

**AGENDA**  
**Executive Committee Meeting**  
**CSUSM Academic Senate**  
**Wednesday ~ October 22, 2014 ~ 12:00 – 2:00 pm**  
**Kellogg 5207**

- I. Approval of Agenda**
- II. Approval of Minutes – 10/15/14 (attached)**
- III. Chair’s Report, [Laurie Stowell](#)**  
**Referrals to Committee:**
- IV. ASI Meeting Update (Saferstein)**
- V. Vice Chair’s Report, [Debbie Kristan](#)**
- VI. Provost’s Report, [Graham Oberem](#)**
- VII. Vice Provost’s Report, [Kamel Haddad](#)**
- VIII. Discussion Items**
  - A. FAC: Applicability of Department RTP Standards (attached)**
  - B. FAC: Guidelines – Department RTP Standards (attached)**
  - C. Chair: Student Access Initiative**
  - D. Chair: Officer and Chair Course Release (attached)**
  - E. BLP: Pre-Proposal Process (4 attachments)**
  - F. BLP: Moving Kinesiology Program from EL Support to Stateside – Discussion about Process**
  - G. UCC: Resolution on Revision to Routine Curricular Flow (attached)**
  - H. SAC: Student Grade Appeals Process (attached)**
  - I. Emergency Shelter in Place Process (Chu)**
- IX. EC Members Concerns & Announcements**

**Upcoming Presentations:**

EC, 10/29/14 – Online Quality Teaching Initiative, Veronica Añover  
AS, 12/3/14 – Extended Learning “101”, Mike Schroder

*Next meeting: October 29, 2014, 12:00 noon - 2:00 pm, Kellogg 5207*

1 *Faculty Affairs Committee*

2 *Applicability of Department (or equivalent) and College (or equivalent) RTP Standards*

3  
4 *FAC Rationale:*

5  
6 *During FAC's review of new department standards for the Department of Speech*  
7 *Language Pathology (SLP) and the Department of Psychology in AY 13/14, it became*  
8 *clear that some faculty in the CEHHS and the Library have an "opt-out" option regarding*  
9 *new or significantly changed college RTP standards. Further, SLP proposed to extend this*  
10 *same option in their new department standards. The Department of Psychology, by*  
11 *contrast, submitted a department RTP document that was silent on the issue, meaning*  
12 *that the new standards would apply to all.*

13  
14 *In AY 13/14, the Executive Committee charged FAC with developing an applicability rule*  
15 *that would apply to all probationary and tenured faculty, and so this element was*  
16 *removed from the SLP document and FAC worked to draft a new rule to be added as an*  
17 *article to the university RTP document. (Both of these department RTP policies were*  
18 *approved by the Senate and have been signed by the president.)*

19  
20 *FAC is addressing itself only to department (or equivalent) and college (or equivalent)*  
21 *RTP documents because, according to practice, the university RTP document applies to*  
22 *all, and any changes made to it apply to all without exception once the president signs.*

23  
24 *FAC is attempting to create a mechanism through which a probationary or tenured*  
25 *faculty member may formally signal their choice to exempt themselves from the new or*  
26 *substantially revised department/college RTP document. FAC does not envision that the*  
27 *faculty member must present their reasons, and FAC believes such a request should be*  
28 *granted automatically if the rules are followed.*

29  
30 *Upon the first reading in the Academic Senate on 4/23/14, FAC received a number of*  
31 *comments. The feedback varied broadly but significantly, there was strong support for*  
32 *FAC's exemption concept. Some commenters suggested that FAC work with a "student*  
33 *catalog rights" model, but that does not pertain precisely because the university has*  
34 *created and revised RTP documents over the years, and up until now, the principle has*  
35 *been that they all automatically apply to all.*

36 *FAC would like to clarify that it has carefully read the Collective Bargaining Agreement*  
37 *(CBA) 15.3:*

38 *15.3 Evaluation criteria and procedures shall be made available to the faculty*  
39 *unit employee no later than 14 days after the first day of instruction of the*  
40 *academic term. Evaluation criteria and procedures shall be made available to*  
41 *the evaluation committee and the academic administrators prior to the*

42 commencement of the evaluation process. Once the evaluation process has  
43 begun, there shall be no changes in criteria and procedures used to evaluate the  
44 faculty unit employee during the evaluation process.

45 And FAC has considered the CFA Faculty Rights team's interpretation of 15.3, and it's  
46 recommendation made in spring 2014: "CFA would like to urge FAC to support an opt-in  
47 version instead." FAC declines to do so because this would not be consistent with the  
48 established practice that RTP policies apply to all upon presidential approval. FAC is  
49 attempting to create an exemption **only** for Department (or equivalent) and College (or  
50 equivalent) RTP standards; not the university RTP document.

51 FAC reads 15.3 to mean that the Candidate shall have fair notice of the standards **before**  
52 an evaluation process begins. Since 15.1 defines "evaluation" as either a periodic  
53 evaluation or performance review, FAC's proposed exemption rule would be fully  
54 compliant with the spirit and letter of 15.3.

55 This item was approved by FAC in May 2014 but was tabled in the Executive Committee.

56 Now in AY 14/15, FAC has given to consideration to a memo from CFA (September 11,  
57 2014), which reiterated its opposition to the FAC model. CFA emphasized CBA 12.2 when  
58 it asserted:

59 When tenure-track faculty are hired, they are hired into a career path. They are  
60 notified of the "**evaluation criteria and procedures in effect at the time of**  
61 **his/her initial appointment**" (12.2). Tenure-track faculty are thereby provided  
62 the standards by which they will be retained, tenured, and promoted for the  
63 duration of their career with the university.

64  
65 This does not mean that evaluation criteria and procedures may not be revised.  
66 The CBA acknowledges that they are revisable and, thus, states that the faculty  
67 unit employee "must be advised of any changes to those criteria and procedures  
68 prior to the commencement of the evaluation process" (12.2, 15.3).

69  
70 CFA concluded:

71 The CBA does not address whether, upon revision or adoption of new RTP  
72 criteria and procedures, tenure-track faculty must be given the opportunity to  
73 "opt in" to vs. to "opt out" of said standards. CFA recommends that faculty be  
74 given the opportunity to "opt in" because, unlike with "opting out," revised or  
75 new criteria and procedures are not automatically imposed upon the faculty  
76 member who was initially hired under different standards. Imposition would  
77 represent a violation of the faculty member's rights under 12.2.

78 Since an “opt-in” model is not required by the CBA, the question is whether this would be  
79 helpful, fair, feasible, etc. FAC has discussed the model CFA recommends. Like the FAC  
80 model, if it were passed, it would be fair in the sense that it does not appear to  
81 contravene the CBA and it would be clearly stated for all to see. However, FAC does not  
82 believe that an “opt-in” model is helpful because it would in effect say that new or  
83 substantively changed department/college/equivalent RTP standards apply to no one,  
84 unless one has opted in. FAC also believes that the opt-in model would not be very  
85 feasible because it would require paperwork be submitted for each faculty member that  
86 opted in (hopefully a large number) whereas in the FAC opt-out model, paperwork would  
87 only be required for the (hopefully few) who seek an exemption.

88 FAC is informed by the university RTP policy which addresses department RTP standards  
89 in three locations:

90 University RTP Policy (I.B.5.d.): “This procedures document does not specify  
91 standards. Each Department may develop its own standards, including guidance  
92 on criteria in that unit...”;

93  
94 University RTP Policy (IV.A.1.) “Faculty shall be evaluated in accordance with the  
95 Unit 3 CBA as well as standards approved for their Departments or equivalent  
96 units (when such standards exist), standards approved by their  
97 College/Library/School/SSP-AR...”;

98  
99 University RTP Policy (IV.B.5.a.) “A Department of equivalent unit may develop  
100 standards for the evaluation of faculty members of that Department or  
101 equivalent unit.”  
102

103 FAC believes these articles basically encourage departments to create standards.  
104 Further, FAC believes that tenure-track faculty and tenured faculty collaborating to  
105 create or modify department standards is not a matter of “imposition” but rather a  
106 process that supports faculty in the evaluation process and contributes to clear and fair  
107 evaluation by PRCs and other evaluators. FAC has created the following article based on  
108 the above approved university policy. Because neither the CBA nor the University policy  
109 explicitly addresses the applicability of revised RTP documents, FAC has constructed the  
110 following article to be in compliance with university policy, to support tenure-line faculty  
111 in the evaluation process, and to institutionalize the importance of department RTP  
112 standards.

113 Thus, FAC recommends allowing an exemption until the **next promotion/tenure review**  
114 and any periodic evaluations that precede it. To restate, the feedback FAC received in

115 *spring 2014 helped FAC see that it makes more sense to define the exemption in terms of*  
116 *the significant reviews rather than a number of years.*

- 117       • *For probationary faculty, who are on a “tenure clock,” this allows the exemption*  
118       *for the remaining probationary period.*
- 119       • *For tenured faculty, who undergo periodic evaluation every five years, and who*  
120       *may request promotion at any time, this allows them to exempt themselves until*  
121       *they obtain promotion.*

122 *In sum, these proposed rules give all continuing tenure-track and tenured faculty the*  
123 *option to exempt themselves from new/substantially changed department/college*  
124 *(equivalent) RTP standards, which FAC believes is fair and appropriate. These proposed*  
125 *rules would improve the situation by clearly presenting rules that apply to all tenure-*  
126 *track and tenured faculty.*

127

**Applicability of Department (or equivalent) and College (or equivalent) RTP Standards  
[to be added to University RTP document]**

Department (or equivalent) and College (or equivalent) RTP standards express values, expectations, and/or requirements that are more specific than the university RTP document. These specific standards provide clear guidance to probationary and tenured faculty members and also provide important information to reviewers at all levels.<sup>1</sup>

New/significantly revised Department (or equivalent) and College (or equivalent) RTP standards apply to all probationary and tenured faculty upon the date of approval by the president, except those who exempt themselves according to the rules below.

When new or substantially revised department/college (or equivalent) RTP standards are approved, the Dean will notify all affected faculty no later than 14 days after the first day of instruction of the academic term. Faculty will be provided a copy/URL and will be informed that the new document applies to all except those who obtain an exemption.

The following rules specify who may and may not obtain an exemption:

Newly Hired Faculty (probationary or tenured) who begin work in an academic year where department or equivalent or college or equivalent RTP standards are newly created or revised **are not eligible for an exemption**. New standards will apply the subsequent academic year following appropriate notification regarding the new standards, which is required no later than 14 days after the first day of instruction of the academic term (per CBA 12.2 and 15.3).

All continuing probationary and tenured faculty **may exempt** themselves from new or substantially revised Department (or equivalent) and College (or equivalent) RTP standards through the relevant tenure/promotion/review (including PETF<sup>2</sup>). This exemption only applies for one level of review.

To be exempted, the faculty member shall submit a form to the Office of Faculty Affairs, with a copy to their Dean's office, indicating their exemption to the application of the new/significantly revised RTP standards. The form must be completed prior to the start of the first evaluation review (periodic, performance, etc.) following the approval of the new/substantially revised standards. The form will be placed in the faculty member's PAF. The faculty member must also include the completed form in each WPAF through

<sup>1</sup> This article does not address the situation where minor changes are made to college or department (or equivalent) RTP standards.

<sup>2</sup> What was formerly called PTPE or post tenure review was renamed "Periodic Evaluation of Tenured Faculty" (Academic Senate 4/23/14.)

166 their next tenure/promotion review (including PETF) along with any applicable  
167 standards.<sup>3</sup> Once this decision has been made, it cannot be revoked.  
168  
169

<sup>3</sup> The WPAF checklist will need to be updated.

170 Exemption Form<sup>4</sup>

171 *This form is to be used by faculty exempting themselves from new or substantially*  
172 *revised department/college standards. This form must be completed prior to the start of*  
173 *the first evaluation review (periodic, performance, etc.) following the approval of the*  
174 *new/substantially revised standards. It must be provided to the Office of Faculty Affairs,*  
175 *with a copy to the Dean's office, to be included in the PAF. Also, the Faculty member*  
176 *must include the completed form in each WPAF through their next tenure/promotion*  
177 *review (including PETF), along with any applicable standards.*

178  
179 By signing this form I am indicating that I will be exempt from the specific department or  
180 college standards indicated below, and that the RTP standards attached to this  
181 document must be used by my reviewers. I understand that this exemption only applies  
182 for one level of review and will expire following my next applicable  
183 tenure/promotion/PETF review. I further understand that once this decision has been  
184 made it cannot be revoked.

185  
186  
187  
188 \_\_\_\_\_  
189 Department or College RTP Standards from which I am exempt  
190  
191

192 \_\_\_\_\_  
193 Signature & Date  
194

195 Attachment:  
196 \_\_\_\_\_

197 Prior RTP standards to be used in lieu of those I am exempt from

<sup>4</sup> To be added as an appendix in the university RTP document.



1 *FAC Rationale*

2 *FAC is updating the guidelines originally approved September 28, 2009. FAC has added*  
3 *two specific guidelines for format, which were devised in AY 13-14. Further, FAC has*  
4 *reviewed the guidelines and made improvements for clarity.*

5  
6 *FAC has approved these guidelines and requests that the Executive Committee (1)*  
7 *consider them for approval and consideration by the Senate; and, (2) once the*  
8 *guidelines are approved by the president, will email the guidelines to all department*  
9 *(or equivalent) chairs and college (or equivalent) deans.*

10  
11 *FAC points to the following sections of the university RTP document, which address*  
12 *"Department Standards."*

13  
14 University RTP Policy I.B.5.d.

15 5. Guidance on the WPAF

16 d. This procedures document does not specify standards. Each Department  
17 may develop its own standards, including guidance on criteria in that unit, in  
18 accordance with the "Guidelines for Department RTP Standards" (September  
19 28, 2009). It is the responsibility of the Candidate to seek out and understand  
20 these standards. See [I]V.A.1 and [I]V.B.5. below.

21  
22 University RTP Policy IV.A.1.

23 A. General Principles

24 1. Faculty shall be evaluated in accordance with the Unit 3 CBA as well as  
25 standards approved for their Departments or equivalent units (when such  
26 standards exist), standards approved by their College/Library/School/SSP-  
27 AR, and in accordance with this policy. In case of conflict between the  
28 Department and College/Library/School/SSP-AR standards, the  
29 College/Library/School/SSP-AR shall prevail. The policies and procedures of  
30 this document are subject to Board of Trustees policies, Title 5 of the  
31 California Administrative Code, California Education Code, the Unit 3 CBA,  
32 and other applicable State and Federal Laws.

33  
34 University RTP Policy IV.B.5.

35 5. Departmental Standards

36 a. A Department or equivalent unit may develop standards for the evaluation  
37 of faculty members of that Department or equivalent unit.

38 b. Department or equivalent unit standards shall not conflict with law or  
39 University policy. In no case shall Department standards require lower levels  
40 of performance than those required by law or University policy.

41 c. Written Department or equivalent standards shall address:

42 1. Those activities that fall under the categories of Teaching Performance,  
43 Scholarly and Creative Activity, and Service;

44 2. A description of standards used to judge the quality of performance;

45 3. The criteria employed in making recommendations for retention, tenure,  
46 and promotion.

*In addition, FAC wishes to restate the importance of the fact that tenure-line faculty participate in the process of developing or editing the department RTP standards, by which they and their tenure-line department colleagues are to be evaluated. FAC intends that these guidelines will assist tenure-line faculty in the process of developing or editing the department RTP standards. FAC reaffirms that its fundamental focus is to review department RTP standards for compliance and not for content.*

Guidelines for Department RTP Standards  
Approved by the Academic Senate 5/6/2009  
Approved by the President 9/28/09  
FAC 338-08

- 63 I. Department RTP Standards”
- 64 A. A “standard” is a reference point or formalized expectation against  
65 which progress can be measured for retention, tenure, and promotion.
- 66 B. Faculty have a right to clearly articulated performance expectations.  
67 Departmental RTP standards provide consistency in guiding tenure-  
68 track faculty in the preparation of their WPAFs.
- 69 C. “Department” refers to units that are departments or an equivalent  
70 unit.
- 71 D. Department RTP Standards educate others outside of the discipline,  
72 including deans, university committees, and the provost, ~~with respect~~  
73 ~~to~~ about the practice and standards of a particular  
74 department/discipline/field.
- 75 E. Departments must respect the intellectual freedom of their faculty by  
76 avoiding standards that are too prescriptive. Department standards  
77 should be as brief as possible with emphasis on the unique nature of  
78 the department.
- 79 F. ~~All Department RTP Standards shall conform to the CBA and~~  
80 ~~University and College RTP Documents. Department or equivalent~~  
81 unit standards shall not conflict with law, CBA or University policy.
- 82 G. The “Department RTP Standards” document shall contain the  
83 elements of the department RTP standards described below and shall  
84 not repeat the CBA, university and/or College, ~~or include department-~~  
85 ~~specific advice.~~
- 86 H. Approval Process for All Department RTP Standards
- 87 Standards shall ~~must~~ be approved by a simple majority of all tenure-  
88 track faculty within a department and then approved by the  
89 college/school/library and the Academic Senate before any use in the  
90 RTP decisions.
- 91 II. Elements of the “Department RTP Standards” Document
- 92 A. Formatting
- 93 1. Include a Table of Contents at the beginning of the document  
94 that lists each section
- 95 2. In section headers, refer to three areas of evaluation in the  
96 terms used in the university RTP document:  
97
  - Teaching (or Professional Performance)

- Research/Creative Activity
- Service

B. Introduction Section

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

1. Briefly explain the Department's philosophy with respect to RTP.
2. ~~Reflect on the department, college, and/or university mission, vision, and values statements and~~ Explain how they apply to the department's RTP expectations; relate to the college and university mission.
3. ~~Explain How does the department views the expected distribution or value of the three required areas: teaching, research/creative activity and service?~~
4. ~~There should be both evaluative and developmental aspects of this process. How are faculty expected to use the RTP process? Explain How does the department supports faculty development through the processes for retention and promotion, including both evaluative and development aspects.?~~
5. ~~Is there~~ Identify any applicable accrediting body and explain how accreditation pertains to the RTP process. ~~that needs to be taken into account?~~
6. ~~How~~ Explain how does the department recognizes distinctive disciplinary practices, innovation, and unusual exceptional contributions, e.g. teaching first-year students, mentoring majors, supervising undergraduate research, teaching in graduate programs, using particularly innovative or challenging types of pedagogy? A general statement may be made here with some specifics in each area below.

C. Main Section

Department RTP Standards shall:

1. Address activities that fall under the categories of Teaching or Professional Performance, Scholarly/Creative Activity and Service;
2. Describe the standards used to judge the quality of performance.
3. Describe the criteria employed in making recommendations for retention, tenure, and promotion.
  - a. ~~For the three areas where faculty are evaluated, explain the standards for~~
4. Address the different developmental periods (either in a separate section or as a part of the three sections):
  - a. Periodic Evaluation
  - b. Performance/Retention Review
  - c. Tenure and/or Promotion to Associate Professor
  - d. Promotion to Professor
  - e. ~~Post Tenure~~ Periodic Evaluation of Tenured Faculty

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

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

1. Teaching
  - a. ~~Describe~~ Department priorities and values in teaching and learning.
  - b. List the most important department priorities in terms of teaching. In addition to discussion of what is valued in teaching, include a statement about expectations emphasized in or unique to the department with respect to teaching. Such expectations may include, but are not limited to, descriptions of:
    - a. ~~Workload in terms of WTUs, contact hours, and/or FTES~~
    - Types of courses included in a typical semester faculty assignment
      - Classroom teaching
      - Laboratory teaching
      - Studio teaching

- 182 - Clinical teaching
- 183 - Seminar courses
- 184 - Undergraduate versus graduate courses
- 185 - Supervision of field work, independent research,
- 186 graduate research and theses, and library research
- 187 - Teaching modality, e.g. on-campus, off-site, on-line,
- 188 distance learning
- 189 - Training and supervision of teaching and graduate
- 190 assistants
- 191 - Pedagogical tools typically used or expected in the
- 192 department
- 193 - Independent study students/courses
- 194 - Department approaches to support excellent teaching
  
- 195 c. Describe the types of evidence used to examine teaching
- 196 performance. Include specific expectations, citing the College
- 197 document if necessary, rather than repeating the list. At a
- 198 minimum, include expectations with respect to the following:
- 199 • Student evaluations. How many are required and how are
- 200 they evaluated?
- 201 • Syllabi: Are there unique department expectations for
- 202 syllabi?
  
- 203 d. Describe the difference in teaching expectations for
- 204 undergraduate versus graduate courses, if applicable.
  
- 205 e. Describe the value the department places on participation in
- 206 curriculum development (e.g. course, program, etc.).
  
- 207 f. Describe department approaches to support excellent teaching.
  
- 208 2. Professional Performance (For Faculty with Non-Teaching
- 209 Assignments, such as Librarians, SSPARs, etc.)
  
- 210 a. Describe department priorities and values in professional
- 211 performance
  
- 212 b. List the most important department priorities in terms of
- 213 professional performance. In addition to discussing what is
- 214 valued in professional performance, include a statement about
- 215 expectations emphasized in or that are unique to the
- 216 department with respect to professional performance. Such
- 217 expectations may include, but are not limited to, descriptions
- 218 of:
- 219

220	
221	• Workload in terms of assignment of responsibility
222	• Types of professional duties included in a typical faculty assignment
223	• Supervision of staff and/or student assistants
224	• Pedagogical tools typically used in the department
225	• Departmental approaches to support excellent professional performance
226	
227	c. Describe the types of evidence used to examine professional performance. Include specific expectations, citing the Library/SSPAR document if necessary, rather than repeating the list.
228	
229	
230	
231	d. Describe the value the department places on participation in program development
232	
233	e. Describe the value the department places on contributions to student learning across the curriculum
234	
235	<u>f. Describe departmental approaches to support excellent professional performance</u>
236	
237	3. Research/Creative Activity
238	a. Describe department priorities and values in research/creative activity.
239	
240	b. Describe the department's research/creative activity standards within the context of the discipline (i.e. regionally, nationally, globally).
241	
242	
243	c. List the most important department priorities in terms of research/creative activity. Describe the specific types of research which are most valued in the department and/or the field. Cite the lists in the College RTP document, if necessary, rather than repeating the entire lists.
244	
245	
246	
247	
248	d. How should the faculty member describe the contributions of research when multiple authors are present? Are there expectations with regard to lead authorship?
249	
250	
251	e. How d <u>Does</u> the department expect research to be integrated into teaching? <u>If yes, how?</u>
252	
253	f. What are the major challenges th <u>at</u> faculty <u>face</u> in terms of their research/creative activity in your department? Are there limitations that may be relevant for the faculty's progress in research in this discipline?
254	
255	
256	
257	

258

#### 4. Service

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260 |

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

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

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- Internal service activities—Department, College, University.
  - Membership or offices held on committees or task forces
  - Leadership or administrative activities
  - Special assignments, initiatives
- External service activities
  - Service to profession/professional organizations
  - Membership, offices held, organizing events or programs, special assignments
  - Professional consulting (gratis only)
- Service awards and special recognition

280

281

282

283

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



1 CSUSM ACADEMIC SENATE

2 **Officer and Chair Course Release Funds**

3 **DRAFT** Guiding Principles

- 4
- 5 1. Each year, the Academic Senate builds into its operating budget a sum sufficient to award course  
6 releases to the Senate Officers and Standing Committee Chairs (hereafter, “members”).
- 7 2. In the interest of shared governance, the academic units are requested to ensure that these funds  
8 are not redirected to a use other than those described below.
- 9 3. The number of course releases provided to each member is determined by the Senate Officers in  
10 the fall of each year, following the final allocation of budgets by the Provost’s Office.
- 11 4. The dollar amount of a course release is based upon information provided by the Provost’s Office  
12 and reflects the current cost of replacement faculty hired to teach a three-unit course.
- 13 5. The number of course releases provided to each member is based upon best knowledge  
14 concerning the projected workload for that member in that academic year. To inform such  
15 decisions, the Officers may periodically survey the members concerning actual time spent in the  
16 discharge of their Senate duties.
- 17 6. Course release funds are transferred annually to the member’s academic unit for the purpose of  
18 “buying out” that member’s time (i.e., to release the member from a part of their teaching load so  
19 as to provide time to pursue their Senate duties). They are not stipends.
- 20 7. In the case of non-teaching members (e.g. Library), the funds are intended to provide some  
21 reduction in the member’s regular workload (e.g. hiring assistants) so as to provide time to pursue  
22 their Senate duties.
- 23 8. If any of the course release funds cannot be used to release that member’s time (e.g., too few  
24 units as in the case of co-chairing, left-over units, unable to cancel classes, etc.), it is intended that  
25 the funds will be used to provide a reduction in the member’s regular workload (e.g., by hiring a  
26 teaching or research assistant).
- 27 9. If the funds cannot be used to reduce the member’s regular workload, it is intended that the funds  
28 will be used for the member’s professional development.
- 29 10. In the exceptional case when the funds cannot be used to reduce the member’s regular workload,  
30 or be used for the member’s professional development, that portion will be returned to the  
31 Academic Senate Office.
- 32 11. The Senate Chair is compensated for work performed during summer, winter, and spring breaks.  
33 For this work, the Chair is engaged as a Special Consultant during non-academic days and is paid  
34 the equivalent of a course release pursuant to principle 3 above.

## Pre-Proposal Form

Program Submitted by: College \_\_\_\_\_ Department \_\_\_\_\_

Date submitted: \_\_\_\_\_

Individual preparing proposal: \_\_\_\_\_

Proposed course/program title: \_\_\_\_\_

Program description: \_\_\_\_\_

Relevance of course/program: \_\_\_\_\_

What educational needs will this program address? \_\_\_\_\_

Number of units: \_\_\_\_\_ Expected fee: \_\_\_\_\_

Anticipated number of students: \_\_\_\_\_ Number of class meetings: \_\_\_\_\_

Proposed calendar format for program: ☐ Regular Semesters

☐ 5 Week ☐ 6 Week ☐ 8 Week ☐ Other (Explain) \_\_\_\_\_

Projected life of program: ☐ Single offering ☐ Repeated offering

New curriculum needed for this proposal? ☐ Yes ☐ No

Proposed location: \_\_\_\_\_ Distance from campus: \_\_\_\_\_

Does the program need WASC approval? ☐ Yes ☐ No

Any other accreditation to consider? ☐ Yes ☐ No If yes \_\_\_\_\_

Type of delivery:

☐ Face-to-Face ☐ Online ☐ Hybrid (combination of F2F and Online)

☐ Other (Describe) \_\_\_\_\_

Proposed start date: \_\_\_\_\_

Target audience: \_\_\_\_\_

How does the program fit with current campus programs? List similarities, unique aspects, differences of new program. \_\_\_\_\_

Strategic impact: How does the program fit with college/department vision, mission and goals?

Describe. \_\_\_\_\_

Competitive environment analysis: \_\_\_\_\_

Potential subject matter experts: campus faculty \_\_\_\_\_ external professionals \_\_\_\_\_

57 Impact on department resources: source of academically qualified faculty  
58 \_\_\_\_\_  
59  
60 Potential instructors: \_\_\_\_\_  
61  
62 What faculty selection process will be used?  
63 \_\_\_\_\_  
64  
65 Proposed development costs: \_\_\_\_\_  
66  
67 Possible grant sources: \_\_\_\_\_  
68  
69 Any special services or considerations needed for the program to be successful: \_\_\_\_\_  
70  
71 \_\_\_\_\_  
72  
73 What instructional facilities will be needed:  
74  
75 ☐ on campus \_\_\_\_\_ ☐ off-campus \_\_\_\_\_  
76  
77  
78 If partnering with any other organizations, provide the following information:  
79  
80 Name of partner: \_\_\_\_\_ Contact person: \_\_\_\_\_  
81  
82 Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
83  
84 Signature/date of proposal author: \_\_\_\_\_  
85  
86 Department Chair signature/date: \_\_\_\_\_  
87  
88 Dean or designee signatures/dates: \_\_\_\_\_  
89 \_\_\_\_\_ College  
90 Forwarded to EL Dean or designee signature/date: \_\_\_\_\_  
91 \_\_\_\_\_  
92 \_\_\_\_\_ EL  
93  
94 Approval Signature/date of Vice Provost for Academic Affairs  
95  
96 \_\_\_\_\_  
97  
98 Review Signature/date of Associate Vice President for ????  
99  
100 \_\_\_\_\_  
101  
102 Information Received by Accreditation Liaison Officer to WASC – Signature/date – if appropriate  
103 \_\_\_\_\_  
104  
105  
106 9-9-14  
107

Program Name:

**B. ANTICIPATED REVENUES**

	Yr 1	Yr 2	Yr 3	Y 4	Yr 5
FY	20	20	25	25	25
SOPH	0	18	18	22	22
JUNIOR	10	15	32	32	35
SENIOR	0	10	15	32	32
TOTAL	30	63	90	111	114
FTES	26.00	54.60	78.00	96.20	98.80

Revenue from enrollment growth \$104,000 \$218,400 \$312,000 \$384,800 \$395,200

\*Revenue from external sources

Total

Planning Assumptions

1. 10% attrition from FY to SOPH
2. 5% attrition from SOPH to JUNIOR
3. By Yr 5, program at steady state
4. FTES assumes average unit load of 13 units undergrad.
5. Under normal budgetary conditions, Academic Affairs receives approx. \$4,000 per FTES.  
Might require UBC request.

\*Please explain in the P-form narrative

## ***“Tips” for Completing a Successful Program Proposal*** ***~ Revised October 2014~***

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

The “**Tips**” below address **items 3 through 9** in the Proposal Template, as these areas generally require more detailed and/or more complex responses. All “**Tips**” are *italicized* and *directly relate to the prompt indicated*. Please note that some prompts in the template do not have “**Tips**.” This is generally because the prompt itself is self-explanatory. However, if additional clarification is needed to complete any of the sections, please do not hesitate to contact the office of Academic Programs and Faculty Development at the Chancellor’s Office for assistance.

### **3. Program Overview and Rationale**

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

*The first sentence should describe the proposed program clearly and succinctly. The description will address the nature of the program itself and include its purpose and strengths. For example, “This program is designed to . . .” or “The purpose of this program is to . . .” Focus on describing content knowledge, in other words, what will candidates learn while in this program? What unique features does this program have that will draw candidates to apply and ultimately enroll? Overall, at the end of the program, what knowledge, skills, and dispositions will graduates possess when they graduate from the program?*

*The rationale also requires a statement of how the program fits with the institutional mission. Simply stating “This programs fits with the institutional mission” is not sufficient. Instead, state the actual mission statement of the institution and describe in several sentences how the program fits, complements, augments, or extends the mission. Then, provide a justification for offering the program at this time. The justification is critical as it forms the basis of the argument for requesting approval to offer the proposed program.*

- b. Proposed catalog description, including program description, degree requirements, and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

*In three separate sections 1) provide the proposed catalog description (the copy prospective candidates will view), 2) all degree requirements(including prerequisites), including catalog number, course title, and number of units, and 3) admission requirements/criteria.*

#### 4. Curriculum

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

Describe outcomes (also sometimes known as goals) for the 1) institution, 2) program, and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as program graduates. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measureable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved.

*Institutional learning outcomes (ILOs) typically highlight the knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. ILOs are stated very broadly and generally reflect the overall philosophy of the institution; they communicate the fundamental values the university intends to transmit.*

*ILOs are usually constructed by university committees or task forces. They are also sometimes called university goals, mission, or values statements. However, for purposes of degree program proposals, the Chancellor's Office is aligning all language to match WASC assessment language which uses institutional learning outcomes, ILOs.*

*It is beneficial to examine ILOs at the beginning of the program development process to make sure program and student learning outcomes will be progressively more narrow extensions of the university outcomes.*

*Examples of institutional learning outcomes (ILOs):*

***Graduates of CSUEB will be able to:***

- *think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;*
- *communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;*

- *apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;*
- *work collaboratively and respectfully as members and leaders of diverse teams and communities;*
- *act responsibly and sustainably at local, national, and global levels;*
- *demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study*

*Program learning outcomes (PLOs) typically highlight the knowledge, skills, and dispositions all students are expected to have upon graduating from their major program. Program learning outcomes are broadly stated but should not be so broad as to be considered grandiose or unreasonable. More than seven program outcomes tend to be unwieldy and difficult to assess adequately. Program outcomes are best written with a focus on the student and the characteristics of an ideal program graduate.*

*Example of a program learning outcome (PLO):*

*Biological Science program graduates will 1) possess relevant biologic knowledge/information, 2) consistently analyze and apply this knowledge, and 3) model life-long learning and advocacy in the field.*

*Student learning outcomes (SLOs) have become the standard in program development as a result of research in educational and pedagogical theory. Student learning outcomes clearly state the specific and measurable knowledge, skills, and/or behaviors that display and verify learning has occurred. Key characteristics of student learning outcomes include 1) clarity, 2) specificity, (meaning worded with active verbs stating observable behaviors) and, 3) measurability. Every student learning outcome should be directly aligned with and related to one or more program learning outcomes. Overall, learning outcomes are clear and assessable statements that define what a student is able to do after completing all program coursework.*

*Constructing Student Learning Outcomes: Using Bloom's Taxonomy of Educational Objectives is an extremely useful tool for creating meaningful student learning outcomes. The chart below indicates the level of performance using the Taxonomy. Effective programs utilize all levels of the taxonomy with the majority of cognitive outcomes focused on levels 4, 5, and 6 for both undergraduate and graduate program. For graduate programs, it is especially important to have a higher concentration of outcomes constructed at the top three levels.*

<i>Bloom's Taxonomy Levels (lowest to highest levels of learning)</i>
---

- |   |
|---|
| 1. Knowledge: To know and remember                      |
| 2. Comprehension: To understand, interpret, and compare |
| 3. Application: To apply knowledge                      |
| 4. Analysis: To identify parts and relationships        |
| 5. Synthesis: To create something new from parts        |
| 6. Evaluation: To judge and assess quality              |

Examples of Student Learning Outcomes:

The examples listed below have been developed using various levels of Bloom’s Taxonomy of Educational Objectives and applied to various disciplines (adapted from Stanford University, Assessment website)

**Physical and Biological Sciences:**

Students will apply critical thinking and analytical skills to solve scientific data sets.  
 Students will apply the scientific method to solve problems.  
 Students will demonstrate written, visual, and/or oral presentation skills to communicate scientific knowledge.

**Languages and Literature:**

Students will apply critical terms and methodology in completing a literary analysis following the conventions of standard written English.  
 French students will demonstrate oral competence with suitable accuracy in pronunciation, vocabulary, and language fluency.  
 French students will accurately read and translate French texts.

**Mathematics:**

Students will apply algorithmic techniques to solve problems and obtain valid solutions.  
 Students will judge the reasonableness of obtained solutions.

**Humanities and Fine Arts:**

Students will critique and analyze works of art and visual objects.  
 Students will identify musical elements, take them down at dictation, and perform them at sight.  
 Students will be communicate both orally and verbally about music of all genres and styles in a clear and articulate manner.

**Social Sciences:**

Students will test hypotheses and draw correct inferences using both quantitative and qualitative analysis.  
 Students will evaluate theory and critique research within the discipline.

**Business**

Students will work in groups and display professional business standard disposition as part of an effective team.  
 Students will recognize and diagnose accounting problems.

(Sample student learning outcomes are adapted from Stanford University assessment support website and Fresno City College Student Learning Outcome Handbook)

[www.stanford.edu/dept/pres-provost/irds/assessment/downloads/CLO.pdf](http://www.stanford.edu/dept/pres-provost/irds/assessment/downloads/CLO.pdf)



Each of the above examples use action verbs to indicate what the student must be able to do. Each outcome is also measurable.

The table below provides some examples of verbs to consider when constructing student learning outcomes at each level of Bloom's Taxonomy.

<b>Sample action verbs at each level of Bloom's Taxonomy to assist in creating observable and assessable program Student Learning Outcomes</b>	
<i>Knowledge</i>	<i>define, describe, identify, outline, select</i>
<i>Comprehension</i>	<i>classify, discuss, distinguish, estimate, infer, summarize</i>
<i>Application</i>	<i>apply, compute, illustrate, interpret, prepare, solve, write</i>
<i>Analysis</i>	<i>analyze, compare, contrast, criticize, differentiate, model</i>
<i>Synthesis</i>	<i>categorize, construct, design, generalize, reconstruct, synthesize</i>
<i>Evaluation</i>	<i>appraise, argue, defend, evaluate, judge, justify, interpret, support</i>

The verbs listed above represent just a fraction of those contained at each level. There are many online examples with expanded lists of appropriate verbs. Program Proposal writers are encouraged to seek more examples directly online for more information.

*Additional Possible resources:*

Bloom, B. S. (1984). *Taxonomy of educational objectives Book 1: Cognitive domain*. Boston, MA: Addison-Wesley.

Marzano, R. J. & Kendall, J. S. (2006). *The new taxonomy of educational objectives*. Thousand Oaks, CA: Corwin Press.

**Please note: The information required in "a" above can be answered using the information required in the tables in "b" below.**

b. These program proposal elements are required:

- Comprehensive assessment plan addressing all assessment elements;
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Include plans for assessing institutional, program, and student learning outcomes. Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including strategies and tools to assess student learning outcomes, (directly related to overall institutional and program learning outcomes). Constructing an assessment matrix, showing the relationship between

all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “Introduced,” “Developed,” and “Mastered” insures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule.

### 1. Comprehensive Assessment Plan

*The comprehensive assessment plan should identify a) institutional learning outcomes (or goals), b) overarching program learning outcomes, c) corresponding student learning outcomes, d) courses where student learning outcomes are assessed, e) assessment activities, f) suggested assessment tools - what type of tool will be used to score/evaluate the activity, g) assessment schedule - how often the SLOs will be assessed, h) how the assessment data/findings will be reported, i) designated personnel to collect, analyze, and interpret student learning outcome data, j) program data/findings dissemination schedule, k) anticipated strategies on how outcome data will be used to “close the loop.”*

*There are multiple ways this information can be presented. Charts, tables, and/or diagrams are always helpful. The example below offers a BASIC format only, yet provides a sequential and developmental picture of every component in the assessment plan. Graphically displaying ILOs, PLOs and SLOs on a matrix effectively shows the unifying thread between all outcome levels. Showing a direct line relationship between outcome levels also demonstrates how SLOs are linked to the general overall operation of the campus. Proposal writers are encouraged to experiment in order to display evidence as clearly and creatively as possible.*

### *Sample Template: Comprehensive Assessment Plan*

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Courses (Where SLOs are assessed)</i>	<i>Assessment activities (to measure each SLO)</i>	<i>Suggested assessment tools</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How will data/ findings be reported?</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Anticipated closing the loop strategies</i>


**\*Examples of Assessment Activities:** Quiz, final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, qualifying or comprehensive examination, project, thesis, dissertation and many others.

**\*\*Examples of Assessment Tools:** Rubrics (that produce scores based on established criteria – can be used with most activities listed above), documentation of value added score gains, checklists, point system based on specific criteria, etc.

**\*\*\*Examples of ways to report assessment data:** As percentages of all who “passed” at the 70% level? Number/Percentage of those scoring above 4.0/5.0 on an assignment assessment rubric? Number/percentage who scored at a designated level according to a standard rubric? Instructor observational narrative, analysis, and report? Another method?

*These examples provide only a sampling of the many ways student learning outcomes can be assessed. Assessments should be directly related to the outcome desired, easily scored, and clearly and succinctly articulated so that students know exactly what is expected of them.*

*There are no hard and fast rules regarding the number of Program Learning Outcomes. However too many become difficult to manage and track. The best assessment plans and the data produced should be meaningful, manageable, and measurable.*

*It is expected that assessments will be refined or changed as a program develops and matures. It is also understood that SLOs can be assessed in several courses. In graduate degree programs, if an assessment to measure a program SLO occurs outside of a course setting, (ie. Comprehensive exam or exam through an outside accrediting agency), please indicate. This matrix is designed to provide a starting point in the program/student outcome assessment process.*

**2. Curriculum Mapping Matrix** - Evidence of where the content related to the learning outcomes is Introduced, Developed, and Mastered in required courses.

*Below are two sample matrices/templates showing the relationship between required program courses, student learning outcomes, and where program content related to each outcome is Introduced, Developed, and Mastered.*

### **Curriculum Mapping Matrix (Sample #1)**

*(Where are SLOs Introduced, Reinforced, and Applied at an Advanced Level)?*

	COURSE # XXX	COURSE # XXX	COURSE # XXX	COURSE # XXX	COURSE # XXX
SLO 1					
SLO 2					
SLO 3					
SLO 4					
SLO 5					
SLO 6					
SLO 7					

*Place an I, R, or A in each cell above to indicate where the program content is Introduced, Reinforced, and/or Applied at an Advanced Level. It is understood that there will be many more courses than indicated here in the sample table. Please make sure to include all program required courses (including actual course numbers/designations) on the matrix and indicate I, R, or A for each Student Learning Outcome.*

**Curriculum Mapping Matrix (Sample #2)**

*(Where are SLOs Introduced, Reinforced, and Applied at an Advanced Level)?*

Program: \_\_\_\_\_ Date: \_\_\_\_\_

Campus: \_\_\_\_\_

**Curriculum Mapping Matrix**

**Where is program content, measured by SLOs,  
Introduced (I), Reinforced (R), and Applied at an Advanced Level (A)?**

		<i>Student Learning Outcomes</i>						
<i>UNITS</i>	<i>Course Number and Title</i>	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>
	<i>ETC.</i>							
		<i>I = Introduced R = Reinforced A = Applied at an Advanced Level</i>						

Student learning outcomes state the specific and measurable knowledge, skills, and/or behaviors that display and verify learning has occurred:

Student learning outcomes:

- a.
- b.
- c.
- d.
- e.
- f.
- g.

- c. Indicate total number of units required for graduation

Please indicate the total number of units proposed for the program and indicate whether they are semester or quarter units.

- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

*Every attempt should be made to design the curriculum efficiently to meet the Title 5 requirement limiting program units to 120/180. This could involve program learning outcome revisions, extensive curriculum content analysis, or a re-examination and realignment with accreditation agency required outcomes, for example.*

- e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.
- f. List all requirements for graduation, including electives, for the proposed degree program, specifying course catalog numbers, course titles, total units required for completion of the degree, major requirements, electives, and prerequisites or co-requisites (ensuring there are no "hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). Include proposed catalog descriptions of all new courses.

*This information is best presented in a table format with multiple columns so that the exact courses required to complete this degree are clearly presented and easy to read. Be sure to include the complete title of the course along with the other required information.*

\*For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Required Courses for Graduation						
Catalog #	Title	Units	Major Reqmt.? (Y/N)	Pre Req. or Co Req.? (Y/N)	Elective (Y/N) (For grad programs only, G or UG)	New Course (Y/N)
Total Units Required for Degree Completion						
Catalog Description of All New Courses:						

- 353  
354 g. List any new courses that are: (1) needed to initiate the program and (2) needed  
355 during the first two years after implementation. Include proposed catalog  
356 descriptions for new courses. For graduate program proposals, identify whether  
357 each new course would be at the graduate-level or undergraduate-level.  
358

359 *New course information should match the information presented in "f" above. Only a list of*  
360 *the new courses and the proposed catalog descriptions are required for this section.*  
361

- 362 h. Attach a proposed course-offering plan for the first three years of program  
363 implementation, indicating likely faculty teaching assignments.  
364

365 *In table format, list the courses to be offered each year of the program. Indicate in which*  
366 *semester or quarter the courses will be offered and who might teach the course.*  
367

- 368 i. For master's degree proposals, include evidence that program requirements  
369 conform to the minimum requirements for the culminating experience, as specified  
370 in Section 40510 of Title 5 of the California Code of Regulations.  
371

372 *Title 5 states that all master's degree programs must have a culminating experience.*  
373 *Programs can include any one of the following three options: 1) a thesis, 2) a project, or 3)*  
374 *comprehensive examination. Be sure to indicate which type of culminating experience will be*  
375 *required. If a thesis or project, sufficient narrative should address the research skills required*  
376 *to meet the culminating experience requirements.*  
377

- 378 j. For master's degree proposals, cite the corresponding bachelor's program and  
379 specify whether it is (a) subject to accreditation and (b) currently accredited.  
380

- 381 k. For graduate degree programs, specify admission criteria, including any prerequisite  
382 coursework.  
383

384 *List all admission criteria to the program as well as any prerequisites that must be completed*  
385 *before formal acceptance into the program. The criteria should match the catalog description*  
386 *in 3b above.*  
387

- 388 l. For graduate degree programs, specify criteria for student continuation in the  
389 program.  
390

391 *Describe the academic criteria that must be met in order for a student to remain in the*  
392 *program.*  
393

- 394 m. For undergraduate programs, specify planned provisions for articulation of the  
395 proposed major with community college programs.  
396  
397  
398  
399  
400

n. Describe advising “roadmaps” that have been developed for the major.

*For this section, a table or chart providing several options for students to follow that include which classes to take and when to take them for all years while enrolled in the program is helpful. This will assist students to stay on track to graduate in a timely manner.*

*Example:*

<b>Program Name - Advising Roadmap - Recommended Course Sequence</b>					
<b>Freshman Year (xx units)</b>					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
	<i>Total:</i>		<i>Total:</i>		<i>Total:</i>
<b>Sophomore Year (xx units)</b>					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
	<i>Total:</i>		<i>Total:</i>		<i>Total:</i>
<b>Junior Year (xx units)</b>					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
	<i>Total:</i>		<i>Total:</i>		<i>Total:</i>
<b>Senior Year (xx units)</b>					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
	<i>Total:</i>		<i>Total:</i>		<i>Total:</i>
				<i>Total Units:</i>	

o. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

**Accreditation Note:**

*Master’s degree program proposals*

If subject to accreditation, establishment of a master’s degree program should be preceded by national professional accreditation of the corresponding bachelor’s degree major program.

*Fast-track proposals*

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

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

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

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

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

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

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

*Investigate if there are other programs on the campus offered via any format (self support, online, program in other departments, etc.) that are similar in content and/or purpose to the proposed program. Make a side-by-side comparison chart of the courses in each.*

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

*List all who participated in the planning/development of the program and their professional credentials.*

- e. Provide applicable workforce demand projections and other relevant data.

*In order to respond to this prompt, use government statistics or other credible evidence to show the demand for graduates trained in the curricula offered in this program. The key to completing this section successfully is the strength and the type of evidence provided.*

\*\*\*\*\*

**Note: Data Sources for Demonstrating Evidence of Need**

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

[US Department of Labor, Bureau of Labor Statistics](#)



## 6. Student Demand

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

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

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

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

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

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

- d. Describe professional uses of the proposed degree program.

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

- e. Specify the expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

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

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

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

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

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

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

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

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

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

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

*Provide a listing of the applicable technology, equipment and any other materials utilized to support the program. Depending on the discipline, examples might include computer labs*

(including iPads, other tablets, Smartphones, etc.), distance learning capabilities, SKYPE software, video production equipment, etc.

## 8. Additional Support Required

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

- a. Describe additional faculty or staff support positions needed to implement the proposed program.<sup>1</sup>

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

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).<sup>2</sup>
- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.<sup>3</sup>
- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.<sup>4</sup>
- e. Provide spreadsheets that capture both the overall total costs of the program and the anticipated resources the program might bring to the campus.

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

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

<sup>2</sup> 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.

<sup>3</sup> This should follow directly from the Library report in 7.c.

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

some examples of what these spreadsheets might look like.

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

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

## **9. Self-Support Programs**

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.
- b. Explain how state-support funding is either unavailable or inappropriate.
- c. Explain how the program is different, in one or more of the following ways, from state-supported campus offerings operating on campus:
  - i. Primarily designed for career enrichment or retraining
  - ii. Program location is significantly removed from state-supported campus facilities
  - iii. The program client group receives educational or other services at a cost beyond what could be reasonably provided under state support.

For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in a addition to the required cost)

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

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

- a. State-Support
- b. [Self-Support](#)
- c. Delivery Type: Fully face to face, full online, or hybrid program
- d. [Fast Track](#) (bachelor's or master's only; not already on campus academic plan)
- e. [Pilot](#) (bachelor's or master's only; not already on campus academic plan)
- f. [Pilot Conversion](#)
- g. New Program
- h. Proposal Revision (updating a previously reviewed proposal)

**2. Program Identification**

- a. Campus
- b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).
- c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.
- d. Term and academic year of intended implementation (e.g. fall 2014).
- e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.
- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.
- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.
- h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs **as well as statement on budget plan.**

- 43 i. Any other campus approval documents that may apply (e.g. curriculum  
44 committee approvals).  
45  
46 j. Please specify whether this proposed program is subject to WASC Substantive  
47 Change review. The campus may submit a copy of the WASC Sub-Change  
48 proposal in lieu of this CSU proposal format.  
49  
50 k. Optional: Proposed Classification of Instructional Programs and CSU Degree  
51 Program Code  
52

53 Campuses are invited to suggest one CSU degree program code and one  
54 corresponding CIP code. If an appropriate CSU code does not appear on the  
55 system-wide list at: <http://www.calstate.edu/app/resources.shtml>, you can  
56 search CIP 2010 at <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55> to  
57 identify the code that best matches the proposed degree program. The  
58 Classification of Instructional Programs (CIP) is a National Center for Education  
59 Statistics (NCES) publication that provides a numerical classification and  
60 standard terminology for secondary and postsecondary instructional programs.  
61 The CSU degree program code (based on old HEGIS codes) and CIP code will be  
62 assigned when the program is approved by the Chancellor.  
63

### 64 3. Program Overview and Rationale

65

- 66 a. Provide a rationale, including a brief description of the program, its purpose and  
67 strengths, fit with institutional mission, and a justification for offering the  
68 program at this time. A comprehensive rationale also explains the relationship  
69 between the program philosophy, design, target population, and any distinctive  
70 pedagogical methods.  
71  
72 b. Provide the proposed catalog description, including program description, degree  
73 requirements, and admission requirements. For master's degrees, please also  
74 include catalog copy describing the culminating experience requirement(s).  
75

### 76 4. Curriculum – *(These requirements conform to the revised 2013 WASC Handbook of* 77 *Accreditation)* 78

- 79 a. These program proposal elements are required:  
80

- 81 • Institutional learning outcomes (ILOs)
- 82 • Program learning outcomes (PLOs)
- 83 • Student learning outcomes (SLOs)
- 84

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

88 expected to have upon graduating from an institution of higher learning.  
89 Program learning outcomes (PLOs) highlight the knowledge, skills, and  
90 dispositions students are expected to know as program graduates. PLOs are  
91 more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly  
92 convey the specific and measureable knowledge, skills, and/or behaviors  
93 expected and guide the type of assessments to be used to determine if the  
94 desired the level of learning has been achieved.

95  
96 b. These program proposal elements are required:  
97

- 98 • Comprehensive assessment plan addressing all assessment elements;
- 99 • Matrix showing where student learning outcomes are introduced (I),  
100 developed (D), and mastered (M)

101  
102 Include plans for assessing institutional, program, and student learning  
103 outcomes. Key to program planning is creating a comprehensive assessment  
104 plan addressing multiple elements, including strategies and tools to assess  
105 student learning outcomes, (directly related to overall institutional and program  
106 learning outcomes). Constructing an assessment matrix, showing the  
107 relationship between all assessment elements, is an efficient and clear method of  
108 displaying all assessment plan components.

109  
110 Creating a curriculum map matrix, identifying the student learning outcomes,  
111 the courses where they are found, and where content is “Introduced,”  
112 “Developed,” and “Mastered” insures that all student learning outcomes are  
113 directly related to overall program goals and represented across the curriculum  
114 at the appropriate times. Assessment of outcomes is expected to be carried out  
115 systematically according to an established schedule.

116  
117 c. Indicate total number of units required for graduation.  
118

119 d. Include a justification for any baccalaureate program that requires more than  
120 120-semester units or 180-quarter units. Programs proposed at more than 120  
121 semester units will have to provide either a Title 5 justification for the higher  
122 units or a campus-approved request for an exception to the Title 5 unit limit for  
123 this kind of baccalaureate program.

124  
125 e. If any formal options, concentrations, or special emphases are planned under the  
126 proposed major, identify and list the required courses. Optional: You may  
127 propose a CSU degree program code and CIP code for each concentration that  
128 you would like to report separately from the major program.

129  
130 f. List all requirements for graduation, including electives, for the proposed degree  
131 program, specifying course catalog numbers, course titles, total units required  
132 for completion of the degree, major requirements, electives, and prerequisites or

co-requisites (ensuring there are no “hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). Include proposed catalog descriptions of all new courses.

- g. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate-level or undergraduate-level.
- h. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.
- i. For master’s degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.
- j. For graduate degree proposals, cite the corresponding bachelor’s program and specify whether it is (a) subject to accreditation and (b) currently accredited.
- k. For graduate degree programs, specify admission criteria, including any prerequisite coursework.
- l. For graduate degree programs, specify criteria for student continuation in the program.
- m. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.
- n. Describe advising “roadmaps” that have been developed for the major.
- o. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

**Accreditation Note:**

*Master’s degree program proposals*

If subject to accreditation, establishment of a master’s degree program should be preceded by national professional accreditation of the corresponding bachelor’s degree major program.

*Fast-track proposals*

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.



178  
179 **5. Societal and Public Need for the Proposed Degree Major Program**  
180

- 181 a. List other California State University campuses currently offering or projecting  
182 the proposed degree major program; list neighboring institutions, public and  
183 private, currently offering the proposed degree major program.  
184  
185 b. Describe differences between the proposed program and programs listed in  
186 Section 5a above.  
187  
188 c. List other curricula currently offered by the campus that are closely related to  
189 the proposed program.  
190  
191 d. Describe community participation, if any, in the planning process. This may  
192 include prospective employers of graduates.  
193  
194 e. Provide applicable workforce demand projections and other relevant data.  
195

196 **Note: Data Sources for Demonstrating Evidence of Need**

197 APP Resources Web <http://www.calstate.edu/app/resources.shtml>

198 [US Department of Labor, Bureau of Labor Statistics](#)

199 [California Labor Market Information](#)

200 [Labor Forecast](#)  
201

202 **6. Student Demand**

- 203 a. Provide compelling evidence of student interest in enrolling in the proposed  
204 program. Types of evidence vary and may include national, statewide, and  
205 professional employment forecasts and surveys; petitions; lists of related  
206 associate degree programs at feeder community colleges; reports from  
207 community college transfer centers; and enrollments from feeder baccalaureate  
208 programs, for example. **Also include enrollment figures from comparable**  
209 **institutions that offer the proposed major.**  
210  
211 b. Identify how issues of diversity and access to the university were considered  
212 when planning this program. Describe what steps the program will take to  
213 insure ALL prospective candidates have equitable access to the program. This  
214 description may include recruitment strategies and any other techniques to  
215 insure a diverse and qualified candidate pool.  
216  
217 c. For master's degree proposals, cite the number of declared undergraduate  
218 majors and the degree production over the preceding three years for the  
219 corresponding baccalaureate program, if there is one.  
220

- d. Describe professional uses of the proposed degree program.
- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter. **Please provide a spreadsheet (see spreadsheet discussed in 7e) that describes projected enrollments for five years.**

## 7. Existing Support Resources for the Proposed Degree Major Program

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

- a. 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. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)
- b. Describe facilities that would be used in support of the proposed program.
- c. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.
- d. Describe available academic technology, equipment, and other specialized materials.
- e. **Please provide a spreadsheet that matches the enrollment projections described in 6e. Use the spreadsheets in Appendix A and fill in this program's information.**

## 8. Additional Support Resources Required

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

- a. Describe additional faculty or staff support positions needed to implement the proposed program.
- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned,

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

- 271
- 272 c. Include a report written in consultation with the campus librarian which  
273 indicates any necessary library resources not available through the CSU library  
274 system. Indicate the commitment of the campus to purchase these additional  
275 resources.
- 276
- 277 d. Indicate additional academic technology, equipment, or specialized materials  
278 that will be (1) needed to implement the program and (2) needed during the  
279 first two years after initiation. Indicate the source of funds and priority to secure  
280 these resource needs.

## 281

## 282 **9. Self-Support Programs**

## 283

- 284 a. Confirm that the proposed program will not be offered at places or times likely  
285 to supplant or limit existing state-support programs.
- 286
- 287 b. Explain how state-support funding is either unavailable or inappropriate.
- 288
- 289 c. Explain how the program is different, in one or more of the following ways, from  
290 state-supported campus offerings operating on campus:
- 291
- 292 i. Primarily designed for career enrichment or retraining
- 293 ii. Program location is significantly removed from state-supported campus  
294 facilities
- 295 iii. The program client group receives educational or other services at a cost  
296 beyond what could be reasonably provided under state support.
- 297
- 298 d. For self-support programs, please provide information on the per-unit cost to  
299 students and the total cost to complete the program (in addition to the required  
300 cost recovery budget elements listed earlier in this document).
- 301

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

**Oct. 10, 2014**

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

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

**RATIONALE:**

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

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

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

The proposal involves a phase-in process as follows:

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

## Student Course Grade Appeals

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

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

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

### Procedure

#### I. Preamble

The California State University San Marcos Student Course Grade Appeal Policy acknowledges the rights of students and faculty as expressed in "Joint Statement of Rights and Freedoms of Students" drafted by the American Association of University Professors, the United States National Student Association, the Association of American Colleges, the National Association of Student Personnel Administrators, and National Association of Women Deans and Counselors in 1967, and the rights of all members of the campus as outlined in the California State University San Marcos Faculty Ethics policy, Executive Order 1037 states that "faculty have the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades" and that, "in the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final" (p. 7).

#### II. Purpose

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

#### III. Terms and Definitions

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

#### IV. Jurisdiction

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

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

#### v. Membership

##### A. Committee Structure

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

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

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

##### B. Chair's Duties

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

##### C. Service of Alternates

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

92 D. Terms of Service and Continuation

93  
94 The term of service on the SGAC shall run from June 1 to May 31. All committee members/  
95 alternates shall serve two-year staggered terms, from June to May. All student members shall  
96 serve one-year terms. Committee members may serve consecutive terms of service.

97  
98 The members who begin hearing an appeal shall continue as a panel for that appeal until it  
99 reaches resolution, unless a member is unable to continue or is no longer eligible to serve. In  
100 the event that a particular grade appeal extends beyond May 31, the members hearing that  
101 particular grade appeal shall continue with that appeal until the committee's decision is rendered.

102  
103 E. Vacancies

104  
105 1. Permanent vacancies

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

110  
111 2. Temporary vacancies

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

122  
123  
124 F. Quorum and Voting

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

131  
132 G. Confidentiality

133  
134 To protect all parties involved, all participants shall maintain confidentiality to the maximum  
135 extent possible at every level of the appeal process. A breach of confidentiality is a breach of  
136 ethics, code of conduct, and FERPA.

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

143  
144 No member of the committee shall discuss personal and/or pertinent information relating to a  
145 specific grievance with any of the principals throughout the course of the investigation and  
146 following the recommendation of the committee except at the request of the committee and/or  
147 at a hearing.

148  
149 Communication Guidelines: All documentation and recommendations relating to individual  
150 grade appeals shall be marked and handled "confidential," and are only for the use of those  
151 directly involved in the grade appeal (interested parties). All records relevant to an individual  
152 grade appeal shall be appropriately maintained for three years in locked file drawers located in  
153 the Academic Senate Office and then shredded (for physical records), or in a secure electronic  
154 location and then destroyed (for electronic records). Members of the committee shall not  
155 discuss the facts of any grade appeal through electronic mail, such discussion must occur when  
156 the SGAC convenes.

157  
158 Notifications and other procedural correspondence may be conducted electronically.  
159

## 160 161 VI. Grade Appeal Process

162 Students who wish to avail themselves of the grade appeal process may obtain information and  
163 assistance from the Office of the Dean of Students, from the Associated Students, Inc., or their  
164 faculty advisor (as applicable).  
165

166 Consultants may assist with:

- 167
- 168 • Defining the basis of the appeal using the criteria specified in this procedure;
  - 169 • Explaining the options available to the student for resolving the grade dispute;
  - 170 • Suggesting steps toward informal resolution;
  - 171 • Completing the grade appeal ~~form~~ process (advice and critique) and compiling supporting  
172 documentation.

173  
174 Consultants are expressly prohibited from writing students' grade appeals or supporting  
175 documentation.  
176

### 177 A. Informal Process Deadlines

178 The deadlines for completing the informal appeal process shall be as follows:  
179  
180  
181  
182  
183



**For courses taken during****Deadline for completion:**

Previous fall semester

March 15

Previous spring and summer semester

October 15

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

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

1. The student must consult with the faculty member(s) involved to try to reach an agreement. If the faculty member does not respond or if the student is unable to reach agreement in a reasonable length of time, keeping in mind the filing deadline, then the student shall proceed to step 2.
2. The student shall consult with the person at the next level of supervision if Step 1 does not result in a satisfactory agreement. (e.g. **department chair or program director**). If the parties do not respond or reach agreement in a reasonable length of time, the student shall proceed to step 3.
3. The process shall continue at the level of dean, or the administrative director of equivalent rank. If the dean does not respond or an agreement is not reached and the student wishes to pursue the appeal process, the student shall file a formal grade appeal.

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

**C. Formal Process**

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

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

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

230 previous Fall semester) or October 15 (for Spring and Summer semesters). In the event of  
 231 extenuating circumstances, the Provost or designee shall be able to waive the deadline.  
 232

233 1. Basic Guidelines for Grade Appeals

234 a. The SGAC presumes that the grade assigned is correct. It is the responsibility of the student  
 235 appealing an assigned grade to demonstrate otherwise. (See CSU Exec Order 1037, p.9)

236 b. Students may only appeal grade assignments on the following bases:

237     • An instructor refuses to (or cannot) assign a grade;

238     • The instructor is not available to review possible computational error;

239     • The student believes the grade assigned is inequitable or capricious, unreflective of course  
 240 performance, or inconsistent with other grade assignments in the course.  
 241

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

245 d. The burden of proof shall lie with the student.  
 246

247 2. How to File

248 Where informal resolution falls, the student may file a formal grade appeal in writing to the  
 249 Student Grade Appeals Committee (SGAC), stating the specific allegations and the desired  
 250 remedy, accompanied by available documentary evidence. The grade appeal must be  
 251 submitted by completing **the (1) Informal Process Log, (2) Student Grade Appeal Form, and (3)**  
 252 **Documentary Evidence** ~~the Formal Notice of Student Grade Appeal form (Appendix A) and~~  
 253 **uploading them via the specific link at the secured SGAC Moodle container.** Students may  
 254 obtain a formal grade appeal form at the following locations:  
 255 Office or Associated Students Incorporated  
 256 Office or the Dean of Students  
 257

258

259 3. Filing Deadline

260 The written grade appeal must be postmarked or stamped as received no later than March 15  
 261 for the prior fall session or October 15 for the prior Spring/Summer session. In the event of  
 262 extenuating circumstances, the Provost or designee shall be able to waive the deadline.  
 263

264 4. Withdrawal and Termination of Formal Process

265 A student has the right to withdraw his/her grade appeal at any stage of the proceedings, in  
 266 which case the proceedings shall terminate immediately. Efforts to resolve the dispute by  
 267 informal means may continue throughout the formal process. Written notification by the  
 268 appellant to the Student Grade Appeals Committee is required to terminate the proceedings.  
 269

270 The Student Grade Appeals Committee address is:

271

272 **Student Grade Appeals Committee c/o Academic Senate Office**  
 273 California State University San Marcos  
 274 San Marcos, CA 92096-0001  
 275

276 5. Preliminary Screening

277

278 Students are required to submit the log for informal process.

279

280 Upon receipt of the written-grade appeal, the Chair of the Student Grade Appeal  
281 Committee will review the grade appeal to determine if:

282 the Student Grade Appeals Committee has jurisdiction (See section "Purpose" and  
283 "Jurisdiction" page 1.); and

284 the filing deadline has been met; and

285 the informal process, steps 1 through 3, have been completed.

286

287

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

291

292 If the above conditions have been met, the Chair shall send written notice of receipt of a  
293 grade appeal within seven (7) calendar days to all parties involved in the informal process.  
294 The Chair shall also provide the instructor (the person responsible for assigning the student's  
295 grade) with a complete copy of documents submitted by the student, and request that the  
296 instructor provide a written response and relevant documentation, including the course  
297 syllabus and grade roster, to the committee within ten (10) calendar days.

298

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

307

308 6. Consideration of Grade Appeals

309 Upon review of documentation from the instructor and the student, the committee Chair shall  
310 establish and distribute to the principals a timeline for resolution of the appeal. If additional  
311 information is needed, the committee shall use appropriate means to collect relevant data.

312 Any party within the University community who is contacted by the Student Grade Appeals  
313 Committee Chair for information relevant to a specific appeal shall cooperate and provide  
314 full disclosure of information. This may include, but is not limited to, requesting that the  
315 instructor(s) provide academic records such as grade roster, graded materials in his/her  
316 possession and other documents such as syllabi and assignments that may be pertinent to the  
317 appeal.

318

319 The SGAC may establish and consult with a panel of 2-3 faculty members knowledgeable  
320 about grading practices, teaching strategies, or classroom management. This panel of experts

shall include at least one individual from the general academic discipline or area of the course in which the disputed grade(s) occurred.

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

#### 7. Hearing Process

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

The committee shall determine who will be involved in the hearing process.

The committee may seek advice from a "panel *of* experts" from the appropriate area as noted above. The committee may invite persons having information related to the grade appeal to testify in the hearing.

The committee Chair shall reserve the appropriate facility and notify all parties involved of the hearing date(s) and location.

The hearing shall be conducted according to the following standards:

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

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

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

#### 8. Recommendation

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

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

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

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

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

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

#### 9. Appeal of Violations of Procedure

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

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

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

The Provost or the Provost's designee may:

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

## VII. Annual Reports

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

Appendix A  
California State University, San Marcos  
**Formal Notice of Student Grade Appeal**

**Instructions**

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

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

\* An electronic version of the template can be downloaded from the secured SGAC Moodle container.

**Note:**

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

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

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

~~Once you have completed this form, place in a sealed envelope and send it to: Student Grade Appeals Committee  
C/O Office of the Academic Senate  
California State University, San Marcos  
San Marcos, CA 92096-0001~~

**(I) INFORMAL RESOLUTION LOG**

Note: an electronic copy of this log is posted at the secured SGAC Moodle container. Students should download this template, filled it out and upload the filled template at the specific link in the secured SGAC Moodle container.

### INFORMAL PROCESS LOG

Date of Submission \_\_\_\_\_  
Your Name \_\_\_\_\_  
Your Campus E-mail Address: \_\_\_\_\_  
Your Phone Number \_\_\_\_\_  
Your Mailing Address \_\_\_\_\_  
Semester: \_\_\_\_\_  
Course Name \_\_\_\_\_  
Course Number \_\_\_\_\_  
Instructor Name \_\_\_\_\_

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

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

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

### (2) FORMAL GRADE APPEAL FORM

Note: an electronic copy of this log is posted at the secured SGAC Moodle container. Students should download this template, filled it out and upload the filled template at the specific link in the secured SGAC Moodle container.

484 **Please type or print clearly**

485

486 Date:

487

488 **STUDENT INFORMATION**

489

490 Name:

491 Student ID Number: Current Address:

492 Street City State ZIP

493

494 Home Phone: Message Phone: E-Mail Address:

495

496 Expected Graduation: **CLASS INFORMATION** Class:

497 Semester:

498

499 Title: Instructor(s):

500

501 **BASIS FOR GRADE APPEAL**

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

503

504 ☐ The instructor refuses to (or cannot) assign a grade

505

506 ☐ The instructor is not available to review possible computational error.

507

508 The grade assigned is:

509 ☐ A result of an instructor or clerical error

510

511 ☐ Inequitable or capricious

512

513 ☐ Unreflective of course performance

514

515 ☐ Inconsistent with other grade assignments in the course

516

517

518 **NARRATIVE**

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

523

524 **EXPLANATION OF THE APPEAL**

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

529



530  
531  
532 **(3) DOCUMENTARY EVIDENCE**

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

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

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

547 Example of submitted file with 4 support documents:

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

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

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

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

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

554  
555  
556 ~~Please append any documents that support your appeal (e.g., copies of your work, copies of~~  
557 ~~correspondence with your instructor or other individuals involved with your appeal). In the~~  
558 ~~space below, please list the documents you have appended.~~

559 DOC. NO. DATE DOCUMENT TITLE AND DESCRIPTION

561 1.

563 REMEDY SOUGHT

567 **ACKNOWLEDGEMENT AND RELEASE**  
568 I have received and read the Student Grade Appeals Policy and Procedures, and understand what  
569 I am required to do in the Formal Grade Appeals Procedures.  
570  
571 Initials \_\_\_\_\_  
572  
573 I hereby release to the Student Grade Appeals Committee all documents, including my academic  
574 records, that may be pertinent to the Committee's investigation.  
575  
576 Initials \_\_\_\_\_  
577  
578 I certify that, to the best of my knowledge, the information I have provided is accurate and the  
579 circumstances surrounding the problem are as I have described them.  
580  
581 \_\_\_\_\_  
582  
583 Signature Date  
584  
585  
586

587 **~~INFORMAL RESOLUTION LOG~~**

588  
589 ~~DATE PERSONS CONTACTED ACTIONS AND OUTCOMES~~  
590  
591  
592 1.  
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600 5.  
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626 State University  
627