basis during the regular
60 academic year (Education Code section 89708).   Yes   no
61
62 Have the program proposers met with Extended Learning to determine that the program will be supported by EL?
63 Yes   no
64
65 Attach a preliminary self-support budget from Extended Learning.
66
67 **Not yet determined**:
68 If program proposers are unclear or undecided as to whether the program should be launched through stateside or
69 extended learning self-support funds, they should consider the following:
70
71 Does the new program supplant an existing program? Pursuant to Executive order 1099. "Self-supporting special
72 sessions shall not supplant regular course offerings available on a non-self-supporting basis during the regular
73 academic year (Education Code section 89708) If you are unsure, associate deans and extended learning associate
74 deans can help to make that determination.   Yes   no
75
76 Complete the Stateside cost and revenue spreadsheets linked in this form to help you analyze the budgetary and
77 resources implications of the new program. We realize that the figures in the spreadsheets may change during
78 preparation of the P-form; however, this initial cost and revenue analysis is essential to college and university
79 level planning.
80
81 "Anticipated Revenues for New Stateside Programs" (provide as a link)
82 "Anticipated Cost Projections for New Stateside Programs" (provide as a link)
83
84 Have the program proposers met with Extended Learning to determine that the program will be supported by EL?
85 Yes   no
86
87

B. ANTICIPATED REVENUES FOR NEW STATESIDE PROGRAMS

	Yr 1	Yr 2	Yr 3	Y 4	Yr 5
FY	20	20	25	25	25
SOPH	0	18	18	22	22
JUNIOR	10	15	32	32	35
SENIOR	0	10	15	32	32
TOTAL	30	63	90	111	114
FTES	26.00	54.60	78.00	96.20	98.80
Revenue to AA	$104,000	$218,400	$312,000	$384,800	$395,200

Planning Assumptions
1. 10% attrition from FY to SOPH
2. 5% attrition from SOPH to JUNIOR
3. By Yr 5, program at steady state
4. FTES assumes average unit load of 13 units undergrad.
5. Academic Affairs will receive approx. $4,000 per FTES

	A	B	C	D	E	F	G	H	I	J	K	L
1												
2	A. ANTICIPATED COST PROJECTIONS FOR NEW STATESIDE PROGRAMS											
3				Yr 1		Yr 2		Yr 3		Yr 4		Yr 5
4												
5	**Personnel**											
6	TT Faculty		1	$95,880	2	$191,760	2	$191,760	3	$287,640	3	$287,640
7	Lecturers		0.5	$37,584	0.5	$37,584	1	$75,167	0.3	$15,993	0.5	$37,584
8	Staff		1	$49,350	1	$49,350	1	$49,350	1	$49,350	1	$49,350
9												
10	**Space**											
11	Construction											
12	Renovation			$29,000						$8,000		
13												
14	**Library Resources**											
15	Acquisition			$15,000		$1,500		$1,500		$1,500		$1,500
16	Subscription			$6,000		$6,000		$6,000		$7,000		$7,000
17												
18	**Equipment/Materials**											
19	Durable			$6,700								
20	Expendable											
21												
22	Program Cost			$239,514		$286,194.00		$323,777		$369,483		$383,074
23												
24	Planning Assumptions:											
25		1. Starting Faculty Costs = $68,000 (salary) + 41% benefits										
26		2. Average Lecturer Costs = $1777/wtu + 41% benefits if time base at .4										
27		3. Staff Costs = salary + 41% benefits										
28		4. Salary costs do not include pay increases. Use increase information if availab.e										
29												

These "**Tips**" are designed to assist writers as they prepare proposals for both internal campus and Chancellor's Office review and approval. They are meant to clarify areas from the CSU Degree Program Proposal Template that may need additional explanation. They are also meant to provide examples of response formats to guide proposal writers. If the suggestions are followed, the likelihood of receiving a positive outcome is greatly enhanced.

The "**Tips**" below address #5, #6, #7, #8 and #9 in the Proposal Template as these areas generally require more detailed and/or more complex responses. All "**Tips**" are *italicized and directly relate to the prompt indicated*. Please note that some prompts in the template do not have "**Tips**." This is generally because the prompt itself is self-explanatory. However, if additional clarification is needed to complete any of the sections, please do not hesitate to contact your Dean's Office or the office of Academic Programs for assistance.

5. Societal and Public Need for the Proposed Degree Major Program

   a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.

   How many CSU campuses offer this program? How many of these campuses are in Southern California? Please identify the three CSU campuses closest to CSUSM currently offering or planning to offer the same degree program. Provide a list of at least three other pubic (outside the CSU system) or private institutions in California also offering the program, emphasizing those programs in the immediate region. If there are no other campuses offering the same program or if there are less than three, please indicate.

   b. Describe differences between the proposed program and programs listed in Section 5a above.

   The most efficient way to respond to this prompt is to make a side-by-side comparison of courses offered in the proposed program against those offered in the other programs listed in 5a above. Highlight those courses in the proposed program that are different from the others. Add on a brief narrative if needed to further explain how the proposed program is different.

   c. List of other curricula currently offered by the campus that are closely related to the proposed program.

47   *Investigate if there are other programs on the campus offered via any format (self*
48   *support, online, program in other departments, etc.) that are similar in content*
49   *and/or purpose to the proposed program. Make a side-by-side comparison chart of*
50   *the courses in each.*
51
52   d. Describe community participation, if any, in the planning process. This may
53   include prospective employers of graduates.
54
55   *List all who participated in the planning/development of the program and their*
56   *professional credentials.*
57
58   e. Provide applicable workforce demand projections and other relevant data.
59
60   *In order to respond to this prompt, use government statistics or other credible*
61   *evidence to show the demand for graduates trained in the curricula offered in this*
62   *program. The key to completing this section successfully is the strength and the type*
63   *of evidence provided.*
64   *******
65   **Note: Data Sources for Demonstrating Evidence of Need**

66   APP Resources Web http://www.calstate.edu/app/resources.shtml

67   US Department of Labor, Bureau of Labor Statistics

68   California Labor Market Information

69   Labor Forecast
70

71 ## 6. Student Demand
72

73   a. Provide compelling evidence of student interest in enrolling in the proposed
74   program. Types of evidence vary and may include national, statewide, and
75   professional employment forecasts and surveys; petitions; lists of related
76   associate degree programs at feeder community colleges; reports from
77   community college transfer centers; and enrollments from feeder baccalaureate
78   programs, for example.
79

80   *The evidence of student interest must be specific and compelling. Please include as*
81   *many pieces of solid evidence as possible that students will indeed enroll in the*
82   *program. Student petitions gathered over several semesters, employment forecasts*
83   *from reputable agencies, and increased enrollments over time in the related field at*
84   *feeder institutions are just a few examples of strong and compelling evidence.*
85

86   *National disciplinary organizations often collect data on student interest in the*
87   *discipline. You may use information from the relevant national*
88   *organization/association to discuss the trajectory of student interest in and demand*
89   *for this program. Is there evidence (ie., numbers of programs or numbers of majors*
90   *and/or degrees conferred in this area) that the proposed program represents a*
91   *growing area of student interest? Does the national organization identify any trends*
92   *that might indicate an increase in interest in this field in the future?*
93

If the nature of the program indicates a feasibility study is advisable, please provide one.

b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

c. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

d. Describe professional uses of the proposed degree program.

Include a description of how a graduate of the program will be able to use the degree in the professional world. What specific jobs or employment opportunities will be available for possible employment?

e. Specify the expected number of majors in the first five years of the program.

This information should be entered in spreadsheet B.

Here, proposers are asked to hazard a 'guess' about the numbers of majors expected in the proposed program. There are a number of ways to make an educated guess about what to expect. Proposers can look at the experiences of programs at other CSUs, especially at CSUs that are similar to CSUSM in size, student demographics and/or regional attributes. Finding out how big these programs are and whether or not major numbers have been increasing over the past five years at these institutions should help proposers set realistic expectations for the program at CSUSM. If the proposed program is unique to the CSU, other institutions, especially if they are similar to CSUSM might also provide data about what to expect. Or, proposers might look closely at and work with faculty at CSUSM's primary feeder institutions to identify what programs there are likely to prepare students to complete a major in the proposed area and to predict how many might come to CSUSM if the proposed program is approved.

7. Existing Support Resources for the Proposed Degree Major Program

Note: Sections 7 and 8 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.

a. 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,

142   include faculty publications or curriculum vitae. Note: For all proposed
143   graduate degree programs, there must be a minimum of five full-time faculty
144   members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

146   *Please provide a complete listing of all proposed faculty who would teach in*
147   *the program. Be sure to provide information addressing all areas requested.*

149   b. Describe facilities that would be used in support of the proposed program

151   *If existing space and facilities will be used to support the program, include a brief*
152   *description of the type of space and facilities that will be utilized. This might include a*
153   *listing of the number and types of classrooms, labs, or off campus facilities.*

155   c. Provide evidence that the institution provides adequate access to both electronic
156   and physical library and learning resources.

158   *The library should provide a report on the resources currently available to support*
159   *the program. This might include counts and holdings of hard copies of books and*
160   *periodicals and also a listing of the appropriate data bases and online resources that*
161   *are held by the library to support the program.*

163   d. Describe available academic technology, equipment, and other specialized
164   materials currently available.

166   *Provide a listing of the applicable technology, equipment and any other materials*
167   *utilized to support the program. Depending on the discipline, examples might include*
168   *computer labs (including iPads, other tablets, Smartphones, etc.), distance learning*
169   *capabilities, SKYPE software, video production equipment, etc.*

172   **8. Additional Support Required**

175   Note: If additional support resources will be needed to implement and maintain the
176   program, a statement by the responsible administrator(s) should be attached to the
177   proposal assuring that such resources will be provided.

179   a. Describe additional faculty or staff support positions needed to implement the
180   proposed program.[1]

182   *Using the curriculum plan created for 4i, identify the estimated additional costs for*
183   *tenure track and lecturer faculty FTEF needed for the program and for any*
184   *additional FTE staff required to support the program.*

186   b. Describe the amount of additional lecture and/or laboratory space required
187   to initiate and to sustain the program over the next five years. Indicate any

---

[1] Include additional faculty lines needed to support the course offerings indicated in 4.i and 4.o. Indicate whether any external funds are expected to support faculty lines.

188   additional special facilities that will be required. If the space is under
189   construction, what is the projected occupancy date? If the space is planned,
190   indicate campus-wide priority of the facility, capital outlay program priority,
191   and projected date of occupancy. Major capital outlay construction projects
192   are those projects whose total cost is $610,000 or more (as adjusted pursuant
193   to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).[2]

194

195   c.   Include a report written in consultation with the campus librarian, which
196   indicates any necessary library resources not available through the CSU
197   library system. Indicate the commitment of the campus to purchase these
198   additional resources.[3]

199

200   d. Indicate additional academic technology, equipment, or specialized materials that
201   will be (1) needed to implement the program and (2) needed during the first two
202   years after initiation. Indicate the source of funds and priority to secure these
203   resource needs.[4]

204

205   e.   Provide spreadsheets that capture both the overall total costs of the program and the
206   anticipated resources the program might bring to the campus.

207

208   *Addressing items 1-4 should provide some idea of the total costs of the program. For*
209   *planning purposes, it is important to assess these costs in relation to the additional*
210   *revenues that the program will generate for the campus. The spreadsheets below*
211   *provide some examples of what these spreadsheets might look like.*

212

213   *Spreadsheet A is an example of a new program and its projected costs based on the*
214   *curriculum plan created for 4i as well as the costs for things such as space*
215   *renovation, equipment purchase and replacement and ongoing library support.*

216

217   *Spreadsheet B is an example of how to use projections about expected enrollment to*
218   *estimate the revenue a new program might bring to a campus. Ideally, a program's*
219   *revenue should exceed its cost. If cost exceeds revenue, please give a rationale for*
220   *why the campus should encumber the cost.*

221

222 **9. Self-Support Programs**

223

224   a. Confirm that the proposed program will not be offered at places or times
225   likely to supplant or limit existing state-support programs.

226

227   b. Explain how state-support funding is either unavailable or inappropriate.

228

---

[2] 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.

[3] This should follow directly from the Library report in 7.c.

[4] Information technology and academic computing needs should follow directly from the IITS report in 7.d. Additional specialized equipment and materials that will be needed should be addressed here.

229   c. Explain how the program is different, in one or more of the following ways,
230   from state-supported campus offerings operating on campus:
231
232   i. Primarily designed for career enrichment or retraining
233   ii. Program location is significantly removed from state-supported campus
234   facilities
235   iii. The program client group receives educational or other services at a
236   cost beyond what could be reasonably provided under state support.
237
238   d. For self-support programs, please provide information on the per-unit cost to
239   students and the total cost to complete the program (in addition to the required
240   cost recovery budget elements listed earlier in this document).

1	**CSUSM Degree Program Proposal Template**
2	**Revised October 2014**

3

1. Program Type (Please specify any from the list below that apply—delete the others)

a. State-Support

b. Self-Support

c. Delivery Type: Fully face to face, full online, or hybrid program

d. Fast Track (bachelor's or master's only; not already on campus academic plan)

e. Pilot (bachelor's or master's only; not already on campus academic plan)

f. Pilot Conversion

g. New Program

h. Proposal Revision (updating a previously reviewed proposal)

2. Program Identification

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).

c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.

d. Term and academic year of intended implementation (e.g. fall 2014).

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 would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

h. 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 as well as statement on budget plan.

43   i.   Any other campus approval documents that may apply (e.g. curriculum
44   committee approvals).

45

46   j.   Please specify whether this proposed program is subject to WASC Substantive
47   Change review. The campus may submit a copy of the WASC Sub-Change
48   proposal in lieu of this CSU proposal format.

49

50   k.   Optional: Proposed Classification of Instructional Programs and CSU Degree
51   Program Code

52

53   Campuses are invited to suggest one CSU degree program code and one
54   corresponding CIP code. If an appropriate CSU code does not appear on the
55   system-wide list at: http://www.calstate.edu/app/resources.shtml, you can
56   search CIP 2010 at http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55 to
57   identify the code that best matches the proposed degree program. The
58   Classification of Instructional Programs (CIP) is a National Center for Education
59   Statistics (NCES) publication that provides a numerical classification and
60   standard terminology for secondary and postsecondary instructional programs.
61   The CSU degree program code (based on old HEGIS codes) and CIP code will be
62   assigned when the program is approved by the Chancellor.

63

64   **3. Program Overview and Rationale**

65

66   a.   Provide a rationale, including a brief description of the program, its purpose and
67   strengths, fit with institutional mission, and a justification for offering the
68   program at this time. A comprehensive rationale also explains the relationship
69   between the program philosophy, design, target population, and any distinctive
70   pedagogical methods.

71

72   b.   Provide the proposed catalog description, including program description, degree
73   requirements, and admission requirements. For master's degrees, please also
74   include catalog copy describing the culminating experience requirement(s).

75

76   **4. Curriculum –** *(These requirements conform to the revised 2013 WASC Handbook of*
77   *Accreditation)*

78

79   a. These program proposal elements are required:

80

81   •   Institutional learning outcomes (ILOs)
82   •   Program learning outcomes (PLOs)
83   •   Student learning outcomes (SLOs)

84

85   Describe outcomes (also sometimes known as goals) for the 1) institution, 2)
86   program, and for 3) student learning. Institutional learning outcomes (ILOs)
87   typically highlight the knowledge, skills, and dispositions all students are

88   expected to have upon graduating from an institution of higher learning.
89   Program learning outcomes (PLOs) highlight the knowledge, skills, and
90   dispositions students are expected to know as program graduates. PLOs are
91   more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly
92   convey the specific and measureable knowledge, skills, and/or behaviors
93   expected and guide the type of assessments to be used to determine if the
94   desired the level of learning has been achieved.
95
96   b. These program proposal elements are required:
97
98   • Comprehensive assessment plan addressing all assessment elements;
99   • Matrix showing where student learning outcomes are introduced (I),
100   developed (D), and mastered (M)
101
102   Include plans for assessing institutional, program, and student learning
103   outcomes. Key to program planning is creating a comprehensive assessment
104   plan addressing multiple elements, including strategies and tools to assess
105   student learning outcomes, (directly related to overall institutional and program
106   learning outcomes). Constructing an assessment matrix, showing the
107   relationship between all assessment elements, is an efficient and clear method of
108   displaying all assessment plan components.
109
110   Creating a curriculum map matrix, identifying the student learning outcomes,
111   the courses where they are found, and where content is "Introduced,"
112   "Developed," and "Mastered" insures that all student learning outcomes are
113   directly related to overall program goals and represented across the curriculum
114   at the appropriate times. Assessment of outcomes is expected to be carried out
115   systematically according to an established schedule.
116
117   c. Indicate total number of units required for graduation.
118
119   d. Include a justification for any baccalaureate program that requires more than
120   120-semester units or 180-quarter units. Programs proposed at more than 120
121   semester units will have to provide either a Title 5 justification for the higher
122   units or a campus-approved request for an exception to the Title 5 unit limit for
123   this kind of baccalaureate program.
124
125   e. If any formal options, concentrations, or special emphases are planned under the
126   proposed major, identify and list the required courses. Optional: You may
127   propose a CSU degree program code and CIP code for each concentration that
128   you would like to report separately from the major program.
129
130   f. List all requirements for graduation, including electives, for the proposed degree
131   program, specifying course catalog numbers, course titles, total units required
132   for completion of the degree, major requirements, electives, and prerequisites or

133		co-requisites (ensuring there are no "hidden prerequisites that would drive the
134		total units required to graduate beyond the total reported in 4c above). Include
135		proposed catalog descriptions of all new courses.
136		
137	g.	List any new courses that are: (1) needed to initiate the program or (2) needed
138		during the first two years after implementation. Include proposed catalog
139		descriptions for new courses. For graduate program proposals, identify whether
140		each new course would be at the graduate-level or undergraduate-level.
141		
142	h.	Attach a proposed course-offering plan for the first three years of program
143		implementation, indicating likely faculty teaching assignments.
144		
145	i.	For master's degree proposals, include evidence that program requirements
146		conform to the minimum requirements for the culminating experience, as
147		specified in Section 40510 of Title 5 of the California Code of Regulations.
148		
149	j.	For graduate degree proposals, cite the corresponding bachelor's program and
150		specify whether it is (a) subject to accreditation and (b) currently accredited.
151		
152	k.	For graduate degree programs, specify admission criteria, including any
153		prerequisite coursework.
154		
155	l.	For graduate degree programs, specify criteria for student continuation in the
156		program.
157		
158	m.	For undergraduate programs, specify planned provisions for articulation of the
159		proposed major with community college programs.
160		
161	n.	Describe advising "roadmaps" that have been developed for the major.
162		
163	o.	Describe how accreditation requirements will be met, if applicable, and
164		anticipated date of accreditation request (including the WASC Substantive
165		Change process).
166		**Accreditation Note:**
167		*Master's degree program proposals*
168		If subject to accreditation, establishment of a master's degree program should be
169		preceded by national professional accreditation of the corresponding bachelor's
170		degree major program.
171		
172		*Fast-track proposals*
173		Fast-track proposals cannot be subject to specialized accreditation by an agency
174		that is a member of the Association of Specialized and Professional Accreditors
175		unless the proposed program is already offered as an authorized option or
176		concentration that is accredited by an appropriate specialized accrediting
177		agency.

178
179 **5. Societal and Public Need for the Proposed Degree Major Program**
180
181   a. List other California State University campuses currently offering or projecting
182   the proposed degree major program; list neighboring institutions, public and
183   private, currently offering the proposed degree major program.
184
185   b. Describe differences between the proposed program and programs listed in
186   Section 5a above.
187
188   c. List other curricula currently offered by the campus that are closely related to
189   the proposed program.
190
191   d. Describe community participation, if any, in the planning process. This may
192   include prospective employers of graduates.
193
194   e. Provide applicable workforce demand projections and other relevant data.
195
196   **Note: Data Sources for Demonstrating Evidence of Need**
197   APP Resources Web http://www.calstate.edu/app/resources.shtml
198   US Department of Labor, Bureau of Labor Statistics
199   California Labor Market Information
200   Labor Forecast
201
202 **6. Student Demand**
203   a. Provide compelling evidence of student interest in enrolling in the proposed
204   program. Types of evidence vary and may include national, statewide, and
205   professional employment forecasts and surveys; petitions; lists of related
206   associate degree programs at feeder community colleges; reports from
207   community college transfer centers; and enrollments from feeder baccalaureate
208   programs, for example. Also include enrollment figures from comparable
209   institutions that offer the proposed major.
210
211   b. Identify how issues of diversity and access to the university were considered
212   when planning this program. Describe what steps the program will take to
213   insure ALL prospective candidates have equitable access to the program. This
214   description may include recruitment strategies and any other techniques to
215   insure a diverse and qualified candidate pool.
216
217   c. For master's degree proposals, cite the number of declared undergraduate
218   majors and the degree production over the preceding three years for the
219   corresponding baccalaureate program, if there is one.
220

221   d. Describe professional uses of the proposed degree program.
222

223   e. Specify the expected number of majors in the initial year, and three years and
224   five years thereafter. Specify the expected number of graduates in the initial
225   year, and three years and five years thereafter. Please provide a spreadsheet
226   (see spreadsheet discussed in 7e) that describes projected enrollments for five
227   years.
228

229 **7. Existing Support Resources for the Proposed Degree Major Program**
230

231   **Note:** Sections 7 and 8 should be prepared in consultation with the campus
232   administrators responsible for faculty staffing and instructional facilities allocation
233   and planning. A statement from the responsible administrator(s) should be
234   attached to the proposal assuring that such consultation has taken place.
235

236   a. List faculty who would teach in the program, indicating rank, appointment
237   status, highest degree earned, date and field of highest degree, professional
238   experience, and affiliations with other campus programs. For master's degrees,
239   include faculty publications or curriculum vitae. Note: For all proposed graduate
240   degree programs, there must be a minimum of five full-time faculty members
241   with the appropriate terminal degree. (Coded Memo EP&R 85-20)
242

243   b. Describe facilities that would be used in support of the proposed program.
244

245   c. Provide evidence that the institution provides adequate access to both electronic
246   and physical library and learning resources.
247

248   d. Describe available academic technology, equipment, and other specialized
249   materials.
250

251   e. Please provide a spreadsheet that matches the enrollment projections described
252   in 6e. Use the spreadsheets in Appendix A and fill in this program's information.
253

254 **8. Additional Support Resources Required**
255

256   Note: If additional support resources will be needed to implement and maintain the
257   program, a statement by the responsible administrator(s) should be attached to the
258   proposal assuring that such resources will be provided.
259

260   a. Describe additional faculty or staff support positions needed to implement the
261   proposed program.
262

263   b. Describe the amount of additional lecture and/or laboratory space required to
264   initiate and to sustain the program over the next five years. Indicate any
265   additional special facilities that will be required. If the space is under
266   construction, what is the projected occupancy date? If the space is planned,

indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is $610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

9. **Self-Support Programs**

a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

b. Explain how state-support funding is either unavailable or inappropriate.

c. Explain how the program is different, in one or more of the following ways, from state-supported campus offerings operating on campus:

    i.   Primarily designed for career enrichment or retraining
    ii. Program location is significantly removed from state-supported campus facilities
    iii. The program client group receives educational or other services at a cost beyond what could be reasonably provided under state support.

d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed earlier in this document).

FAC Guidelines for Department RTP Standards

Rationale
FAC is updating the guidelines originally approved September 28, 2009. See

> *http://www.csusm.edu/fa/allfrontpagedocs/documents/rtpstandards_facguid*
> *elinesfordept_092809.pdf*

FAC points to the following sections of the university RTP document, which address
"Department Standards."

> University RTP Policy I.B.5.d.
> 5. Guidance on the WPAF
> d. This procedures document does not specify standards. Each Department
> may develop its own standards, including guidance on criteria in that unit, in
> accordance with the "Guidelines for Department RTP Standards" (September
> 28, 2009). It is the responsibility of the Candidate to seek out and understand
> these standards. See [I]V.A.1 and [I]V.B.5. below.

> University RTP Policy IV.A.1.
> A.   General Principles
> 1. Faculty shall be evaluated in accordance with the Unit 3 CBA as well as
> standards approved for their Departments or equivalent units (when such
> standards exist), standards approved by their College/Library/School/SSP-
> AR, and in accordance with this policy. In case of conflict between the
> Department and College/Library/School/SSP-AR standards, the
> College/Library/School/SSP-AR shall prevail. The policies and procedures of
> this document are subject to Board of Trustees policies, Title 5 of the
> California Administrative Code, California Education Code, the Unit 3 CBA,
> and other applicable State and Federal Laws.

> University RTP Policy IV.B.5.
> 5. Departmental Standards
> a. A Department or equivalent unit may develop standards for the evaluation
> of faculty members of that Department or equivalent unit.
> b. Department or equivalent unit standards shall not conflict with law or
> University policy. In no case shall Department standards require lower levels
> of performance than those required by law or University policy.
> c. Written Department or equivalent standards shall address:
> 1. Those activities that fall under the categories of Teaching Performance,
> Scholarly and Creative Activity, and Service;
> 2. A description of standards used to judge the quality of performance;
> 3. The criteria employed in making recommendations for retention, tenure,
> and promotion.

46   *In addition, FAC wishes to restate the importance of the fact that tenure-line faculty*
47   *participate in the process of developing or editing the department RTP standards, by*
48   *which they and their tenure-line department colleagues are to be evaluated. FAC*
49   *intends that these guidelines will assist tenure-line faculty in the process of developing*
50   *or editing the department RTP standards. FAC reaffirms that its fundamental focus is*
51   *to review department RTP standards for compliance and not for content.*
52
53   *Changes Approved by FAC:*
54   - *FAC has approved the addition of two specific guidelines for format, which were*
55   *devised in AY 13-14.*
56   - *Further, FAC has reviewed the guidelines and made improvements for clarity.*
57   *Some of these improvements have to do with wording; other changes have*
58   *required reformatting. FAC agreed to make only the changes that were needed*
59   *and sought to preserve as much of the original document as possible.*
60
61   *FAC has approved these guidelines and requests: (1) that the Executive Committee*
62   *consider them for approval and consideration by the Senate; and (2) once the*
63   *guidelines are approved by the president, that the Senate Office will email the*
64   *guidelines to all department (or equivalent) chairs and college (or equivalent) deans.*
65
66
67
68   Guidelines for Department RTP Standards
69   Approved by the Academic Senate 5/6/2009
70   Approved by the President 9/28/09
71   FAC 338-08
72
73
74

75   I.   "Department RTP Standards"

76   A.   A "standard" is a reference point or formalized expectation against
77   which progress can be measured for retention, tenure, and promotion.

78   B.   Faculty have a right to clearly articulated performance expectations.
79   Departmental RTP standards provide consistency in guiding tenure-
80   track faculty in the preparation of their WPAFs.

81   C.   "Department" refers to units that are departments or an equivalent
82   unit.

83   D.   Department RTP Standards educate others outside of the discipline,
84   including deans, university committees, and the provost, with respect
85   to about the practice and standards of a particular
86   department/discipline/field.

87   E.   Departments must respect the intellectual freedom of their faculty by
88   avoiding standards that are too prescriptive. Department standards
89   should be as brief as possible with emphasis on the unique nature of
90   the department.

91   F.   All Department RTP Standards shall conform to the CBA and
92   University and College RTP Documents. Department or equivalent
93   unit standards shall not conflict with law, CBA or University policy.

94   G.   The "Department RTP Standards" document shall contain the
95   elements of the department RTP standards described below and shall
96   not repeat the CBA, university and/or College, or include department-
97   specific advice.

98   H.   Approval Process for All Department RTP Standards

99   Standards shall must be approved by a simple majority of all tenure-
100   track faculty within a department and then approved by the
101   college/school/library and the Academic Senate before any use in the
102   RTP decisions.

103 II. Elements of the "Department RTP Standards" Document

104 A.   Formatting

105   1.   Include a Table of Contents at the beginning of the document
106   that lists each section

107   2.   In section headers, refer to three areas of evaluation in the
108   terms used in the university RTP document:
109   ▪ Teaching (or Professional Performance)

110			▪ Research/Creative Activity
111			▪ Service
112			

113 B. Introduction ~~Section~~ Section

115 ~~The following principles should be addressed in an opening section~~
116 ~~that includes a brief discussion of the department's philosophy with~~
117 ~~respect to the RTP process~~. Department RTP Standards shall:

119 1. Briefly explain the Department's philosophy with respect to
120 RTP.

122 2. ~~Reflect~~ ~~on the department, college, and/or university mission,~~
123 ~~vision, and values statements and~~ Explain how ~~they~~ ~~apply to~~
124 the ~~d~~Department's RTP expectations~~.~~ ~~relate to the college and~~
125 ~~university mission.~~

126 3. Explain ~~H~~how ~~does~~ the department views the ~~expected~~
127 distribution or value of the three required areas: teaching,
128 research/creative activity and service~~?~~.

130 4. ~~There should be both evaluative and developmental aspects of~~
131 ~~this process. How are faculty expected to use the RTP process?~~
132 Explain ~~h~~How ~~does~~ the department supports faculty
133 development through the processes for retention and
134 promotion, including both evaluative and development
135 aspects.~~?~~

137 5. ~~Is there~~ Identify any applicable accrediting body and explain
138 how accreditation pertains to the RTP process. ~~that needs to be~~
139 ~~taken into account?~~

Comment [c1]: The 5 & 6 should not be struck through.

141 6. ~~How~~ Explain how ~~does~~ the department recognizes distinctive
142 disciplinary practices, innovation, and ~~unusual~~ exceptional
143 contributions,~~e.g. teaching first-year students, mentoring~~
144 ~~majors, supervising undergraduate research, teaching in~~
145 ~~graduate programs, using particularly innovative or~~
146 ~~challenging types of pedagogy? A general statement may be~~
147 ~~made here with some specifics in each area below.~~

149 C. Main Section
150 Department RTP Standards shall:

151		1.	Address activities that fall under the categories of Teaching or
152			Professional Performance, Scholarly/Creative Activity and
153			Service:
154			
155		2.	Describe the standards used to judge the quality of
156			performance.
157			
158		3.	Describe the criteria employed in making recommendations
159			for retention, tenure, and promotion.

160   a. ~~For the three areas where faculty are evaluated, explain the~~
161   ~~standards for~~

162

163   4.   <u>Address</u> the different developmental period<u>s (either in a</u>
164   <u>separate section or as a part of the three sections)</u>:
165   a.   Periodic Evaluation
166   b.   Performance/Retention Review
167   c.   <u>Tenure and/or</u> Promotion to Associate Professor
168   d.   Promotion to Professor
169   e.   ~~Post Tenure~~ Periodic Evaluation <u>of Tenured Faculty</u>

170

171   ~~Address the standards for the different developmental periods either~~
172   ~~in a separate section or throughout the three sections below.~~

173

174   D.   These guidelines include multiple examples of topics~~, found in the~~
175   ~~sections below,~~ to which a department may want to write a discipline
176   specific standard. Only the most relevant or important topics should
177   be addressed in the department standards. Departments may
178   consider topics not listed.

179   1.   Teaching

180   a.   <u>Describe</u> ~~D~~department priorities and values in teaching and
181   learning.

182   b.   List the most important department priorities in terms of
183   teaching. In addition to discussion of what is valued in
184   teaching, include a statement about expectations emphasized
185   in or unique to the department with respect to teaching. Such
186   expectations may include, but are not limited to, descriptions
187   of:
188   a.   ~~Workload in terms of WTUs, contact hours, and/or FTES~~

189   •   Types of courses included in a typical semester faculty
190   assignment
191   -   Classroom teaching
192   -   Laboratory teaching
193   -   Studio teaching

194		- Clinical teaching
195		- Seminar courses
196		- Undergraduate versus graduate courses
197		- Supervision of field work, independent research,
198		graduate research and theses, and library research
199		- Teaching modality, e.g. on-campus, off-site, on-line,
200		distance learning
201		- Training and supervision of teaching and graduate
202		assistants
203		- Pedagogical tools typically used or expected in the
204		department
205		- Independent study students/courses
206		- ~~Department approaches to support excellent teaching~~

207   c. Describe the types of evidence used to examine teaching
208   performance. Include specific expectations, citing the College
209   document if necessary, rather than repeating the list. At a
210   minimum, include expectations with respect to the following:
211   • Student evaluations. How many are required and how are
212   they evaluated?
213   • Syllabi: Are there unique department expectations for
214   syllabi?

215   d. Describe the difference in teaching expectations for
216   undergraduate versus graduate courses, if applicable.

217   e. Describe the value the department places on participation in
218   curriculum development (e.g. course, program, etc.).

219   f. Describe department approaches to support ~~excellent~~
220   <u>development and achievement in</u> teaching.

> **Comment [c2]:** FAC approved this updated wording 10/27/14—here and below.

221   2. Professional Performance (For <u>Faculty with</u> Non-Teaching
222   Assignments<u>, such as Librarians, SSPARs, etc.</u>)

223   a. Describe department priorities and values in professional
224   performance

225   b. List the most important department priorities in terms of
226   professional performance. In addition to discussing what is
227   valued in professional performance, include a statement about
228   expectations emphasized in or <u>that are</u> unique to the
229   department with respect to professional performance. Such
230   expectations may include, but are not limited to, descriptions
231   of:
232

233   • Workload in terms of assignment of responsibility
234   • Types of professional duties included in a typical faculty
235   assignment
236   • Supervision of staff and/or student assistants
237   • Pedagogical tools typically used in the department
238   • ~~Departmental approaches to support excellent professional~~
239   ~~performance~~

240   c. Describe the types of evidence used to examine professional
241   performance. Include specific expectations, citing the
242   Library/SSPAR document if necessary, rather than repeating
243   the list.

244   d. Describe the value the department places on participation in
245   program development

246   e. Describe the value the department places on contributions to
247   student learning across the curriculum

248   f. Describe departmental approaches to support ~~excellent~~
249   <u>development and achievement in</u> professional performance

250   3. Research/Creative Activity

251   a. Describe department priorities and values in
252   research/creative activity.

253   b. Describe the department's research/creative activity
254   standards within the context of the discipline (i.e. regionally,
255   nationally, globally).

256   c. List the most important department priorities in terms of
257   research/creative activity. Describe the specific types of
258   research which are most valued in the department and/or the
259   field. Cite the lists in the College RTP document, if necessary,
260   rather than repeating the entire lists.

261   d. How should the faculty member describe the contributions of
262   research when multiple authors are present? Are there
263   expectations with regard to lead authorship?

264   e. ~~How d~~<u>D</u>oes the department expect research to be integrated
265   into teaching?<u> If yes, how?</u>

266   f. What are the major challenges th<u>at</u> faculty <u>face</u> in terms of
267   their research/creative activity in your department? Are there
268   limitations that may be relevant for the faculty's progress in
269   research in this discipline?
270

271   4. Service

272   a. Describe the department priorities and values in service
273   contributions to the Department, College and University.

274   b. List the most important department priorities in terms of
275   service. In addition to discussing what is valued in service,
276   include a statement about expectations emphasized in or
277   unique to the department with respect to service. Such
278   expectations may include, but are not limited to:
279

280   • Internal service activities—Department, College,
281   University.
282   - Membership or offices held on committees or task
283   forces
284   - Leadership or administrative activities
285   - Special assignments, initiatives
286   • External service activities
287   - Service to profession/professional organizations
288   - Membership, offices held, organizing events or
289   programs, special assignments
290   - Professional consulting (gratis only)
291   • Service awards and special recognition
292

293   c. Does the Department have specific expectations in terms of
294   documentation of service other than accurate listing in the
295   comprehensive CV? (Please note that submitting letters from
296   committee chairs is not considered best practice.)