

AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday ~ November 5, 2014 ~ 11:30 – 12:50 pm
McMahan House

I. Approval of Agenda

II. Approval of Minutes – 10/29/14 (attached)

III. Chair's Report, [Laurie Stowell](#)

NOTE: There is no EC Meeting Scheduled for 11/26/14. The EC and AS Meetings of 12/3/14 will be held at the McMahan House.

Referrals to Committee:

IV. Vice Chair's Report, [Debbie Kristan](#)

V. Provost's Report, [Graham Oberem](#)

VI. Vice Provost's Report, [Kamel Haddad](#)

VII. Consent Calendar (attached)

- NEAC Recommendations
- UCC Report

VII. Presentations

VIII. Discussion Items

- A. FAC: Guidelines for Department RTP Standards Approved (Revised) (attached)**
- B. SAC: Student Grade Appeals Policy (attached)**
- C. BLP/UCC: BA in Music (attached)**
- D. Senate Officers: Shelter in Place Concerns (attached)**

IX. EC Members Concerns & Announcements

Upcoming Presentations:

EC, 11/12/14 – Undergraduate Studies, Dawn Formo, Dean – Information sharing
AS, 12/3/14 – Extended Learning “101” and International Programs, Mike Schroder

Next meeting: November 12, 2014, 12:00 noon – 2:00 pm, Kellogg 5207

Note: There is no EC meeting on 11/26 (Thanksgiving week)

Note: The Senate Meeting of 12/3/14 will be held at the McMahan House

CONSENT CALENDAR

November 5, 2014

NEAC RECOMMENDATIONS

Committee	Seat & Term	Name
Academic Senate	CSM 14-16	Rika Yoshii
Academic Senate	CEHHS 14-16	Anthony Rosilez
Academic Senate	CoBA 14-16	Ofer Melich
Budget and Long-Term Planning Committee	CHABSS 14-16	Bob Yamashita
Faculty Affairs Committee	Faculty at large 14-16	Anthony Rosilez
General Education Committee	CHABSS-HA 14-16	Ibrahim al-Marashi
Arts and Lectures Committee	CoBA 14-15	Ofer Melich
Faculty Grants Committee	CoBA 14-16	Ofer Melich
Long-Range Academic Master Plan Taskforce	CSM 14-15	Bill Kristan
Provost's Space Advisory Group	CHABSS 14-15	Miriam Schustack
Student Grievance Committee (alternate)	Faculty at large 14-16	Miriam Schustack
University Global Affairs Committee	CoBA 14-16	Vassilis Dalakas

UCC Course/Program Change Proposals & Reconciliation – November 5, 2014

Undergraduate

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
BIO-CHEM	P-2		B.S. in Biochemistry	P-2	S. Jayasinghe	5/1/14	10/29/14
CHEM	275		Quantitative Investigation in Chemistry	C-2	Karno Ng	2/12/14	10/22/14
CHEM	405		Physical Chemistry Laboratory	C-2	Paul Jasien	2/12/14	10/22/14
EDST	450		Undergrad Math & Science Teach, Learn, Theory	C	Brian Lawler	12/12/13	10/29/14
FIN	P-2		Business Administration: Finance Option	P-2	Wen Tsay	3/12/14	10/29/14
KINE	121		Disc Golf	C	Paul Stuhr	9/24/14	10/29/14
KINE	122		Fitness Walking	C	Paul Stuhr	9/24/14	10/29/14
KINE	123		Hatha Yoga	C	Paul Stuhr	9/24/14	10/29/14
KINE	124		Jogging	C	Paul Stuhr	9/24/14	10/29/14
KINE	125		Mountain Biking	C	Paul Stuhr	9/24/14	10/29/14
KINE	126		Pilates	C	Paul Stuhr	9/24/14	10/29/14
KINE	127		Self Defense	C	Paul Stuhr	9/24/14	10/29/14
KINE	128		Speedminton	C	Paul Stuhr	9/24/14	10/29/14

KINE	129		Strength Training	C	Paul Stuhr	9/24/14	10/29/14
KINE	130		Surfing	C	Paul Stuhr	9/24/14	10/29/14
KINE	131		Tag Rugby	C	Paul Stuhr	9/24/14	10/29/14
KINE	132		Tai Chi	C	Paul Stuhr	9/24/14	10/29/14
KINE	133		Team Handball	C	Paul Stuhr	9/24/14	10/29/14
KINE	134		Ultimate Frisbee	C	Paul Stuhr	9/24/14	10/29/14
MGMT	474		Business Sustainability	C	C. Ratin	3/12/14	10/29/14
PSYC	P-2		B.A. and Minor in Psychology	P-2	Maureen Fitzpatrick	3/4/14	10/22/14
PSYC	P-2		Child and Adolescent Development	P-2	Sharon Hamill	3/4/14	10/22/14
PSYC	330		Develop Psychology: Infancy and Childhood	C-2	Maureen Fitzpatrick	3/4/14	10/22/14
PSYC	331		Infancy and Childhood: Theories and Research	C	Maureen Fitzpatrick	3/4/14	10/22/14
PSYC	345		Psychology of Caregiving Across the Lifespan	C	Sharon Hamill	3/4/14	10/22/14
PSYC	348		Develop Psychology: Adolescence	C-2	Sharon Hamill	3/4/14	10/22/14
PSYC	349		Adolescence: Theories and Research	C	Sharon Hamill	3/4/14	10/22/14
PSYC	395		Laboratory in Developmental Psychology	C-2	Maureen Fitzpatrick	3/4/14	10/22/14
PSYC	422	351	Social Cognition	C-2	Kimberly Vanderbilt	3/4/14	10/22/14
SOC	P-2		B.A. in Sociology, Concentration in Health, Educ and Welfare	P-2	Bob Roberts	3/3/14	10/22/14
SPAN	250		Spanish for Spanish Speakers	C-2	Michelle Pellicia	1/31/14	10/22/14
SPAN	301 B		Advanced Spanish for Spanish Speakers	C-2	Michelle Pellicia	1/31/14	10/22/14
VSAR	323		Chicano Art of the Border Region	C-2	David Avalos	1/31/14	10/22/14

Graduate

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
BIOT	697 A-F		Directed Studies	C-2	Julie Jameson	5/1/14	10/28/14
EDUC	P-2		M.A. in Educ: Educational Administration Option	P-2	Carol Van Vooren	8/26/14	10/15/14
MATH	P-2		M.S. in Mathematics	P-2	Wayne Aitken	2/12/14	10/15/14

NURS	532B		Adv. Practice Mgmt of Mental Health Families	C-2	Nancy Coffin-Romig	2/20/14	10/15/14
NURS	533A		Advanced Practice Management of Clients and Families	C-2	Denise Boren	2/20/14	10/29/14
NURS	533C		Management of Mental Health Clients and Families	C-2	Nancy Coffin-Romig	2/20/14	10/29/14
NURS	533D		Clients and Families Across the Life Span I- FNP	C-2	Amy Carney	2/20/14	10/29/14
NURS	533E		Management of Clients and Families Across the Life Span I-PHN	C-2	Denise Boren	2/20/14	10/29/14
NURS	534A		Management of Clients and Families Across the Life Span II	C-2	Amy Carney	2/20/14	10/29/14
NURS	534B		Mental Health Clients and Families Across the Lifespan II	C-2	Nancy Coffin-Romig	2/20/14	10/29/14
NURS	597 ABC		Independent Study in Advanced Nursing (1-3)	C	Denise Boren	2/20/14	10/29/14
NURS	598A		Directed Graduate Project 1 unit	C-2	Denise Boren	2/20/14	10/22/14
NURS	598B		Directed Graduate Project 2 units	C-2	Denise Boren	2/20/14	10/22/14
NURS	598C		Directed Graduate Project 3 units	C-2	Denise Boren	2/20/14	10/22/14
NURS	599A		Graduate Thesis 1 unit	C-2	Denise Boren	2/20/14	10/22/14
NURS	599B		Graduate Thesis 2 units	C-2	Denise Boren	2/20/14	10/22/14
NURS	599C		Graduate Thesis 3 units	C-2	Denise Boren	2/20/14	10/22/14
NURS	600		Thesis/Project Extension	C	Denise Boren	2/20/14	10/29/14

FAC Guidelines for Department RTP Standards

Rationale

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

http://www.csusm.edu/fa/allfrontpagedocs/documents/rtpstandards_facguidelinesfordept_092809.pdf

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

University RTP Policy I.B.5.d.

5. Guidance on the WPAF

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

University RTP Policy IV.A.1.

A. General Principles

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

University RTP Policy IV.B.5.

5. Departmental Standards

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

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

c. Written Department or equivalent standards shall address:

1. Those activities that fall under the categories of Teaching Performance, Scholarly and Creative Activity, and Service;
2. A description of standards used to judge the quality of performance;
3. The criteria employed in making recommendations for retention, tenure, and promotion.

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.

Changes Approved by FAC:

- FAC has approved the addition of two specific guidelines for format, which were devised in AY 13-14.*
- Further, FAC has reviewed the guidelines and made improvements for clarity. Some of these improvements have to do with wording; other changes have required reformatting. FAC agreed to make only the changes that were needed and sought to preserve as much of the original document as possible.*

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

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

- 75 I. "Department RTP Standards"
- 76 A. A "standard" is a reference point or formalized expectation against
77 which progress can be measured for retention, tenure, and promotion.
- 78 B. Faculty have a right to clearly articulated performance expectations.
79 Departmental RTP standards provide consistency in guiding tenure-
80 track faculty in the preparation of their WPAFs.
- 81 C. "Department" refers to units that are departments or an equivalent
82 unit.
- 83 D. Department RTP Standards educate others outside of the discipline,
84 including deans, university committees, and the provost, ~~with respect~~
85 ~~to about~~ the practice and standards of a particular
86 department/discipline/field.
- 87 E. Departments must respect the intellectual freedom of their faculty by
88 avoiding standards that are too prescriptive. Department standards
89 should be as brief as possible with emphasis on the unique nature of
90 the department.
- 91 F. ~~All Department RTP Standards shall conform to the CBA and~~
92 ~~University and College RTP Documents. Department or equivalent~~
93 ~~unit standards shall not conflict with law, CBA or University policy.~~
- 94 G. The "Department RTP Standards" document shall contain the
95 elements of the department RTP standards described below and shall
96 not repeat the CBA, university and/or College, ~~or include department-~~
97 ~~specific advice.~~
- 98 H. Approval Process for All Department RTP Standards
99 Standards shall must be approved by a simple majority of all tenure-
100 track faculty within a department and then approved by the
101 college/school/library and the Academic Senate before any use in the
102 RTP decisions.
- 103 II. Elements of the "Department RTP Standards" Document
- 104 A. Formatting
- 105 1. Include a Table of Contents at the beginning of the document
106 that lists each section
- 107 2. In section headers, refer to three areas of evaluation in the
108 terms used in the university RTP document:
109
 - Teaching (or Professional Performance)

- 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 dDepartment's RTP expectations: relate to the college and university mission.
3. Explain Hhow 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 hHow 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.

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

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 D~~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

- Clinical teaching
- Seminar courses
- Undergraduate versus graduate courses
- Supervision of field work, independent research, graduate research and theses, and library research
- Teaching modality, e.g. on-campus, off-site, on-line, distance learning
- Training and supervision of teaching and graduate assistants
- Pedagogical tools typically used or expected in the department
- Independent study students/courses
- ~~— Department approaches to support excellent teaching~~

c. Describe the types of evidence used to examine teaching performance. Include specific expectations, citing the College document if necessary, rather than repeating the list. At a minimum, include expectations with respect to the following:

- Student evaluations. How many are required and how are they evaluated?
- Syllabi: Are there unique department expectations for syllabi?

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

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

f. ~~Describe department approaches to support excellent development and achievement in teaching.~~

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

2. Professional Performance (For Faculty with Non-Teaching Assignments, such as Librarians, SSPARs, etc.)

a. Describe department priorities and values in professional performance

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

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

- a. Describe the department priorities and values in service contributions to the Department, College and University.
- 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:
 - 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
- c. Does the Department have specific expectations in terms of documentation of service other than accurate listing in the comprehensive CV? (Please note that submitting letters from committee chairs is not considered best practice.)

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

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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.
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103 E. Vacancies

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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.
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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.
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132 G. Confidentiality

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

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

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

Notifications and other procedural correspondence may be conducted electronically.

VI. Grade Appeal Process

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

Consultants may assist with:

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

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

A. Informal Process Deadlines

The deadlines for completing the informal appeal process shall be as follows:

184
185 **For courses taken during**
186
187 **Deadline for completion:**
188
189 Previous fall semester March 15
190
191 Previous spring and summer semester October 15
192
193 A good faith *effort* to settle a dispute must be made before filing a formal grade appeal. Even
194 after an appeal is filed, efforts to resolve the dispute by informal means should continue. SGAC
195 Chair may facilitate the resumption of the informal appeal.
196
197 In order to seek resolution before the formal grade appeal filing deadline, students should begin
198 the informal resolution process as soon as possible. Any grade appeal policy and procedure of a
199 college or department is considered part of the informal process, and falls within the time
200 restrictions as discussed in Step 1 through Step 3, below.
201
202 1. The student must consult with the faculty member(s) involved to try to reach an agreement.
203 If the faculty member does not respond or if the student is unable to reach agreement in a
204 reasonable length of time, keeping in mind the filing deadline, then the student shall proceed
205 to step 2.
206
207 2. The student shall consult with the person at the next level of supervision if Step 1 does not
208 result in a satisfactory agreement. (e.g. **department chair or program director**). If the parties do
209 not respond or reach agreement in a reasonable length of time, the student shall proceed to
210 step 3.
211
212 3. The process shall continue at the level of dean, or the administrative director of equivalent
213 rank. If the dean does not respond or an agreement is not reached and the student wishes to
214 pursue the appeal process, the student shall file a formal grade appeal.
215
216 NOTE: Grade appeals involving administrators who have served as the
217 instructor for the course should be directed to the SGAC after Step 1.
218
219 C. Formal Process
220
221 **The Formal Process shall be filed on-line via the Student Grade Appeal Committee (SGAC) secured**
222 **website.**
223
224 **Students filing grade appeals should contact the Academic Senate Coordinator for access to the SGAC**
225 **secured website**
226
227 **The complete grade appeal, including (1) the required informal process log, (2) letter of appeal and**
228 **(3) supporting document must be uploaded to the designated places in the SGAC secured website**
229 **postmarked or stamped as received by the University's Academic Senate Office no later than**
March 15 (for courses taken during the previous Fall semester) or October 15 (for Spring and

Comment [Barry1]: Universal change

230 Summer semesters). In the event of extenuating circumstances, the Provost or designee shall be
 231 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 SGAC secured website.** Students may obtain a formal
 254 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

283 The Student Grade Appeals Committee has jurisdiction (See section "Purpose" and
284 "Jurisdiction" page 1.),

285 And

286 The filing deadline has been met,

287 And

288 The informal process, steps 1 through 3, have been completed.

289

290

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

294

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

301

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

310

311 6. Consideration of Grade Appeals

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

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

321
322 The SGAC may establish and consult with a panel of 2-3 faculty members knowledgeable
323 about grading practices, teaching strategies, or classroom management. This panel of experts
324 shall include at least one individual from the general academic discipline or area of the course
325 in which the disputed grade(s) occurred.

- 326
327 a. The SGAC shall select the panel from a pool of faculty willing to serve as consultants,
328 submitted by the chairs, program directors, or center directors of appropriate academic units.
329 b. The panel shall not include a faculty member objected to by either the student or faculty
330 member involved in the dispute. Either the student or faculty member may ask for the
331 replacement of no more than two members of the panel. Such a request must be made in
332 writing and within no more than seven (7) calendar days of the notification by SGAC.
333 c. The SGAC shall make its recommendation in the grade appeal based on information
334 received during its fact-finding, including information provided by the panel of faculty.

335
336 7. Hearing Process

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

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

342
343 The committee may seek advice from a "panel of experts" from the appropriate area as noted above.
344 The committee may invite persons having information related to the grade appeal to testify in the
345 hearing.

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

348
349
350 The hearing shall be conducted according to the following standards:

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

357
358
359 All hearings will be audio- or audio and video-recorded. Recordings will be available *for*
360 review by the student, the instructor, and committee members in a specially supervised place.
361 Recordings of hearings shall only be copied for Student Grade Appeal Committee record-
362 keeping purposes.

363
364 Once all information has been received, including information obtained through hearings, the
365 committee will issue a recommendation.

366

367 8. Recommendation

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

369 The original grade was properly assigned and should therefore remain on the student's record,
370 or

371 The original grade was improperly assigned, and the student's work should therefore be
372 reevaluated, and the assigned grade should be changed.

373

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

379

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

382

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

387

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

393

394 9. Appeal of Violations of Procedure

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

398

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

404

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

408

409 The Provost or the Provost's designee may:

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

412

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 SGAC secured website).**

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

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

Note:

- Access to (2) and (3) are prohibited until the SGAC chair has reviewed and confirmed that the Informal 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 SGAC secured website. Students should download this template, filled it out and upload the filled template at the specific link in the SGAC secured website.

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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 _____

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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

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(2) FORMAL GRADE APPEAL FORM

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

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Please type or print clearly

Date:

STUDENT INFORMATION

Name:

Student ID Number: Current Address:

Street City State ZIP

Home Phone: Message Phone: E-Mail Address:

Expected Graduation: **CLASS INFORMATION** Class:

Semester:

Title: Instructor(s):

BASIS FOR GRADE APPEAL

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

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

The grade assigned is:

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

NARRATIVE

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

EXPLANATION OF THE APPEAL

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

531
532
533
534 **(3) DOCUMENTARY EVIDENCE**

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

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

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

549 Example of submitted file with 4 support documents:

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

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

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

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

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

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

561
562 DOC. NO. _____ DATE _____ DOCUMENT TITLE AND DESCRIPTION

563
564 1.

565
566 REMEDY SOUGHT
567

568
569 **ACKNOWLEDGEMENT AND RELEASE**
570 I have received and read the Student Grade Appeals Policy and Procedures, and understand what
571 I am required to do in the Formal Grade Appeals Procedures.

572
573 Initials _____
574

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

577
578 Initials _____
579

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

582
583 _____
584
585 Signature Date

586
587
588
589 **~~INFORMAL RESOLUTION LOG~~**

590
591 ~~DATE PERSONS CONTACTED ACTIONS AND OUTCOMES~~

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628 State University

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Report from BLP, Music Major (CHABSS)

October 21, 2014

DRAFT

The budget and Long Range Planning Committee (BLP) has reviewed the proposed Music Major Program as well as the resource implications of the program's launch. We thank proposer Bill Bradbury for his input and assistance as we reviewed the program's resource implications. The music major will be launched with state-side funding.

Music is considered by the CSU Board of Trustees to be one of the specific subject areas or "foundational programs" that make up the "Broad Foundation Program" in the CSU system. The foundation program for all campuses in the system consists of the liberal arts and sciences, business administration, and teaching. The Board designated specific subject areas that would be regarded as the "Broad Foundation Program," which was updated in 1979 by the Project Team on Academic Programs to include: undergraduate programs in anthropology, art, biology, chemistry, economics, English, foreign languages, geography, geology, history, mathematics, music, philosophy, physics, political science, psychology, sociology, speech/communication, and theatre arts/drama. Societal need and student demand are not the "preeminent criteria" for offering baccalaureate programs in these disciplines.

Program Demand:

Both Mira Costa and Palomar music programs indicate the need for a pipeline from their campuses into a major. In addition, the music program at San Diego State has declared impaction. There is a likely pipeline of students who would have applied there as well. As a comparison, music majors at SDSU comprise .78% of the total undergraduate majors. That translates to 78 possible majors at CSUSM.

Resource Implications:

There is currently a music option in the Visual and Performing Arts degree serving 30+ majors. With regard to anticipated growth as a result of offering a major, the program has completed a cost and revenue analysis for a period of 5 years. By year 3, dependent upon growth, there is a plan to add one additional faculty member to support student growth and the new courses. Also, dependent upon growth, there will be an increased need for lecturers to support the lesson requirements of the major. Assuming that CSUSM continues to receive additional FTE growth from the Chancellor's office and that the major grows to the anticipated 78 majors, FTE generated revenue is sufficient to cover costs. Program faculty have been successful in receiving scholarship grants that support some of the lessons. They will continue to pursue other fund raising efforts.

In the long term, growth in the program will require additional space. The director of the School of Arts has a long-term fund-raising plan to secure a performing arts building. There will be a need in the long term for additional rehearsal space. Similarly, library and technology resources are currently sufficient. However, the campus has lost computer labs and library costs increase incrementally with student growth. Academic Affairs and the University Budget Committee will need to monitor technology and library cost increases for all programs to ensure adequate resources and support.

Recommendation:

BLP unanimously recommends approval of the Music Major.

For the complete curriculum associated with this proposal, visit the Curriculum Review website, line 51:

http://www.csusm.edu/academic_programs/catalogcurricula/2014-15_curriculum_chabss.html

Proposed Catalog Language for the Bachelor of Arts in Music

Office:

ARTS Building, Third Floor

Telephone:

760-750-4137

Program Director:

William Bradbury

Full-time Faculty:

William Bradbury, DMA

Ching-Ming Cheng, DMA

Merryl Goldberg, Ed.D.

Mtafiti Imara, Ph.D.

Part-time Faculty:

Dana Burnett, MM

Ron Jessee, MA

Eduardo Garcia, MM

Randy Griswold, MA

Robert Kostlan, MM

Programs Offered:

- Bachelor of Arts in Music
- Minor in Music
- Minor in Music Technology

The Music Major presents all aspects of music as integral parts of a complete music education; students in the Major are expected to learn the language of music through the study of theory, history, performance, composition, and technology. While doing so,

they will investigate various musical cultures, create their own original music or interpretations of others' music, communicate with an audience to present their completed work, and archive their work. Music is placed in a societal context and students will participate in their local music community.

Students will achieve the following Student Learning Outcomes:

- 1) Articulate and demonstrate proficiency in the language of music including scales, chords, harmony, rhythm, analysis, counterpoint, form, instrumentation, reading skills, ear-training, and music technology.
- 2) Apply knowledge of musical culture in a global context including Western concert music, American popular music, and music from other global traditions.
- 3) Create work in performance, music technology, improvisation and/or composition and present work in a public forum either through recitals, installations, or presentations of technology or composition work.
- 4) Demonstrate proficiency with primary instrument or voice, in solo performance and in small or large ensembles.

In addition students will:

- Document work in the form of recordings, papers or videos.
- Provide community service through internships or concerts in the community.
- Learn skills for a career in music or admission to graduate school.

The curriculum is designed with maximum flexibility and allows the student to create his/her own course of study under advisement from one of the music faculty. Music majors might emphasize one of several areas including performance, music technology, composition, and world music or a combination of two or more of these areas. After completing a core of courses at the lower division, the student becomes more focused at the upper division. All students present a capstone project in their last semester of the senior year.

Educational and Career Opportunities

The music major is designed so that graduates will be adequately prepared to pursue careers in music or to enter graduate school. Students graduating with a B.A. in music have numerous employment opportunities upon graduation. These include private music teaching, sound or recording technology, performance, composition, teaching in primary and secondary school or work in the music industry.

Admission to the Major

Students entering the program at the freshman level should have the skills expected of musicians who have studied music privately or in secondary school. Understanding of the fundamentals of music and music notation is expected. Students without these skills can complete remedial work at area community colleges to obtain them.

The Music Major is designed to integrate well with community college curriculum. Students entering the program at the junior level must have completed the lower division core (either in community college or at CSUSM) before pursuing work at the upper division. The core can easily be completed at any of the community colleges in the area; see the Music Program Director for information.

Continuation in the program

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better.

TOTAL UNITS IN THE MAJOR

Area	Units
General Education	51*
Preparation for the Major Curriculum	32*
Music Major Upper Division Curriculum	26
Students must take a sufficient number of elective units to bring the total number of units to a minimum of	
	120

* Three lower division units in Area C1 of general education are automatically satisfied by courses taken in Preparation for the Major

PREPARATION FOR THE MAJOR:

Course #	Course Title	Units
MUSC 101	Music Theory I (includes ear-training)	4
MUSC 102	Music Theory II (includes ear-training)	4
MUSC 201	Music Theory III (includes ear-training)	4
MUSC 202	Music Theory IV (includes ear-training)	4
MUSC 120	Introduction to Music (GE C1 credit)	3
MUSC 220	Survey of Western Music	3
MUSC 240	Vocal or Instr Instruction (2 semesters)	2
MUSC 189-196	Ensembles (2 semesters)	2
MUSC 145	Beginning Piano	3
MUSC 210	Intro to Music Technology	3

PREPARATION FOR THE MAJOR: 32

MAJOR REQUIREMENTS

The student in the music major works with a faculty advisor to design a plan of coursework that addresses his/her individual needs. Courses are selected from the broad categories listed below. In some cases, independent study work may be substituted for courses not offered (under advisement).

Requirement	Units
Select two from ensembles MUSC 389-396 (1 unit courses)	2
Studio courses Three or four semesters for a total of 6-9 units from advanced theory, composition, technology, instrumental instruction, ensembles. (Students emphasizing performance will need four semesters of MUSC 340, and an additional two semesters of MUSC 389-396.)	6-9
MUSC 301-313, 340, 389-396, 402	6-9
MUSC 322 Survey of World Music (required)	3
Survey courses Select one from MUSC 321-325, MUSC 420-431	3
Upper Division Music Electives	6-9
MUSC 490 Capstone Project	3

TOTAL MUSIC MAJOR UPPER DIVISION UNITS:26

New Courses being approved with this Degree Program:

MUSC 146	Intermediate Piano	3
MUSC 194	Vocal Ensemble	1
MUSC 195	Javanese Gamelan Ensemble	1
MUSC 196	Jazz Ensemble	1
MUSC 201	Music Theory III	4
MUSC 202	Music Theory IV	4
MUSC 220	A Survey of Western Music	3
MUSC 301	Orchestration	3

171	MUSC 305	Songwriting	3
172	MUSC 306	Studio Composition	3
173	MUSC 307	Scoring for Film	3
174	MUSC 308	Arranging Music	3
175	MUSC 311	Advanced Recording Techniques	3
176	MUSC 312	Electronic Music Synthesis	3
177	MUSC 313	Sampling and Sound Design	3
178	MUSC 389	Chamber Ensemble	3
179	MUSC 430	Survey of Ethnomusicology	3
180	MUSC 431	Research Methods in Ethnomusicology	3
181	MUSC 490	Senior Capstone	3
182			
183			

Shelter in place concerns

- On 10/13/14, the campus experienced a “shelter-in-place” false alarm. **Question: what is the responsibility of faculty when a shelter-in-place occurs outside of the classroom?**
- When teaching a class, faculty are clearly the authority figure in the room and can instruct students to get down, get away from the windows, help barricade the door, etc. During an event like last week, many students were unaware it was happening. The notification went out over landlines and text messages, but because it was an accidental trigger it was NOT announced over the public address system loudspeakers, building doors didn’t lock, no computer alerts were displayed, and not everyone received phone alerts.
- Typically “shelter-in-place” means barricade yourself in your immediate location, and not let anyone in once barricaded, since they might be at gunpoint or actually be the shooter. This is contrary to what faculty might have to do in a public or open space like the library, USU, or any building lobby or outdoor meeting areas, when students may need further direction.
- Building marshals from Kellogg will be meeting with UPD and Robert Williams to follow up what kind of training, emergency announcements, protocols etc should be in place for this kind of incident in the library. **Are there other faculty concerns or recommendations regarding this issue that need to be discussed at Senate?**
- One suggestion is that messaging in the alerts (on landlines, computer screens, text, PA, etc) be more specific. For example, "This is an emergency. Shelter in place, get down, get away from windows, secure yourself under a desk or behind a door, wait there until you hear the alert has been lifted..."
- Some of the rooms in our Science I do not have campus phones and students do not hear the alert messages. The university needs to address this safety issue and put phones in spaces where students take classes/do research.