

AGENDA
CSUSM Academic Senate Meeting
Wednesday, April 20, 2016, 1:00 - 2:50 p.m.
Reading Room – KEL 5400

- I. **Approval of Agenda**
- II. **Approval of Minutes** – AS Meeting of 4/6/16
- III. **Chair’s Report, [Deborah Kristan](#)**
Referrals (none)
- IV. **[President’s](#) Report, Karen Haynes**
- V. **Student Affairs Report, Lorena Meza, Vice President**
- VI. **[ASI](#) Report, [Jamaela Johnson](#)**
- VII. **Consent Calendar*** (attached)
 - UCC Course & Program Change Proposals **Page 3**
 - FAC: Faculty Grants Review Committee Policy (FAC 322-07) Revision **Page 4**
 - FAC: Timetable for Periodic Evaluation and Performance Review **Page 6**
- VIII. **Action Items** (*Items scheduled for a vote, including second reading items.*)
 - A. **BLP: University Academic Master Planning Process** (attachment) **Page 7**
 - B. **BLP: Moving Self-Supported Academic Programs to State-Supported Funding Policy and Procedure** (attachment) **Page 15**
 - C. **APC: Proposed Revision of Graduate Probation, Disqualification and Reinstatement Policy** (attachment) **Page 22**
 - D. **FAC: Grant Proposal Seed Money Policy** (attachment) **Page 26**
 - E. **APC: Writing Requirement Documents** (4 attachments)
 - Combined Rationales for GVARBL, GVARGL and AUWR **Page 29**
 - Graduation Writing Assessment Requirement: Graduate Level (GVARGL) Policy **Page 31**
 - All-University Writing Requirement (AUWR) Policy **Page 35**
 - Graduation Writing Assessment Requirement: Baccalaureate Level (GVARBL) Policy **Page 36**
 - F. **SAC: Student Course Grade Appeal Policy** (2 attachments)
 - Policy Document **Page 37**
 - Flow Chart to Assist Students **Page 58**
 - G. **FAC: Retention, Tenure and Promotion (RTP) Standards – Liberal Studies** (attachment) **Page 63**
 - H. **APC: Final Exam Conflict Policy** (attachment) **Page 73**
- IX. **Discussion Items** (*Items scheduled for discussion, including first reading items.*)
 - A. **APC: Undergraduate Probation, Disqualification and Reinstatement Policy Revision** (attachment) Page 81
 - B. **FAC: Visiting Professor Policy and Procedure** (attachment) **Page 86**
 - C. **UCC: Program Changes*** (2 attachments)
 - Human Development P-2 Form **Page 89**
 - Human Development Catalog Copy **Page 91**
 - D. **UCC and BLP: Certificate of Specialized Study in Water Management and Leadership – Intermediate Level (WTMI) *** (3 attachments)
 - UCC Report: Certificate of Specialized Study in Water Management and Leadership – Intermediate Level (WTMI) **Page 98**
 - UCC: WTMI Proposed Catalog Copy **Page 99**
 - BLP Report: Certificate of Specialized Study in Water Management and Leadership – Intermediate Level (WTMI) **Page 101**

*Pending EC Approval

- X. **Presentations**
 - A. **WASC Update**, [Regina Eisenbach](#) **2:00 PM TIME CERTAIN**
- XI. **Vice Chair’s Report**, [Michael McDuffie](#)
- XII. **Secretary’s Report**, [Laurie Stowell](#) (attached) **Page 3**
- XIII. **Provost’s Report**, [Graham Oberem](#) (not in attendance/travel)
- XIV. **CFA Report**, [Darel Engen](#)
- XV. **ASCSU Report**, [David Barsky](#) / [Glen Brodowsky](#) (attachment) **Page 102**
- XVI. **Standing Committee Reports** (Oral and written, as attached.) **Page 106**
 - A. **NEAC: New Process for Calls to Fill Vacant Senate and Committee Seats** **Page 117**
- XVII. **Senators’ Concerns and Announcements**

Next meeting: May 4, 2016, 1:00 PM to 2:50 PM, Kellogg Reading Room – KEL 5400

SECRETARY’S REPORT

- Approved by Administration: Periodic Evaluation of Athletic Coaches Procedures document – 4/15/16
- Approved by Administration: Harry E. Brakebill Distinguished Professor Award Procedure document – 4/12/16
- Approved by Administration: Student Internship Policy – 4/12/16
- Approved by voting faculty: EC initiated Referendum with amendment to Articles 6.1; 6.9; and, 6.13. – 4/12/16
- 4/18/16 - To Administration for review/approval – University RTP Document, as approved at Senate 2/3/16.
- 4/18/16 – To Administration as information item – AS 717-15 – CSUSM Senate Resolution in Support of AB-798 – College Textbook Affordability Act of 2015.

CONSENT CALENDAR*

UCC Course & Program Change Proposal

Programs/Courses Approved at UCC

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
BA	627		Business Analytics and Project Mgmt	C	Soheila Jorjani	3/15/16	4/18/16
BA	P-2		Business Professional Development Program	P-2	Robert Aboolian	11/10/15	4/11/16
BUS	495		Senior Experience	C-2	Robert Aboolian	3/30/16	4/11/16
GBM	495		Global Business Experience	C-2	Robert Aboolian	3/30/16	4/11/16
VPA	P-2		Option in Arts & Technology	P-2	Jacque Kilpatrick	2/26/16	4/11/16

Consent Calendar Continues Next Page...

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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
BA	P-2		Minor in Business Administration	P-2	Robert Aboolian	4/18/16
BA	C-2		Prerequisite change for multiple Courses	C-2	Robert Aboolian	4/18/16
CHEM	P-2		Minor in Chemistry	P-2	Paul Jasien	4/18/16
MIS	480		MIS Project	C-2	Fang Fang	4/18/16

FAC: Updates to Faculty Grants Review Committee Policy

This policy has been updated in terms of administrative titles, college names, and terminology. Changes are tracked, below:

FAC: FACULTY GRANTS REVIEW COMMITTEE POLICY (FAC 322-07)

Definition: Establish a Faculty Grants Committee (FGC) to conduct the review process of applications for university-wide faculty grants related to professional development and research, scholarship, and creative activities.

Authority: Academic Affairs

Scope: Provide policy and procedures for the Faculty Grants Committee (FGC) to conduct the review process of applications for university-wide faculty grants related to professional development and research, scholarship, and creative activities.

I. COMMITTEE CHARGE

A. The Faculty Grants Committee (FGC) conducts the review process of applications for university-wide faculty grants related to professional development and research, scholarship, and creative activities.

B. The FGC develops and revises the call for faculty grant applications, hosts workshop(s) about the grants process, evaluates the grant applications, and makes recommendations for awards to the Provost.

C. The FGC is not an Academic Senate standing committee. FGC will report their recommendations to the Provost through the [Associate Vice President for Research \(AVP-R\)](#) [Dean of Graduate Studies and](#)

*Pending EC Approval

[Research.](#)

D. FGC will prepare an annual report to the Academic Senate that will include the 1) number of grants awarded, 2) the dollar amounts of grants awarded, and 3) any substantive issues requiring Senate attention. In its annual report, [FGCAC](#) will also specify the number and dollar amounts of grants awarded to committee members.

II. COMMITTEE COMPOSITION

[A. The FGC shall be constituted as follows.](#)

- The FGC shall be an all university committee composed of seven (7) tenured faculty members and one (1) temporary faculty member.

One (1) member shall be elected from the eligible faculty in each of the following areas:

- ~~a. Education~~ [College of Education, Health, and Human Services \(CEHHS\); College of Business Administration \(CoBA\); College of Science and Mathematics \(CSM\); College of Humanities, Arts, Behavioral, and Social Sciences \(CHABSS\); Behavioral and Social Sciences; College of Humanities, Arts, Behavioral, and Social Sciences \(CHABSS\); Humanities and Fine Arts;](#) ~~Business, Science and Mathematics, Humanities and Fine Arts, the Social Sciences,~~ and the Library.
- b. At-large representative elected from the faculty as a whole.
- c. Temporary faculty member elected by the temporary faculty.
 - The ~~AVP Research~~ [Dean of Graduate Studies and Research](#) sits on FGC as a non-voting administrative representative.

III. TERMS OF SERVICE

- A. Committee members will serve staggered two (2) year terms and be appointed via elections conducted by the Academic Senate. To accommodate for staggered terms beginning with the first year, half of the members elected in the first year will serve a one (1) year term.
- B. Although members of the committee are not precluded from submitting proposals, they are required to recuse themselves during discussions of their own proposals.

TIMETABLE FOR PERIODIC EVALUATION AND PERFORMANCE REVIEW

DRAFT 2016/17 DRAFT

DRAFT

REVIEW	WPAF DUE			PRE-REVIEW FOR COMPLETENESS			Candidate adds requested material no later than	PEER REVIEW COMMITTEE (PRC) REVIEW			Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of PRC response period **	DEAN REVIEW			Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of Dean's response period **	PROMOTION & TENURE (P&T) COMMITTEE REVIEW			Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of P&T Committee response period **	PRESIDENT OR DESIGNEE REVIEW			
	Begin	End		Begin	End			Begin	End					Begin	End					Begin	End					Begin	Decision		
Periodic Evaluation (typically 1st, 3rd, and 5th year)	MON JAN 23	TUE JAN 24	MON JAN 30	MON FEB 06	TUE FEB 07	MON MAR 06	THUR MAR 09	MON MAR 27	FRI APR 07	MON APR 10	FRI MAY 05	WED MAY 10	MON MAY 22	FRI JUNE 02	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd & 4th year Retention	TUE AUG 23	WED AUG 24	TUE AUG 30	WED SEP 07	THUR SEP 08	WED OCT 05	FRI OCT 07	MON OCT 17	THUR OCT 27	FRI OCT 28	TUE NOV 29	FRI DEC 02	MON DEC 12	THUR DEC 22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	FRI DEC 23	FEB 15		
2nd & 4th year Early Tenure and/or Promotion Evaluation	Use above timeline for 2nd & 4th year Retention and continue with the following P&T Committee/President schedule:														WED JAN 18	TUE FEB 28	FRI MAR 03	MON MAR 13	WED MAR 29	THUR MAR 30	TENURE JUN 01								
Tenure and/or Promotion Evaluation (Excluding 2nd & 4th year Early P&T above)	TUE AUG 23	WED AUG 24	TUE AUG 30	WED SEP 07	THUR SEP 08	WED OCT 12	FRI OCT 14	MON OCT 24	THUR NOV 03	FRI NOV 04	TUE DEC 13	FRI DEC 16	MON JAN 23	THUR FEB 02	FRI FEB 03	THUR MAR 16	WED MAR 29	MON APR 10	THUR APR 20	FRI APR 21	TENURE JUN 01								
Periodic Evaluation of Tenured Faculty (PETF)	WED MAR 1						THUR MAR 30					MON MAY 01																	

Holidays/Breaks:

Labor Day	SEP 05
Veteran's Day	NOV 11
Thanksgiving	NOV 25 - 26
Winter Holiday/Break	DEC 23 - JAN 17
Martin Luther King Jr.	JAN 16
Spring Break	MAR 20 - MAR 25
Cesar Chavez Day	MAR 31

* Candidate may submit a rebuttal/response within 10 days of receipt of the recommendation or by the end date listed on timeline - whichever comes first.

** Reviewing committee/administrator may submit response to a candidate's rebuttal within 10 days or by the end date listed on timeline - whichever comes first.

Campus Holidays are NOT counted in number of "work" days.

The number of days indicated on the calendar is the minimum number of days required, so the actual number of days may be more than the minimum.

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

University Academic Master Planning Process

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

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

Definitions:

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

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

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

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

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

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

52 Independent Program Abstract. A plan for an independent program.

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

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

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

64 BLP Evaluation Criteria. To be considered by BLP for evaluation of an A-F form.

65 inclusion on the UAMP, degree program abstracts must address the following criteria

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

82 ~~3-4.~~ Relation to existing programs.

83 Stakeholders, Their Roles and Timelines

84 Abstract (A-Form) Proposal Process:

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86 1. A-F forms are proposals for a new degree program and are developed by faculty.

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

93

94 Independent program A-Forms are sent directly to Academic Programs. Academic
95 Programs has authority to accept proposals that are outside of the existing colleges (other
96 proposals are returned to be routed through the college planning review process),
97 Abstracts for programs determined to properly lie in one or more of the colleges will be
98 returned to their planners to be routed through the college planning process(es).

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

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

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

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

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

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

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

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- 159 ~~a. Academic Round Table, Affairs Leadership Council~~
- 160 ~~b. Analytic Studies Institutional Planning and Analysis~~
- 161 ~~c. Cabinet, President's Executive Council~~
- 162 ~~d. Enrollment Services~~
- 163 ~~e. Facilities~~
- 164 ~~f. Instructional and Information Technology Services~~
- 165 ~~g. University Library~~
- 166 ~~h. Planning, Design and Construction~~
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169 ~~5. Academic Programs forwards all A-Forms and comments to -BLP on a rolling basis. In order to~~
170 ~~ensure that proposals receive timely review by BLP, proposals should be submitted to Academic~~
171 ~~Programs by October 1.~~

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

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

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

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

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196 ● ~~Other Planning Stakeholders (includes Academic Round Table, Analytic Studies, Cabinet,~~
197 ~~Enrollment Services, Facilities, Instructional and Information Technology Services, Library and~~
198 ~~Information Services, and Planning, Design and Construction). These are units that need to be~~
199 ~~kept "in the loop" as programs are planned. They receive copies of program abstracts and~~
200 ~~supporting documentation and are asked by Academic Programs to forward any input, comments~~

201 and questions that they have concerning the programs to BLP (via Academic Programs) in a
202 timely manner. *These planners will have one month (approximately until the beginning of the*
203 *Fall semester) to forward input to Academic Programs to be relayed on to BLP.*

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

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

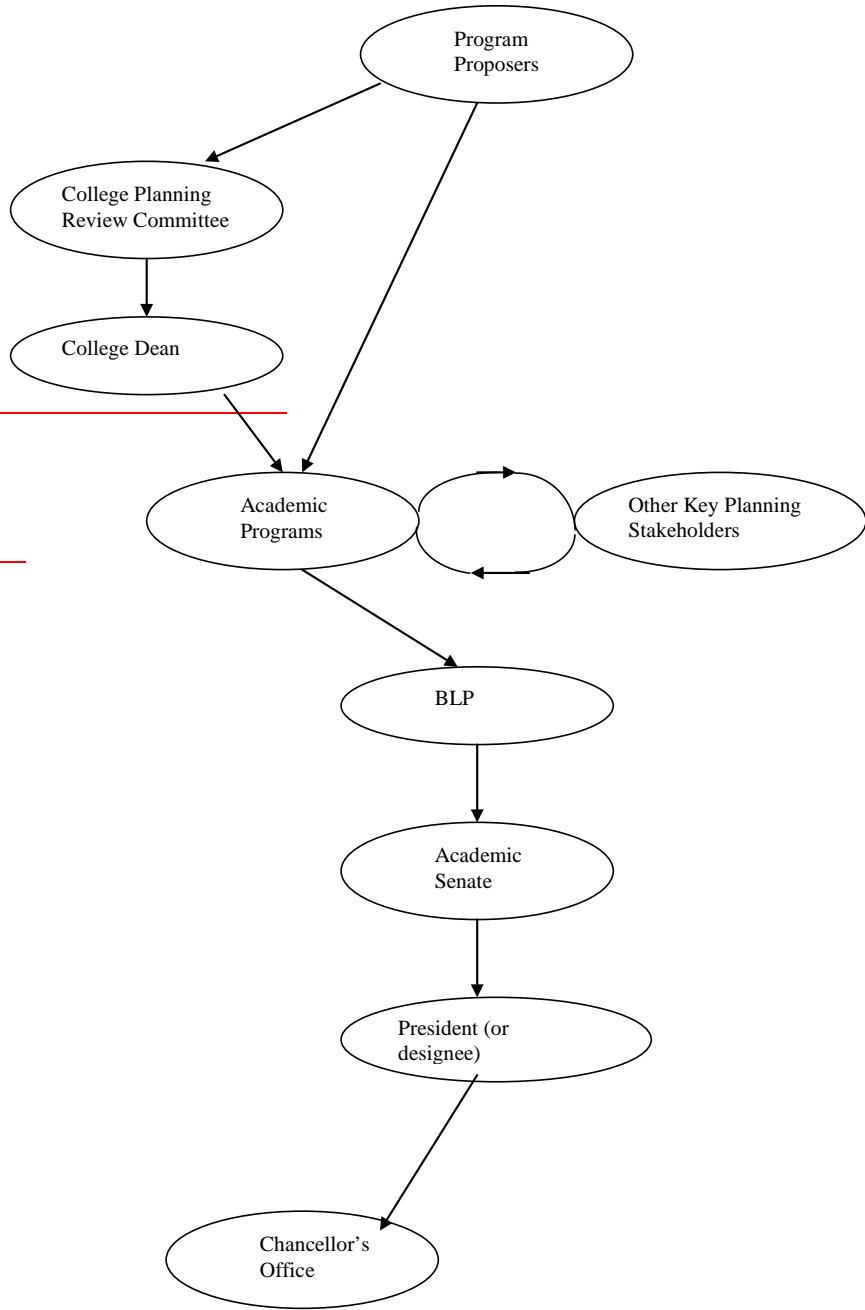
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217 ~~[Note: The UAMPs of all CSU campuses are presented to the Board of Trustees in mid-March as~~
218 ~~part of the report of the Committee on Educational Policy. This report is also sent to the~~
219 ~~California Postsecondary Education Commission,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

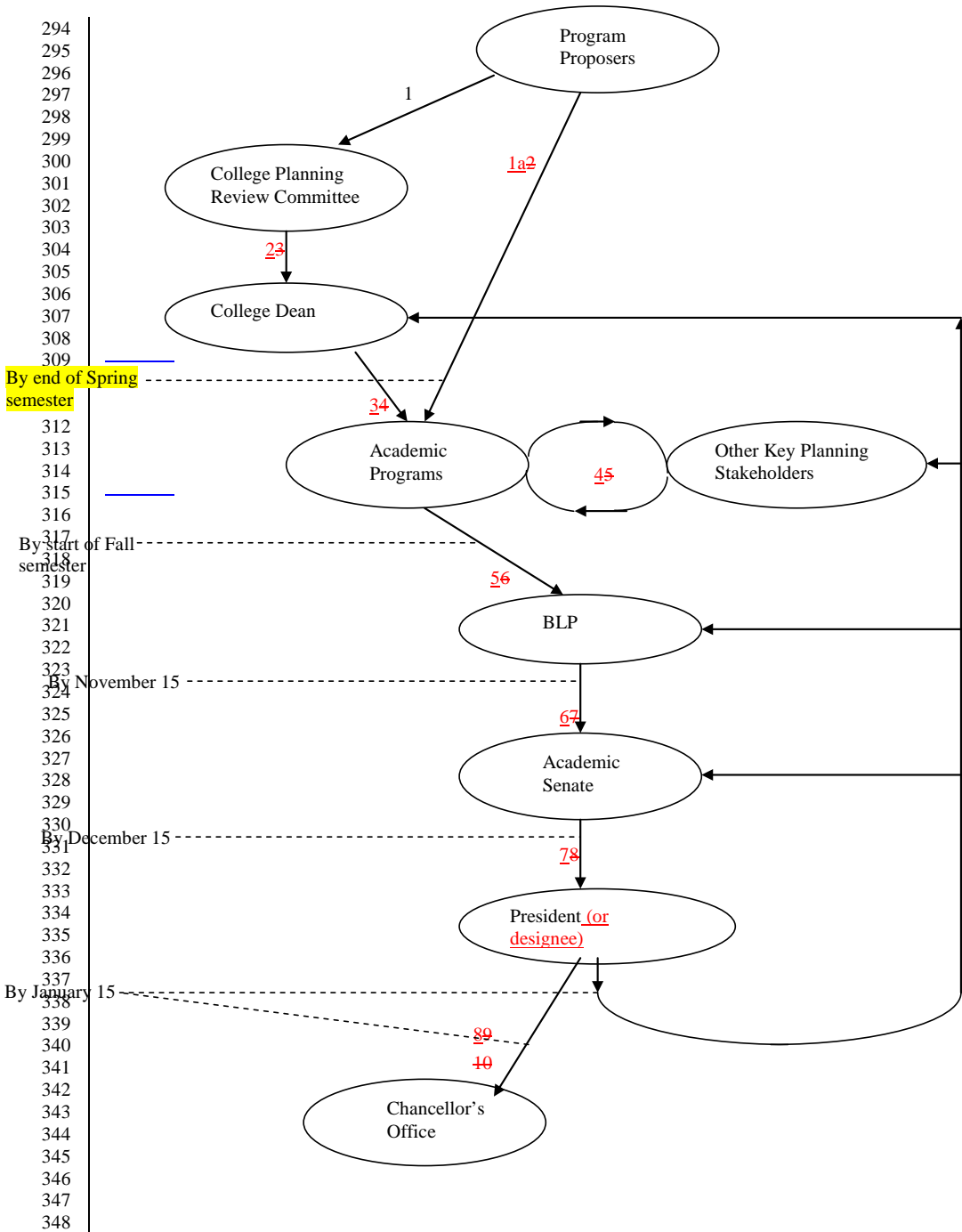
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222 ~~● Academic Senate. Acts upon BLP recommendation. *The Senate forwards its recommendation to*~~
223 ~~*the Provost and President by the end of the Fall semester.*~~

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

231
232 ~~1. The UAMP is sent to the Board of Trustees in January of each academic year. The Trustees~~
233 ~~formally approve the UAMP at their presented at the Board of Trustees meeting in January March~~
234 ~~and the campuses are notified in xx month April about their newly approved programs. [Note:~~
235 ~~The UAMPs of all CSU campuses are presented to the Board of Trustees in mid-March as part of~~
236 ~~the report of the Committee on Educational Policy. This report is also sent to the California~~
237 ~~Postsecondary Education Commission, which monitors the CSU program review process.]~~

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

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

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

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

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

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

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

1 **BLP: Moving Self-Supported Academic Programs to State-Supported Funding Policy &**
2 **Procedure (BLP 705-14)**
3

4 **Rationale:** *In scarce budgetary times, the initiation of new programs can be difficult or even*
5 *impossible. However, to respond to community, workforce, and student needs, the university*
6 *cannot be inactive. Launching programs through self-supported funding has been one way to*
7 *respond to those needs. As budgets and allocations improve, some of the self-supported*
8 *programs should be considered for state-supported funding. While it is possible to bring self-*
9 *supported programs into the state-supported budget, the benefits and costs (including potential*
10 *costs to other state supported programs) must be evaluated before any such moves are made.*
11 *Such a proposal must undergo a review process by the appropriate college and university*
12 *committees, approved by the academic senate, and ultimately be approved by the Chancellor's*
13 *Office. This document establishes a consistent, consultative process for considering whether*
14 *existing self-supported programs should be moved to the state supported budget. This proposed*
15 *procedure is intended to establish a process by which such a budget move will be considered by*
16 *the Academic Senate, once it is proposed by faculty from within a program. The appended*
17 *template is derived from the P form.*
18
19

21
22 **Definition:** Policy and procedure for the moving of self-supported, for-credit programs
23 to a state supported budget and funding source.
24

25 **Authority:** The President of the University.
26

27 **Scope:** Self-supported, for-credit programs considered for movement to state supported
28 funding.
29
30
31

32
33 _____
34 Karen S. Haynes, President
35

Approval Date

36
37 _____
38 Graham Oberem, Provost & Vice President for Academic Affairs
39
40
41
42
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45
46
47
48
49
50

Approval Date

51 **Policy:**

52 Proposals to convert an authorized self-supported degree program to state supported funding
53 requires approval from the Chancellor's Office. The campus should propose the change to the
54 Chancellor's Office, specifying the degree program, offering a brief program description and
55 rationale for making the change, and shall include a detailed budget worksheet including cost
56 recovery budget, student fees per unit and total student cost to complete the program, anticipated
57 student enrollment, a campus commitment to provide adequate faculty resources and the
58 anticipated impact on the existing state-supported programs (Executive order 1099, 11.1.2.4.)
59

60 **Procedure:**

- 61 1. Proposals to move self-supported programs to state supported funding shall be generated by
62 faculty within those programs. Faculty ~~generating proposals~~ shall work closely with the
63 Dean(s) (or a designee) of the college(s) ~~and the~~ in which the program ~~is~~ will be housed ~~(or a~~
64 ~~designee)~~ and the Dean (or designee) of Extended Learning to fill out all required ~~paperwork~~.
65 ~~This paperwork shall include any documentation required by the Chancellor's Office as well~~
66 ~~as a proposal based upon CSUSM's approved template elements of the S-Form (see~~
67 ~~attached). (If there are changes to the program curriculum, a P2 form should be submitted to~~
68 ~~the College and University Curriculum Committees).~~
69
- 70 2. Proposals shall be considered for approval by the Academic Senate after review by the
71 a) ~~— a) appropriate College-level planning curriculum committee(s); appropriate College-level~~
72 ~~budget committee;~~
73 b) ~~— b) appropriate College Dean(s) and Extended Learning Dean; and~~
74 ~~c) Budget & Long-Range Planning Committee (— e) BLP)~~
75 ~~e) Academic Senate~~

76
77

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

COLLEGE: CHABSS CoBA CoEHHS CSM _____

TITLE OF PROGRAM _____ **Discipline** _____

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

If this move also includes curricular changes, instead complete a new P-2 Form and the accompanying documents.

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

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

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

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

_____ Support _____ Oppose Discipline #1 _____ _____ <input type="checkbox"/> _____ Signature _____ Date
_____ Support _____ Oppose Discipline #2 _____ _____ <input type="checkbox"/> _____ Signature _____ Date
_____ Support _____ Oppose Discipline #3 _____ _____ <input type="checkbox"/> _____ Signature _____ Date
_____ Support _____ Oppose Discipline #4 _____ _____ <input type="checkbox"/> _____ Signature _____ Date
_____ Support _____ Oppose Discipline #5 _____ _____ <input type="checkbox"/> _____ Signature _____ Date

S-FORM PREPARATION

1a. _____
Originator (Please print) Date

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

PROGRAM/DEPARTMENT-LEVEL REVIEW

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

COLLEGE/SCHOOL-LEVEL REVIEW

3. _____
College/School Budget Committee* Date

REVIEW (Signatures must be obtained by proposer)

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

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

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

COLLEGE/SCHOOL-LEVEL RECOMMENDATION

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

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

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

FACULTY APPROVAL

7. _____
Academic Senate Date

UNIVERSITY-LEVEL APPROVAL

8. _____
Provost Date

9. _____
Date to Chancellor's Office

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

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

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

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

1. Program Description/Identification

1.

a. Campus

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

— **Title and brief description of program**

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

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

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

d.

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

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

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

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

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

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

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

2. Program Overview and Rationale:

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

3. Student Demand

a. ~~H~~What issues of access (i.e., geographic, socioeconomic, scheduling flexibility, etc.) were considered when planning to move this program to a state-supported offering?²istoric enrollment in the self-supported program

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

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

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

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

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

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

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

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master's degrees, include faculty publications or curriculum vitae.
- a. ~~Anticipated impact on existing CSUSM campus resources that were funded through self support (EL). All affected departments offering courses in this program should be addressed here. How will the new state-supported program be offered without negatively impacting the existing state-supported offerings?~~
- b. ~~How will existing tenure-track faculty and staff resources be funded through existing, reallocated or new state funds?~~
- b. e. ~~Describe space and facilities that would be used in support of the proposed program, including EL-provided space for faculty.~~
- c. ~~The amount of lecture and/or laboratory space required to initiate and to sustain the program over the next five years.~~
- d. d. ~~A report provided by the campus Library.⁴ What Describe existing access to library resources, including electronic and physical library and learning resources⁵, previously funded through EL, (including library instruction, library materials and staff/faculty support) will be needed to sustain the program in a state support delivery model? Indicate the commitment of the campus to provide these resources.~~
- c. ~~Describe e. How will existing academic technology, equipment, and other specialized materials be impacted by the program's move to self-state-supported delivery? required by the program.⁶~~
- e. d. ~~A report on the impact the move will have on EL~~

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

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

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

⁴ Contact the Library for this report.

⁵ Contact the University Library for this report.

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

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

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

Comment [ac1]: When the program moves from EL to State-side student fees will cover the costs of the faculty line. If the student fees are insufficient to cover the cost of the faculty line, BLP will look for a resource commitment from the college to pay for the faculty lines. This information will go into the budget worksheet that BLP will review.

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

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

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

¹¹ Contact Academic Programs for the spreadsheet.

1 **APC: Graduate Probation, Disqualification, and Reinstatement Policy**
2 **(APC 237-02)**

Definition: It is the policy of California State University San Marcos to place graduate students on academic or administrative probation when their overall work is less than satisfactory, as reflected in a deficient cumulative grade point average, or other failure to make adequate academic progress. Graduate students are dismissed from the university through academic 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

3

4 **Procedure**

5 **I. PROBATION**

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

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

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

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

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

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

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

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

44 II. DISQUALIFICATION

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

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

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

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

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

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

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

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

83 **III. REINSTATEMENT**

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

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

100 **IV. EXCLUSIONS**

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

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

FAC: GRANT PROPOSAL SEED MONEY POLICY

FAC 214-01

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

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

Authority The president of the university.

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

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

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

Karen S. Haynes, President

Approval Date

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

48 First Revision: mm/dd/yyyy
49 Implemented: 01/22/2002

50 I. ELIGIBILITY

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

54 II. PURPOSE

55
56 GPSM funds have been earmarked by the Provost to provide support for faculty to develop
57 proposals for external funding. Currently GPSM funds are provided through the annual
58 indirect cost allocations from ~~Foundation~~ UARSC to the Office of Graduate Studies and
59 Research (OGSR).

60 III. PROCESS

61
62 Proposal areas may include research, scholarly activities, and/or pedagogy. Applications will
63 be reviewed throughout the year, with a rolling call, by a committee that will provide
64 recommendations to the Dean of Graduate Studies and Research (GSR). ~~The Associate Vice~~
65 ~~President for Research (AVPR) will invite at least three faculty from different disciplines~~
66 ~~each semester who are among CSUSM's most active grant writers to evaluate the~~
67 ~~applications.~~ Committee membership will include representatives from each college at the
68 invitation of the Dean of ~~Graduate Studies and Research~~ GSR. This group will evaluate the
69 seed fund requests based on the estimated probability that the project will lead to a submitted
70 and fundable proposal. The recommended proposals will be forwarded to the ~~AVPR~~ Dean of
71 OGSR. ~~Requests Recommended proposals~~ may be fully or partially funded in order to seed a
72 variety of projects, at the discretion of the Dean of OGSR.

73
74 The proposal process is administered by the ~~AVPR~~ Dean of Graduate Studies and
75 Research GSR; the awards process is administered jointly by the OGSR Office of Graduate
76 Studies & Research and ~~the CSUSM Foundation~~ UARSC. Expenditures should be made in
77 accordance with the proposal budget and observe ~~Foundation~~ UARSC and University
78 policies and procedures. Funds should be spent within one year of the award announcement.
79 Extensions may be granted at the discretion of the ~~Dean of OGSR~~ AVPR. A final report to
80 the ~~Dean of OGSR~~ AVPR will document how GPSM awards were spent. In the case where
81 an external grant application was submitted, a notification of submission shall be received as
82 the report.

83 IV. APPLICATION REQUIREMENTS:

84
85 An electronic copy of the application may be found on the web at www.csusm.edu/research/.

86
87 The application must include the following information:
88
89
90

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

- 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 Combined Rationales for

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

7
8 Changes since the First Reading:

- 9 o APC has accepted a recommendation to use the different acronyms
10 “GWARGL” and “GWARBL” instead of “GWAR: Graduate Level” and “GWAR:
11 Baccalaureate level.” What are now called the GWARGL and GWARBL policies
12 have been edited to replace references to “GWAR: Graduate Level” and
13 “GWAR: Baccalaureate level,” with “GWARGL” and “GWARBL,” respectively.
14 Those were the only changes made to those two documents.
15 o No changes were made to the All-University Writing Requirement Policy.

16
17
18 APC was given the referral by Executive Committee to “Clarify [the] distinction
19 between the two meanings of GWAR (including review of the All-University Writing
20 Requirement and the question of whether it is an “all-university” requirement, or
21 only an undergraduate requirement).”

22
23 Some background:

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

44
45 APC is bringing three related items to the Senate.

46

- 47 1. Revise the existing Graduate Writing Assessment Requirement Policy to change
48 references throughout to Graduation Writing Assessment Requirement
49 (GWAR): Graduate Level
- 50 2. Break the current All University Writing Requirement Policy into two parts:
- 51 A. A policy focused on the AUWR itself, which will require writing in all degree-
52 credit courses at CSUSM. This extends the requirement to graduate courses,
53 but also authorizes the Graduate Dean to exempt certain courses. The APC
54 understands that most graduate courses do already meet the AUWR (or could
55 do so without much difficulty) but that there may be special situations such as
56 TA oversight courses in which the writing requirement might not be practical.
57 This policy will retain the name “All-University Writing Requirement” (except
58 that All-University will be hyphenated).
- 59 B. A policy to be called Graduation Writing Assessment Requirement:
60 Baccalaureate Level that simply says that undergraduate students meet this
61 system-level requirement through the writing that they do in courses that are
62 governed by the All-University Writing Requirement. This reaffirms the
63 current practice.
- 64

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

69

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2
3

4 **Graduate-Graduation Writing Assessment** 5 **Requirement: Graduate Level (GWARGL) Policy**

Definition:	This policy e-Graduate Studies: Graduation Writing Assessment Requirement (GWAR) 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 <u>Graduation Writing Assessment Requirement: Graduate Level (GWARGL)</u> .
Authority:	Academic Affairs
Scope:	The purpose of this policy is to fulfill the California State University (CSU) Graduation Writing Assessment Requirement (GWAR): Graduate Level for master's students.
Responsible Division:	Academic Affairs
Approval Date:	??/??/2016 09/30/2008
Implementation Date:	??/??/2016 09/30/2008
Originally Implemented:	09/30/2008

6

7 **Policy**

8 Students enrolled in master's programs at California State University must fulfill the Graduation Writing
9 Assessment Requirement: Graduate Level (GWARGL) as described in the Procedure below prior to
10 advancement to candidacy.

11 **Procedure**

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

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

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

19 III. The College/Department/Program from which the student will receive the graduate degree determines
20 the manner by which a student satisfies or does not satisfy the ~~graduate writing requirement~~GWARGL.

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

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

- 25 • style and format
- 26 • mechanics
- 27 • content and organization
- 28 • integration and critical analysis.

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

39 **Rubric Used to Evaluate Student Submissions to Satisfy the ~~Graduate Studies~~ Graduation Writing**
40 **Assessment Requirement: Graduate Level (GWARGL)**

41 I. STYLE AND FORMAT

42 4: In addition to meeting the requirement for a "3," the paper consistently models the language and
43 conventions used in the scholarly/ professional literature appropriate to the student's discipline. The
44 manuscript would meet the guidelines for submission for publication in a peer reviewed journal in the
45 student's field of study.

46
47 3: While there may be minor errors, conventions for style and format are used consistently throughout the
48 paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little
49 difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper.
50 Suitably models the discipline's overall scholarly style.

51
52 2: The style and format are broadly followed, but inconsistencies are apparent. There is selection of less
53 suitable sources (non-peer reviewed literature, web information). Weak transitions and apparent logic gaps
54 occur between topics being addressed. The style may be difficult to follow so as to detract from the
55 comprehensibility of the manuscript.

56
57 1: While some discipline-specific conventions are followed, others are not. Paper lacks consistency of style
58 and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on
59 the information provided, the reader would have some difficulty referring back to cited sources. Significant
60 revisions would contribute to the comprehensibility of the paper.

61 II. MECHANICS

62 4: In addition to meeting the requirements for a "3," the paper is essentially error-free in terms of
63 mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound
64 scholarly argument and aid the reader in following the writer's logic.

65
66 3: While there may be minor errors, the paper follows normal conventions of spelling and grammar
67 throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and
68 organizational structures, such as subheadings, are effectively used which help the reader move from one
69 point to another.

70

71 2: Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak,
72 but still apparent, connections between topics in the formulation of the argument. There is poor or improper
73 use of headings and related features to keep the reader on track within the topic. Effective discipline-
74 specific vocabulary is used.

75

76 1: Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure,
77 and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some
78 confusion in the proper use of discipline-specific terms. Writing does not flow smoothly from point to
79 point; appropriate transitions are lacking.

80

III. CONTENT AND ORGANIZATION

81

82 4: In addition to meeting the requirements for a "3," excels in the organization and representation of ideas
83 related to the topic. Raises important issues or ideas which may not have been represented in the literature
84 cited. Would serve as a good basis for further research on the topic.

85

86 3: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points
87 related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting
88 and holds the reader's attention. Does a credible job summarizing related literature. General ideas are
89 expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-
90 statement of known ideas.

91

92 2: Ideas presented closely follow conventional concepts with little expansion and development of new
93 directions. Certain logical connections or inclusion of specific topics related to the student's area of study
94 may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and
95 organization are apparent. The reader is suitably introduced to the topic being presented such that the
96 relationship to the student's area of study is obvious.

97

98 1: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be
99 poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may
100 be ignored or inadequately explored. Overall, the content and organization needs significant revision to
represent a critical analysis of the topic.

101

IV. INTEGRATION AND CRITICAL ANALYSIS

102

103 4: In addition to meeting the requirement of a "3," the document presents the current state of knowledge for
104 the topic being addressed utilizing a diversity of opinions. These various, and possibly conflicting, opinions
105 are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp of the
106 literature across multiple research approaches utilizing appropriate national and international peer-reviewed
107 journals. Essential findings of multiple sources are accurately and concisely paraphrased, analyzed, and
108 integrated. Original sources are clearly identified and correctly cited in both the body of the text and the
109 reference section. Organizationally, smooth and effective transitions between topics lead the reader through
110 an orderly discussion of the topic being addressed. The gaps in current knowledge are clearly identified and
111 significant directions and approaches that fill these gaps are identified.

112

113 3: There are inconsistencies in the organization and logic of the presentation, but still clear analysis of the
114 presented materials. While synthesis of all aspects of the topic may show varying degrees of development,
115 the overall consistency, thoroughness, and analysis result in a well-crafted document.

116

117 2: Identification of key topics or uncertainties in the field may be incomplete. New concepts resulting from
118 a synthetic presentation of ideas is poorly developed or lacking. Complex topics and related concepts are
119 awkwardly presented and linkages among topics may be unclear.

120

1: Weakness is evident in the coverage of the field and analysis resulting in incorrect or poorly developed

121 synthesis of results. Analysis is limited to categorizing and summarizing topics. The resulting manuscript
122 degrades the comprehensibility of the document and the identification of knowledge gaps.

123

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

2

Definition: This policy outlines the pro-rated all-university 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

3

4

5 | **Procedure Policy**

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

- 12 | • 3 units and up = 2,500 words (approximately 10 pages)
- 13 | • 2 units = 1,700 words
- 14 | • 1 unit = 850 words

15 | Thus, each ~~undergraduate~~ student will write a minimum of 850 words for a one-unit course, a minimum of
16 | 1,700 words for a two-unit course, or a minimum of 2,500 words for courses of three units or more. All
17 | writing will be in English or a written language that meets the university’s “Language Other Than
18 | English Requirement” (LOTER).

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

20

21

1 **All-University Graduation Writing Assessment**
2 **Requirement: Baccalaureate Level (GWARBL) Policy**

3

Definition: ~~This~~ The Graduation Writing Assessment Requirement: Baccalaureate Level (GWARBL) 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)

4
5

6 **Procedure Policy**

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

14 ~~3 units and up = 2,500 words (approximately 10 pages)~~

15 ~~2 units = 1,700 words~~

16 ~~1 unit = 850 words~~

17 ~~Thus, each undergraduate student will write a minimum of 850 words for a one-unit course, a minimum of~~
18 ~~1,700 words for a two-unit course, or a minimum of 2,500 words for courses of three units or more. All~~
19 ~~writing will be in English or a written language that meets the university's "language other than English~~
20 ~~requirement" (LOTER).~~

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

2
3 *Rationale:*

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

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

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

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

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

38
39
40 I. Preamble

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

45 Colleges, the National Association of Student Personnel Administrators, and National
46 Association of Women Deans and Counselors in 1967, and the rights of all members of
47 the campus as outlined in the California State University San Marcos Faculty Ethics
48 policy, Executive Order 1037 states that "faculty have the sole right and responsibility to
49 provide careful evaluation and timely assignment of appropriate grades" and that, "in the
50 absence of compelling reasons, such as instructor or clerical error, prejudice or
51 capriciousness, the grade assigned by the instructor of record is to be considered final" (p.
52 7).

53 II. Purpose

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

61 III. Terms and Definitions

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

68 IV. Jurisdiction

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

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

82 V. Membership

83 A. Committee Structure

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

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

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

95 B. Chair's Duties

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

108 C. Service of Alternates

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

112 D. Terms of Service and Continuation

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

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

119 longer eligible to serve. In the event that a particular grade appeal extends beyond
120 [May 31 the academic year](#), the members hearing that particular grade appeal shall
121 continue with that appeal until the committee's decision is rendered [in the next](#)
122 [academic year](#).

123 E. Vacancies

124 1. Permanent vacancies

125 When a permanent vacancy on the committee occurs mid-term, the Chair
126 of the committee shall request a replacement by one of the faculty
127 alternates or, in the case of students, through an appointment made by
128 ASI. The replacement shall have full voting rights for the remaining term
129 of office of the original committee member.
130

131 2. Temporary vacancies

132 If a member of the committee is from the same immediate department or
133 program or has a close personal relationship with the student making the
134 appeal, that member shall not participate in the appeal process for that
135 specific grade appeal. (That is, the member must recuse him/herself.)
136 When, for good cause, a committee member cannot consider a particular
137 grade appeal, or if the committee identifies a conflict of interest, an
138 alternate, with full voting rights, shall be appointed to serve in his/her
139 place for the specific grievance. In addition, a student appellant shall have
140 the right to have one member of the committee replaced with an alternate
141 member for any reason within two academic days prior to the committee's
142 first review of the appeal. An alternate faculty member shall be selected
143 by the Chair of the committee. An alternate student member shall be
144 appointed by ASI.
145

146 F. Quorum and Voting

147 The quorum (which must include at least one student member) for holding
148 meetings and making grade appeal recommendations shall be a majority of the
149 seated members of the SGAC. A majority of members in attendance, including at
150 least two faculty members, is required to make a grade appeal recommendation.
151 Only members of the committee who have reviewed the documents submitted and
152 heard all testimony elicited during the hearing on a grade appeal may vote on the
153 grade appeal.
154

155 G. Confidentiality

156 To protect all parties involved, all participants shall maintain confidentiality to the
157 maximum extent possible at every level of the appeal process. A breach of
158 confidentiality is a breach of ethics, code of conduct, and FERPA.
159

160 No member of the committee shall discuss personal and/or pertinent information
161 relating to a specific grade appeal with any persons who are non-committee
162
163

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

168
169 No member of the committee shall discuss personal and/or pertinent information
170 relating to a specific grievance with any of the principals throughout the course of
171 the investigation and following the recommendation of the committee except at
172 the request of the committee and/or at a hearing.

173
174 Communication Guidelines: All documentation and recommendations relating to
175 individual grade appeals shall be marked and handled "confidential," and are only
176 for the use of those directly involved in the grade appeal (interested parties). All
177 records relevant to an individual grade appeal shall be stored in perpetuity
178 electronically (e.g. via Moodle Container). Members of the committee shall not
179 discuss the facts of any grade appeal through electronic mail, such discussion
180 must occur when the SGAC convenes. Notifications and other procedural
181 correspondence may be conducted electronically.

182
183 VI. Grade Appeal Process

184
185 Students who wish to avail themselves of the grade appeal process may obtain
186 information and assistance from the Office of the Dean of Students, from the Associated
187 Students, Inc., or their faculty advisor (as applicable).

188
189 These consultants may assist with:

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

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

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

203

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

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

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

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

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

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

B. **Informal Resolution Process**

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

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

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

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

238
239 Step 3: The process shall continue at the level of dean, or the administrative
240 director of equivalent rank. If the dean does not respond or an agreement
241 is not reached and the student wishes to pursue the appeal process, the
242 student shall file a formal grade appeal.

243
244 NOTE: Grade appeals involving administrators who have served as the instructor
245 for the course should be directed to the SGAC after Step 1.

246
247 Students should document their efforts to complete Steps 1-3 by keeping records
248 of contact with the faculty member, the Department Chair, and the Dean (emails
249 sent and received, notes about phone conversations, etc.); for this purpose, they
250 may use the “Informal Resolution Process Log” appended to this policy. If the
251 informal resolution process fails and the student decides to file a formal grade
252 appeal, the completed “Informal Resolution Process Log” must be submitted as
253 part of the formal grade appeal.

254
255 C. Formal Process
256 The Formal Process shall be filed on-line via the Student Grade Appeals Committee
257 (SGAC) secured website.

258
259 Students filing grade appeals should contact the Academic Senate Coordinator at
260 **academicenateoffice@csusm.edu** for access to the SGAC secured website.

261
262 The complete grade appeal requires submission of:

263
264 Step 1: the “Agreement to follow the Student Grade Appeal Policy”, and the
265 “Acknowledgement and Release” statement;

266 Step 2: the “Informal Resolution Process Log and Supporting Documentation”;

267 Step 3: the “Formal Grade Appeal Form”;

268 Step 4: “Supporting Documentation to the Formal Grade Appeal Form”;

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

270 templates of the required forms are attached to this policy. For a detailed

271 overview of the online submission process, please see Appendix A.

- 272
273 1. Basic Guidelines for Grade Appeals
274 a. The SGAC presumes that the grade assigned is correct. It is the
275 responsibility of the student appealing an assigned grade to
276 demonstrate otherwise. (See CSU Exec Order 1037, p.9)
277 b. Students may only appeal grade assignments on the following bases:
278 ■ An instructor refuses to (or cannot) assign a grade;
279 ■ The instructor is not available to review possible computational error;

- 280
- 281
- 282
- 283
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- 287
- 288
- The student believes the grade assigned is inequitable or capricious, unreflective of course performance, or inconsistent with other grade assignments in the course.
- c. The SGAC shall only recommend grade changes when a preponderance of the evidence supports the student's claim that the grade was improperly assigned, based on appeal grounds listed in paragraph (b), above.
 - d. The burden of proof shall lie with the student.

289 ~~2.~~ ~~How to File~~

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

- 299
- ~~Office of Associated Students Incorporated~~
 - ~~Office of the Dean of Students~~
- 300

301

302 2. How to File

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

307

308 The complete formal grade appeal requires submission of:

309

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

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

313 Step 3: the "Formal Grade Appeal Form".

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

315

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

319

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

322

323

324

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

333 4. Withdrawal and Termination of Formal Grade Appeal Process
334 A student has the right to withdraw his/her grade appeal at any stage of
335 the proceedings, in which case the proceedings shall terminate
336 immediately. Efforts to resolve the dispute by informal means may
337 continue throughout the formal process. ~~Written notification by the~~
338 ~~appellant to the Student Grade Appeals Committee is required to~~
339 ~~terminate the proceedings.~~

340
341 ~~The Student Grade Appeals Committee address is:~~

342
343 Student Grade Appeals Committee
344 e/o Academic Senate Office
345 California State University San Marcos
346 San Marcos, CA 92096-0001

347
348
349
350 5. Preliminary Screening
351 ~~Students are required to submit the log for informal Preliminary process by~~
352 ~~uploading it via the specific link at the SGAC secured website.~~

353
354 Upon receipt of the uploaded written formal grade appeal, the Chair of
355 the Student Grade Appeals Committee will review the grade appeal to
356 determine if:

- 357
- 358 • The Student Grade Appeals Committee has jurisdiction (See section
"Purpose" and "Jurisdiction" page 1.); and
 - 359 • The filing deadline has been met; and
 - 360 • The ~~informal~~informal resolution process, steps 1 through 3, has been
361 completed.

362
363 If any of the three above conditions have not been met, the Chair of the
364 Student Grade Appeals Committee shall respond in writing within seven
365 (7) calendar days to the complainant stating which condition(s) has not
366 been met and terminating the appeal.

367
368 If the above conditions have been met, the Chair shall send written
369 notice of receipt of a formal grade appeal within seven (7) calendar

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

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

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

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

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

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

7. Hearing Process

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

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

The hearing shall be conducted according to the following standards:

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

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

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

8. Recommendation

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

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

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

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

467
468 If a grade change is recommended, the instructor of record shall notify the
469 Student Grade Appeals Committee of the course of action taken within
470 fourteen (14) calendar days.

471
472 CSU Executive Order 1037, p. 8, specifies that: "If the instructor of
473 record does not assign a grade, or if he/she does not change an assigned
474 grade when the necessity to do so has been established by appropriate
475 campus procedure... (i.e., SGAC recommendation), it is the responsibility
476 of other qualified faculty to do so."

477
478 Executive Order 1037 further specifies that "Qualified faculty" means one
479 or more persons with academic training comparable to the instructor of
480 record who are presently on the faculty at California State University San
481 Marcos. The qualified faculty (typically the department or program chair)
482 shall notify the SGAC of the course of action taken within fourteen (14)
483 calendar days after receiving the SGAC's request.

484
485 9. Appeal of Violations of Procedure

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

490
491 The sole basis for such an appeal shall be that the SGAC so substantially
492 departed from the guidelines and procedures set forth herein as to have
493 seriously prejudiced the outcome of the case. It is recognized that a
494 procedurally perfect process is impossible to achieve and therefore not
495 required to satisfy due process. It must be shown that the violation has had
496 an actual and not merely a speculative adverse effect on the final decision
497 of the grade appeal.

498
499 Such an appeal should be submitted to the Provost or the Provost's
500 designee within fourteen (14) days of the SGAC's official
501 recommendations. The Provost or the Provost's designee shall reply within
502 fourteen (14) days of the appeal.

503
504 The Provost or the Provost's designee may:

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

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

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

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

603
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605
606
607
608

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

Initials_____

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

611
612

Initials_____

613
614
615
616
617
618

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

619
620
621 |

Signature

Date

622

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

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

627

628 | **INFORMAL RESOLUTION PROCESS LOG**

629 | **Date of Submission** _____

630 | **Your Name** _____

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

632 | **Your Phone Number** _____

633 | **Your Mailing Address** _____

634

635 | **Semester:** _____

636 | **Course Name** _____

637 | **Course Number** _____

638 | **Instructor Name** _____

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

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

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

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647

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

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

652

653 **Please type or print clearly**

654

655 **STUDENT INFORMATION**

656

Date: _____

Name: _____ Student ID Number: _____

Current Address: _____

Street _____

City _____ State _____ ZIP _____

Home Phone: _____ Cell Phone: _____

Expected Graduation: _____ E-Mail Address: _____

657

658

659 **COURSE INFORMATION**

Course Number: _____ Semester: _____

Course Title: _____

Instructor(s): _____

660

661 **BASIS FOR GRADE APPEAL**

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

663

The instructor refuses to (or cannot) assign a grade

664

The instructor is not available to review possible computational error.

665

The grade assigned is:

666

A result of an instructor or clerical error

667

Inequitable or capricious

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

670

671 **NARRATIVE**

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

676

677 **EXPLANATION OF THE APPEAL**

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

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686

687 (Step 4) SUPPORTING DOCUMENTS/DOCUMENTARY
688 EVIDENCE

- 689
- Please upload ONE Adobe pdf file that includes ALL of your supporting documents 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.
- 690
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699 *The following format must be used: **In your pdf file, you must use cover pages to***
700 ***separate different types of documents (e.g., use a cover page for “Syllabus”, “Graded***
701 ***Assignments”, “Graded quizzes”, etc.). Failure to follow this format will result in***
702 ***rejection of the case.***

703 | Example of submitted file with 4 supporting documents:

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]
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Definition

Do you have grounds for a grade appeal?

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

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

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

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

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

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

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

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

The grade assigned is:

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

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

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

Structure of the Grade Appeal Process:

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

Find out if you have grounds for a grade appeal:

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

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

Deadlines for the Informal Resolution Process and the Formal Grade Appeal

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

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

GRADE APPEAL PROCESS:

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

Phase I:

INFORMAL RESOLUTION PROCESS:

Advice:

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

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

Advice:

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

Step 1
checkmark
here if done:

if no agreement

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

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

Step 2
checkmark
here if done:

if no agreement

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

Step 3
checkmark
here if done:

if no agreement

Advice:

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

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

Ask for access:
checkmark here if done:

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



Read Policy:
checkmark
here if done:

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

Phase II:
FORMAL GRADE APPEAL PROCESS:

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

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

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

Step 1
checkmark
here if done:

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

Step 2
checkmark
here if done:

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

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

Steps 3
and 4
checkmark
here if done:

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

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

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

NEXT STEPS

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

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

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

RESULTS

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

* * *

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

2
3
4 *Rationale: The **Retention, Tenure and Promotion (RTP) Standards – Liberal Studies***
5 *document was reviewed by FAC, sent back to the Liberal Studies (CHABSS) department*
6 *with comments, then, returned to FAC with changes in reference to FAC feedback. FAC*
7 *accepted the proposed changes. This document, moved and seconded by FAC, was*
8 *considered by EC at the March 9 meeting, and was moved and seconded to be placed on*
9 *the April 6 Academic Senate agenda. An EC member asked about the possibility of*
10 *providing a definition of the term “activist scholarly research projects” (line 58). The*
11 *LBST faculty prefer to leave that sentence as it is.*

12
13
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16 B. Standards for teaching	3
17 C. Standards for research/creative activity	5
18 D. Standards for service	7

19
20
21 **A. Introduction**

22
23 This document elaborates on the CSUSM *Faculty Personnel Policies and Procedures for*
24 *Retention, Tenure, and Promotion* and the *College Standards and Procedures for*
25 *Retention, Tenure, and Promotion*. It provides guidance to faculty members concerning
26 the Liberal Studies Department's expectations, and it guides review committees in
27 recommendations related to retention, promotion, and tenure. In addition, it is intended
28 to encourage faculty members to think carefully about how they can best contribute to the
29 mission of the university and the Department throughout their careers. Faculty are
30 encouraged to seek advice and assistance from more senior colleagues regarding ways to
31 meet these expectations. This document is also intended to clarify for review committees
32 outside the department the standards by which our interdisciplinary department evaluates
33 the successes of our faculty members.

34
35 Faculty are evaluated on the basis of their accomplishments in the areas of Teaching,
36 Research and Creative Activity, and Service. Each faculty member must develop a
37 Working Personnel Action File (WPAF) which complies with the guidelines set forth in
38 the University-level and college-level RTP Documents. Of particular importance are the
39 required self-reflection statements that must be included for all three areas of evaluation.

40
41 The Department expects the WPAF to demonstrate active engagement of the faculty
42 member in his/her role as a university professor. This may be shown in a variety of ways,
43 depending upon the interests and strengths of the faculty member, the faculty member's
44 rank and experience, and the needs of the Department, University, and community.
45 However, each faculty member is expected to be actively engaged in each of the three
46 RTP evaluation areas. Review committees at all levels will assess the quality and quantity

47 of achievement based only on information provided in the WPAF.

48

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

57

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

67

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

72

73

74 **B. Teaching**

75

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

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

88

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

- 93 varied instructional techniques; the planning, implementing, assessing, and revising of
94 pedagogies to achieve learning objectives; and the reflection on feedback (e.g., student
95 evaluations; WPAF review letters).
96
- 97 2. Teaching expectations:
- 98 a) Workload: While the number of courses offered by a faculty member may vary,
99 all faculty are expected to teach courses on a regular basis and to teach courses
100 that serve the needs of the department.
- 101 b) Variety of Courses: Each faculty member offers a balance of service and
102 specialty courses.
- 103 c) Pedagogy: Faculty are encouraged to develop a range of pedagogical strategies to
104 reach various learners and to increase interaction with and among students on an
105 ongoing basis. For example, department faculty may engage in project-based
106 pedagogies, discussion, and fieldtrips in addition to formal lectures in their
107 classes. Introducing students to research in all its various stages is encouraged;
108 many faculty work closely with students on independent studies and research and
109 some have integrated this into their own research design.
- 110 d) Teaching expectations across the career path: While the department generally
111 holds the same expectations for all faculty, regardless of rank, in the area of
112 instruction, we acknowledge that each level of review may see different
113 developmental stages in a career.
- 114 a. Probationary period:
- 115 i. The Department expects probationary faculty to engage in frank
116 critical self-reflection about pedagogy and departmental needs, and
117 to embrace a process of development and improvement.
- 118 ii. We recognize the importance of experimentation and the labor
119 involved in constructing, employing, assessing and modifying
120 curriculum.
- 121 iii. We expect faculty to enhance and extend the curriculum in the
122 Department.
- 123 b. Promotion to Associate Professor, Promotion to Full Professor, Periodic
124 Evaluation of Tenured Faculty:
- 125 i. We expect a record of continued contributions to curriculum
126 development that demonstrates a strong understanding of the
127 needs of the Department and various student constituencies.
- 128 ii. We expect a sustained and ongoing commitment to best
129 pedagogical practices.
130
- 131 3. Evidentiary Base for Teaching
- 132 a) Student Evaluations: All courses are evaluated every semester. Student
133 evaluations for all courses taught during the period under review shall be included
134 in the file. It is expected that faculty will discuss in their narrative statements how
135 their pedagogy is evolving in light of the patterns and trends apparent in their
136 course evaluations. However, course evaluations are only one piece of evidence of
137 teaching success.

- 138 b) Teaching Philosophy: It is incumbent upon all faculty to define their teaching
139 style and link it to an overarching pedagogical philosophy. They should provide
140 additional detail about their classroom strategies and teaching style.
- 141 b) Syllabi: The file shall include representative syllabi from all courses taught
142 during the period under review. Syllabi should conform to university syllabus
143 guidelines.
- 144 c) Teaching Observation: At least once per periodic evaluation prior to tenure,
145 junior faculty shall observe a course taught by a colleague in the University. They
146 should include a reflection on this experience in their WPAF, either as an item or
147 within their narrative reflection.
- 148 d) Other Evidence: In order to demonstrate teaching effectiveness, evidence beyond
149 the required elements described above must be included and discussed in the
150 WPAF. Examples of such evidence include, but are not limited to:
- 151 • Teaching awards
 - 152 • Samples of graded assignments, papers, and/or exams (with student
153 name removed)
 - 154 • Samples of assignments and activities
 - 155 • Examples of assessment techniques
 - 156 • Lecture outlines
 - 157 • PowerPoint slide sequences
 - 158 • Additional classroom observations
 - 159 • Effective use of guest speakers, videos, etc.
 - 160 • Examples of changes made in pedagogy based on feedback,
161 assessment, additional training, etc.
 - 162 • Participation in teaching-related workshops with evidence of how the
163 new information was used in teaching
 - 164 • Student feedback other than in course evaluations
 - 165 • Examples of technological competence.
- 166
167

168 **D. Research/Creative Activity:**

169

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

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

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

187 **Category A: Major achievements**

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

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

211

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

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

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

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

239
 240 Assessment of Scholarly Research/ Creative Activities

241 1. **General Standards**

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

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

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

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

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

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

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

271
272
273

274 E. Service

275

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

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

291

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

301

302 a. Routine service:

303

304 Routine service is significant and expected of every tenure track faculty member
305 regardless of commitments outside of the Department or University. Liberal Studies
306 faculty are expected to participate in routine service as part of their standard workload
307 (15 WTUs). Faculty who are not teaching due to grant work or outside service
308 commitments are still expected to routinely participate in Department activities (unless
309 on sabbatical). On occasion, routine service might be considered more major service. For
310 example, work on the Department curriculum committee may be quite extensive one
311 year; that would not be considered routine service. It is up to the individual to explain the
312 impact and importance of the service. The following tasks are considered routine service

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

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

326

327 **b. Major service:**

328

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

334 Examples of major service include but are not limited to:

335

336 1. *Department level*

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

350

351 2. *College/University level:*

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

- 358 • Special event chair (e.g., organizing a conference)
- 359 • Serving as external member on thesis committee
- 360 • Serving as external member on faculty review committees (e.g., PTPE,
- 361 Full Professor), or administrator review committees
- 362 • Chairing a search committee
- 363 • Serving on a search committee outside of home department
- 364 • Development of Extended Learning or other non-departmental curriculum
- 365 • Other activities may count as major College/University service
- 366

367 3. *Community/Professional Service level:*

- 368 • Speaker, community event
- 369 • Reviewer for journals, conferences, grants
- 370 • Professional presentations to university or community organizations
- 371 • Officer or committee member professional society
- 372 • Journal editor
- 373 • Board member of a journal
- 374 • Board member of an organization
- 375 • Given the value our department places on engaged scholarship, it may be
- 376 that there are some activities where there is significant overlap in the areas
- 377 of teaching, research, and service; we encourage candidates to talk
- 378 explicitly about this, and to explain the overlapping ways in which a
- 379 particular activity may serve two or more areas under evaluation
- 380 • Other activities may count as major Community/Professional service
- 381

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

- 388 • Attendance at the annual University commencement ceremony
- 389 • ICP admission interview
- 390 • Participation in the ICP retreats
- 391 • Academic Senator
- 392 • Regular participation in university events/open houses
- 393 • Serving on staff search committee
- 394 • Serving as a member of a tenure-track search process
- 395

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

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

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

Questions about and feedback on the APC Final Exam Conflict Policy, and APC responses.

Comments offered to APC	APC action
The sentence telling students by when they need to have requested an alternative exam date should use “must” instead of “should.”	This sentence no longer appears in the policy. There is a “should” in a new related sentence at the end of II.5., but that new sentence is just advisory.
The policy should address how the Dean of Undergraduate Studies communicates the decision back to the instructor and student.	This is now addressed in the last sentence of II.3.
Q: How many students might be in a position to request rescheduled exams if this policy were to be in effect?	APC has requested assistance from Planning and Academic Resources and hopes to have an answer to this question in time for the April 20 Senate meeting.
The deadline for requesting a rescheduled examination should be earlier in the semester in order to give faculty time to prepare comparable but different versions of final exams.	APC has moved the deadline (formerly three weeks before the start of finals, so effectively at the end of the 12th week of the semester) up to the end of the 9th week of the semester.
Could there be softer deadlines during a transition year of perhaps two years as students are introduced to the existence of this policy?	<ul style="list-style-type: none"> ○ APC discussed this and decided against it; changing deadlines from year to year would likely generate more confusion with students in later years thinking (based on the earlier ones) that they had more time to request a rescheduled exam. ○ The ASI representative to APC offered that ASI could help get the word out to students if the policy were to go into effect.
How will students know that they can request to have a final exam rescheduled?	<ul style="list-style-type: none"> ○ The policy explicitly calls for the last date for the Final Exam Schedule Change Request Form to be submitted to the Office of the Dean of Undergraduate Studies to be posted in the Registration Calendar. ○ Additionally, this information will be included in routine “key dates” reminders emailed to students.
There should be a process accompanying this policy that gives instructors a way of	The process has been changed. Before students ask an instructor to reschedule a final exam, they need to gather signatures from each of the

<p>verifying that students really do have the claimed final exam conflict, and it should not involve much additional faculty or staff work.</p>	<p>instructors whose exam contributes to the conflict confirming that this is the case. A model form has been developed, and this form would also supply the Dean of Undergraduate Studies with the initial information that s/he would need to make a decision about which exam needs to be rescheduled.</p>
<p>Are instructors responsible for proctoring the rescheduled exams or will some other office do this?</p>	<p>The policy is silent on this. It should be assumed that the instructors are responsible for making their own proctoring arrangements.</p>
<p>Could the policy prescribe a specific order in which instructors should be contacted (perhaps by starting with the highest numbered course)? Otherwise it is likely that students will be more likely to seek out younger faculty (assistant professors) and lecturers, who may feel that they cannot say no (especially if the requests for rescheduled exams are being made around the same time that course evaluations are being distributed).</p>	<ul style="list-style-type: none"> ○ APC discussed this and, while still giving the students flexibility in the order in which they contact instructors, the policy now suggests that this be in the order of increasing class size (which becomes the primary criterion for the Dean of Undergraduate Studies in the event that no instructor is initially willing to reschedule an exam). This suggestion is explicit in Instruction B to the Student in the Final Exam Schedule Change Request model form. ○ APC rejected the proposal to use course number as a criterion in part because it believes that class size is a better criterion, and also because there is considerable variance in how courses are numbered from department to department. ○ Finally, course evaluations are now distributed several weeks after the time by which students are required to have already requested a rescheduled exam time.
	<p>Paragraphs II.4. and II.5. have been re-ordered to give more prominence to the paragraph about the deadline. APC had felt that it was hidden as the penultimate paragraph; it now becomes the final paragraph.</p>
	<p>The “Change in Final Examination Agreement” model form has been given the more descriptive title, “Change in Final Examination Time Agreement” model form, and the lines for “Reason for Request” have been removed.</p>

Implementation Date: mm/dd/yyyy

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I. Policy

California State University San Marcos allows students who are scheduled to take more than 2 final exams on a single calendar day or more than 3 final exams in any 24-hour period to request that a final examination be rescheduled.

II. Procedure

1. No student shall be required to take more than 2 final exams on a single calendar day or more than 3 final exams in any 24-hour period. When a student has three or more final exams on a single calendar day, or four or more final exams in a 24-hour period, then that student has a “final exam conflict.”
2. If a final exam conflict exists for a student, and the student wishes to reschedule one of the exams, the student will complete the Final Exam Schedule Change Request Form and obtain the signature of each instructor offering a final exam that contributes to the conflict. After the form is complete, the student may contact the instructor of one of the courses to schedule a mutually convenient time for an alternate final exam. If the instructor will not reschedule the exam, then the student should contact the other instructors to see if one of them is willing to reschedule. It is recommended but not required that the student approach instructors in the order of increasing class size.
3. If a final exam conflict persists for a student after following the steps above, the student shall ~~contact~~ submit the Final Exam Schedule Change Request Form to the Office of the Dean of Undergraduate Studies for resolution. The Dean of Undergraduate Studies will determine which final exam must be rescheduled by following the principle of requiring that the exam in the course with the lowest enrollment be rescheduled for that student, except in special circumstances. Once the Dean of Undergraduate Studies has confirmed with one of the course instructors that the exam for that course will be rescheduled, the Office of the Dean of Undergraduate Studies will notify the student of which course will have a rescheduled exam and direct the student to contact that instructor to determine the alternate exam time.
4. After obtaining the consent of an instructor to an alternate final exam time, both the student and the instructor will complete the “Change in Final Examination Time Agreement” form and submit it to the department office.
- 4.5. DEADLINE: The last date for submitting the Final Exam Schedule Change Request Form to the Office of the Dean of Undergraduate Studies is the student should request an alternate final exam date at least three weeks prior to the start of final exam weekend of the ninth week of the semester. - The last date for requesting a rescheduled final exam This deadline will be published in the Registration Calendar each semester. Students should begin the process of requesting a rescheduled final exam early enough so that they can meet this deadline if none of their instructors is initially willing to reschedule a final exam.

Implementation Date: mm/dd/yyyy

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~~5. After obtaining the consent of an instructor to an alternate final exam, both the student and the instructor will complete the “Change in Final Examination Agreement” form and submit it to the department office.~~

Implementation Date: mm/dd/yyyy

Final Exam Schedule Change Request Form (Model form)

Instructions to student:

- A. Complete the form except for instructor signatures, and then obtain all instructor signatures.
- B. Once the form is complete, bring this form to your instructors (the suggested contact order is smaller classes first) as the basis for seeking a rescheduled final exam.
- C. If no instructor is initially willing to reschedule the final exam, submit this form to the Office of Undergraduate Studies in Craven 5211.

Instructions to instructors:

- A. Only sign the form (in column e) if your class will be taking an examination during the scheduled final exam period.

This request is being made because _____ has 3 final exams scheduled for the same day

(Print student name) 4 final exams scheduled within 24 hours

_____ 1d. <30
1a Class Subject and _____ 1b. Class Meeting Pattern _____ 1c. Final Exam Date _____ Approximate 30-50 _____ 1e. Instructor signature
Number (e.g., ACCT 201) _____ (e.g., MWF 8:00-8:50am) _____ and Time _____ Class Size: >50 _____ confirming 1a-d

_____ 2d. <30
2a Class Subject and _____ 2b. Class Meeting Pattern _____ 2c. Final Exam Date _____ Approximate 30-50 _____ 2e. Instructor signature
Number _____ and Time _____ Class Size: >50 _____ confirming 2a-d

_____ 3d. <30
3a Class Subject and _____ 3b. Class Meeting Pattern _____ 3c. Final Exam Date _____ Approximate 30-50 _____ 3e. Instructor signature
Number _____ and Time _____ Class Size: >50 _____ confirming 3a-d

_____ 4d. <30
4a Class Subject and _____ 4b. Class Meeting Pattern _____ 4c. Final Exam Date _____ Approximate 30-50 _____ 4e. Instructor signature
Number _____ and Time _____ Class Size: >50 _____ confirming 4a-d

Implementation Date: mm/dd/yyyy

119

120

CHANGE IN FINAL EXAMINATION TIME AGREEMENT FORM (Model form)

121

Term/Year:

122

123

Course Subject/Number: _____

Section Number:

124

125

Meeting Day/Time: _____

Building/Room:

126

127

Course Title:

128

129

130

131

132

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

133

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

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Reason for Request:

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Implementation Date: mm/dd/yyyy

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147 _____
Instructor (Signature)

_____ Date

148

149 _____
Student Name (Print)

_____ Student ID

150

151 _____
Student Signature

_____ Date

152

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

3
4 **Rationale** These are largely companion changes in terminology reflecting
5 similar changes in the graduate policy. APC is proposing a
6 simplification of the terminology used in the policy: shortening the
7 terms academic-administrative
8 probation/disqualification/reinstatement to administrative
9 probation/disqualification/reinstatement. This should help
10 minimize confusion on the part of readers of the policy.

11
12 APC also updated reference to various offices:

- 13 • Office of Registration and Records becomes Office of the
- 14 Registrar;
- 15 • Office of the Dean of COAS (for review of reinstatement
- 16 petitions from undeclared students) becomes Office of the Dean
- 17 of CHABSS; and
- 18 • The reference to office of the Director of the school (of the
- 19 student’s major) has been removed now that there are no
- 20 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

22
23
24 **Procedure**

25
26 **I. EXECUTIVE SUMMARY**

27
28 It is the policy of California State University San Marcos to place
29 undergraduate students on academic probation if at any time the cumulative
30 grade point average in all college work attempted or cumulative grade point

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

36 37 **II. ACADEMIC PROBATION**

38
39 An undergraduate student will be placed on academic probation if, during any
40 academic term, the overall GPA or the cumulative Cal State San Marcos GPA
41 falls below 2.0 (a C average). The student shall be advised of probation
42 status promptly. An undergraduate student shall be removed from academic
43 probation when the overall GPA and the cumulative Cal State San Marcos are
44 both 2.0 or higher.

45 46 **III. ADMINISTRATIVE-~~ACADEMIC~~ PROBATION**

47
48 A student may also be placed on administrative-~~academic~~ probation by the
49 Office of the Registrar~~tion and Records~~ for any of the following reasons:

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

55
56 B) Repeated failure to progress toward the stated degree objective or other
57 program objective, including that resulting from assignment of 15 units of NC
58 (No Credit), when such failure appears to be due to circumstances within the
59 control of the student.

60
61 C) Failure to comply, after due notice, with an academic requirement or
62 regulation, as defined by campus policy which is routine for all student or a
63 defined group of students (examples: failure to complete a required CSU or
64 campus examination, failure to complete a required practicum, failure to
65 comply with professional standards appropriate to the field of study, failure
66 to complete a specified number of units as a condition for receiving student
67 financial aid or making satisfactory progress in the academic program).

68 69 **IV. NOTIFICATION OF ACADEMIC PROBATION AND** 70 **ADMINISTRATIVE-~~ACADEMIC~~ PROBATION**

71
72 The student shall be notified in writing by the Office of the Registrar~~tion and~~
73 ~~Records~~ prior to the beginning of the next term of their probation status,
74 and shall be provided with the conditions for removal from probation along
75 with circumstances that would lead to disqualification, should probation not
76 be removed.

77 78 **V. ACADEMIC DISQUALIFICATION**

79

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

- 82 • As a freshman (less than 30 semester units completed) the student falls
83 below a grade point average of 1.50 in all units attempted or in all
84 units attempted at CSUSM;
- 85 • As a sophomore (30-59 semester units completed) the student falls below
86 a grade point average of 1.70 in all units attempted or in all units
87 attempted at CSUSM;
- 88 • As a junior (60-89 semester units completed) the student falls below a
89 grade point average of 1.85 in all units attempted or in all units
90 attempted at CSUSM; or
- 91 • As a senior (90 or more semester units completed) the student falls below
92 a grade point average of 1.95 in all units attempted or in all units
93 attempted at CSUSM.

94

95 **VI. ACADEMIC DISQUALIFICATION OF STUDENTS NOT ON**
96 **PROBATION**

97

98 Undergraduate students not on academic probation shall be disqualified
99 when:

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

105

106 | **VII. ADMINISTRATIVE-~~ACADEMIC~~ DISQUALIFICATION**

107

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

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

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

120

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

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

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

130

131 **VIII. CONSEQUENCES OF DISQUALIFICATION**

132

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

138

139 **IX. NOTIFICATION OF ACADEMIC DISQUALIFICATION AND** 140 **ADMINISTRATIVE-~~ACADEMIC~~ DISQUALIFICATION**

141

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

153

154 **X. REINSTATEMENT**

155

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

169

170 **XI. NOTICE IN CAMPUS BULLETINS**

171

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

175 disqualification as well as provisions for review and reinstatement.
176

1 **FAC: VISITING FACULTY POLICY AND PROCEDURE**

2
3 *FAC was requested by EC to develop a policy and procedures for the appointment of visiting faculty. The*
4 *questions we were to consider were the following:*

- 5 • *What resources should be provided to a visiting faculty? For example, office space? Computer?*
6 *Phone? Parking pass?*
7 • *Who is responsible for providing the resources? The university? College? Department? Which unit?*
8 *Need to explicitly state university obligations versus obligations of other units on campus.*
9 • *What is the process of the written contract when the person is permitted to come to campus and what*
10 *does the contract contain? Who agrees to the contract and who enforces the contract?*
11 • *Can the contract note an explicit date for the end of the appointment and who ensures that the visiting*
12 *professor clears the office etc. by this date?*
13

14 *For visiting faculty, the key instrument is CBA Article 12.32, which addresses the visiting faculty*
15 *designation. It reads:*

16 *Visiting Faculty appointments are full-time appointments for up to one (1) academic year. Individuals*
17 *appointed into this classification shall not be eligible for a subsequent appointment in this*
18 *classification for the duration of this Agreement. Pursuant to 12.1, faculty shall be involved in the*
19 *recruitment and hiring process. The hiring of Visiting Faculty shall not result in the displacement or*
20 *time base reduction of an incumbent Temporary Faculty Unit Employee as reflected in the order of*
21 *work in provision 12.29. Effective with Academic Year 2006/2007, the number of employees in the*
22 *Visiting Faculty classification code shall not exceed one hundred twenty-five (125) full time*
23 *equivalent faculty (FTEF) systemwide. The use of the Visiting Faculty class code shall expire at the*
24 *end this Agreement, which includes any extensions agreed to by the parties, and shall be subject to*
25 *re-negotiation during negotiations for a successor agreement.*
26

27 *A review of other CSU policies showed that some campuses simply refer to the CBA and state that the*
28 *procedure for appointing visiting faculty is the same as for any temporary faculty. This proposed CSUSM*
29 *policy is based on more detailed documents from CSU San Bernardino and CSU Channel Islands. We*
30 *have incorporated feedback from EC and the college Deans.*

31 **Definition:** The process and procedures to be used for the appointment of visiting faculty within the
32 Division of Academic Affairs

33
34 **Authority:** President of the University.
35

36 **Scope:**
37

38
39
40 _____
41 Karen S. Haynes, President

_____ Approval Date

42
43
44 _____
45 Graham Oberem, Provost & Vice President for Academic Affairs

_____ Approval Date

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I. Introduction/Definitions

The appointment of visiting faculty is for the purpose of bringing to the campus individuals of special scholarly and/or professional interest and merit.

A. Who is eligible to be a visiting faculty member?

Generally, individuals under consideration for visiting appointments have earned terminal degrees in their fields of expertise or are recognized nationally for outstanding achievement in their fields. Visiting faculty are individuals who are typically employed elsewhere and are engaged in high-level research or other scholarly or creative work, or are in public service. Consequently, because of their stature or position, they provide our faculty and students with unusual opportunities for expanding their intellectual, artistic or scientific experiences or for pursuing research and scholarship.

B. What can visiting faculty members do on campus?

Visiting faculty may teach, advise and/or supervise students, assist in enhancing existing curriculum or in developing new courses, attend/host program meetings, attend and offer colloquia, and engage in other University or public service activities consistent with their appointments and with the mission of the University. Visiting faculty members are sometimes chosen to fill temporarily a vacancy in a tenure track faculty line.

C. Visiting faculty member titles

Based on the judgment of the host program and the college Dean, visiting faculty members may receive working titles of Visiting Professor, Visiting Associate Professor, or Visiting Assistant Professor to reflect their qualifications and professional experiences and to acknowledge the level of accomplishment achieved by the individual being considered for visiting faculty status.

II. Review and appointment process and responsibilities

A. Candidate review

1. The current curriculum vita or resume of the individual nominated for a visiting faculty position will be provided to and reviewed by the proposed host department faculty and Chair. With the concurrence of the host program, the appropriate Dean will recommend appointment to the Provost (or his/her designee).
2. The following information must be included in the Dean's recommendation submitted to the Provost for review and approval:
 - An indication of the individual's willingness to accept the visiting faculty appointment;

- 93 • A statement about the individual’s past involvement with the program (if
- 94 any), and a description of the nature of the individual’s future involvement
- 95 with the department as a visiting faculty member;
- 96 • The benefits to the University that are anticipated or expected as a result of
- 97 the proposed visiting faculty appointment;
- 98 • How the proposed visiting faculty appointment will be paid for by the
- 99 department and/or college;
- 100 • The working title to be conferred on the individual;
- 101 • The appointment beginning and ending dates;
- 102 • The desired prerequisites to be offered to the individual and who is responsible
- 103 for providing them;
- 104 • The current curriculum vita or resume of the individual.

105
106 B. Appointment

- 107
- 108 1. When the review process is complete, and with the approval of the Provost, the
- 109 individual will be appointed as a visiting faculty member with the appropriate
- 110 working title and invited to assume the duties and responsibilities of the position.
- 111 Only upon formal written appointment by the University may the individual use
- 112 the designated working title.
- 113
- 114 2. Visiting faculty appointments will be full-time appointments for up to one
- 115 academic year. Individuals appointed into this classification shall not be eligible
- 116 for a subsequent appointment in this classification.
- 117
- 118 3. The hiring of visiting faculty shall not result in the displacement or time-base
- 119 reduction of an incumbent Temporary Faculty Unit Employee (CBA 12).
- 120
- 121 4. Should there be a greater number of candidates proposed in a given year than the
- 122 campus is allowed, the Provost will make the final decisions about visiting
- 123 faculty appointments.
- 124

125 C. Resources and responsibilities

126
127 To the extent possible, visiting faculty will be given access to University resources

128 similar to those offered and provided to tenure-track faculty and full-time lecturers. Such

129 resources may include, but are not limited to, library privileges, access to administrative

130 and other related assistance, mail delivery, and a campus e-mail account. When a visiting

131 faculty member teaches, space for office hours will be provided. The extent of the

132 resources offered to a visiting faculty member is at the discretion of the Dean, and such

133 prerequisites will be identified in the appointment letter to the individual.

1 **Report from the University Curriculum Committee (UCC), Human Development (HD)**
2
3

4 In February 2016, UCC began review of a P-2 proposal form to substantively change the Human
5 Development major. The core proposed changes included: 1) revamping the concentrations from four
6 options (adult, children, counseling, health) to two options (counseling, health); 2) building 21 units of
7 core curriculum internal to HD that lays a foundation of theory and research central to the discipline (HD
8 102, 220, 230, 231, 302, 303, and 304) ; and 3) adding 15 additional units of upper division coursework
9 internal to HD that provides greater depth and breadth of study within the concentrations (HD 351,
10 382, 383, 384, and 385).

11
12 As noted in the P form, the HD program has been undergoing self-study and revision since 2013 to align
13 their PSLOs with the curriculum and with course SLOs, and to reflect on their concentrations and
14 offerings. Prior to submitting the P-2 form, the proposer (Dr. Quiocho) and the HD faculty (Drs. Beaulieu,
15 Hernandez, Soriano, and Toyokawa) engaged in a careful analysis and evaluation of prior program
16 reviews, and in consultation with administration, proposed a reduction of the four concentrations to
17 two, with a focusing of the curriculum internal to the major. This resulted in a proposal for
18 ‘discontinuation of concentrations’, which was administrated through the Discontinuation Policy
19 procedure and was approved by President Haynes in January 2016.

20
21 UCC’s review process centered on the academic soundness and quality of the proposed curriculum to
22 meet the aims described. The major was significantly revamped to provide students with 12 units of
23 lower-division HD coursework in preparation for the major, 25 units of upper-division core HD
24 coursework, 12 units of specialized upper division study (two concentration options or the general
25 option), and 9 units of selective electives within HD and Biology. The proposal came to UCC with the
26 intent to design and deliver a curriculum from the unique perspective of faculty within Human
27 Development. Along with the P-2 came 12 C forms and 12 C-2 forms to create new coursework for the
28 major and replace prerequisite psychology coursework with HD prerequisites for existing courses.

29
30 Below is a list of the departments impacted by the curriculum changes along with their noted position
31 on this proposal.

- 32
33 1) Anthropology - support
34 2) Biology - support
35 3) Psychology – support with concerns regarding overlap of five courses with PSYC and CHAD
36 4) Sociology - support
37

38 The program proposal along with the curriculum underwent further revisions as a part of UCCs review.
39 The proposers worked extensively and collaboratively with the Chair of UCC to implement the requested
40 revisions. These included adding curriculum to each of the concentrations to develop more robust areas
41 of study, and changes/additions to course assignments to increase rigor.

42
43 The P-2 proposal came to UCC approved by CEHHS’s CAPC, and supported by CEHHS’s Associate Dean,
44 Dr. Denise Garcia.

45
46 UCC carefully considered the proposal in light of the stated objective to refine and refocus the program
47 on promoting a holistic understanding of the lifespan. UCC also considered the feedback provided by
48 Psychology. The proposed curriculum was deemed to be sound and consistent with the major focus of a

49 degree in human development. UCC voted to recommend the HD P-2 form and all associated C and C-2
50 forms for Senate approval. UCC also voted to bring the P-2 form as a discussion item due to the
51 substantive nature of the changes.

52

53

54

55 New courses include:

56

57 HD 101: PREP SKILLS FOR HD MAJORS

58 HD 220: STATISTICS IN HD

59 HD 230 RESEARCH METHODS IN HD

60 HD 231- ACTION RESEARCH IN HD

61 HD 302- HUMAN DEVELOPMENT IN CHILDHOOD

62 HD 303- HUMAN DEVELOPMENT IN ADOLESCENCE

63 HD 304 – HUMAN DEVELOPMENT IN ADULTHOOD

64 HD 382- PROMOTING MULTICULTURALISM/SOCIAL JUSTICE

65 HD 383-ID UNDERSTANDING CHILDREN/YOUTH/FAMILIES

66 HD 384-SOCIAL AND PUBLIC POLICY IN HUMAN DEVELOPMENT

67 HD 385-ECOLOGICAL SYSTEMS HUMAN DEVELOPMENT

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69

70

71

For the complete proposal, visit the Curriculum Review website, line 7-31:

http://www.csusm.edu/academic_programs/catalog/curricula/2015-16_curriculum_coehhs.html

HUMAN DEVELOPMENT

Office:

University Hall, Room 324

Telephone:

(760) 750-4118

Program Director:

Alice Quioco, Ed.D.

Faculty:

Rodney Beaulieu, Ph.D.

Rafael Hernandez, Ph.D.

Fernando I. Soriano, Ph.D.

Noriko Toyokawa, Ph.D.

Programs Offered:

- Bachelor of Arts in Human Development Areas of concentration:
 - Counseling Services
 - Health Services
 - Individualized

The human development major is an interdisciplinary program that focuses on human growth and development throughout the life span, and on the familial, social, cultural, and political networks in which individuals develop. Course offerings are drawn primarily from psychology, sociology, and biology. The human development major is designed to prepare undergraduates to succeed in an increasingly diverse cultural, ethnic, economic, and political environment. Respect for those differences in the context of human service settings is an integral part of our program.

Human Development Mission Statement

The mission of the Human Development Program at California State University San Marcos as aligned with the [Program Student Learning Outcomes](#) (PSLOs) for the department are that all Human Development majors will:

- Learn to demonstrate understanding of the complex interplay of body, mind, culture and environment that shapes developmental processes and outcomes [in the life span of human development]. [PSLO 1, PSLO 4]
- Integrate complementary and interdependent disciplines in their careers that include roles, service to clients and management of resources for diverse communities in the workplace. [PSLO 1, PSLO 3, PSLO 5]
- Use multiple perspectives and theoretical frameworks to equitably serve diverse communities. [PSLO 1, PSLO 3]
- Actively and critically advance evidence-based practices that are guided by action research. [PSLO 2, PSLO 3]
- Promote social responsibility, ethical and professional standards, civic engagement, and service to the greater community. [PSLO 4]

In support of this mission, the Human Development Program engages students in a challenging academic curriculum which combines traditional classroom learning with experiential problem-based and field experience opportunities in human development-related professions in diverse settings. In addition to completing required core coursework, each student completes two courses chosen from one of three options: Counseling Services, Health Services, or a General option. Courses within the first two options have been selected to provide an educational foundation for students wishing to pursue careers in each

of these arenas. The General option allows students to create their own specialty area selected from the list of electives or taken with instructor permission. Experiential learning is gained from field experience where students participate in community service learning activities related to their career and intellectual interests in human development. Students also conduct an applied research study in subject matter in human development that is of particular interest to them. These field activities are combined with classroom-based reflection exercises facilitated by Human Development faculty in collaboration with community service providers.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Human Development will be able to:

1. Demonstrate understanding of developmental theories and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems related to lifespan development in applied settings such as counseling, health care, and education.
2. Demonstrate understanding of how social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion – and the intersections of these identities – relate to diverse experiences across the lifespan.
3. Apply skills, knowledge and goal setting toward employment in health and human services, including documenting field experiences in health and human services settings.
4. Demonstrate understanding of research methods that are commonly used in human development scholarship and how to design, conduct and present an original research project.
5. Summarize the delivery of social services, including: funding, staffing, assessments, program development and evaluation.

Special Conditions for the Bachelor of Arts in Human Development

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units counted toward the human development major must have been completed at Cal State San Marcos.

Advising

Students first consult the Human Development Advisor in Student Services in COEHHS for assistance. After meeting with the HD advisor, students may consult with the assigned faculty mentor for additional support.

Career Opportunities

Students with a Bachelor's degree in Human Development are qualified to work in a variety of settings related to providing services for others. These might include health care, child and adult care centers, community projects providing outreach to youth and adults, sales, service related government agencies such as housing, law enforcement, and criminal justice, and assisting with community development, both in the United States and around the world. A Bachelor's degree in Human Development may also prepare students for graduate studies in marriage, family, and child counseling, social work, teaching, public administration, psychology, business, or law.

For the complete proposal, visit the Curriculum Review website, line 7-31:

http://www.csusm.edu/academic_programs/catalogcurricula/2015-16_curriculum_coehhs.html

Students interested in these career opportunities should consult with advisors in appropriate areas before planning their programs. Finally, the Human Development major will prepare students for master's and doctoral level training in fields such as Sociology, Social Work, Marriage and Family Therapy, Anthropology, Ethnic Studies, Women's Studies, Psychology, and Human Development, among others.

For the complete proposal, visit the Curriculum Review website, line 7-31:
http://www.csusm.edu/academic_programs/catalogcurricula/2015-16_curriculum_coehhs.html

BACHELOR OF ARTS IN HUMAN DEVELOPMENT

	Units
General Education*	51
Preparation for the Major*	15
Major Requirements	46

Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120

Preparation for the Major

Lower-division (15 units)	
ANTH 200*	3
HD 101	3
HD 102	3
HD 220	3
HD 230 or HD 231*	3

- HD 230 is a traditional approach to research focusing on the various models to collect data. HD 231 is focused on developing interventions and delivery services that result from data gathering.

Upper-Division General Education "BB"

Select three (3) units from one of the following:

UDGE must be taken after you have completed 60 units

BIOL 321
 BIOL 323
 BIOL 325

Major Requirements

Upper-division (25 units)	
Core Courses	25

Three (3) units of Management and Administration	3
HD 300	

Three (3) units of Theory	3
HD 301	

Nine (9) units of Lifespan Studies	9
------------------------------------	---

Select nine (9) from the following choices:

[HD 302](#) (3 units)
[HD 303](#) (3 units)
[HD 304](#) (3 units)

Seven (7) units of Field Studies	7
----------------------------------	---

[HD 495](#) (3 units)
[HD 497](#) (4 units)

Three (3) units of Capstone	3
HD 490	

Upper-division (9 units)	
Elective Courses	9

Select nine (9) units from the following options:

BIOL 327
 BIOL 328
 BIOL 329
 HD 380
 HD 381
 HD 385

For the complete proposal, visit the Curriculum Review website, line 7-31:

http://www.csusm.edu/academic_programs/catalogcurricula/2015-16_curriculum_coehhs.html

Counseling Services Option Requirements

This concentration focuses on psychological well-being and distress throughout the human life span.

Twelve (12) units of upper-division requirements

<u>HD 360</u>	<u>3</u>
<u>HD 361</u>	<u>3</u>
<u>HD 382</u>	<u>3</u>
<u>HD383</u>	<u>3</u>

Health Services Option Requirements

This concentration focuses on physiological well-being and illness throughout the human life span.

Twelve (12) units of upper-division requirements

HD 350	3
HD 351	3
HD 384	3
BIOL 321 Or 323 Or 325	3
The three units of BB courses taken to satisfy the Biology requirements cannot be double counted for the 3 units of Biology required for the Health option.	

General Option Requirements

This concentration focuses on psychological well-being and Allows for an individualized course of study in human development.

Six (6) of upper-division requirements from other options and six (6) Upper-Division HD Elective Courses (courses will NOT count twice to meet requirement).

COURSE DESCRIPTIONS

GRMN 312 (3)

German Composition and Advanced Oral Practice

Advanced-level practice of German through oral and written exercises. *Conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 314 (1-3)

Topics in German Culture

Selected topics of study drawn from German culture and civilization. Topics will vary according to the instructor, and the semester offered. Students should check the class schedule for listing of actual topics. *May be repeated for credit as topics change for a total of six (6) units. Conducted in German. Prerequisite: GRMN 201.*

GRMN 315 (3)

Introduction to Literature in German

Designed to help students read, understand, and enjoy a representative selection of masterpieces of German literature. It will survey the development of German literature from the age of Enlightenment to the present. Readings in fiction, poetry, and drama will introduce the students to a critical approach to literature. *Conducted in German. Recommended Preparation: GRMN 311. Enrollment Requirement: GRMN 202.*

GRMN 318 (3)

Business German

German language and culture within the context of German business and economics. Extensive reading, listening comprehension, and speaking exercise about up-to-date issues related to business and political matters. *Course conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 331 (3)

Introduction to German Linguistics

Introduction to the linguistic analysis and scientific study of the German language. Examines a number of topics in German linguistics, including historical development and the relationship of German to other Germanic languages, German phonetics and phonology, morphology and word formation, and syntax. Looks at German sociolinguistics and dialectology, as well as varieties of German spoken in Eastern Europe and the Americas. *Course is taught in German and English. Enrollment Requirement: GRMN 202.*

GRMN 350 (3)

Civilization and Culture of German Speaking Countries

Study of the culture and civilization of the German people and the Germanic world. Analysis of literature, art, history, geography, and contemporary social structures. *Conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 380 (3)

German Culture Through Film

Study of important aspects of German-speaking cultures and history as they are represented in film. Elements of film analysis. Compositions and analysis of selected grammar topics. *Conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 395A (1) 395B (2) 395C (3)

Independent Study

Students will study their own field of interest within German, Austrian, and Swiss literature and culture. Readings, written papers, and oral discussions will be guided by the instructor. A minimum of three analytical papers will be required. *Students must meet weekly with the instructor. May be repeated for a total of nine (9) units. Conducted in German. Enrollment restricted to students who have obtained consent of instructor.*

GRMN 410 (3)

Topics in German Literature

Selected topics of study drawn from German Literature. *Topics will vary according to the instructor, and the semester offered. Students should check the class schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units. Conducted in German. Prerequisite: GRMN 311 or 312.*

HUMAN DEVELOPMENT (HD)

College of Education, Health and Human Services

HD 101 (3)

Introduction to Human Development Across the Lifespan Survey the concepts, theories, and research that make up lifespan development. Students will be introduced to concepts and applications in the four emphasis areas of the Human Development Program which include Counseling, Health, Children's Services, and Adult/Gerontology. *May not be taken for credit by students who have received credit for ID 170-1.*

HD 170 (1-3)

Topics in Human Development

Selected topics in Human Development. *May be repeated for a total of twelve (12) units as topics change. Credit may not be counted toward the Human Development major. Students should check the Class Schedule for the listing of actual topics. Enrollment restricted to students who have obtained consent of the instructor.*

HD 300 (3)

Administration in Human Service Settings

Theory and research in the effective management and administration of human service organizations. Subject matter includes ethics, confidentiality, funding and grant-writing, licensure, decision making and leadership, personnel management, public relations, and program evaluation. *Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

COURSE DESCRIPTIONS

HD 301 (3)

Theories of Human Development

Survey of theories in human development (drawn primarily from psychology, sociology, biology and anthropology) with a focus on their application in understanding social problems and issues, and their use in the development and delivery of human services. *Enrollment restricted to Human Development majors (and Liberal Studies majors with a declared Special Field in Child Development or Human Development) with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC220, and PSYC230.*

HD 350 (3)

Health and Human Development

Focuses on the intersection between health issues and human development across the lifespan. Explores health issues as they relate to points of human development, health policy, health promotion, prevention, wellness and disease across the lifespan. Includes a discussion of developmental, family and lifespan influences on health including health issues and explores culture as it relates to these topics. Gives students interested in health care careers essential knowledge to provide effective health services. *May not be taken for credit by students who have received credit for HD 370-1. Enrollment restricted to Kinesiology majors in the Health Science Option, and Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC220, and PSYC230.*

HD 360 (3)

Effective Counseling Interventions Across the Lifespan Provides a foundation in the theory of counseling and effective components of evidence-based interventions. Students will become familiar with empirically supported relationship variables that are critical to counseling interactions, evidence-based approaches to counseling across the lifespan, and specific strategies integral to these interventions. The impact of development and socio-cultural forces will be discussed. A scientific, theory-based approach to counseling, emphasizing the integration of research and clinical work, using a developmental framework, will be used. *May not be taken for credit by students who have received credit for HD 370-2. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC220, and PSYC230.*

HD 361 (3)

Introduction to Interpersonal, Interviewing, and Interaction Skills

Provides basic training in the interpersonal and communication skills integral to counseling-related careers. Includes a focus on ethics, confidentiality, intercultural and gender issues. *Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC220, and PSYC230.*

HD 370 (1-3)

Advanced Topics in Human Development

Selected topics in Human Development. *May be repeated for a total of twelve (12) units as topics change. Students should check the Class Schedule for the listing of actual topics. Enrollment restricted to students who have obtained consent of the instructor. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC220, and PSYC230.*

HD 380 (3)

Applications in Child and Youth Development

Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of children and adolescents from multidisciplinary, multicultural, and applied perspectives. Students will learn major theories of development in order to apply that knowledge to their work in evidence-based services and programs for children and youth. Includes a field experience component through which students will consider how their in-class learning is enacted in the lived experiences of children and youth. Special attention is given to identifying multicultural and socio-cultural influences on development. *May not be taken for credit by students who have received credit for HD 370-3. Also offered as EDUC 380. Students may not receive credit for both. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC220, and PSYC230.*

HD 490 (3)

Human Development in Perspective

A seminar intended for students in their final year of undergraduate study. Drawing from theories and knowledge gained from previous courses, this capstone course helps students to experience the application of such knowledge within allied health and human services fields. *Enrollment restricted to Human Development majors with Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC220, and PSYC230.*

HD 495 (3)

Field Experience in Human Development

Supervised experience providing service in health and human services setting. Students will spend approximately eight (8) hours per week, for a minimum of 90 hours during the semester, in a child, adolescent and/or adult human services organization. Students will participate in service delivery, conduct observations, attend weekly class meetings, read related material and prepare written reports. *May be repeated for a total of six (6) units, but no more than three (3) units of credit may be applied toward the major. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC230. Students must have completed a pre-course orientation offered the prior semester.*

COURSE DESCRIPTIONS

HD 497 (4)

Applied Research in Human Development

Reviews the importance of theory, research objectives and various quantitative and qualitative methods. Students will be expected to participate in the development and implementation of an applied research study that they either initiate or is part of an ongoing research study. Students will be involved in data collection, data coding, data analysis and manuscript preparation. *Three hours of lecture and two hours of laboratory. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC230.*

HD 499A (1) 499B (2) 499C (3)

Supervised Independent Study

Independent study deals with a special interest not covered in a regular course or with exploration in greater depth of a subject introduced in a regular course. Discussion in individual conferences. *May be repeated for a total of six (6) units of credit. Enrollment restricted to students who have obtained consent of instructor. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC220, and PSYC230.*

HISTORY (HIST)

College of Humanities, Arts, Behavioral and Social Sciences

HIST 101 (3)

World Civilizations to 1500

Surveys the history of the world from the early river-valley civilizations to the year 1500. Emphasis upon Afro-Eurasia and the Americas. Subject matter includes politics, society, religion, and global interactions. *May not be taken for credit by students who received credit for HIST 201.*

HIST 102 (3)

World Civilizations to Present

Surveys the history of the world from the 16th Century to the present. Examines transcultural interactions, colonialism, revolutions, industrialization, the world wars and the origins of the modern world.

HIST 130 (3)

U.S. History 1500-1877

Survey of the development and changing historical interpretation of American institutions and society from the colonial period through Reconstruction. Special attention to the interplay of European, American Indian, and African cultures in this development. Themes include immigration, colonial formation, Indian-white contact, constitutional development, economic change, religion, slavery, race relations, status of women, westward expansion, reform, and political parties. *May not be taken for credit by students who have received credit for HIST 230.*

HIST 131 (3)

U.S. History 1877-Present

A survey of the development and the changing historical interpretation of institutions and society in the United States from the end of Reconstruction to the present. Special attention to the interplay between races and cultural diversity and conflict. Themes include immigration, constitutional development politics, economics, religion, reform, the growth of the U.S. as a world power, status of women, westward expansion, and urbanization. *May not be taken for credit by students who have received credit for HIST 231.*

HIST 300 (3)

Thematic Topics in History

Thematic topics in History. Topics may come from any world area or be comparative. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

HIST 301 (3)

Historical Methods and Writing

Offers an introduction to historical methodology and theory. Explores the various approaches historians take to their study and the variety of tools historians use, including digital history. Students will produce an original research project based on primary sources, in engagement with existing historical scholarship.

HIST 305 (3)

Early Industrial Britain, 1688-1850

Charts the early economic transformation of Britain and its role in shaping issues of politics and constitutional forms; surrounding the developing of class, gender, and social relationships; framing questions of empire and imperial policy; and cultural and intellectual expression. Uses Britain's industrialization as a case study to isolate structural components of that process within the particular situation found in Britain from 1688-1850.

HIST 306 (3)

History of Internationalism and Human Rights

A course in intellectual history that considers the history behind the idea of human rights in the modern world. Explores how historical ideas about universalism and human nature from the 18th century forward led to challenges to the nation-state system as the dominant model of international society. Subjects include abolitionist movements, anti-imperialism, self-determination, and humanitarian agencies, with special emphasis on the League of Nations, United Nations, and the challenges that human rights pose to questions of national sovereignty. *May not be taken for credit by students who have received credit for HIST 300G.*

1 **Report from the University Curriculum Committee (UCC), Water Management and Leadership –**
2 **Intermediate Level (WTMI)**
3
4

5 In April 2016, UCC began review of a P form to develop a Certificate of Specialized Study in Water
6 Management and Leadership – Intermediate Level. This 12-unit course of study aims to develop
7 knowledge and leadership skills in the next generation of water industry managers. The certificate was
8 designed to provide recognition and educational achievement for individuals with at least one of the
9 following: 1) CA technical certification and at least 2 years of supervisory experience in the water
10 industry; 2) an Associate’s degree and at least 5 years of supervisory experience in the water industry; or
11 3) a Bachelor’s degree from a regionally accredited college/university interested in entering the water
12 industry.
13

14 The proposal was developed to meet the needs of the state and nation, as there is a projected large-
15 scale requirement of professionals within the water industry. The specialized certificate was developed
16 in the College of Business Administration and will be offered in collaboration with Extended Learning.
17

18 The proposal came with the development of five courses:
19

- 20 WTRM 401: Survey of Water Management Fundamentals and Practices in California (2 units)
 - 21 WTRM 411: Leadership for Water Managers (2 units)
 - 22 WTRM 421: Environmental Issues, Policies & Regulations for Water Managers (3 units)
 - 23 WTRM 423: Finance and Professional Relations for Water Managers (3 units)
 - 24 WTRM 425: Core Concepts of Water Science, Engineering and Technology for Water Managers (2 units)
- 25

26 UCC’s review process centered on the academic soundness and quality of the proposed curriculum to
27 meet the aims described. The program proposal along with the curriculum underwent revisions as a part
28 of UCCs review.
29

30 The P form proposal came to UCC approved by Liberal Studies and Political Science, as impacted
31 disciplines; and by all other levels of review.
32

33 UCC carefully considered the proposal in light of the stated objective and voted to recommend the
34 WTMI P form and all associated WTRM C forms for Senate approval.
35
36
37
38

1 For the complete proposal, visit the Curriculum Review website, lines 10-15:
2 http://www.csusm.edu/academic_programs/catalogcurricula/2015-16_curriculum_coba.html
3

4 **PROPOSED CATALOG LANGUAGE FOR THE**
5 **CERTIFICATE OF SPECIALIZED STUDY IN WATER MANAGEMENT AND LEADERSHIP -**
6 **INTERMEDIATE LEVEL (WTMI) ***
7

8 The Certificate of Specialized Study in Water Management & Leadership – Intermediate Level aims to meet the
9 need to recruit and educate the next generation of water industry managers and leaders. This certification will
10 provide recognition of educational achievement. Many constituents of the water industry have expressed
11 concern over the disproportionate numbers of water industry professionals retiring in the coming years. This
12 “silver tsunami” is impacting the entire state and the nation. Water agencies, professionals and regulators across
13 the region have expressed concern over the impact of the loss of knowledge and leadership with the large scale
14 retirement of technical, managerial and executive personnel.
15

16 The Certificate of Specialized Study of Water Management and Leadership – Intermediate Level program
17 requires successful completion of courses that combine into 12-semester unit Certificate. The classes have been
18 developed and will be taught by water management faculty members on campus and practicing water
19 management professionals in the region. Each class is designed to engage students by integrating theories and
20 real world applications.
21

22 **Admission and Application Requirements**

- 23 • At least one of the following:
24 o Possession of a Grade II or higher water or wastewater related technical certification issued by the state of
25 California plus at least two (2) years in a supervisory capacity at a retail, wholesale or regional
26 water/wastewater utility or a related public-entity regulatory or planning agency; or,
27 o An Associate’s degree from an accredited college plus at least five (5) years in a supervisory capacity at a
28 retail or wholesale water/wastewater utility or a related public-entity regulatory or planning agency; or,
29 o Bachelor’s degree from a regionally accredited college or university.
30 • Submission of the online WTRMI Program Application (<http://www.csusm.edu/el/WTRMI>)
31 • Submission of current resume
32 • Hard copy transcripts from all colleges and universities attended and mail them to:
33

34 California State University San Marcos
35 Extended Learning
36 Attn: Student Services/WTRMI Program
37 333 S. Twin Oaks Valley Rd.
38 San Marcos, CA 92096
39

40 **Courses:**

41 WTRM 401	2
42 WTRM 411	2
43 WTRM 421	3
44 WTRM 423	3
45 WTRM 425	2

46
47 **The Certificate of Specialized Study in Water Management and Leadership is offered through Extended Learning.*

48	<u>New Courses Being Approved with this Certificate Program:</u>	
49	WTRM 401	Survey of California Water Management Fundamentals and Practice
50	WTRM 411	Leadership for Water Managers
51	WTRM 421	Environmental Issues, Policies & Regulations for Water Managers
52	WTRM 423	Finance and Professional Relations for Water Managers
53	WTRM 425	Core Concepts of Water Science, Engineering & Technology
54		
55		

1 **BLP Report: P-Form Water Resources Management Certificate**
2 **April 12, 2016**

3
4 BLP met with Extended Learning (EL) representatives on April 5, 2016 and discussed the Extended
5 Learning proposal for a Certificate on Water Management.

6
7 The discussion provided additional background information that helped BLP members understand the
8 proposal – and its implications for the campus.

9
10 1. BLP members expressed concern over the EL “pricing model” and the ability to have the “fill-rates”
11 that meet the EL cost structure.

12
13 EL noted that Industry saw the need for such a certificate – especially given the near-term turnover in
14 middle/upper management due to retirements. They noted that:

- 15
16 • Industry leaders need a training pathway for its employees who want to step into these
17 positions.
- 18 • Most water districts have development funding that employees can take advantage of.

19
20 This information allowed EL to define a curricular structure that could work within these constraints.
21 The course price points roughly correspond to the employer provided training budget. The 3 semester
22 program (1 calendar year) is designed to work over 2 discrete fiscal years – allowing water district
23 employees to receive full reimbursement for the program costs. This should provide opportunity for
24 continuous, robust enrollment. EL saw this as evidence that industry – at least over the early cycle of
25 the certificate – would be able to fill enough seats to meet EL costs.

26
27 BLP recognized the EL has greater flexibility in its ability to suspend a certificate program (with a
28 cohort or the program itself) if enrollment targets are not met – and EL cannot sustain the costs. These
29 are built into all EL program models.

30
31 2. BLP members wondered about the portability of the certificate. For example, industry associations
32 have training programs designed to address needed skill sets. BLP wondered how this certificate could
33 “map” to these programs.

34
35 EL noted that industry was involved in the creation of course structure for the certificate. EL point out
36 that Industry had identified this certificate as an “entry” level certificate that addressed the basic
37 knowledge and skill needs of local industry. They also acknowledged, that IF the certificate is
38 successful, other “stackable” certificate modules could be provided to address specific industry needs
39 (a model used in other CSUSM EL certificate programs).

40
41 EL noted that they will be working with their partners to insure due diligence on the portability of the
42 certificates.

43
44 **BLP voted to unanimously to approve this certificate.**

1 **ASCSU Report to the Academic Senate**
2 **April 20, 2016**
3
4

5 The last meeting of the ASCSU was in March; committees have met since then, but
6 no additional resolutions have been considered by the full Senate since the six
7 following resolutions were passed at the March Plenary. Chancellor’s Office
8 responses have now been received by the ASCSU.
9

10
11 **AS-3244-16/APEP**
12 **Reaffirming the Principle of Shared Governance Within the California State**
13 **University**

14 ([http://www.calstate.edu/acadsen/Records/Resolutions/2015-](http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/documents/3236.shtml)
15 [2016/documents/3236.shtml](http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/documents/3236.shtml))
16

17 **Resolution Synopsis:** This resolution asked the Chancellor to put into writing
18 “shared leadership” – a concept to which he frequently refers – compares to “shared
19 governance” as defined in HEERA and the AAUP Statement on Government of
20 College and Universities.
21

22 **Full Response:** Since coming to the CSU, Chancellor White has consistently
23 highlighted the idea of shared leadership as a way of “sharing in the leadership of
24 this university, ensuring that we are consistently learning from each other, and
25 evaluating our failures and successes”
26 ([http://www.calstate.edu/executive/speeches/2015/20150428-fitting-the-pieces-](http://www.calstate.edu/executive/speeches/2015/20150428-fitting-the-pieces-remarks.shtml)
27 [remarks.shtml](http://www.calstate.edu/executive/speeches/2015/20150428-fitting-the-pieces-remarks.shtml)). Shared leadership builds on collegial relationships and is
28 compatible with our understanding of the tradition of shared governance in higher
29 education. Further, it is a way to conceptualize our work together and takes place
30 within existing governance structures, including the Academic Senate of the
31 California State University. The CSU Academic Senate and administration share a
32 common mission on behalf of the CSU and the people of California and we look
33 forward to our working together to shape the future.
34

35 Many issues may arise on campuses, and most are resolved through the processes of
36 shared governance at the campus level. There are times when we are confronted
37 with more difficult issues, and each of these has its own history and complexity. By
38 their nature they do not lend themselves to a single approach or solution.
39 Responsible governance requires that we look at each case and its distinguishing
40 characteristics, and our response must take those characteristics into account. In all
41 cases we believe collegiality, consultation, and trust are essential elements in
42 building and maintaining the relationships necessary for shared governance within
43 the university, and the Chancellor offers advice in varying and nuanced ways with
44 an eye to enabling solutions to be crafted on campus as they maximize ownership
45 and success of the path forward.

46 =====

47

48 **AS-3244-16/APEP**

49 **Support for Requiring a Fourth Year of Mathematics/Quantitative Reasoning**
50 **for Admission to the California State University**

51 ([http://www.calstate.edu/acadsen/Records/Resolutions/2015-](http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/documents/3244.shtml)
52 [2016/documents/3244.shtml](http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/documents/3244.shtml))

53

54 **Resolution Synopsis:** This resolution was a call for the CSU to require a fourth year
55 of mathematics/quantitative reasoning as part of the admissions requirements to
56 the university. The fourth year course is intended to be a-g compliant, but is not
57 envisioned as a fourth required area C course, so a student may choose a fourth year
58 course that does not uniquely add to a-g eligibility. The resolution also recommends
59 that the CSU investigate the impact these requirements may have on the success of
60 all students, particularly those from historically underserved populations.

61

62 **Summarized Response:** The Chancellor’s Office thanked the Senate for this
63 resolution and agrees that requiring students to take a fourth year of math in high
64 school should improve student readiness. The CO acknowledges the need for paying
65 careful attention to and planning for the impact on students, especially
66 underrepresented students in under-endowed school districts. The CO recognizes
67 that continued practice is perhaps even more important than the particular type of
68 mathematics practiced and finds it appropriate that the ASCSU resolution calls for
69 the use of a course somewhere in the college preparatory (“A-G”) high school
70 curriculum, but not necessarily in algebra-based mathematics (Area C). The CSU is
71 discussing this possibility with several other state-level groups, including the
72 University of California, California Community Colleges, high schools, and school
73 districts.

74 =====

75 **AS-3245-16/AA**

76 **Selection of Faculty to Serve on Honorary Degree Committees**

77 ([http://www.calstate.edu/acadsen/Records/Resolutions/2015-](http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/documents/3245.shtml)
78 [2016/documents/3245.shtml](http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/documents/3245.shtml))

79

80 **Resolution Synopsis:** This resolution expressed concern that, when the Board of
81 Trustees approved an Honorary Degree Policy in November 2015, it authorized
82 campus presidents to select faculty in consultation with faculty, rather than
83 authorizing faculty to select their own representatives

84 **Summarized Response:** Some suggestions from ASCSU were part of the policy
85 proposal adopted by the Board of Trustees at its November 2015 meeting.

86 =====

87 **AS-3246-16/EX**
88 **Preventing Workplace Bullying Within the CSU Community**
89 ([http://www.calstate.edu/acadsen/Records/Resolutions/2015-](http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/documents/3246.shtml)
90 [2016/documents/3246.shtml](http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/documents/3246.shtml))

91
92 **Resolution Synopsis:** This resolution commended the CSU Chancellor’s Office and
93 campuses that have addressed the intimidation, humiliation and isolation that
94 workplace bullying creates. It also urged campus senates and administration to
95 develop and implement strategies to redress, remedy and mediate workplace
96 bullying and promote inclusive environments throughout the CSU.

97 **Full Response:** As the Academic Senate is aware, on March 18, 2015 Vice
98 Chancellor Lamb convened a workgroup on workplace environment in the CSU. The
99 Academic Senate has a representative on that workgroup, as do bargaining units
100 and others. The workgroup is progressing with recommendations and
101 implementing resources to address this important issue. We look forward to
102 continued cooperation from the Academic Senate in these efforts.

103 =====

104 **AS-3248-16/FGA**
105 **2016 Legislative Advocacy Positions of the Academic Senate of the California**
106 **State University**
107 ([http://www.calstate.edu/acadsen/Records/Resolutions/2015-](http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/documents/3248.shtml)
108 [2016/documents/3248.shtml](http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/documents/3248.shtml))

109
110 **Resolution Synopsis:** This resolution guides ASCSU advocacy activities during the
111 2016 legislative calendar. It stakes out positions of Oppose; Oppose Unless
112 Amended; No Position / Watch; Support in Concept; or Support on a very long list of
113 bills currently under consideration in the California State Legislature.

114 **Full Response:** The work of the ASCSU in analyzing the hundreds of bills presented
115 in the legislature is very much appreciated. We look forward to working together to
116 tell the story of the CSU to our colleagues in state government in Sacramento.

117 =====

118 **AS-3249-16/EX**
119 **Concerns about Administrative Communications regarding Classroom**
120 **Discussion of Possible Strike Action**
121 ([http://www.calstate.edu/acadsen/Records/Resolutions/2015-](http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/documents/3248.shtml)
122 [2016/documents/3248.shtml](http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/documents/3248.shtml))

123
124 **Resolution Synopsis:** This resolution expressed concern over recent
125 communications from some CSU presidents and administrators forbidding faculty to
126 discuss the potential strike action planned by the California Faculty Association in

127 their classrooms. It asserted that the determination of the relevance of particular
128 material to a class is the decision of the faculty teaching that class in the context of
129 accepted pedagogical and disciplinary standards.

130 **Full Response:** We had asked that CSU faculty communicate with students about
131 class meeting schedules and assignments during the strike. This was reflected in the
132 FAQ communication posted on the Chancellor’s Office website. It also indicated that
133 faculty may discuss the strike if it is “relevant to the content of the course.”
134 (<http://www.aaup.org/file/1940%20Statement.pdf>)

135

136

Committee Reports – for Executive Committee and Academic Senate – 4/20/16

ACADEMIC POLICY COMMITTEE (APC)

Several APC items are on the Senate agenda for today as 2nd Reading items:

- Proposed changes to the Graduate Probation, Disqualification and Reinstatement Policy
 - No changes made since the 1st Reading
- Writing Requirements
 - Proposed changes to the Graduation Writing Assessment Requirement: Graduate Level Policy
 - Minor changes made since the 1st Reading (adoption and use of the acronym **GWARGL** throughout the document)
 - Proposed changes to the All-University Writing Requirement Policy
 - No changes since the 1st reading
 - Proposed (new) Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level Policy
 - Minor changes made since the 1st Reading (adoption and use of the acronym **GWARBL** throughout the document)
- Proposed (new) Final Exam Conflict Policy
 - Several changes made since the 1st Reading

One other policy is also on the Senate agenda as a 1st Reading item. This appeared in the agenda packets of the December, February and March meetings, but was inadvertently removed from the April 6 agenda. The APC Chair addressed this policy in his remarks on the corresponding graduate policy, and APC encourages the Senate (if it endorses the changes to the graduate policy) to treat the change to the undergraduate policy as a 2nd Reading item and to vote on it.

- Proposed changes to the Undergraduate Probation, Disqualification and Reinstatement Policy (1st reading)

APC continues work on several policies with the intention of continuing APC members bringing these to the Senate in Fall 2016:

- Online Instruction Policy (revision)
- Academic Program Discontinuance (revision)
- Impaction Declaration (new)
- Excess-Units Seniors Policy (revision)
- English Language Admissions Requirement Policy (revision)

APC reminds senators from COBA and CEHHS that the seats on APC for those colleges were vacant this year and APC would benefit from having the perspectives of these colleges represented during committee deliberations. There were no nominations for these seats in the recent election, and APC encourages COBA and CEHHS faculty to respond to NEAC's eventual call for volunteers to fill these seats.

BUDGET AND LONG-RANGE PLANNING COMMITTEE (BLP)

- Finished review of P-Form for Business Minors; unanimously approved
 - Finished review of P-Form for Water Resources Management; unanimously approved
 - Finished review of new mode of delivery for the MEd Educational Leadership to be offered through EL; unanimously approved
-

FACULTY AFFAIRS COMMITTEE (FAC)

Accomplishments

- Changes to Harry E. Brakebill Distinguished Professor Award approved by Academic Senate at April 6 meeting.
- Changes to Grant Proposal Seed Money Policy presented to Academic Senate for second reading today.
- Liberal Studies Department RTP policy presented to Academic Senate for second reading today.
- Visiting Faculty Policy and Procedures presented to Academic Senate for first reading today.
- Faculty Grants Review Committee document modification presented on consent calendar at Academic Senate today.
- Presentation of RTP calendar on consent calendar at Academic Senate today.

Current work:

- Continuing discussion of lecturer inclusion issues and next steps.
 - Discussion of Library RTP policy modifications.
 - Discussion with EC officers of CUGR resolution on faculty mentoring of undergraduate research.
 - Faculty ethics policy: Waiting for CFA Statewide comments.
-

GENERAL EDUCATION COMMITTEE (GEC)

Proposed GE courses are still being reviewed and considered. However, please note that GEC's last meeting will most likely be April 28th.

GE assessment efforts have focused on gauging awareness of General Education Program Student Learning Outcomes. The results of the survey are being considered by GE in the next week and the results will be used to determine next steps.

The proposed change in the policy regarding GE courses being taken for credit/no credit has been withdrawn from the Senate agenda. A coded memo was sent out last week that addressed the issues regarding accepting C- in the "Golden Four" requirements that made the policy change no longer necessary. The policy change proposed would have allowed students earning C- in selected B4 designated courses to earn GE credit.

NOMINATIONS, ELECTIONS, & APPOINTMENTS COMMITTEE (NEAC)

1. NEAC has initiated a new Procedure for conducting calls for vacant senate committee seats. It has been approved by EC and is being reported to Senate (4/20/16 - attached).
 2. NEAC reviewed other CSUS's senate constitutions for qualifications of senate chairs and made a recommendation to the EC on the qualifications and election process for the CSUSM senate chair.
 3. NEAC ratified the results of the Spring 2016 elections. The results will be on the senate consent calendar.
 4. NEAC made a recommendation to EC on changes to the constitution on the participation of ex-officio members on senate standing committees. The constitutions amendments to reflect these changes will be coupled with the next initiated referendum on a constitution amendment.
-

PROGRAM ASSESSMENT COMMITTEE (PAC)

Since our last committee report, the PAC has worked on its responses to the Mathematics M.S. and the Visual and Performing Arts B.A. Program Reviews.

STUDENT AFFAIRS COMMITTEE (SAC)

Student Grade Appeal Policy

- SAC submits the policy for a 2nd reading to Senate.
 - SAC is developing a resource website with information about the grade appeal process (with a link to the policy, a flowchart to visualize the process, and other resources). Many universities have a webpage with information about the grade appeal process; SAC sees this as an important resource which will help students understand the administrative process of the university, and will alleviate problems that currently occur in the student grade appeal process.
 - The Engaged Education Definitions – SAC received feedback from Community Engagement and the Faculty Center; the document will be housed on the Faculty Center webpage.
-

UNIVERSITY CURRICULUM COMMITTEE (UCC) – as reported on Agenda items at today's meeting (4/20/16)

TECHNOLOGY POLICY & ADVISORY COMMITTEE – (Begins next page...)

Tasks Completed in April, 2016

- (1) Open Access Policy Survey was sent out to tenure track faculty) Note: Academic Senate Office sent out survey on behalf of TPAC on 3/31/16. Survey will close on 4/6/16)
- (2) Results of the Open Access survey was provided by Academic Senate office on 4/7/16. Highlight of the survey results is show below (*See Attachment 1 for details of the survey result*) (*See Attachment 2 for a copy of the survey*)

Which one of the following options do you prefer for the Open Access Policy at California State University San Marcos?

Value	Count	Percent
A. Opt-IN	47	56.6%
B. Opt-OUT	26	31.3%
C. No preference	7	8.4%
D. Unsure, need more information (please provide more information, below)	3	3.6%

- (3) TPAC discussed the results of the open access survey in the meeting on 4/11/16. Summary of the discussion is listed below:
 - o The survey results show the majority of faculty voted for opt-in.
 - o Do we want to write a policy according to a survey?
 - o Based on comments from the survey it appears there is some confusion and faculty need more time and information. There is a decently sized negative perception.
 - o Currently there is no CSU with an opt-out policy and most of them have resolutions on OA and no policy.
 - o Several questions were discussed: Why is a policy needed for this particular task? Is a policy the next step after a resolution? Why put forth a policy that is not that meaningful and could potentially threaten the goal of an actual opt-out in the future?
 - o Resolutions are beliefs and a policy does not necessarily have to follow a resolution. Senate referred this item to TPAC with the expectation there would be a policy.
 - o There are concerns Open Access has a negative connotation.
 - o There will need to be some changes made to the form, Jen will work on revising the form.
 - o An e-mail dated Dec. 11, 2015 from Debbie Kristan was mentioned in order to get clarification on the difference between resolution and the opt-in option.

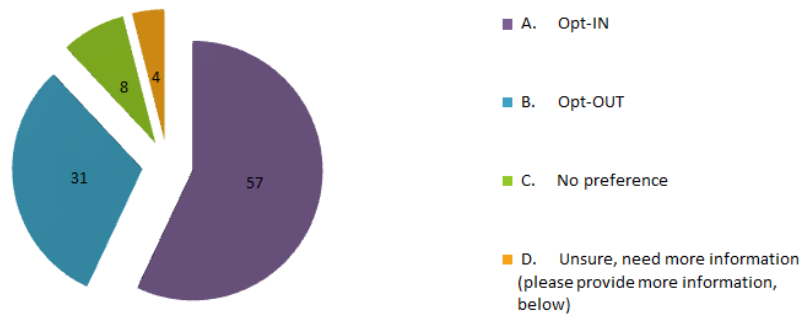
Tasks in Progress

Updating the Open Access Policy draft.

Attachment 1: Survey Results for Open Access Policy Survey

Conducted among tenure-track faculty

1. Which one of the following options do you prefer for the Open Access Policy at California State University San Marcos?



Value	Percent	Count
A. Opt-IN	56.6%	47
B. Opt-OUT	31.3%	26
C. No preference	8.4%	7
D. Unsure, need more information (please provide more information, below)	3.6%	3
Total		83

2. If you selected answer 'D' above, please specify the information you are seeking, in the box below. You may also enter any additional comments, if desired:

Count	Response
1	I am strongly against B, and strongly in favor of A.
1	I wouldn't oppose 'opt-out' if individuals were allowed to pre-emptively 'opt-out' for all publications. There are many fields, especially book-based fields, maybe primarily in the Humanities but maybe not, where book publishers won't touch material that has been previously published via Open Access. So, if one wanted to publish an article based on material that might/would appear in a later monograph, publishers will (and do) penalize you if this material appeared in an open access format. It's harder to get book contracts as a result. If someone feels strongly either for philosophical reasons or for reasons based on the practice in their discipline that they need to opt-out each and every time, why can't they just register that desire at the outset. This system seems set up to 'punish' anyone who wants to opt out by requiring they file a form each and every time they publish. If they forget or lose track of the timeline, their stuff winds up on open access --- which may wind up hurting them. I'm a little distressed by how heavy-handed the 'opt-out' sell has been and how it disregards conventions across the Academy.
1	From a university standpoint, I think we would like to have an Opt-Out policy to ensure the effectiveness. I don't know why we need a policy that is "Opt-in" which does not do any help. But I would like to know what kind trouble a faculty may be getting into if "accidentally" violate the policy due to negligence.
1	Opt-out is preferable, but only works if someone (presumably library) is able to keep track of faculty publications and contact faculty about depositing pubs in ScholarWorks. Otherwise, faculty will forget, and opt-out/opt-in discussion is meaningless.
1	Each department should have a few faculty members go through the process so that we know how this all works before we implement a policy.
1	If there is an "opt-in" policy, there basically isn't a policy. I don't understand why a senate committee would spend time crafting a policy that is in fact more of a recommendation (which we already have with the resolution).
1	Exactly how would "assist in the negotiations" work? First of all, this sounds like an additional workload on the author (especially if collaborating) that would be a substantial con that is not listed in the table. Secondly, I don't want to have to call the library each time I am faced with a publication form that has to be returned. The second point is that the "locate or create" a publishable version is more work for the faculty. That may be minimal, but it may not. How can that work be minimized? I fear adding a mandate that will increase faculty workload without a substantial benefit to the faculty member.
1	Open Access costs money. Who will pay for it? Also, what if the publication venue says no? How is this substantially different from things like ResearchGate, where I do post my reprints or can be contacted for reprints?
1	If this were another university, I would select opt-out. However, the administration at CSUSM seems bent on gaining more and more control over every aspect of faculty work -- making scholarship, presentation, grant writing and administration, travel, etc. more difficult at every turn. I can see why faculty just give up. The opt-out policy seems like extra requirements and paperwork, and will contribute to the existing trend to stifle innovation and research.
1	Opting IN is the current practice on campus, and it's not recommended in the Harvard document linked above. They recommend: "The policy grants the institution certain non-exclusive rights to future research articles published by faculty. This sort of policy typically offers a waiver option or opt-out for authors. It also requires deposit in the repository." (p. 7). Therefore, I vote opt OUT, which still gives faculty the option to retain their rights while providing the public with access to the research created at this public institution with tax-payer dollars. Providing open access to faculty research also leads to much higher citation rates of publications (rather than publications that are locked behind database subscriptions, not widely accessible). Lastly, open access creates a robust, free and open exchange of ideas... which furthers the progress of research and higher education in general.

Attachment 2: Copy of Open Access Policy Survey**Conducted among tenure-track faculty****Purpose of the Survey**

CSUSM Academic Senate's Technology Policy Advisory Committee (TPAC) is in the process of drafting an Open Access Policy for our campus. The scope of this policy includes tenure-track faculty depositing their published articles to the campus institutional repository called Scholarworks. Scholarworks is a digital repository for the scholarship, research, and creative works created by the faculty, researchers, and students of CSUSM. A major point of the decision for this policy is whether it is opt-in or opt-out for faculty. The purpose of this survey is to acquire faculty preference regarding these options.

Background Information**I. What is Open Access?**

- 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).
- An open access policy DOES NOT require faculty to publish in specific journals.
- You are NOT signing copyright to the University. The policy grants specific nonexclusive permissions to CSUSM. You still retain ownership and complete control of the copyright in your writings excluding any permissions you have transferred to a publisher.
- In order to deposit an article to the campus repository, faculty will need to co-ordinate with co-author(s). In addition, faculty will need to negotiate with the publisher. The library faculty and staff are available to assist faculty with publisher negotiation.
- Faculty may need to locate or create shareable copies of articles, when posting the final version of the published article is not permitted by the publisher.
- The scope of the open access policy developed at CSUSM will cover peer-review journal articles. Authors who are interested in depositing other articles (such as conference proceeding, news articles, etc.) can contact the library.

II. Resolution for supporting Open Access passed by Academic Senate AY 13-14

III. Options for Open Access Policy: Opt-in or Opt-out.

- **Opt-in: This procedure is current practice on campus. Faculty may choose to make their publications open access and can seek assistance with library faculty / staff in coordinating this process.**

- **Opt-out: This procedure would change current practice on campus. Faculty are required to post each published article in Scholarworks unless they complete an opt-out form for each article. Faculty can seek assistance with library faculty/staff in coordinating this process.**

IV. Pros and Cons for the Opt-in Option:

PROS CONS

Resolution was already approved.

Need to fill out an opt-in form for each article to be deposited.

No change in current article submission process to publisher.

Minimize faculty participation, which may limit access to faculty articles and reduce citation of faculty work.

Faculty can deposit the article to the library any time.

This is not the accepted best practice:

<http://cyber.law.harvard.edu/hoap/sites/hoap/images/Goodpracticesguide-2015.pdf>

Library will assist with rights negotiation/contract amendments.

V. Pros and Cons for the Opt-out Option.

PROS CONS

More leverage with publishers for retaining rights Need to fill out an opt-out form for each article you don't want included.

More articles will be made available with little faculty work required.

Reflects a change to current campus procedure.

Best practice for OA Policies.

Library will assist with rights negotiation/contract amendments.

No restrictions on opting-out.

VI. List of Universities in U.S. with Open Access Policy

Question:

Which of the following option do you prefer for the open access policy at CSUSM?

- A. Opt-in**
- B. Opt-out**
- C. No preference**
- D. Unsure, need more information**

If you choose Choice D, please specific the information you are seeking.

Please also write additional comments in the box below if desired:

Procedure for Initiating a Call for Filling Vacant Seats on Committees

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

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

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

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

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

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