

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

- I. **Approval of Agenda**
- II. **Approval of Minutes** – 2/3/16 Academic Senate Meeting
- III. **Chair's Report, [Deborah Kristan](#)**
(Referrals to Committees- attached)
- IV. **Vice Chair's Report, [Michael McDuffie](#)**
 - Update: CSUSM Forward Together (attachment) **Page 5**
- V. **Secretary's Report, [Laurie Stowell](#)** (attached)
- VI. **President's Report, Karen Haynes** (not able to attend)
- VII. **Provost's Report, Graham Oberem**
- VIII. **[ASCSU](#) Report, [David Barsky/Glen Brodowsky](#)**
- IX. **[CFA](#) Report, Darel Engen**
- X. **[ASI](#) Report, [Jamaela Johnson](#)**
- XI. **[WASC](#) Update; Curriculum Software Update, [Regina Eisenbach](#), Dean, Academic Programs**
(3 attachments)
 - Accreditation Review Team Bios **Page 6**
 - Meeting Briefing Document **Page 8**
 - Visit Schedule with Team Assignments **Page 10**
- XII. **Standing Committee Reports** (Oral and written, as attached.) **Page 11**
- XIII. **Consent Calendar*** (attached)
[UCC](#) Course & Program Change Proposals **Page 3**
- XIV. **Action Items** (Items scheduled for a vote, including second reading items.) (None)
- XV. **Discussion Items** (Items scheduled for discussion, including first reading items.)
 - A. **APC: Proposed Revision of Graduate Probation, Disqualification and Reinstatement Policy**
(attachment) **Page 18**
 - B. **APC: Proposed Revision of Undergraduate Probation, Disqualification and Reinstatement Policy** (attachment) **Page 22**
 - C. **APC: Revised Academic Calendars for 2016-17 and 2017-18** (attachment) **Page 27**
 - D. **APC: Academic Calendar for 2018-19 through 2020-21** (3 attachments)
 - Academic Calendar Assumptions for 2018-2021 **Page 29**
 - Calendar for 2018-19 through 2020-21 **Page 33**
 - View #2 – Calendar in Different View (in color) **Page 36**
 - E. **Senate Chair: DRAFT EC/Senate Meeting Schedule for AY 16/17** (attachment) **Page 41**

***Pending EC Approval**

- F. **FAC: Grant Proposal Seed Money Policy** (attachment) **Page 42**
 - G. **TPAC: Proposed Senate Resolution in Support of AB-798 – College Textbook Affordability Act of 2015** (attachment) **Page 45**
 - H. **CFA: DRAFT – CSUSM Resolution in Support of CFA’s Call for a Strike** (attachment) **Page 46**
 - I. **SAC: Student Course Grade Appeal Policy** (attachment) **Page 47**
 - J. **FAC: Harry E. Brakebill Distinguished Professor Award Procedure Document** (attachment) **Page 65**
 - K. **GEC: Credit/No Credit Grade Option Policy*** (attachment) **Page 69**
 - L. **APC: Writing Requirement Documents* (4 attachments)**
 - Combined Rationales for GWAR and AUWR **Page 72**
 - Graduation Writing Assessment Requirement (GWAR): Graduate Level Policy (attachment) **Page 74**
 - All-University Writing Requirement Policy (AUWR) (attachment) **Page 78**
 - Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level Policy **Page 79**
- XVI. Presentations**
- A. **TPAC: Open Access Presentation, Karno Ng (10 min.)** (*PPT attached*) **TIME CERTAIN: 2PM**
Page 80
- XVII. Senators’ Concerns and Announcements**

Next meeting: April 6, 2016, 1:00 PM to 2:50 PM, KEL-5400

SENATE CHAIR'S REFERRALS TO COMMITTEES

- Rescinded: TPAC – Memo from Chancellor for Two Items from Senate to Qualify CSUSM to Receive Funds to Support AB 789 and OER Adoption Incentive Program
- TPAC: Write a Resolution of Support for CO's AB 798 Memo and OER Adoption Incentive Program
- Rescinded: BLP – Determine if a policy is needed for formation of new departments
- APC: English Language Admissions Requirement Policy

SECRETARY'S REPORT

Executive Committee Meeting, 2/24/15: EC voted to approve changes to the Election Rules and Procedures Document, updating criteria for the Senate Vice Chair qualifications.

2/25/16 – Senate resolutions passed via electronic ballot:

- EC/AS 714-15 Resolution Honoring the Contributions of Arturo Ocampo, Associate Vice President for the office of Diversity, Educational Equity & Inclusion, and Ombuds Services
- EC/AS 715-15 Resolution in Response to Restructuring of the Office of Diversity, Educational Equity & Inclusion, and Ombuds Services into the Division of Community Engagement

CONSENT CALENDAR*

UCC Course & Program Change Proposals

Programs/Courses Approved at UCC

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
BRS	100		Explorations in Border Studies	C	Kim Knowles-Yanez	1/4/16	2/1/16
GBST	301		Constructing Global Identity	C	Patty Seleski	2/16/16	2/29/16
GSCM	P-2		Global Supply Chain Management Option	P-2	Robert Aboolian	2/19/16	2/29/16
GEOG	110		Intro to Physical Geography with Lab	C	Greig Tor Guthey	1/4/16	2/8/16
ID	381		Natural Science for Teachers	C-2	Jocelyn Ahlers	1/4/16	2/16/16
LBST	P-2		Liberal Studies Major: 3 Options	P-2	Jocelyn Ahlers	1/4/16	2/16/16
LBST	100		An Intro to Critical Education	C-2	Martha Gonzales	1/4/16	2/8/16

LBST	300		An Intro to Critical Education	C	Martha Gonzales	1/4/16	2/8/16
LBST	300	305	Perspectives in Liberal Studies	C-2	Jocelyn Ahlers	1/4/16	2/8/16
LING	255		Language Endangerment & Revitalization	C	Jocelyn Ahlers	1/27/16	2/8/16
OM	443		Supply Chain Information Management	C	Robert Aboolian	2/19/16	2/29/16
VSAR	180		Topics in Visual Art and Arts and Technology	C	Lucy Solomon	2/4/6	2/8/16
VSAR	380		Topics in Visual Art and Arts and Technology	C	Lucy Solomon	2/4/6	2/8/16

Program/Course Changes Approved on UCC Consent Calendar

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Reviewed by Dean of AP/Chair of UCC
CHAD	P-2		B.A. in Child & Adolescent Development	P-2	Sara Bufferd	2/8/16
CHAD	496		Observation and Assessment Lab	C-2	Sharon Hamill	2/29/16
COMM	390		Research Methods and Design	C-2	Michelle Holling	2/8/16
COMM	402		Rhetorical Criticism	C-2	Michelle Holling	2/8/16
PSYC	330		Developmental PSYC: Infancy and Childhood	C-2	Miriam Shustack	2/15/16
PSYC	348		Developmental PSYC: Adolescence	C-2	Miriam Shustack	2/8/16
VSAR	102		The Computer and the Visual Arts	C-2	David Avalos	2/29/16
VSAR	110		Introduction to Sculpture	C-2	David Avalos	2/29/16

CSUSM

Forward Together

Silent Phase Giving

Current Gifts Total **\$19,000,000 (63%)**

Sample Current Gifts:

CSU-Institute for Palliative Care	\$4,300,000
Named Student Scholarships	\$3,450,000
Ace Scholars Services (Program for former foster youth)	\$2,500,000
The Alliance (Guaranteed Admissions Program with 10 School Districts)	\$1,100,000
Centers and Institutes (CICSC, Center Artes, NLRC)	\$1,000,000
Equipment/Gifts in-kind	\$800,000
Matching Grant (General)	\$500,000
<ul style="list-style-type: none"> • Athletics • Arts • Library • Veteran's Center • 25th Anniversary 	
Private Match to Matching Grant	\$500,000

Planned Gifts Total **\$7,000,000 (37%)**
(Bequests and bequest intentions)

Sample Planned Gifts:

General Scholarships	\$3,000,000
Endowed Chair CoBA	\$1,500,000
International Student Programs	\$1,500,000
Named Scholarship	\$500,000

WASC Senior College and University Commission ACCREDITATION REVIEW TEAM ROSTER & BIOS

Review Team Chair:

- **Albert K. Karnig, PhD**
President Emeritus

CSU San Bernardino

President of CSUSB from 1997 to 2012 -- its third president. He served as Provost at the University of Wyoming and Associate Vice President for Academic Affairs at Arizona State University. He also directed ASU's School of Public Affairs, which at the time was ranked among the nation's ten leading public policy and administration programs.

Dr. Karnig's scholarly contributions as a faculty member include books published by the University of Chicago Press and Greenwood Press, more than 60 refereed articles, numerous monographs, and membership on various editorial boards.

Review Team Assistant Chair:

- **Brian Klunk, PhD**
Chair and Associate Professor

University of the Pacific

Brian Klunk, is an Associate Professor of Political Science and served as Department Chair in 1987. He earned his BA from Pennsylvania State University and an MA and PhD from the University of Virginia.

Dr. Klunk's research interests involve Catholic Social Thought & International Relations. He regularly teaches courses in International Relations; U.S. Foreign Policy; Theories of International Politics; Ethics and International Relations.

Review Team Members:

- **Sammy Elzarka, PhD**
Director of Center for Faculty Excellence

University of La Verne

Graduated CSU Fullerton (BS & MS Kinesiology) and received his PhD in Education from Claremont Graduate University in 2012.

Sammy Elzarka previously served as the Director of Curriculum and Assessment at Options for Youth Charter School from 2000-2009 and currently serves as the Director of the Center for the Advancement of Faculty Excellence at the University of La Verne since 2013. Prior to his current role, Dr. Elzarka served as the Director of Assessment and Accreditation at the University of La Verne from 2009 – 2012.

WASC Senior College and University Commission ACCREDITATION REVIEW TEAM ROSTER & BIOS

- **Cheryl Ney, PhD**

Dean, Charter College of Education

California State University, Los Angeles

Dr. Cheryl L. Ney currently serves as the Dean of the Charter College of Education (CCOE) at CSULA and a Professor of Chemistry. From 2006 – 2009 she served as associate vice provost for academic programs at Cal Poly San Luis Obispo, and in 2009 was appointed associate vice president for academic affairs and dean of graduate studies at CSULA. She has also served as provost and vice president of academic affairs at Capital University in Columbus, Ohio; provost-in-residence at the Associated New American College Consortium; and as a National Science Foundation Distinguished Visiting Professor of Women in Science in the University of Wisconsin system. Dr. Ney earned her Ph.D. in biochemistry from the University of Chicago, her M.S. in chemistry from Baylor University, and her B.S. in chemistry from Arizona State University.

- **Susan S. Platt, PhD**

Executive Director of Assessment

California State University, Long Beach

January 1997 – Present (19 years 2 months)

Susan Platt, Ph.D. is the Executive Director of Assessment in the Division of Student Affairs at CSULB. In this capacity, she leads a team of assessment facilitators who work with student affairs units on assessment activities that align with institutional learning goals. She has recently offered numerous workshops at national and WASC ARC conferences assessment partnerships. Her most recent publication appeared in NILOA, where she co-authored a viewpoint pertaining to working with academic affairs to scaffold student learning outcomes. Susan is an adjunct faculty member in the College of Education at CSULB and teaches graduate level courses in quantitative research methods. She is a proud alumna of the WSCUC Assessment Leadership Academy, Cohort V.

WASC Senior College and University Commission (WSCUC) Staff Liaisons

- **Christopher N. Oberg, PhD**

Vice President/COO

Co-liaison with Geoff through transition but will be on-campus during the visit and will continue as our liaison through to completion of this re-affirmation review.

- **Geoff Chase, PhD**

Vice President, WSCUC

Previously the ALO at San Diego State University for 11 years, and recently joined the Commission as VP. Co-liaison with Christopher through transition.

**WASC Visit
March 16-18, 2016
Meeting Briefing**

I. Commendations. The team commends the institution for the following accomplishments and practices:

- The presentation of a high-quality Institutional Report—succinct, clear, focused, and with useful data.
- Strong review processes and comprehensive approaches to recruitment, graduation and retention of historically underrepresented minorities, foster youth, and students from Indian Tribes.
- Well-articulated meaning of undergraduate and graduate degrees and emerging assurance of their quality and integrity.
- Allocation of resources to priorities in assessment and program reviews, as evidenced by developing efforts in core competencies, program review workshops, faculty incentives, and excellent work and resource infusion by the Division of Student Affairs.

II. Lines of inquiry.

- The university's approach to **strategic planning**, including how CSUSM has undertaken since 2006 (a) holistic planning and budget management, (b) handling 24% recent student-enrollment growth, and (c) how the university anticipates financing planned enrollment growth.
- The **effectiveness of assessment of student learning** and its implementation across the institution, including but not limited to **academic and student affairs programs, General Education, and student success programs**.
- Evidence of the role of **program review** in student success, assessment of student learning, program improvement, and new program development.
- The university's **integrated, institutional approach to student success**, including but not limited to the use of institutional data on retention and graduation, coordination of participating units' efforts, and evaluation of different student success initiatives.
- How CSUSM **creates and sustains a culture of teaching, learning and assessment among all instructional personnel**, including tenure track, non-tenure track, and part-time faculty, including recent hires.

III. Request for additional documents and information.

- Examples of program review MOUs, specifically
 - Two professional programs
 - One Arts or Humanities program
 - One Physical Science program
 - One Social Science program
 - Mathematics
- Examples (no more than 6) of responses to MOUS

- Examples of interim reports since 2012 implementation of new program review process
- List of the titles of the 30 + reports from RaDaR referenced in the IR (p. 56)
 - Example of most/least requested reports
 - Example of a report that is useful to student success efforts but is not frequently requested
- Lists of peer and aspirational institutions
- Overall organization chart
- Historical organization charts (pre- academic division reorganization)
- Assessment Organization Chart
- Faculty Center Description/Mission
- Schedule of faculty development activities sponsored by the Faculty Center for the last two years

WASC Visit Schedule
Thursday - March 17

Time	Meeting/Event	Location	
7:00am	Breakfast	Hotel	
7:45am	Transport to campus		
8:00am	Regina Eisenbach - Dean Acad Programs (ALO)	KELL 3013	Al Karnig, Brian Klunk, Cheryl Ney
	University Assessment Council	KELL 3010	Sammy Elzarka, Susan Platt
9:00am	Transport to Temecula campus*		Cheryl Ney
9:00am	Program MOU with special accreditation (MSN) Denise Boren, Pam Kohlbray, Amy Carny, Susan Andera	MARK 322	Al Karnig, Sammy Elzarka
	Program MOU without special accreditation (SOC) Sharon Elise	MARK 344	Brian Klunk, Susan Platt
10:00am	University Budget Committee	KELL 3010	Al Karnig, Susan Platt
	General Education Committee	MARK 421	Brian Klunk, Sammy Elzarka
11:00am	Team debrief	MARK 430	Full team
12:00pm	Open Forum - Faculty	MARK 125	Brian Klunk, Sammy Elzarka
	Open Forum - Students	USU 2310 A&B	Cheryl Ney, Susan Platt
1:00pm	Working Lunch	MARK 430	Full team
2:15pm	Assessment Specialist - Melissa Simnitt	MARK 322	Sammy Elzarka, Susan Platt
	Open Forum - Staff	KELL 5400	Al Karnig, Cheryl Ney
3:30pm	Team debrief	MARK 430	Full team
4:00pm	Transport to hotel		Full team
5:00pm	Team work on report	Hotel Workroom	Full team
6:00pm	Dinner (Catered in)		
7:00pm	Team work on report		

Friday, March 18

Time	Meeting/Event	Location	
7:00am	Breakfast	Hotel	Full team
8:00am	Finish up report	Hotel workroom	Full team
10:45am	Transport to campus		Full team
11:00am	Chair meeting with President Haynes	CRA 5302	Al Karnig
11:30am	Exit Meeting	MARK 125	Full team
12:00pm	Transport to airport		

COMMITTEE REPORTS TO SENATE – 3/2/16

APC Committee Report:

At least four APC items are on the Senate agenda for today:

- Proposed changes to the Graduate Probation, Disqualification and Reinstatement Policy (1st reading)
- Proposed changes to the Undergraduate Probation, Disqualification and Reinstatement Policy (1st reading)
- Proposed changes to the Academic Calendars for 2016-17 and 2017-18 (1st reading, but a request will be made to treat this as a 2nd reading)
- Proposed (new) Academic Calendars for 2018-19, 2019-20, 2020-21

Three other items may also be on the agenda (action by the Senate Officers and the Executive Committee):

- Proposed changes to the Graduation Writing Assessment Requirement (GWAR): Graduate Level Policy (1st reading)
- Proposed changes to the All-University Writing Requirement Policy (1st reading)
- Proposed (new) Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level Policy (1st reading)

APC has shared a draft revision of the On-Line Instruction Policy with TPAC, and plans to bring this to Senate after feedback from TPAC has been received.

Policies on which APC is currently actively working are:

- Academic Program Discontinuance (revision)
- Impaction Declaration (new)
- Excess-Units Seniors (revision)
- Final Exam Conflict (new)

BLP Committee Report:

- BLP is currently working on a revision of the UAMP policy.
-

FAC Committee Report:

Accomplishments

- Changes to Grant Proposal Seed Money Policy presented to Academic Senate for first reading today
- Changes to Harry E. Brakebill Distinguished Professor Award presented to Academic Senate for first reading today

- CHEM and CSIS Department RTP policies returned to the departments with comments
- Faculty Grants Committee policy returned to FGC for further consideration

Current work:

- Review of MATH Department RTP policy
- Review of LBST RTP policy (it has been returned FAC with changes based on FAC feedback)
- Discussion of Faculty Ethics policy
- Discussion about developing a university-level Lecturer Inclusion policy

GEC Committee Report:

- GEC is currently surveying instructors of CC and DD courses regarding their awareness and knowledge of General Education Program Learning Outcomes in order to determine how to proceed with GE assessment. We will be reviewing responses in March and determining an assessment plan in April.
- GEC is bringing forth a pilot project to address issues regarding the new minimum grade requirement for “Golden Four” GE courses. These courses will now require a C- in order for students to earn GE credit. The project is at Executive Committee and hopefully the Senate this semester.
- GEC continues to review GE proposals as they are received.

NEAC Committee Report:

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

NEAC recommends changing this to keeping an open call for all vacant seats so that eligible faculty may self-nominate for vacant seats as they become available. Adrienne (the senate office) will keep and maintain a posted list of the vacant seats on the senate website so that eligible faculty can go there any time to identify seats and self nominate. NEAC will still review the names of the nominees on a monthly basis as they come up and make the appropriate recommendation to EC.

NEAC believes that this is not contrary to the election rules and procedures which state that when vacancies arise on Standing Committees due to a faculty member being on leave or due to a faculty member's resignation, NEAC shall issue a call for a volunteer replacement to serve for the duration of that faculty member's absence. What NEAC is asking is that we keep an open call for vacant seats until such seats are filled. This will make it easier for faculty to sign up rather wait for calls that have typically come out twice or three times a semester.

PAC Committee Report:

- The PAC has processed the Self-Studies for this year's 7 Program Reviews and is now working on processing the External Reviewer Reports, the Deans' responses, and departmental responses. Additionally, the committee is working on its recommendations for each Program Review and processing the Interim Reports received to date. The committee co-chairs have just met with the 6th and last set of External Reviewers who will be visiting campus this year.
-

SAC Committee Report:

Internship policy:

- The policy was presented for a 2nd reading to Senate and has passed.

Student Grade Appeal Policy

- SAC continues to work with the chair of SGAC on updating the 18-page policy to reflect the online submission process.
- SAC is developing a flowchart/checklist that visualizes the process.
- SAC recommends creating a webpage with information about the process (with a link to the policy, the flowchart, and other resources). Many universities have a webpage with information about the grade appeal process; SAC sees this as an important resource which will help students understand the administrative process of the university, and will alleviate problems that currently occur in the process.

Engaged Education Definitions

- SAC is working with various constituents on finalizing this document.
-

135 **UCC Report to Senate:**

136

137 UCC has reviewed 97 pieces of curriculum to date in this AY. Since the last Senate
138 report, UCC has been engaged in the review of several P-2 forms, along with
139 continued reviewed of C forms to develop new courses, and C-2s to change currently
140 existing courses.

141

Tasks Completed in January 2016

(1) The following open access presentations were conducted:

Event	Date / Time	Number of Attendance
All-Chair Meeting	2/12/16 (Fri.) , noon to 12:15 p.m.	~ 20
Faculty Brown Bag	2/ 15/16 (Mon.) 1:00 p.m—2:30 p.m.	2
Faculty Brown Bag	2/23/16 (Tues.) noon –1:00 p.m.	2

(2) Feedback was collected from the open access presentation. See Page 2 and Page 3.

Tasks in Progress

Preparation of the faculty survey on open access. (opt-in / opt-out option).

Collected Feedback from Open Access Policy Presentation on 2/12/16

- “I want to encourage the committee to flesh out the Pros and Cons more, so that the Con views were given some fair representation. This kind of balance is something that we take seriously in the Academic Senate.”
- Ideas for ‘opt out’ cons

—Imposes additional terms and conditions of employment on faculty, which requires careful consideration and appropriate consent.

—Creates potential workload and difficulties for faculty in negotiating open access terms with co-authors and/or publishers.

—Creates workload for faculty to file opt-out forms when desired or necessary.

—Creates potential workload for faculty in locating or creating shareable copies of articles, when “official” published pdf’s may not be placed on open access.

—Imposes on faculty the need to inform themselves on the whys and wherefores of open access policy and publishing.

- “I suggest you start the presentation with a broad overview of how OA fits into academic publishing. Based on comments I’ve heard from folks at the brown bag, I believe there is some confusion about whether an OA policy would limit the places where faculty can publish.

So, for instance, you could start the presentation with a flow chart:

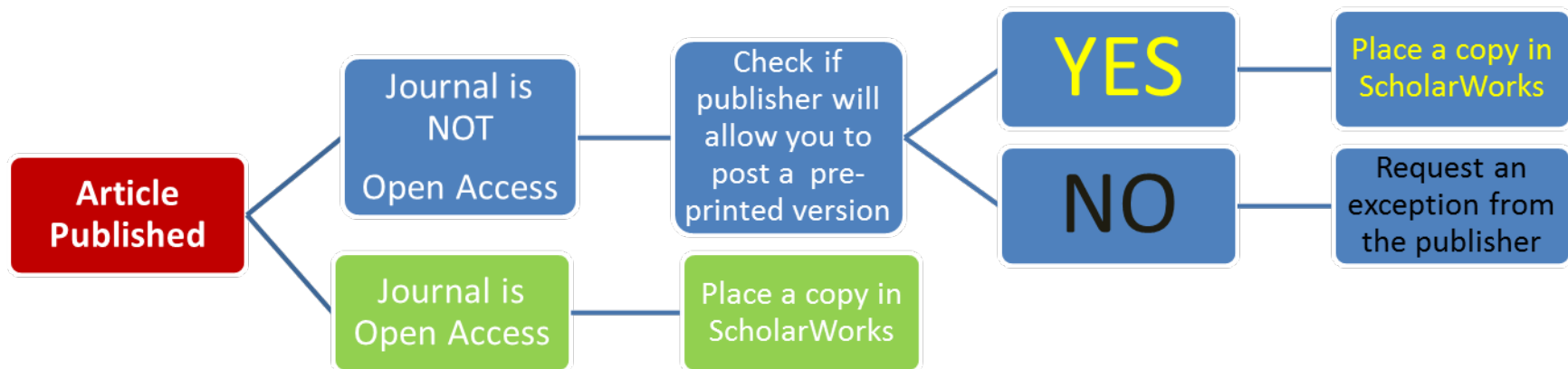
you (faculty member) publish an article. is the journal open access?

—> yes - you are done (or link to the article, or optional place a copy in ScholarWorks)

—> no - does the publisher allow you post a copy?

—> yes - place a copy in scholar works, you’re done

—> no - request an exception from the publisher “

Flow Chart Created Based on Collected Feedback on Open Access**Overview of Academic Publishing and Open Access**

APC – Rationale re: Graduate Probation, Disqualification and Reinstatement Policy Revision

Rationale This referral originated in Graduate Studies out of a need for separate procedures required by the professional accreditation of certain master's and credential programs in the College of Education, Health and Human Services.

APC concurred with the suggestion that – for the programs mentioned above – probation, disqualification and reinstatement for non-academic reasons should be overseen by the Office of the Dean of CEHHS, rather than the Office of Graduate Studies, as the former office will have a better understanding of what accreditation requires.

APC is also proposing a simplification of the terminology used in the policy: shortening the terms academic-administrative probation/disqualification/reinstatement to administrative probation/disqualification/reinstatement. This should help minimize confusion on the part of readers of the policy.

Graduate Probation, Disqualification, and Reinstatement

Definition: It is the policy of California State University San Marcos to place graduate students on academic or administrative probation when their overall work is less than satisfactory, as reflected in a deficient cumulative grade point average, or other failure to make adequate academic progress. Graduate students are dismissed from the university through academic ~~or administrative~~ disqualification when the conditions needed to achieve good standing are not met in a timely fashion. Consideration for reinstatement is provided through a petition process.

Authority: Executive Order 1038

Scope: Students admitted to Graduate Standing: Conditionally Classified; Post baccalaureate Standing; Classified; and Graduate Standing: Classified. Students admitted to Post baccalaureate Standing: Unclassified will be governed by the ~~undergraduate~~ Undergraduate policy on Academic Probation, Disqualification, and Reinstatement Policy.

Responsible Division: Academic Affairs

Approval Date: 07/31/2014

Implementation Date: 07/31/2014

Originally Implemented: 04/03/2003

Procedure

I. PROBATION

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

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

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

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

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

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

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

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

II. DISQUALIFICATION

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

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

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

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

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

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

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

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

III. REINSTATEMENT

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

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

IV. EXCLUSIONS

Administrative-academic probation, disqualification and reinstatement for students in professionally-accredited graduate programs or the teacher credential program within the College of Education, Health, and Human Services are handled by a separate process and are not governed by this document. Note that this exclusion pertains only to administrative-academic probation, disqualification and reinstatement; arising under section I.B.3. Reinstatement for credential students is handled by a separate process in the School of Education and is not governed by this document.

APC – Rationale re: Undergraduate Probation, Disqualification and Reinstatement Policy Revision

Rationale These are largely companion changes in terminology reflecting similar changes in the graduate policy. APC is proposing a simplification of the terminology used in the policy: shortening the terms academic-administrative probation/disqualification/reinstatement to administrative probation/disqualification/reinstatement. This should help minimize confusion on the part of readers of the policy.

APC also updated reference to various offices:

- Office of Registration and Records becomes Office of the Registrar;
- Office of the Dean of COAS (for review of reinstatement petitions from undeclared students) becomes Office of the Dean of CHABSS; and
- The reference to office of the Director of the school (of the student's major) has been removed now that there are no schools existing outside of colleges.

Definition:	The policy governs the policies on probation, disqualification, and reinstatement of undergraduate students.
Authority:	Executive Order 1038
Scope:	Undergraduate students according to their class levels based on units accumulated.
Responsible Division:	Academic Affairs
Approval Date:	07/14/2009
Implementation Date:	07/31/2014
Originally Implemented:	05/05/2003

Procedure

I. EXECUTIVE SUMMARY

It is the policy of California State University San Marcos to place undergraduate students on academic probation if at any time the cumulative grade point average in all college work attempted or cumulative grade point

average at CSUSM falls below 2.0. Undergraduate students are subject to academic disqualification when their grade point average in all units attempted or in all units attempted at CSUSM falls below standards established by class level. Consideration for reinstatement is provided through a petition process.

II. ACADEMIC PROBATION

An undergraduate student will be placed on academic probation if, during any academic term, the overall GPA or the cumulative Cal State San Marcos GPA falls below 2.0 (a C average). The student shall be advised of probation status promptly. An undergraduate student shall be removed from academic probation when the overall GPA and the cumulative Cal State San Marcos are both 2.0 or higher.

III. ADMINISTRATIVE-~~ACADEMIC~~ PROBATION

A student may also be placed on administrative-~~academic~~ probation by the Office of the Registrar~~tion and Records~~ for any of the following reasons:

A) Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to administrative-~~academic~~ probation for such withdrawal.)

B) Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC (No Credit), when such failure appears to be due to circumstances within the control of the student.

C) Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy which is routine for all student or a defined group of students (examples: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

IV. NOTIFICATION OF ACADEMIC PROBATION AND ADMINISTRATIVE-~~ACADEMIC~~ PROBATION

The student shall be notified in writing by the Office of ~~the~~ Registrar~~tion and Records~~ prior to the beginning of the next term of their probation status, and shall be provided with the conditions for removal from probation along with circumstances that would lead to disqualification, should probation not be removed.

V. ACADEMIC DISQUALIFICATION

Undergraduate students on academic probation shall be subject to academic disqualification when:

- As a freshman (less than 30 semester units completed) the student falls below a grade point average of 1.50 in all units attempted or in all units attempted at CSUSM;
- As a sophomore (30-59 semester units completed) the student falls below a grade point average of 1.70 in all units attempted or in all units attempted at CSUSM;
- As a junior (60-89 semester units completed) the student falls below a grade point average of 1.85 in all units attempted or in all units attempted at CSUSM; or
- As a senior (90 or more semester units completed) the student falls below a grade point average of 1.95 in all units attempted or in all units attempted at CSUSM.

VI. ACADEMIC DISQUALIFICATION OF STUDENTS NOT ON PROBATION

Undergraduate students not on academic probation shall be disqualified when:

- At the end of any term, the student has a cumulative grade point average below 1.0 (a grade of D), and
- The cumulative grade point average is so low that it is unlikely, in light of their overall education record, that the deficiency will be removed in a reasonable period.

VII. ADMINISTRATIVE-~~ACADEMIC~~ DISQUALIFICATION

A) An undergraduate student who has been placed on administrative ~~academic~~ probation may be disqualified if any of the following occur:

- The conditions for removal of administrative ~~academic~~ probation are not met within the period specified.
- The student becomes subject to academic probation while on administrative ~~academic~~ probation.
- The student becomes subject to administrative ~~academic~~ probation for the same or similar reason that the student has previously been placed on administrative ~~academic~~ probation, although the student is not currently in such status.

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

B) Special Cases of Administrative-~~Academic~~ Disqualification

In addition, an appropriate campus administrator, in consultation with the Office of ~~the Registration and Records~~, may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur

immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

VIII. CONSEQUENCES OF DISQUALIFICATION

Students who have been disqualified, either academically or administratively may not enroll in any regular campus session (e.g., open university) without permission from the Office of ~~the Registration and Records~~ and may be denied admission to other educational programs operated or sponsored by the University.

IX. NOTIFICATION OF ACADEMIC DISQUALIFICATION AND ADMINISTRATIVE ~~ACADEMIC~~ DISQUALIFICATION

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

X. REINSTATEMENT

Students who have been disqualified, either academically or administratively, may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if compelling evidence is provided, indicating their ability to complete the degree program. Petitions are reviewed by the Office of the Dean of the college ~~or the Director of the school~~ of the student's major program, or, in the case of undeclared majors, the Office of the Dean of the College of Humanities, Arts, Behavioral and Social Sciences. The review must consider the probable impact of any medical condition on previous unsatisfactory academic performance. Students who petition for reinstatement and have not attended for more than one regular term must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility.

XI. NOTICE IN CAMPUS BULLETINS

A summary of the provisions for probation and disqualification shall appear in the General Catalog. Procedures for orientation of new students shall include distribution of written materials concerning all aspects of probation and

175 disqualification as well as provisions for review and reinstatement.
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2016-2017 ACADEMIC CALENDAR

SUMMER 2016 Term

June 6 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Mon)	Independence Day holiday — campus closed
July 9 (Sat)	Last day of classes for classes in first half-Summer block
July 11 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Mon)	Initial Period for filing applications for Spring 2017 begins
August 13 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 18 (Thur)	Grades due from instructors; last day of Summer term

FALL 2016 Semester

August 23-26 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 29 (Mon)	First day of classes
September 5 (Mon)	Labor Day holiday — campus closed
October 1 (Sat)	Initial period for filing applications for Fall 2017 begins
October 21 (Fri)	Last day of class for first session of Fall half-semester classes*
October 22 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Fri)	Veteran's Day – campus closed
November 24-25 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 26)
December 10 (Sat)	Last day of classes
December 12-17 (Mon-Sat)	Final examinations
December 22 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

SPRING 2017 Semester

January 18-20 (Wed-Fri)	Faculty pre-instruction activities
January 23 (Mon)	First day of classes
March 17 (Fri)	Last day of class for first session of Spring half-semester classes*
March 18 (Sat)	First day of class for second session of Spring half-semester classes*
March 20-25 (Mon-Sat)	Spring break
March 31 (Fri)	Cesar Chavez Day — campus closed
May 12 (Fri)	Last day of classes
May 13-18 (Sat-Fri)	Final examinations
May 19-20 (Fri-Sat)	Commencement
May 25 (Thur)	Grades due from instructors; last day of Spring semester

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

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

2017-2018 ACADEMIC CALENDAR

SUMMER 2017 Term

June 5 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Tue)	Independence Day holiday — campus closed
July 8 (Sat)	Last day of classes for classes in first half-Summer block
July 10 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Tue)	Initial Period for filing applications for Spring 2018 begins
August 12 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 17 (Thur)	Grades due from instructors; last day of Summer term

FALL 2017 Semester

August 22-25 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 28 (Mon)	First day of classes
September 4 (Mon)	Labor Day holiday — campus closed
October 1 (Sun)	Initial period for filing applications for Fall 2018 begins
October 20 (Fri)	Last day of class for first session of Fall half-semester classes*
October 21 (Sat)	First day of class for second session of Fall half-semester classes*
November 10 (Fri)	Veteran's Day (observed) – campus closed (No classes scheduled for Saturday, November 11)
November 23-24 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 25)
December 9 (Sat)	Last day of classes
December 11-16 (Mon-Sat)	Final examinations
December 21 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

SPRING 2018 Semester

January 17-19 (Wed-Fri)	Faculty pre-instruction activities
January 22 (Mon)	First day of classes
March 16 (Fri)	Last day of class for first session of Spring half-semester classes*
March 17 (Sat)	First day of class for second session of Spring half-semester classes*
March 19-24 (Mon-Sat)	Spring break
March 30 (Fri)	Cesar Chavez Day (observed) — campus closed
May 11 (Fri)	Last day of classes
May 12- 18-17 (Sat- Fri Thur)	Final examinations
May 18-19 (Fri-Sat)	Commencement
May 24 (Thur)	Grades due from instructors; last day of Spring semester

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

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

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

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

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

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

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

Additional Comments:

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

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

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

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

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

2018-2019 ACADEMIC CALENDAR

SUMMER 2018 Term

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

FALL 2018 Semester

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

SPRING 2019 Semester

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

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

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

2019-2020 ACADEMIC CALENDAR

SUMMER 2019 Term

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

FALL 2019 Semester

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

SPRING 2020 Semester

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

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

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

2020-2021 ACADEMIC CALENDAR

SUMMER 2020 Term

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

FALL 2020 Semester

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

SPRING 2021 Semester

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

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

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

June 2017

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CSUSM ACADEMIC SENATE MEETING SCHEDULE 2016/17

Academic Senate

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

Fall 2016

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

Spring 2017

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

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

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

Executive Committee

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

Fall 2016

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

Spring 2017

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

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

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

Definition

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

Authority

The president of the university.

Scope

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

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

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

 Karen S. Haynes, President

 Approval Date

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

 Approval Date

First Revision: mm/dd/yyyy

Implemented: 01/22/2002

I. ELIGIBILITY

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

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

II. PURPOSE

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

III. PROCESS

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

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

IV. APPLICATION REQUIREMENTS:

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

The application must include the following information:

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

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

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

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

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

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

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

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

Draft from CFA:

CSUSM Senate Resolution in Support of CFA's Call for a Strike

WHEREAS the AAUP *Principles on Academic Freedom and Tenure* state that the academy should offer Faculty "a sufficient degree of economic security to make the profession attractive to men and women of ability,"

WHEREAS Faculty are essential for carrying out the core mission of the CSU, which is to provide quality education for our students,

WHEREAS there has not been a significant general salary increase for CSU Faculty since 2007, when most of a promised 11% salary increase for CSU Faculty was canceled, and a 9.3% furlough pay cut was instituted in 2009,

WHEREAS the average CSU faculty salary is \$45,000 a year and \$63,000 a year when adjusted for full-time equivalence,

WHEREAS in 2015 the CSU received an increase from the state of \$216 million in addition to its regular \$5 billion operating budget, more than enough to fund CFA's bargaining proposal of a 5% raise, without increasing student fees,

WHEREAS more than 30 state legislators have sent letters to CSU Chancellor White calling on him to come to a timely agreement that fairly compensates the Faculty,

WHEREAS the Associated Students, Inc., of California State University San Marcos has already passed a resolution in support of CFA's call for a strike,

BE IT RESOLVED that the Academic Senate of California State University San Marcos supports CFA's call for a strike to take place on all 23 CSU campuses on April 13-15 and 18-19, if at the conclusion of the fact-finding process the Administration fails to come to an agreement with CFA on Faculty salary.

Sources:

http://www.calfac.org/sites/main/files/file-attachments/on_csu_exec_pay_july_2015.pdf

<https://academeblog.org/2016/02/18/support-growing-for-potential-cfa-strike/>

<http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

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

2
3 *Rationale:*

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

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

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

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

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

38
39
40 **I. Preamble**

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

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

II. Purpose

The purpose of the Student Course Grade 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.

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

D. Terms of Service and Continuation

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

The members who begin hearing an appeal shall continue as a panel for that appeal until it reaches resolution, unless a member is unable to continue or is no longer eligible to serve. In the event that a particular grade appeal extends beyond ~~May 31~~ the academic year, the members hearing that particular grade appeal shall

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continue with that appeal until the committee's decision is rendered in the next academic year-

E. Vacancies

1. Permanent vacancies

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

2. Temporary vacancies

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

F. Quorum and Voting

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

G. Confidentiality

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

No member of the committee shall discuss personal and/or pertinent information relating to a specific grade appeal with any persons who are non-committee members except at the request of the committee as part of the hearing processes defined in this document. This shall not preclude notification of proper authorities

by the Student Grade Appeal Committee in the event that the committee perceives the safety of any person or property to be in jeopardy.

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

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

VI. Grade Appeal Process

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

These consultants may assist with:

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

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

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

~~Both the informal and formal processes must be completed by the deadlines below:~~

- A. ~~Deadlines for the Informal Preliminary (Preliminary process) and Formal Resolution Process and for the Formal Grade Appeal Deadline~~

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

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

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

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

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

B. Informal Preliminary Resolution Process Preliminary process

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

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

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

Step 2: The student shall consult with the person at the next level of supervision if Step 1 does not result in a satisfactory agreement. (e.g., department chair

or program director). If the parties do not respond or reach agreement in a reasonable length of time, the student shall proceed to step 3.

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

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

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

C. Formal Process

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

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

The complete grade appeal requires submission of:

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

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

Step 3: the "Formal Grade Appeal Form";

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

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

1. Basic Guidelines for Grade Appeals

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

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- c. The SGAC shall only recommend grade changes when a preponderance of the evidence supports the student's claim that the grade was improperly assigned, based on appeal grounds listed in paragraph (b), above.
- d. The burden of proof shall lie with the student.

2. How to File

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

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

2. How to File

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

The complete grade appeal requires submission of:

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

Step 2: the "Preliminary Resolution Process Log and Supporting Documentation",

Step 3: the "Formal Grade Appeal Form",

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

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

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

3. Filing Deadline

All parts of the grade appeal must be uploaded to the SGAC secured website no later than March ~~29~~¹⁵ for the prior fall session or October ~~15~~

29 for the prior Spring/Summer session. In the event of extenuating circumstances, the Provost or designee shall be able to waive the deadline.

4. Withdrawal and Termination of Formal Process

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

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

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

5. Preliminary Screening

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

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

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

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

If the above conditions have been met, the Chair shall send written notice of receipt of a grade appeal within seven (7) calendar days to all parties involved in the ~~informal~~[preliminary](#) process. The Chair shall also provide the instructor (the person responsible for assigning the student's grade) with a complete copy of documents submitted by the student, and

request that the instructor provide a written response and relevant documentation, including the course syllabus and grade roster, to the committee within ten (10) calendar days.

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

6. Consideration of Grade Appeals

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

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

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

7. Hearing Process

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

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

The hearing shall be conducted according to the following standards:

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

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

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

8. Recommendation

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

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

The SGAC recommendation shall go to the instructor of record, the student, the instructor's Department Chair or Program Director, the Dean of the college offering the course, the Provost, and the Office of Enrollment Services if a grade change is recommended. The recommendation will be transmitted within ten (10) calendar days of

the completion of the committee's information gathering procedures and deliberations.

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

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

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

9. Appeal of Violations of Procedure

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

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

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

The Provost or the Provost's designee may:

- Reject the appeal (In this case, the decision of the SGAC shall be final);
or
- Direct the SGAC to reconsider the case, correcting the prior error, and submit a report.

VII. Annual Reports

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

Formal Notice of Student Grade Appeal

Instructions

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

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

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

Note:

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

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

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

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

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

UPDATED FORMS - Senate First Reading

Appendix A

California State University, San Marcos

Overview of the Formal Submission Process of a Student Grade Appeal Case

All items are to be submitted via the secure Moodle container of the Student Grade Appeal Committee (SGAC) (accessible via the community.csusm.edu page). Please contact the Academic Senate Coordinator at academicsenateoffice@csusm.edu to be granted access to the Moodle container.

Please take the time to carefully read the Student Grade Appeal Policy and Procedure.

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

Overview:

1. Step 1: Complete the **Agreement to Follow the Student Grade Appeal Policy** and the **Acknowledgement and Release** statement. Note: access to step 2 is prohibited until Agreement is completed in step 1.
2. Step 2: Submission of **InformalPreliminary Resolution Process Log and Supporting Documentation** (e.g., email communications)*. Note: access to step 3 is prohibited until step 2 is completed and verified.
3. Step 3: Submission of **Formal Grade Appeal Form**.
4. Step 4: Submission of **Supporting Documentation** to the Formal Grade Appeal Form.

*According to the current Student Grade Appeal Policy, in order for the Student Grade Appeal Committee to accept an appeal case from a student, the student must demonstrate that they have completed the **informalpreliminary grade appeal process** with the instructor, department chair, and dean. Failure to contact all three people (instructor, department chair, and dean) is considered "**InformalPreliminary** Process Incomplete" and the case will not be considered. You are required to provide evidence for completion of the **informalpreliminary** grade appeal process by submitting the **InformalPreliminary** Resolution **Process** Log in step 2.

598 (Step 1) AGREEMENT to follow the Student Grade Appeal Policy, and
599 ACKNOWLEDGEMENT AND RELEASE

600

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

603

604 Initials_____

605

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

608

609 Initials_____

610

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

613

614

615

616

617 Signature

Date

618

619 | (Step 2) INFORMALPRELIMINARY RESOLUTION PROCESS LOG

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

623

624 | INFORMALPRELIMINARY RESOLUTION PROCESS LOG

625 Date of Submission _____

626 Your Name _____

627 Your Campus E-mail Address: _____

628 Your Phone Number _____

629 Your Mailing Address _____

630

631 Semester: _____

632 Course Name _____

633 Course Number _____

634 Instructor Name _____

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

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

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

641
642

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

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

647

648 **Please type or print clearly**

649

650 **STUDENT INFORMATION**

651 Date: _____

Name: _____ Student ID Number: _____

Current Address: _____

Street _____

City _____ State _____ ZIP _____

Home _____ Cell _____
Phone: _____ Phone: _____
Expected _____ E-Mail _____
Graduation: _____ Address: _____

COURSE INFORMATION

Course
Number: _____ Semester: _____

Course
Title: _____

Instructor(s): _____

BASIS FOR GRADE APPEAL

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

- ☐ The instructor refuses to (or cannot) assign a grade
- ☐ The instructor is not available to review possible computational error.
- ☐ The grade assigned is:
 - ☐ A result of an instructor or clerical error
 - ☐ Inequitable or capricious
 - ☐ Unreflective of course performance
 - ☐ Inconsistent with other grade assignments in the course

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.

(Step 4) SUPPORTING DOCUMENTS/DOCUMENTARY EVIDENCE

- 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 must 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]

HARRY E. BRAKEBILL DISTINGUISHED PROFESSOR AWARD PROCEDURE

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

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

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

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

Authority: President of the University.

Scope: CSUSM Teaching Faculty.

Karen S. Haynes, President

Approval Date

Graham Oberem, Provost & Vice President for Academic Affairs

Approval Date

Revision 3: / /2015

Revision 2: 04/15/2014

Revision 1: 07/25/2013

Implemented: 11/06/2002

I. FACULTY AWARDS SELECTION COMMITTEE

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

II. BRAKEBILL DISTINGUISHED PROFESSOR AWARD

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

A. Who can be nominated?

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

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

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B. How are faculty nominated?

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

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

The evaluation of a nominee's file shall will focus on the evidence of: excellent teaching practices, and the impact of his/her teaching in positioning the University as a learner-centered institution, achievements in research, scholarship, or creative activity, and high

quality service to the university and community. Anticipating that several excellent faculty will be nominated, in its evaluation of files the committee will seek the nominee with the best record across these three areas. The committee shall make its recommendation based solely on the materials submitted. ~~The file shall contain written statements from students (current and former), from faculty, and/or from members of the community which evidence excellence in teaching. A nominee's contributions to his/her academic discipline and the campus community shall be evaluated to ascertain their quality and the contribution of these activities to the nominee's teaching.~~

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

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

The file will include the following:

1. Complete curriculum vitae
2. No more than 16 written statements of support. (Each statement should identify the author, specifically address the Faculty Awards Selection Committee – Brakebill Distinguished Professor Award, and describe the types of evidence used as a basis for judgment.) These statements of support will consist of:
 - a. The nomination letter(s)
 - b. Statements from colleagues, administrators, and/or community members
 - c. Statements from present and former students
3. Five pages (single-spaced, single-sided) of narrative on teaching philosophy, research activity and achievements as member of the campus and broader community.
4. Up to 10 items comprised of the following:
 - a. Evidence of achievements as a teacher: (One to four course packets that include syllabus, lesson plans, student evaluations with comment sheets; other items of the nominee's choice).
 - b. Evidence of achievements in research, scholarship, or creative activity (e.g., publications, funded grant proposals, research awards)
 - c. Evidence of achievements as a member of the campus and the broader communities (e.g., service awards, products of services provided)

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

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

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

PROCEDURE

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

Timetable

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

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

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

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

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

Summer: Preparation of Brakebill dossiers.

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

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

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

Implementation Date: XXXX

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

Authority Academic Senate Recommendation,

Scope This policy applies to all students enrolled in CSUSM.

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

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

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

Implementation Date: XXXX

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

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

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

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

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

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

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

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

Implementation Date: XXXX

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

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

Karen S. Haynes, President

Approval Date

Graham Oberem
Provost and Vice President for Academic Affairs

Approval Date

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

Combined Rationales for

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

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

Some background:

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

APC is bringing three related items to the Senate.

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

that All-University will be hyphenated).

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

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

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

Definition:	The Graduate Studies -Graduation Writing Assessment Requirement (GWAR): <u>Graduate Level Policy</u> outlines the procedures for assessing master's student writing proficiency and the criteria for each CSUSM master's program to determine that a master's student has met the GWAR: <u>Graduate Level</u> .
Authority:	Academic Affairs
Scope:	The purpose of this policy is to fulfill the California State University (CSU) Graduation Writing Assessment Requirement (GWAR): <u>Graduate Level</u> for master's students.
Responsible Division:	Academic Affairs
Approval Date:	<u>??/??/201609/30/2008</u>
Implementation Date:	<u>??/??/201609/30/2008</u>
Originally Implemented:	09/30/2008

Policy

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

Procedure

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

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

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

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

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

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

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

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

Rubric Used to Evaluate Student Submissions to Satisfy the ~~Graduate Studies~~ Graduation Writing Assessment Requirement: Graduate Level

I. STYLE AND FORMAT

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

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

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

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

II. MECHANICS

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

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

point to another.

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

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

III. CONTENT AND ORGANIZATION

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

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

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

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

IV. INTEGRATION AND CRITICAL ANALYSIS

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

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

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

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

124

All-University Writing Requirement

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

~~Procedure~~ Policy

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

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

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

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

All University Graduation Writing Assessment Requirement: Baccalaureate Policy

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

Procedure

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

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

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

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OPEN ACCESS AT CAL STATE SAN MARCOS

Technology Policy & Advisory Committee

Karno Ng, Chair

Carmen Mitchell, Library

Barbara Taylor, IITS Staff

Sara Bufferd, CHABSS

Fang Fang, CoBA

Kathy Hayden, CEHHS

Adam Petersen, Academic Affairs Staff

Brian Newbury, Student Representative

Rhiannon Ripley, Student Representative

Jennifer Fabbi, Dean, Library

Kevin Morningstar, Dean, IITS

WHAT DO YOU MEAN BY OPEN ACCESS?



What is Open Access?

According to Peter Suber, the Director of the Harvard Open Access Project:

Open-access literature is digital, online, free of charge, and free of most copyright and licensing restrictions.

Open Access removes price barriers (subscriptions, licensing fees, pay-per-view fees) and permission barriers (most copyright and licensing restrictions). The Public Library of Science shorthand definition — "free availability and unrestricted use" — succinctly captures both elements.



WHAT IS OPEN ACCESS?

- There is some flexibility about which permission barriers to remove. For example, some Open Access providers permit commercial re-use and some do not. Some permit derivative works and some do not. But all of the major public definitions of Open Access agree that merely removing price barriers, or limiting permissible uses to "fair use" ("fair dealing" in the UK), is not enough.

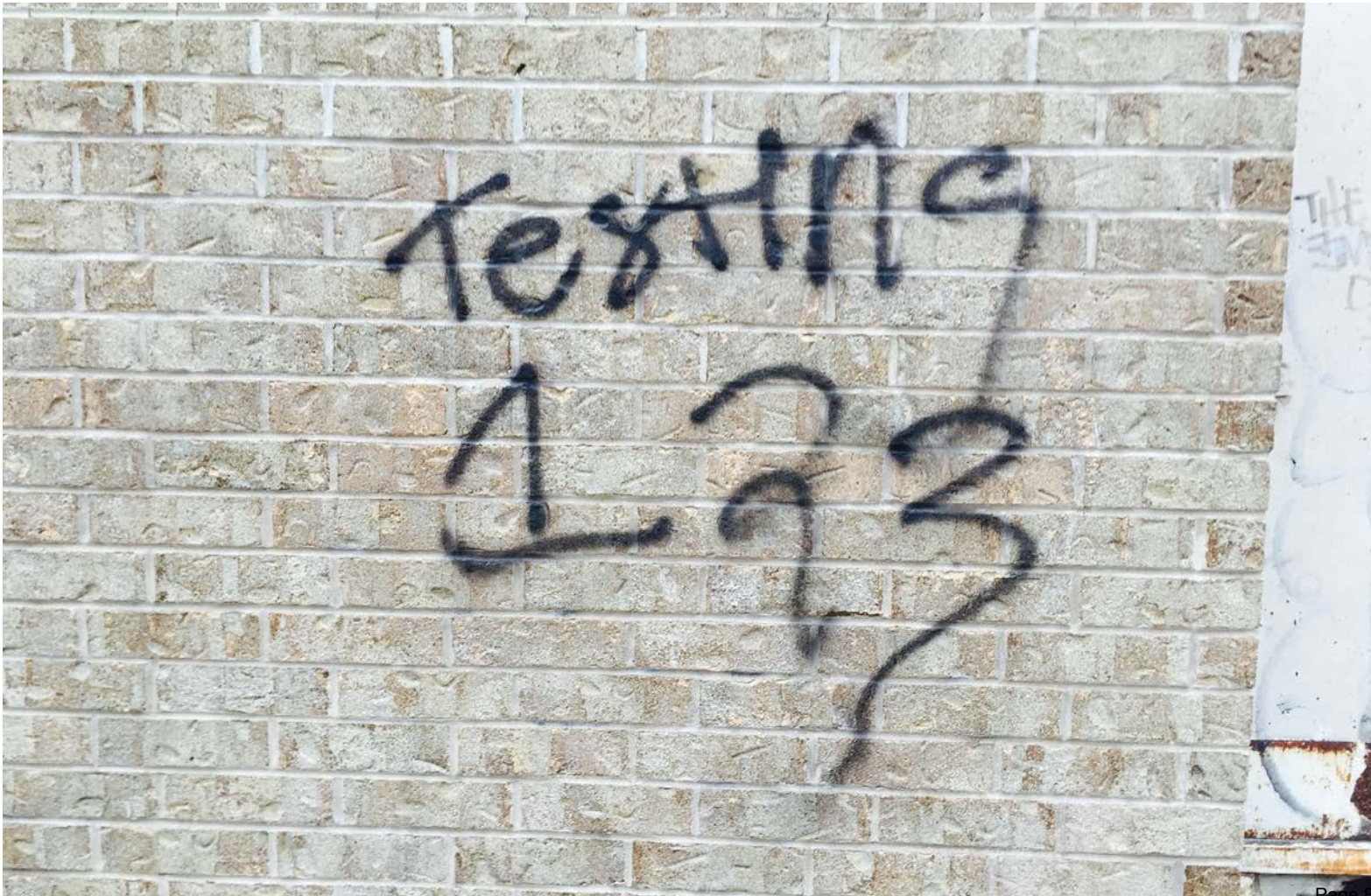


WHAT ORGANIZATIONS HAVE OA POLICIES?

- 769 organizations worldwide with OA policies:
 - **Countries (UN Geoscheme) (769)**
 - [Africa](#) (19)
 - [Americas](#) (197)
 - [Asia](#) (45)
 - [Europe](#) (468)
 - [Oceania](#) (40)
- US Organizations include:
 - University of California System
 - Harvard University
 - Duke University
 - MIT
- More at the Registry of Open Access Repository Mandates and Policies:
<http://roarmap.eprints.org/view/country/840.html>



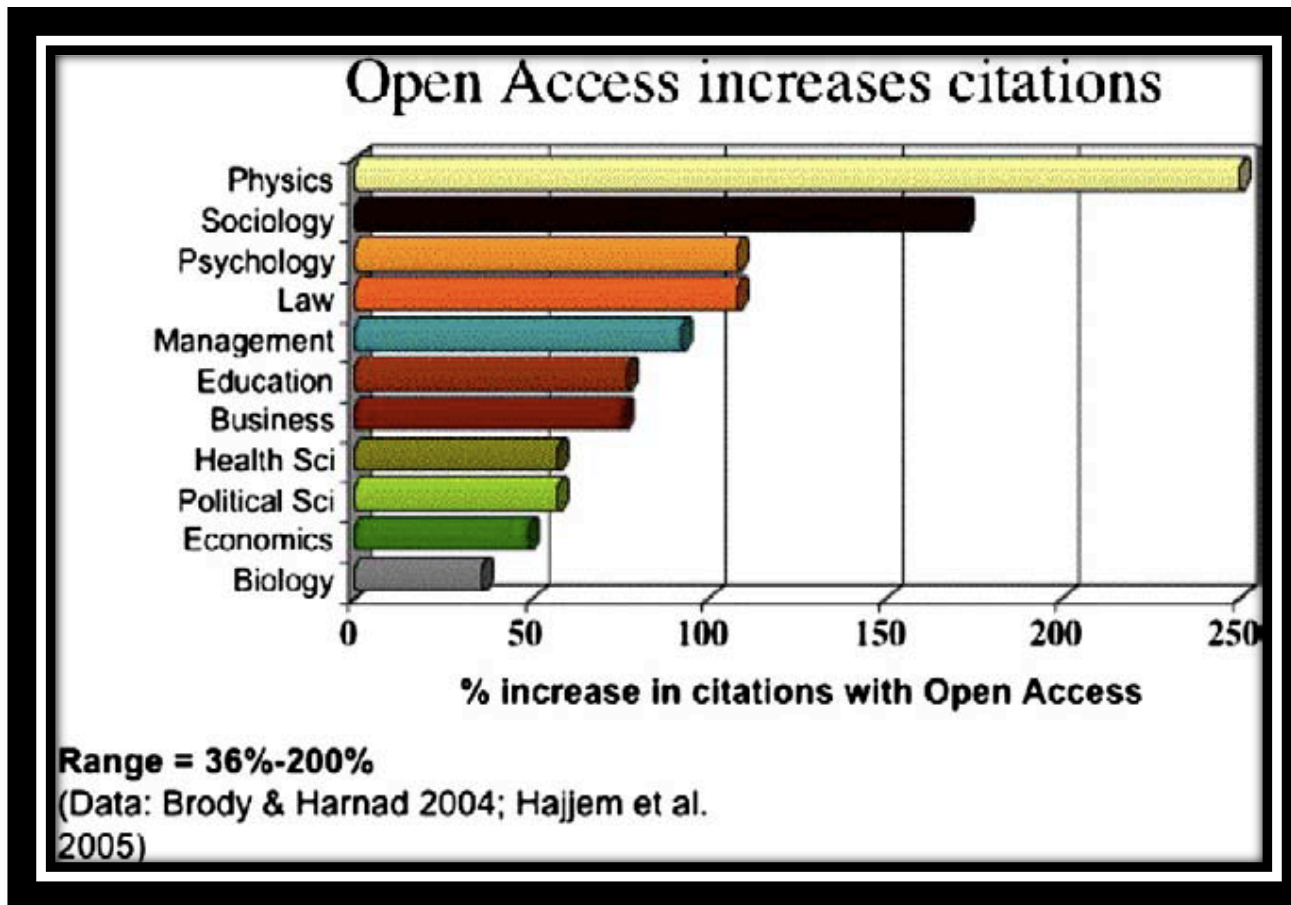
WHY WOULD CSUSM WANT AN OA POLICY?



WHY HAVE AN OA POLICY?

- An OA policy helps faculty to negotiate with publishers.
 - Don't give away all of your scholarship to for-profit publishers. Keep some rights to reuse your work!
- Increases the visibility of and access to your scholarship and research.
 - Make research and scholarly output available to anyone with access to a computer and the internet.
 - Research shows that openly available papers are cited more often: http://sparceurope.org/oaca_table/
 - One central location for content from the campus.





C. Hajjem, S. Harnad and Y. Gingras, "Ten-Year Cross-Disciplinary Comparison of the Growth of Open Access and How It Increases Research Citation Impact," *IEEE Data Engineering Bulletin* 28 (4) (2005): 39-47.



OPT OUT VS OPT IN

- Opt out: The default for faculty articles is that they will be made available via ScholarWorks. (Also called a “mandate.”)
 - Faculty may elect to opt-out of the policy on an article-by-article basis with no restrictions.
 - Opt-out policies may increase rights retention for faculty.
 - Orgs with opt-out policies have higher rates of article deposits.



OPT OUT VS OPT IN

- Opt in: Faculty would have to specify that they want their work to be included in ScholarWorks.
- Not the accepted best practice for an OA policy.
 - http://cyber.law.harvard.edu/hoap/Good_practices_for_university_open-access_policies
- Gives publishers more leeway to say “no” when faculty ask to retain some rights to their work.
- System is currently in place for faculty members to opt in via the CSUSM Resolution in Support of Open Access.



OPT- IN OPTION

PROS

- Resolution was already approved.
- No change in current article submission process to publisher.
- Faculty can deposit the article to the library any time.
- Library will assist with rights negotiation/contract amendments.

CONS

- Need to fill out an opt-in form for each article to be deposited.
- Minimize faculty participation and reduce citation of faculty work.
- Campus communities might have less access to the articles.



OPT- OUT OPTION

PROS

- More leverage with publishers for retaining rights.
- More articles will be made available with little faculty work required.
- Best practice for OA Policies.
- Library will assist with rights negotiation/contract amendments.
- No restrictions on opting-out.

CONS

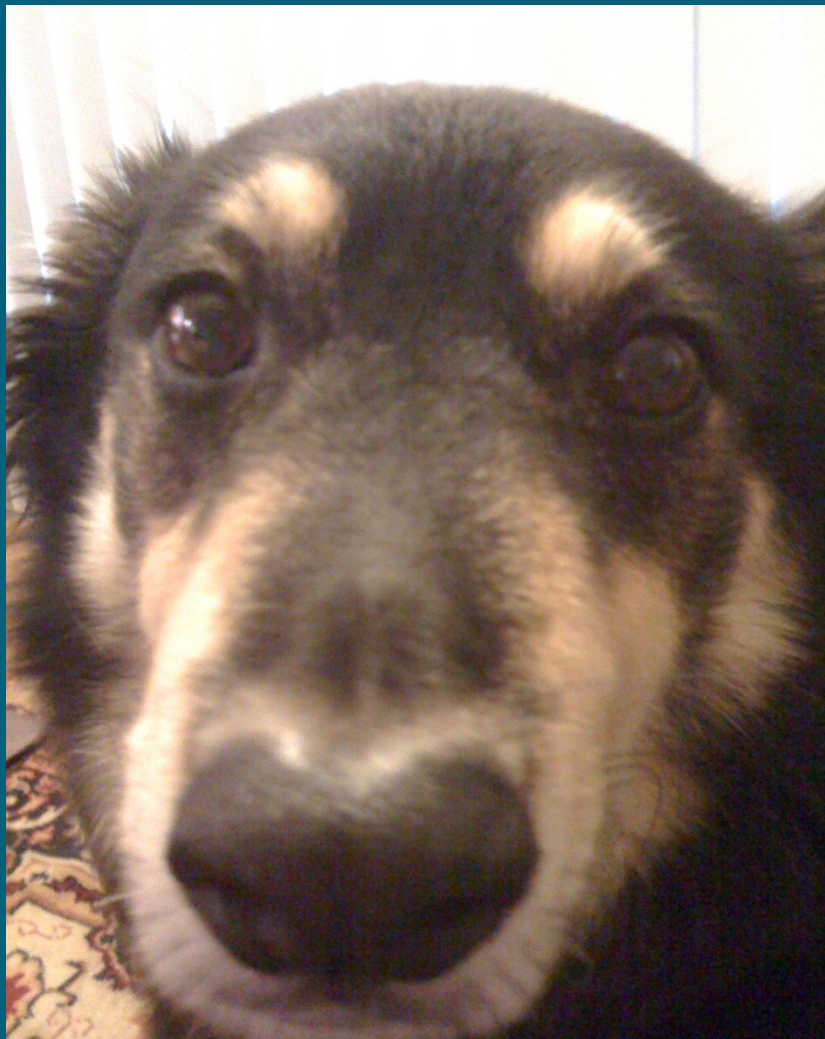
- Need to fill out an opt-out form for each article you don't want included.





WHAT ELSE TO CONSIDER?

- Promote dissemination of knowledge, which can lead to faster innovations in the sciences and math.
- Many funding agencies (like the National Science Foundation) have implemented Open Access Policies that require data and significant findings from grant funded research to be made available over the length of the project and beyond.
 - Requirements vary by discipline, and funder.
 - Many organizations utilize their IR to archive and make data sets available.



Questions?