

**CURRICULUM TRACKING**  
**Academic Year 2003-04**

Curric. & Sched. No.	Course Prefix	Course Number	Course/Program Title	Form(s)	Type Action	Proposal Originator	Rec'd by Curr. & Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
19	BUS	304	Data Analysis	C-2	Change	Robert Aboolian	2/12/04	2/17/04	2/17/04	Approved	3/16/04
64	EDMX	532A	Technology and Communication - Special Populations	D	Deletion	Kathy Hayden	10/17/03	11/17/04	11/17/03	Approved	3/16/04
118	HTM	302	Foundations of Operations Management	C-2	Change	Robert Aboolian	2/12/04	2/17/04	2/17/04	Approved	3/16/04
121	HTM	305	Operations Management	C-2	Change	Robert Aboolian	2/12/04	2/17/04	2/17/04	Approved	3/16/04
130	LING	301B	Introduction to Linguistics	C	New	Jule Gomez de Garcia	3/15/04	3/16/04	3/16/04	Approved	3/23/04
153	LTWR	431	U.S. Environmental Literature	C	New	Lance Newman	4/22/03	11/17/03	11/17/03	Approved	3/16/04
166	MATH	480	Introduction to Optimization	C-2	Change	Andre Kundgen	4/3/03	11/17/03	11/17/03	Approved	3/23/04
170	MUSC	304	Recording Techniques	C-2	Change	Bil Bradbury	3/15/04	3/16/04	3/16/04	Approved	3/23/04
172	PE	203	Physical Education for Elementary School Children	C-2	Change	Stephen Nichols	3/15/04	3/16/04	3/16/04	Approved	3/23/04

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## Definition of Upper-Division Education

### Background

In 1999, the Academic Senate, upon recommendations of the General Education Committee (GEC), passed the following definition for Upper-Division General Education (UDGE):

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

This definition did not specify the number of units for an UDGE course, as all previous submissions for UDGE credit had been three units.

The CSU requirement for UDGE, specified in Title V and Executive Order 595, is a total of nine units. Executive Order 595 authorizes each campus to make "reasonable adjustments" in the number of units, but warns that the adjusted requirements "will not unduly exceed any of the prescribed credit minima."

California State University San Marcos (CSUSM) has further required that the 9 units be specified to include 3 units each in Mathematics and Physical or Biological Science (Area BB), 3 units in Arts and Humanities (Area CC), and 3 units in the Social Sciences (Area DD).

In the 2003-2004 academic year, several courses previously approved for UDGE credit were changed to 4 unit courses, and several new 4-unit courses were proposed for UDGE credit. The approval of 4-unit courses has several possible consequences:

(1) 3-unit UDGE courses may be unavailable for a student in a given area if (a) no 3-unit courses are offered in the area, (b) all the 3-unit courses in the area fill up prior to a student's registration time, or (c) available 3-unit courses in a given area conflict with other aspects of a student's schedule.

47 (2) If a student has to take a 4-unit course instead of a 3-unit course for any of the  
48 reasons outlined in (1), that student's fees may increase if (a) the student was  
49 planning on taking two 3-unit courses and instead has to take one 4-unit course and  
50 one 3-unit course in regular session, or (b) the student is taking the 4-unit course in  
51 special session.

52  
53 (3) Standard schedule times for 4-unit courses do not mesh well with standard  
54 schedule times for 3-unit courses, so a student majoring in a discipline with many 3-  
55 unit courses may have a hard time scheduling a 4-unit GE courses to fit his or her  
56 schedule, if there are no open 3-unit UUDGE courses available.

57  
58 In examining the UUDGE programs of other CSU campuses, the GEC discovered that  
59 some 4 unit courses have been approved for UUDGE credit; however, in the vast majority  
60 of cases, these courses carry 3 *or* 4 units of credit, with 4 units being required for majors  
61 in the department where the course is being offered and optional for nonmajor and  
62 general education students. The GEC would be willing to consider approving such a  
63 structure for UUDGE courses at CSUSM after consultation with academic departments and  
64 with the office of the Vice-President for Academic Programs about its effect on class  
65 scheduling and other practical issues concerning the delivery of the curriculum.

66  
67 Therefore, be it

68  
69 **RESOLVED**, that the following paragraph be appended to the Definition of Upper-  
70 Division General Education:

71  
72 Upper Division General Education courses shall be three-unit courses, or shall  
73 provide a 3-unit option to students seeking GE credit, so that three such courses will  
74 exactly correspond with the 9-unit Upper Division General Education requirement of  
75 the CSU.

76  
77 And be it further

78  
79 **RESOLVED**, that the UUDGE-BB, UUDGE-CC, and UUDGE-DD forms be amended to  
80 reflect this change in the definition of Upper Division General Education.

81

1 **Proposal for:**  
2 **Center for Leadership Innovation and Mentorship Building (CLIMB)**

3  
4 **1. Rationale**

5  
6 **a. Why is the Center needed?**

7  
8 CoBA's mission states that "The College will continue to develop programs and  
9 relationships with organizations in Southern California. Through these cooperative  
10 programs, the College will promote the exchange of ideas and information, provide a  
11 laboratory for student learning, and make available the expertise of CoBA faculty." As  
12 part of CoBA's mission to reach out to the greater community, the College has been able  
13 to attract a large number of scholars, teachers and practitioners of leadership who are  
14 dedicated to the idea of serving the needs of the community by providing them with  
15 current knowledge of effective leadership and mentoring concepts to improve the practice  
16 of leadership in their organizations.

17  
18 CoBA offers courses in leadership at both the undergraduate and graduate levels. These  
19 courses are in very high demand among the students and all the sections (at the  
20 undergraduate level) are usually overenrolled. *A Center is needed to focus the faculty*  
21 *expertise in the College of Business Administration and harness it to serve the needs of*  
22 *the community through innovative research and collaboration with various internal and*  
23 *external constituencies (e.g., students, faculty in other colleges, business and community*  
24 *organizations). Thus, a successful leadership center would serve to considerably increase*  
25 *the visibility of both the College and the University.*

26  
27 There is a significant amount of interest in and demand for best practices in leadership  
28 and mentoring, especially in the businesses that are located in the rapidly growing North  
29 County area. The College of Business conducted an informal survey of businesses at the  
30 Senior Experience Banquet and business students in our MBA program to assess attitudes  
31 towards the establishment of a Center. The survey revealed that leadership development  
32 is considered an important issue in this region. However, respondents felt that  
33 organizations often do not have the resources necessary to conduct their own leadership  
34 development and training. In a parallel fashion, because business faculty often do not  
35 have readily available primary data sources for research (e.g., organizational employees  
36 for survey research), these organizations could successfully provide case studies and  
37 other sources of data to facilitate faculty research in the broader business disciplines.

38  
39 The new center would enhance the reputation of the entire institution and the business  
40 program through these reciprocal relationships that help carry out the mission of both the  
41 University and CoBA. At universities across the country (e.g., University of  
42 Pennsylvania, SUNY at Buffalo, Arizona State University), leadership centers act as  
43 catalysts for path-breaking research and discussion and also serve as an easy entry point  
44 for local businesses to get connected to the university in various capacities.

1  
2 **b. Why is the present organizational structure not able to coordinate these needs?**  
3

4 There is no formal mechanism to capitalize on the leadership expertise in the College of  
5 Business Administration with a view to coordinating formal student interactions with  
6 business leaders and collaborative research in the leadership area. Whereas individual  
7 faculty sporadically offer programs and consult with the business community, there is no  
8 central “go-to” organization that students and businesses can take advantage of in order  
9 to avail the collective expertise in the College.

10  
11 **2. Mission**  
12

13 **a. What activities will the Center promote?**  
14

15 The mission of the Center is to foster the development of effective leaders at all levels -  
16 individual, team, organization, and community. This mission is achieved by promoting  
17 innovative leadership research and by offering educational programs and mentoring  
18 opportunities to current and aspiring leaders. Listed below are some of the activities that  
19 the Center proposes to undertake:  
20

- 21 • Conducting research on leadership and related areas such as mentoring
- 22 • Presenting papers at professional conferences
- 23 • Developing student awards for leadership
- 24 • Promoting student and faculty interactions with business leaders (e.g., business  
25 breakfasts, In the Executive’s Chair speakers course)
- 26 • Organizing and supporting leadership conferences
- 27 • Creating collaborations with other leadership centers, domestic and international
- 28 • Offering leadership development programs

29  
30 **b. How does the Center’s mission statement support the mission statement of the**  
31 **university?**  
32

33 An important element of CSUSM’s mission is fostering innovative ideas and programs  
34 that address the needs of the regional community. As the mission statement states, “As a  
35 public university, CSUSM grounds its mission in the public trust, alignment with regional  
36 needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of  
37 our region and state.” The Center will serve as a visible symbol of the College of  
38 Business reaching out to both internal and external constituencies (students, CoBA  
39 faculty, and other colleges) and the business community to foster leadership research,  
40 education, and practice in the North County area.  
41

1 **3. Structure and Personnel**

2  
3 **a. What is the proposed structure for the Center?**

4  
5 The Center will initially have an Executive Director who will be a full-time faculty  
6 member. In addition, there will be area directors with responsibility for different areas,  
7 faculty associates and an advisory board comprised of successful leaders from the  
8 community and university personnel (e.g., Bruce Nichols, former CEO of Formulabs and  
9 recipient of the President's Distinguished Service Award, Lori Pfeiler, Mayor of  
10 Escondido and CSUSM alum, Suzanne Valery, Grants Development Specialist,  
11 CSUSM).

12  
13 **b. What will be the responsibilities of the Center Director (s)? Who will be the**  
14 **founding director?**

15  
16 The Executive Director and the area directors will be responsible for coordinating basic  
17 and applied research projects on leadership and mentoring, identifying the needs of the  
18 community and devising programs to meet those needs. They will also work to raise  
19 funds from the external community to supplement the initial grant from Qualcomm. The  
20 founding director will be Raj Pillai who will serve as Executive Director and oversee the  
21 work of the Center. She will be supported by Troy Nielson, Jeff Kohles, and David  
22 Bennett who will serve as area directors, and Kathleen Watson, Regina Eisenbach and  
23 Ben Cherry who will serve as faculty associates. Dean Guseman will serve in an ex-  
24 officio capacity.

25  
26 **c. Who are the unit's founding members and how does their expertise relate to its**  
27 **purpose?**

28  
29 Faculty members Raj Pillai, Troy Nielson, Jeff Kohles, David Bennett, Ben Cherry,  
30 Kathleen Watson and Associate Dean Regina Eisenbach are founding members. All of  
31 them have expertise in the area of Management and Organizational Behavior. Raj Pillai  
32 and Jeff Kohles teach and publish in the area of Leadership. Raj Pillai teaches the  
33 Leadership course at both the undergraduate and MBA levels and has worked with  
34 community groups like the Carlsbad Chamber of Commerce on leadership programs. Jeff  
35 Kohles teaches the Leadership course at the undergraduate level and has previously  
36 worked for two other leadership centers in the U.S. Troy Nielson and David Bennett offer  
37 the highly successful "In the Executive's Chair" class that has attracted students across  
38 the campus and leading members of the business community. In addition, Troy Nielson  
39 teaches and does research in mentoring and leadership to a lesser extent. David Bennett  
40 has held top management positions in several Fortune 500 companies, serves on several  
41 local company boards and is a member of the Chairmen's Round Table. He, too, teaches  
42 leadership at both the undergraduate and MBA levels. Regina Eisenbach, a management  
43 scholar, has also taught leadership at both the undergraduate and MBA levels. Ben  
44 Cherry has expertise in Human Resources Management, and has published research in  
45 the areas of trust and effective decision making. Kathleen Watson, who also serves as

1 Department Chair of Management and Marketing, has expertise in the Organizational  
2 Behavior and Entrepreneurship areas.

3  
4 Members of the business community have been approached and are willing to serve on  
5 the advisory board.

6  
7 **d. What are the rights, responsibilities, and benefits of membership in the Center?**  
8

9 The rights and responsibilities will involve identifying opportunities for research and  
10 implementing research projects, collaborating with other entities on campus that are  
11 involved in leadership activities, selecting student leaders for the annual leadership  
12 awards, and working with the external community to address leadership issues through  
13 research, consulting relationships and other activities. The benefits of membership  
14 include the opportunity to raise the profile of CSUSM and CoBA in the local community  
15 and thereby facilitate fundraising at all levels, as well as generating collaborative activity  
16 among University faculty. This, we hope, will benefit the local community and enhance  
17 the quality of leadership research and education both inside and outside the classroom.  
18

19 **e. Will the Center have an advisory Board? For what purpose? How will members  
20 be selected?**  
21

22 The Center will have an advisory board. They will brainstorm collaborative activities  
23 and help with fundraising. A protocol for selecting board members has not been  
24 developed yet but it is likely to be based on invitations to individuals who have already  
25 demonstrated enthusiasm for supporting leadership research and programs in their  
26 institutions and the greater community.  
27

28 **4. Relationship of the Center to other university entities.**  
29

30 **a. Which programs, administrative units, colleges or library, other centers or  
31 institutes will be involved with the new Center?**  
32

33 The Center plans to interface with the College of Arts and Sciences, specifically with  
34 their Women's Leadership Studies program and possibly with the College of Education  
35 through their Joint Doctoral Program in Educational Leadership. The Center will also  
36 work in collaboration with External Affairs on fundraising initiatives, and with Extended  
37 Studies toward offering both self-supporting academic credit certificate programs and  
38 non-credit programs to the business community.  
39

40 **b. What effect will the Center have on the Faculty's departments academically,  
41 operationally, and financially?**  
42

43 There is no doubt that establishing a successful leadership Center will enhance the  
44 visibility of the College of Business Administration in the business community. Informal  
45 discussions with, and surveys of, the business community have revealed that there is a

1 need for a Center focusing on leadership research, programs and conferences in the North  
2 County area.

3  
4 Academically – The Center will help keep faculty members current in the leadership area.  
5 The research that the Center supports can enhance the delivery of existing courses and  
6 may spur the creation of new courses. Also, involving students as part of coursework or  
7 through assistantships/scholarships would enhance the quality of their education.

8  
9 Operationally – The Center would need a physical location. Given the construction of  
10 the new business building, we would need to identify an office for the Executive Director  
11 that is designated as such. Until then, the Center will be coordinated from the office of  
12 the Executive Director. Down the road, should there be on campus teaching, we would  
13 need access to a classroom.

14  
15 Financially – The Center, through its pursuit of grants, community partnerships, and  
16 other fundraising activities, would provide much needed funds, both for faculty research  
17 and for promoting and rewarding leadership development among business students.

18  
19 **c. What is the relationship to teaching, coursework, and the instructional program**  
20 **of the faculty's home department?**

21  
22 Leadership is an important element of the Service Sector Management option. In the  
23 undergraduate program, the elective, SSM 452 (Leadership in Organizations) builds upon  
24 concepts in the basic management and organizational behavior courses (either SSM 304  
25 or MGMT 302) and provides students an in-depth coverage of the topic. In the MBA  
26 program, BA 622 (Effective Leadership) uses a variety of methods (i.e. case studies,  
27 readings, films, etc.) to analyze the factors that lead to leadership effectiveness. The  
28 innovative course In the Executive's Chair, which will be supported by the Center,  
29 enables students and community members to learn from the wisdom of successful  
30 executives from both for-profit and not-for-profit organizations.

31  
32 The Center will potentially enhance the coursework of the students in CoBA by  
33 providing specifically targeted courses on leadership that incorporate best practices in the  
34 leadership development business that compare with state-of-the-art courses offered in the  
35 business curriculum of top rung universities. These courses will be part of the academic  
36 curriculum. The Center will also host conferences and research competitions for CSUSM  
37 students. The Center's opportunity to enhance faculty research in the area of leadership  
38 and mentoring will undoubtedly be translated to more salient, current, and real-life  
39 examples in the classroom.

40  
41 **5. Operating expenses, facilities, and equipment**

42  
43 **a. What support for the center will be derived from non-university sources?**

44  
45 Programs developed by the center will be self-sustaining, either through fees charged or a  
46 combination of donations and fees charged. The Center will be set up with a \$100,000

1 initial allocation of funds from the Qualcomm grant to CoBA. We expect that these  
2 funds should keep us operating for at least 3 years. We are also planning to raise  
3 necessary funds from the business community to fund the activities and operating  
4 expenses of the Center in the future.

5  
6 **b. What operating support from the university is required for this Center to be**  
7 **functional on an ongoing basis?**

8  
9 The CoBA Dean supports the creation of this center and is willing to provide basic  
10 operational support for the center, including computer, telephone, postage, and basic  
11 secretarial support. The Center will not unduly utilize resources of the College and is  
12 expected to be self-supporting. The dean has allocated \$100,000 from the QUALCOMM  
13 gift to initially fund the Center which should allow the Center sufficient funds to become  
14 self-supporting. To support faculty involvement in the establishment and operations of the  
15 Center, the Executive Director and the CoBA Dean will negotiate appropriate release  
16 time for carrying out these duties in accordance with the College's budget. Should the  
17 Center prove itself incapable of generating outside funding this will be taken as a sign of  
18 limited need for the Center and it will therefore be scaled back to the level of available  
19 support. The Center will not divert resources from the College's basic mission of  
20 providing a quality educational experience for our students.

21  
22 **c. What space and facilities will be needed?**

23  
24 The Center will initially be run out of the office of the Executive Director. If the center  
25 activities include the holding of conferences on campus, they will be scheduled at times  
26 when the facilities are available for such purpose.

27  
28 **d. What other equipment will be needed?**

29  
30 No extra equipment will be needed.

31  
32 **e. Describe computer and telecommunication needs?**

33  
34 The Center will use the normal equipment used by the faculty for teaching and research.  
35 If additional equipment is required at a later date, it will be paid for by the Center.  
36 Furthermore, the new business building will already have smart classrooms. In addition,  
37 there is video conferencing capability planned for the 120 seat auditorium as well as a  
38 conference room and a classroom.

39  
40 **f. Describe any needs for library collections and services.**

41  
42 The library has existing resources in the area of leadership in the form of books, journals  
43 and online databases. The media library has several videos that are already being used in  
44 the leadership classes offered by CoBA. It is anticipated that once the center gets going,  
45 we will work closely with the library to purchase additional materials, books, journals  
46 and other resources necessary for the operation of the Center. As we secure funding for

1 activities, costs for acquisitions will be written into proposals and coordinated with  
2 library personnel to ensure a mutually beneficial process. It is not anticipated that other  
3 library services will be accessed except for research and borrowing capabilities that are  
4 within the normal operating scope of the library.

## 6. Financial support

### a. How will the Center be financed for the first three years and for at least five years thereafter?

11 The Center will be supported initially by a grant of \$100,000 from the Qualcomm funds.  
12 For the purposes of accounting for the deployment of funds over the three year period,  
13 CoBA has tentatively budgeted \$30,000 for supporting and sponsoring major conferences  
14 on leadership and mentoring, \$ 20,000 for faculty research efforts, \$ 15,000 for  
15 developing promotional materials, \$ 10,000 for attendance at major conferences, and \$  
16 25,000 for the development of programs and awards. These figures are subject to change  
17 as the founding members make decisions about Center priorities. However, the goal of  
18 the Center is to seek the support of the business community and friends of CoBA to help  
19 sustain its activities in the future. The Center is not envisaged as a cost center for  
20 CoBA. Instead, it is hoped that it will serve as a springboard for attracting resources  
21 from the business community that will benefit both the Center and CoBA. One of the  
22 founding members, David Bennett, has extensive contacts within the business community  
23 which the Center proposes to build upon. Further, through existing programs like the “In  
24 the Executive’s Chair” course, the College has reached out to a number of influential  
25 business and community leaders and the Center hopes to capitalize on these relationships  
26 to achieve mutually beneficial goals. In seeking external funding for specific projects,  
27 the Center will work collaboratively with the Office of External Affairs.

### b. What will happen if outside sources of funding are no longer available?

31 The Center may remain active on a limited basis.

## 7. Evaluation

### a. All centers and institutes will undergo periodic evaluation. What are the critical elements that will go into the assessment of the Center’s degree of success?

38 The extent to which the Center is able to:

- 40 • Promote leadership and mentoring research among faculty and students in the  
41 College of Business
- 42 • Forge partnerships with the local business community in the area of leadership
- 43 • Offer leadership development and mentoring opportunities for students and  
44 businesses
- 45 • Serve as a focal point for applied and consultative research in support of the  
46 business community in the North County area.

## MASTER'S THESIS AND PROJECT COMMITTEE COMPOSITION POLICY

Approved by the Graduate Studies Committee 12/04/03

Revised and re-approved by GSC 2/5/04

All members of the thesis or project committee will be individuals with advanced degrees and/or relevant professional experience.

**Thesis Committee:** Each thesis committee will have a minimum of two members.

- The chair of the thesis committee, who must be a tenure line CSUSM faculty member, ensures that the thesis conforms to program and university standards. S/he must have knowledge and expertise in the field of study and is responsible for the intellectual integrity, rigor, and quality of research.
- The second member of the thesis committee must hold a graduate degree.
- The thesis chair and the coordinator/director of the graduate program must approve the composition of the thesis committee.

**Project Committee:** Each project committee will have a minimum of two members, one of whom must be a tenure line CSUSM faculty member.

- The chair of the project committee will normally be a tenure line faculty member, who ensures the culminating project conforms to program and university standards. S/he must have knowledge and expertise in the field of study and is responsible for the intellectual integrity, rigor, and quality of the project.
- The coordinator/director of the graduate program must approve the composition of the project committee or delegate the approval of its composition to an appropriate faculty member.
- Any exceptions to the project chair being a tenure line faculty member must be approved by the coordinator/director of the graduate program and the Dean of Graduate Studies. Exceptions will be granted only when the non-tenure track individual has unique knowledge and expertise which will enhance the quality of the project.

Individual programs may have more stringent guidelines for thesis and project committee membership, as approved by the Dean of Graduate Studies.

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**Formal Proposal for  
The Center on Border Pedagogy**

**RATIONALE:**

**Why is the new center needed?**

The Center on Border Pedagogy will be specifically focused on identifying and meeting the needs of educating border students who attend public schools in both the US and Mexico. Specifically, professional growth opportunities for in-service teachers will be provided through center activities. The College of Education has the organizational structures to work effectively with San Diego County Schools and the surrounding areas, however, there is no organizational structure to collaborate with Tijuana educators to improve schooling in the borderlands. Due to our proximity to the border and our mission to provide educational opportunities for all students, it is very important that we establish a strong relationship with the educational institutions (i.e. Sistema Educativo Estatal, UPN, Private Institutions of Higher Education), in Tijuana that work with the same children who are in our public schools.

**Why is the present organizational structure not able to accommodate these needs?**

Currently, the College of Education (CoE) has many structures for working effectively within the county and the state, but specific structures need to be created to establish collaboration with Tijuana educators, develop curriculum for border pedagogy, conduct research in borderlands education, and engage in professional development activities to improve instructional practices on both sides of the border. Working with the border region will require that relationships are built, memorandums of understanding created, and shared activities be planned and engaged in. Though well within the scope of the vision and mission of the CoE, this Center will fill a specific gap within that structure for establishing a collaborative relationship with our constituents in Tijuana, which have the potential to extend beyond the physical Tijuana-San Diego border to include educating bicultural students within mainstream settings.

At the University level, there are no organizational structures created specifically to examine border pedagogy issues, conduct educational research in the borderlands, or disseminate information to educators and policy makers.

**Mission:**

The center's primary mission is to promote improved instructional practices in public schools on both sides of the border. The Center on Border Pedagogy will promote dialogues among educators, research in the border region, and disseminate information on schooling in the San Diego/Tijuana borderlands. The Center will enhance the mutual understanding and cooperation in the border community by fostering collaboration between educational institutions in both Mexico and the United States. Through student and faculty exchange, regular dialogue and discussion, inter-institutional curricular development, and binational research projects, the center will promote the common interests of the borderland community.

**What activities will the center or institute promote?**

Currently, under the Border Pedagogy initiative, there are a number of activities that have been annualized, such as, the Border Pedagogy Conference, Monthly Binational Seminars, and this year a Literacy Institute. It is anticipated that the Center will continue these activities and add a few others.

1  
2 *Yearly Border Pedagogy Conferences*, alternating between San Diego and Tijuana, with an  
3 expected attendance of 300+ participants. The goal of the conferences is to engage in interactive  
4 sessions that stress dialogue between educators from the San Diego and Tijuana areas. The  
5 primary purpose of the binational dialogue is to begin building bridges of understanding between  
6 the educational systems of the two countries.

7  
8 *Monthly Binational Seminars*, alternating between the US and Mexico with 30+ participants.  
9 Various presenters will be selected to facilitate the seminars based on their expertise in the  
10 emerging issues related to schools in the borderlands.

11  
12 *Yearly Binational Retreats*, alternating between US and Mexico with a small group of 50+  
13 participants who will review information, look for themes and patterns, plan action research,  
14 develop professional writing projects, and deepen conversations. The retreat will have a “Think  
15 Tank” format that will yield position papers on Border Pedagogy that will be regionally  
16 disseminated for the purpose of improved instructional practices in the CoE’s service area.

17  
18 *Dissemination of Information* that is gathered through data collection and research projects that  
19 are derived from the conferences, retreats, seminars and other activities. Information will be  
20 widely disseminated to different audiences, to include: educators, policy makers, and researchers  
21 through the establishment of a journal, a website, and a listserv.

22  
23 *Development of a Border Pedagogy Association* that will include membership, a journal, access  
24 to information, and other activities.

25  
26 *Clearinghouse of Binational Materials* that can be used for research for students who are  
27 participating in the institutes, masters of arts program, and the Certificate of Advanced study will  
28 be housed by the Center.

29  
30 *Development of a Research Agenda* that will guide and foster the understanding of Border  
31 Pedagogy.

32  
33 **How does the Center’s mission support the mission of the university?**

34  
35 This proposal supports the furtherance of the University and the COE Mission in a number of  
36 ways since the Center will enhance our understanding of diversity issues and communities served  
37 within our border region. The University mission states, “*As a public university, CSUSM grounds*  
38 *its mission in the public trust, alignment with regional needs, and sustained enrichment of the*  
39 *intellectual, civic, economic, and cultural life of our region and state.*” This Center will directly  
40 address regional needs in the educational community and professional growth opportunities for  
41 teachers within the county.

42  
43 The Border Pedagogy Center directly supports the COE mission statement: “*We are committed to*  
44 *diversity, educational equity, and social justice, exemplified through reflective teaching, life-long*  
45 *learning, innovative research, and ongoing service.*” By engaging our University Community in  
46 a Border Pedagogy Center in collaboration with binational educational institutions we are  
47 furthering the goal of life-long learning, innovative research, and ongoing service.

48  
49 Finally, a Center of this nature illustrates that we are living up to our commitment to our  
50 community and to local educators to ensure that they are aware of best practices and working to  
51 implement them on behalf of our children, the children for whom we share joint responsibility.

1 We state, “*Our practices demonstrate a commitment to students centered education, diversity,*  
2 *collaboration, professionalism, and shared governance.*” As we live up to this commitment, we  
3 need to facilitate the collaboration between stakeholders from both sides of the border as we hold  
4 a vision for not leaving any child behind as we work toward equity and excellence in education.

5  
6  
7 **STRUCTURE AND PERSONNEL**

8 **What is the proposed organizational structure of the center or institute?**

9  
10 The Center will have an executive director who is a faculty member, and eventually a director  
11 who will be hired in a staff position. The Center will also have an advisory board comprised of  
12 university representatives, school personnel, government agencies, and community members.

13  
14 **What will be the responsibilities of the Center director? Who will be the founding director?**

15  
16 The director will be responsible for the overall operation of the Center, to include coordinating  
17 activities and events, securing funding sources, overseeing writing grant proposals, developing  
18 partnerships, coordinating research projects, and disseminating information. Zulmara Cline will  
19 be the founding director and will remain the director until the time that a stable external funding  
20 stream or an endowment can maintain the salary of a staff director. At that point Zulmara Cline  
21 will become an executive director and oversee the work of the Center.

22  
23 *Founding Director:* Zulmara Cline, Ph.D., is an Associate Professor in the College of Education  
24 at California State University San Marcos. She has been one of the co-coordinators of the Border  
25 Pedagogy Initiative which has spearheaded this project. She has experience with conference  
26 planning and development, numerous publications and been a guest editor on a journal dealing  
27 with border pedagogy. She has conducted numerous studies, both quantitative and qualitative,  
28 making her an excellent choice to successfully guide this project.

29  
30 **Who are the unit’s founding members and how does their expertise relate to its purpose?**

31  
32 **The unit’s founding members and international affiliates include the following individuals  
33 who have been working on the initiative in a number of capacities.**

34  
35 *Project Coordinator:* Juan Necochea, Ph.D. is a Professor in the College of Education at  
36 California State University. As a co-coordinator, he has been instrumental in the Border  
37 Pedagogy Initiative. He has conducted research, published papers, planned conferences, and  
38 given bilingual presentations on border pedagogy and other issues pertinent to borderlands  
39 education. He has been an administrator and has exceptional organizational and administrative  
40 skills.

41  
42 *Project Coordinator.* Margarita Luna Delgado, is currently the Coordinator of Graduate Programs  
43 in Education at Universidad Iberoamericana, Tijuana. She has been working with the Border  
44 Pedagogy Initiative since its inception as a key planner and coordinator. Her interests are with  
45 issues of psychology, education and social justice and equity along the border region, as well as  
46 with contributing to the training of teachers and students to be critical thinkers and solid  
47 researchers in relation to the border region.

48  
49 *Project Advisor.* Rodrigo Sandoval Martínez, is currently the Dean of Graduate Programs in  
50 Education at Universidad Iberoamericana, Tijuana. He has been working with the Border  
51 Pedagogy Initiative since its inception as a key advisor. His research interests include education,

1 social justice, and equity along the border region. As a human rights activist he is interested in  
2 helping educators become critical change agents within the community.

3  
4 *Project Advisor. María de la Luz Reyes* is currently a professor emeritus from the University of  
5 Northern Colorado. Her research interests include biliteracy education, the development of  
6 literacy skills in second language learners, multicultural education, and social justice and equity.

7  
8 *Project Researcher: Juan Bañuelos* is currently an economist in Tijuana. He has conducted  
9 research on how economic policies have effected educational systems and how the economy has  
10 driven the policies of the government that have effected educational opportunities, border  
11 crossings, and migration.

12  
13 *Project Researcher: John Halcón* is currently a professor in the College of Education at Cal State  
14 San Marcos. His area of expertise is multicultural education, second language acquisition, and  
15 biliteracy. He has been instrumental in developing a model school tutoring program for future  
16 educators with the Casey Foundation.

17  
18 *Project Researcher: Elizabeth Sugar Martinez, Ed.D.* is an assistant professor of literacy in the  
19 College of Education at Cal State San Marcos. Her areas of expertise include qualitative research  
20 in biliteracy and multicultural/multilingual education. A fully bilingual, bicultural educator, Dr.  
21 Martinez's advocacy for transnational education is founded on her first-hand experiences abroad,  
22 having studied and taught in Mexico, Europe, the former USSR, the Pacific Islands, and Asia.

23  
24 *Project Researcher: Elizabeth Garza* is an assistant professor in the CoE. She has been an  
25 elementary school teacher working for over ten years in the context of bilingual and multicultural  
26 education with children from a variety of Latin American countries in US schools. Elizabeth's  
27 area of specialization in the development of quality bilingual programs includes: the integration  
28 of bilingual programs to the schools as a whole, the empowerment of Latino parents and families  
29 as active participants in school transformation, and the promotion of mature biliteracy and of  
30 Spanish as a language for learning. Elizabeth is currently involved with the Family Stories Family  
31 Literacy project which promotes the stories parents share with their children about the  
32 experiences of their families living on both sides of the US/Mexico border.

33  
34 *Project Liaison: Amparo López López* is currently employed in Tijuana by el Sistema Educativa  
35 Estatal de Baja California (SEE). Her area of expertise is working with the public schools in  
36 Tijuana, community awareness, and parental involvement. She has been instrumental in  
37 facilitating school visits, involving teachers in border pedagogy, and providing professional  
38 development.

39  
40 *Project Liaison: Bernardo Estrada* is currently a Spanish teacher for the Murrieta Unified School  
41 District. His area of expertise is developing curricular adaptations and effective instructional  
42 strategies that will foster the acquisition of a second language. He has been instrumental in  
43 developing a knowledge base that can be shared with educators.

44  
45 **What are the rights, responsibilities, and benefits of membership in the center or institute?**

46  
47 *Rights:* The rights of membership in the center will include advanced registration for events,  
48 special by invitation only activities, and invited speeches, papers, and addresses.

49  
50 *Responsibilities:* Members will be responsible for recruiting participants to events, participating  
51 in grant writing, event planning, and ensuring the success of activities.

1  
2 *Benefits:* Will include opportunities to present at conferences and seminars, to publish in various  
3 publications, and to engage in meaningful and relevant staff and curricular development.  
4

5 **Will the center or institute have an advisory board? For what purpose? How will members**  
6 **be selected?**  
7

8 Yes, the center will have an advisory board that will be responsible for planning events, research  
9 agenda, and securing avenues for publications. The advisory board will be responsible for  
10 assisting center personnel in carrying out planned events and activities.  
11

12 Members will be selected according to guidelines that will be developed in Bylaws after the  
13 establishment of the center. The founding director will convene a meeting of key personnel who  
14 will write and develop the Bylaws that will include the selection of board members.  
15

16 **Relationship of the center to other university entities?**  
17

18 It is anticipated that the center will be a support to other university entities, especially those  
19 engaged in professional development and research in the border region. Although the initiative  
20 focuses on border pedagogy, we have found the interconnectedness to sociology, psychology,  
21 economics, and environmental concerns to be pertinent to the understanding of the educational  
22 environment in the border region.  
23

24 Specifically, the following areas may be affected:  
25

26 CBRA (Center for Border and Regional Affairs) which is charged with the study of migration,  
27 environmental justice, and socio-political issues pertinent to the border region, but not education.  
28 It is anticipated that we can collaborate with the center to sponsor events and carry out activities  
29 that are mutually beneficial. However, the main thrust of the Center for the Study of Border  
30 Pedagogy is border pedagogy, educational systems on both sides of the border, research on  
31 educational issues, and other areas related to border education.  
32

33 NLRC (National Latino Research Center). It is anticipated that our relationship with NLRC will  
34 be mutually beneficial as we co-sponsor some Border Pedagogy events and subcontract with  
35 them to help analyze data and conduct research. Again, the focus of the Center for the Study of  
36 Border Pedagogy will be specific to education, whereas NLRC incorporates a multitude of socio-  
37 psychological-political factors associated with Latinos. The Center we are proposing will be  
38 involved in sponsoring conferences, workshops, professional development activities and some  
39 research, however, research is not the focus of our center and it is anticipated that for research  
40 projects we would collaborate on joint projects with either the National Latino Research Center or  
41 with SBRI.  
42

43 Global Affairs. It is anticipated that the Office of Global Affairs will be a key collaborator with  
44 the Center for the Study of Border Pedagogy as we facilitate increased interchanges of students,  
45 scholars, and visitors from the schools in Mexico that we are collaborating with.  
46

47 Library. It is anticipated that once the center gets going, we will work closely with the library to  
48 purchase materials, books, journals and other resources necessary for the operation of the Center.  
49 As we secure funding for activities, costs for acquisitions will be written into proposals and  
50 coordinated with library personnel to ensure a mutually beneficial process. It is not anticipated

1 that other library services will be accessed except for research and borrowing capabilities that are  
2 within the normal operating scope of the library.

3  
4 **Which program, administrative units, colleges, or library, other centers will be involved in**  
5 **the proposed new center?**

6  
7 The CoE, the library, NLRC, CBRA, Global affairs, SBRI, and other interested programs in the  
8 CoAS and CoBA will be invited to participate in the various events and activities associated with  
9 the Center for the Study of Border Pedagogy. As we carry out our mission and purpose, we will  
10 involve different units according to their interests.

11  
12 **What effect will the center have on the faculty's departments academically, operationally,**  
13 **and financially?**

14  
15 The Border Pedagogy Center will expand the mission of the CoE by providing opportunities for  
16 research, teaching, and service on border educational issues. Operationally and financially, the  
17 Center will be independent of the CoE. However, the Center will be coordinated from Dr. Cline's  
18 office until a stable external funding source is procured to hire a director.

19  
20 **What is its relationship to teaching, coursework, and the instructional program of the**  
21 **faculty's home department?**

22  
23 Currently, the faculty involved in Border Pedagogy participate as part of their Service to the  
24 Community and/or Research and Creative Activity. It is anticipated that with various grants,  
25 there will be opportunities for faculty to have release time from teaching in order to pursue a  
26 number of these activities.

27  
28  
29 **OPERATING EXPENSES, FACILITIES, AND EQUIPMENT**

30 **What support for the center will be derived from non-university sources?**

31  
32 We are in the process of generating a steady income source from grants and fees to cover a staff  
33 director and associated operating costs of a center. To date we have written grants and charged  
34 fees for events to promote the Border Pedagogy Initiative. In accordance with CSUSM policy,  
35 the center will operate with the Foundation and with CERF/Trust accounts (Extended Studies) as  
36 stated:

37  
38 "The California State University, San Marcos Foundation shall act as depository and fiscal agent  
39 for the center or institute for non-state funds and provide appropriate accounting and related  
40 services, except for the following: all non-degree credit and noncredit certificate programs and all  
41 courses for continuing education credit will be offered through Extended Studies and funds will  
42 be deposited in the "CERF" account."

43  
44 Additionally, for externally funded projects that flow through the Foundation the center is  
45 cognizant of the fact that either indirect or direct cost funds need to be incorporated into the grant  
46 proposals to cover the Foundation's administrative services.

1 **What operating support from the university is required for this center to be functional on**  
2 **an ongoing basis?**

3  
4 It is anticipated that the Center and all of its activities will be able to be run out of a faculty office  
5 that would eventually house a director, resources, a journal, and other activities. The Center will  
6 also utilize university facilities on a space available basis for the various “events” that are held on  
7 campus. Since our events are held on weekends, finding suitable space has not been a problem.  
8 Fees generated from conferences and seminars are used to support the events and grants will be  
9 written to support further activities. Currently, there is no assigned time with this project,  
10 however, course release could be written into a grant depending on the nature of the activity  
11 being proposed.

12  
13 In the initial years, the Center will incorporate the existing agreement for the Teacher Diversity  
14 program which provides for release time for the Teacher Diversity coordinator (currently Juan  
15 Necochea-Principal Investigator). Teacher Diversity is one of the partnership programs that has  
16 co-sponsored Border Pedagogy events.

17  
18 **What space and facilities will be needed?**

19  
20 The Center will be housed Dr. Cline’s office until more permanent space is secured. As the  
21 Center grows and acquires resources, it is anticipated that we will request University space to  
22 house a collection of materials and resources to be used for research and dissemination purposes.  
23 There will be events scheduled at Cal State San Marcos, including seminars, retreats, and  
24 conferences.

25  
26 **What other equipment will be needed?**

27  
28 No new equipment will be needed.

29  
30 **Describe computer and telecommunications needs.**

31  
32 The center will use Dr. Cline’s & Dr. Necochea’s faculty computer and telephone. When external  
33 funding is secured, the Center will incur the cost of setting up additional computers and  
34 telephones as needed.

35  
36 **FINANCIAL SUPPORT**

37 **How will the Center be financed for the first three years and for at least five years**  
38 **thereafter?**

39  
40 The CoE has secured seed money that will fund the start-up, grant writing activities, and the first  
41 year of conferences and seminars. Additionally, we have secured \$15,000 from the Consortium  
42 for North American Higher Education Collaboration (CONAHEC) that can help with start-up  
43 costs. The Center will seek external grants for programs, activities, events, and research through  
44 foundations, endowments, and governmental entities both in Mexico and the USA.

45  
46 **What will happen if outside sources of funding are no longer available?**

47  
48 It is anticipated that the Center will remain operational as long as there is a need and an interest  
49 on the part of the community for the services, activities and events the Center is offering. Since  
50 the activities and events are supported on a fee basis, the Center will become cease these  
51 activities if there is no interest.

1  
2  
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9  
10

**EVALUATION**

**All centers and institutes will undergo periodic evaluation. What are the critical elements that will go into the assessment of the center’s degree of success?**

The overall success of the Center will be determined by success of the sponsored events. Information will be kept regarding grants written and funded, activities carried out, and research conducted. Additionally, the Center will keep records on conference and seminar attendance, schools participating, evaluations of events, and other pertinent information that will track the success of events

# ELEMENTARY SUBJECT MATTER PREPARATION CERTIFICATE (ESMPC)

Another pathway to careers in K-8 teaching is provided through the Elementary Subject Matter Preparation Certificate (ESMPC). This certificate is designed for prospective teachers who choose a Major other than Liberal Studies. Students may select and complete any Major offered at CSUSM, and concurrently complete the coursework for the certificate. The ESMPC prescribes a particular pathway through most of the General Education requirements of the bachelor's degree, and it prescribes additional coursework to ensure breadth of study across disciplines. In many cases, depending upon the Major selected by the student, the ESMPC and Major may be completed within the normal total of 120 units for the Bachelor of Arts degree. (Students should consult a Liberal Studies Advisor for specific guidance on how to combine the certificate with various Majors.)

The ESMPC helps students to strengthen their grasp of the core subject matter areas of the K-8 curriculum and prepare themselves for passage of the CSET. The certificate confers formal recognition that the student has completed the full breadth of ESM coursework needed for effective elementary-level instruction. The certificate demonstrates that the student's expertise in the subject matter areas extends beyond the minimum standard indicated by passage of a standardized test.

The ESMPC is awarded at time of graduation to students who have completed all certificate coursework along with any Major degree program. All courses applied to the certificate must be completed with a grade "C" or better. Coursework applied to the certificate may also be applied to fulfill Major, Minor, and GE requirements.

## Course Requirements of the ESMPC

		Units
<b>History &amp; Social Science (HSS)</b>		
World History to 1500	HIST 201	3 (LDGE C2)
US History 1500-1865	HIST 130	3 (LDGE D6)
World & Regional Geography	GEOG 201 Or GEOG 302	3 (LDGE D)
California History	HIST 347	3
Multicultural Studies	ID 340, or SOC 311, or SOC 313 or WMST 301	3 UDGE DD 3 UDGE CC
<b>Mathematics (MATH)</b>		
Math for Elementary Teaching I	MATH 210	3
Math for Elementary Teaching II	MATH 212	3 (LDGE B4)
Mathematics for K-8 Teaching	MATH 311	3
<b>Science (SCI)</b>		
Physical Science	GES 105	3 (LDGE B1)
Life Science (w/ lab)	GES 102	3 (LDGE B2)

Earth Science	ES 100	3	
<b>Reading, Language, &amp; Literature (RLL)</b>			
Introduction to Literature	LTWR 100	3	(LDGE C2)
OR one of the following: LTWR 208A, 208B, 210			
Syntax and Grammar	LING 100	3	
American Linguistics	LING 300	3	
<b>Visual &amp; Performing Arts (VPA)</b>			
Introduction to interdisciplinary Arts	VPA 101	3	(LDGE C1)
Or one of the following: DNCE 120, MUSC 120, TA 120, VSAR 120			
Any VPA Studio Course**		3	
**See an advisor for recommended studio courses. Examples include:			
DNCE 201, 301, 320, 390;			
MUSC 302, 390, 391, 392, 394, 395, 480;			
TA 301, 401, 480, 489;			
VPA 321;			
VSAR 302, 303, 480			
<b>Human Development (HD)</b>			
Introduction to Developmental Psychology	PSYCH 210	3	(LDGE D7)
<b>Physical Education (PE)</b>			
PE for Elementary Teachers	PE 203	3	(LDGE E)
<b>Total Units for the Certificate</b>		<b>54</b>	



What you should know about

# Custom Course Materials

Many professors prefer to create their own unique packages of course materials for use in their classes.

CSUSM faculty and adjuncts have several options available to them through the Aztec Shops and Montezuma Publishing.

## Collections with Articles and Readings Requiring Copyright Permission\*

A

For those who select articles and readings to use in class, Montezuma Publishing will obtain all necessary copyright permissions before copying and binding them. This can include original materials such as notes and syllabi. Page numbers and a table of contents can be added. This package will sell at a price set by Aztec Shops and Montezuma Publishing to cover all costs.

## Original Material, Syllabi, Notes, Workbooks, Lab Manuals\*

B

Assemble your own collection of materials. This can include CD's videos, and more. Montezuma Publishing will copy and bind the materials. Since there are no copyright materials in the package, the professor may choose to specify a royalty. This royalty can be no more than 10% of the cost of the material and will be placed in a foundation account for your department/college's use. (Note: A service charge of 8% is charged on all expenditures from this account.)

## Consignment\*

C

Prepare your own package that does not contain copyright material. Copy, bind, and bring to Aztec Shops for sale. Specify an amount to be charged but no more than 110% of the cost to produce the material. Aztec Shops will add their costs to the price. The book funds will be directed to the department/college.

\* The department shall decide the use of the money taking into account the faculty contribution(s) toward the generation of the material.

For more information, contact Tammy Wagonis x4732  
[www.aztecshops.com](http://www.aztecshops.com)

Compiled by the Faculty Affairs Committee and Academic Resources, in compliance with the CSUSM Faculty Ethics Policy ([http://www.csusm.edu/faculty\\_affairs/](http://www.csusm.edu/faculty_affairs/))

**CUSTOM COURSE MATERIAL**

**POLICY**

**Effective Date:** mm/dd/yyyy

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**Definition** This policy of Cal State San Marcos deals with customized course materials of non-text book resources that a professor assembles for use in CSUSM courses. This includes workbooks, copyright and non-copyright materials, articles, syllabi, workbooks, recordings, and any other materials that are copied for distribution and use in a CSUSM course.

**Authority** Provost for Academic and Student Affairs

**Scope** This policy applies to all faculty including tenure track, temporary, graduate assistants, and volunteers.

\_\_\_\_\_  
Karen S. Haynes, President

\_\_\_\_\_  
Approval Date

\_\_\_\_\_  
Robert Sheath, Provost

\_\_\_\_\_  
Approval Date

**CUSTOM COURSE MATERIALS****PROCEDURES**

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**Effective Date: mm/dd/yyyy**

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**I. Introduction**

There are three categories of Custom Course Materials

1. Option A: Collections with Articles and Readings Requiring Copyright Permission
2. Option B - Royalty Material: Material reproduced through Aztec Shops and Montezuma publishing with an option of a royalty of up to 10%.
3. Option C - Consignment Material: Materials reproduced and bound before being brought to Aztec Shops for sale. The professor may specify a price not to exceed 110% of the production cost of the material. Aztec Shops will add their costs to this price.

**II. General**

1. Copyright Material: Copyright material may only be reproduced through Aztec Shops and Montezuma Publishing after appropriate permissions have been obtained.
2. Pricing: All prices include the cost of reproducing the material, costs incurred by Aztec Shops or Montezuma Publishing plus any royalties on original collections or markups on consignment packages.
3. Aztec Shop Costs: All costs incurred by Aztec Shops or Montezuma Publishing must be recovered in the sale of the materials.

**III. Option A - Collections with Materials Requiring Copyright Permission**

1. No royalties or markups may be added to material or collections that contain material requiring copyright permission.

**IV. Option B - Royalty Material Details**

1. No royalties or markups may be added to material or collections that contain materials requiring copyright permission.
2. Royalties : The royalty charged on non-copyright material can be no more than 10% of the cost of the material and will be placed in a foundation account for the Department or College's use. The department shall decide the use of this money taking into account the faculty contribution(s) toward the generation of the material.
3. Foundation Accounts: Faculty charging royalties must work with their department to set up a foundation account. A service charge of 8% is charged by the foundation on **each** expenditure made from this account. The Department or College may use these funds for any budgeted or non-budgeted project or activity.

**V. Option C - Consignment Material Details**

1. Markups on Consignment Material: All funds collected from markups on consignment materials will be paid to the Department's or College at the end of each semester. The department shall decide the use of this money taking into account the faculty contribution(s) toward the generation of the material.

## Explanation for New Upper Division General Education (UDGE) forms:

1. The intent was not to change the criteria for UDGE courses, but to refine the language of the questions on the forms to reduce or eliminate ambiguity, vagueness and redundancy, so that respondents would be able to give the General Education Committee (GEC) the information that it needs in a simple and efficient manner.
2. Because additional language was needed to clearly communicate the purpose of the questions on the forms, it was decided that the current integrated form that includes questions, responses and signatures was no longer feasible. Thus, a “form” page that concentrates on basic facts and signatures was to be accompanied by an “instructions” page that elaborates on the questions that require more extended answers and attachments.
3. Questions 1-4 were changed to better reflect (a) proposed new policy (see other GEC business items) and (b) the definition of Upper Division General Education passed by the GEC in 1999 (as supplemented by new policy and item 4 below).
4. In the second part of the form (now labeled questions 5-8) the last question in all three forms was dropped, as the ability of a course to “enhance students’ lives outside the classroom or their studies in other subjects” is almost universal and the question typically yielded no information useful to the GEC’s deliberations. Instead, this language was moved into the definition, to preserve this as a general value of General Education.
5. In the old forms, the questions in the latter half of the form all required some mention of how the objectives were assessed. These phrases have been struck in favor of a comprehensive two-part question at the end of the form.

A guide to changes in the UDGE forms (note: This text shows the instruction page only; refer to sample forms for overall format of new form):

California State University, San Marcos

FORM UDGE-BB (WHITE)

**FORM INSTRUCTIONS FOR UDGE-BB (WHITE)**  
**UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL**  
**FOR AREA BB - MATHEMATICS/QUANTITATIVE REASONING OR PHYSICAL AND LIFE SCIENCES**

- ~~o This is a new course. A FORM C is being filed concurrently.~~
- ~~o This is an existing course not currently satisfying an UDGE requirement. A FORM C-2 is being filed concurrently.~~
- ~~o This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.~~

**A. Criteria for All Upper Division GE Courses:**

**The Definition of Upper Division GE Courses:**

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses can present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

**Attachments and Responses 1-3 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.**

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education courses are limited to 3 units.
3. 2a. Does this course have (a) prerequisite(s) other than completion of LDGE requirements?  
    \_\_\_yes\_\_\_    \_\_\_no\_\_\_
- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.  
    \_\_\_yes\_\_\_    \_\_\_no\_\_\_
- c. If you answered "yes" to 2.a. or 2.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to for majors and non-majors.
43. a. Describe the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study that are explicitly covered in the course.  
    b. How will the applicability of the principles and methods be demonstrated?  
    c. Describe how the items in 3.a. & 3.b. are distributed throughout the course.

Upper division general-education students may have fulfilled their lower division area B requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

**B. Criteria for Upper Division Area BB Courses:**

**Questions 5-6 will help the General Education Committee decide if the course belongs in the Mathematics/Quantitative Reasoning or Physical and Life Sciences category.**

~~On a separate sheet of paper, address the criteria implied by the following instructions. (In the following instructions, "scientific" or "science" is meant to pertain to the natural, as opposed to social, sciences). "Mathematical" or "mathematics" is meant to include fundamental studies of quantitative, geometrical, statistical and computational methods, and not merely their application to particular problems. Courses in this area include inquiry into the physical universe and its life forms and into mathematical concepts and quantitative reasoning and their applications. (Section 40405.2, Article 5 of Title 5).~~

Deleted: =

- 4.5. Please specify how your course requires students to use reasoning skills characteristic of common scientific and mathematical practice to do one or more of the following: to solve problems, to interpret observations, to make predictions, to design experiments for the testing of hypotheses, or to prove theorems. Examples given should illustrate how these skills are used throughout the course, and how the students' attainment of these skills is assessed.
- 2.6. Please specify how your course presents a balanced picture of both past successes and current uncertainties in science or mathematics to illustrate the cumulative, historical nature of the development of science and mathematics both past successes and current uncertainties in science or mathematics are well represented in the course, in order that the cumulative, historical nature of the development of science and mathematics can be illustrated. Give examples covered in the course of (a) older, well-established laws and theories that are no longer debated in scientific and mathematical circles, and (b) issues where either fundamental questions remain unanswered or where the application of well-established principles to new situations carries some uncertainty or controversy. Also describe how students' knowledge of these laws, theories, or questions is assessed.
3. Describe how the specific scientific or mathematical content of the course can be useful to the student, not only as "examples" of scientific or mathematical methods, but as knowledge which can enhance their life outside the classroom or their studies in other subjects. Describe how students' linkage of the course material to the real world or other courses is assessed.

**Assessment for Upper Division Area BB Courses:**

**Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.**

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
- b. Please give specific examples of any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that you use or plan to use in order to measure whether or not the class as a whole successfully meets the General Education learning objectives for this course. Please attach an example of the kind of assessment techniques you use in the course.

For UDGE-CC: Definition and Questions 1-4 as above, remainder as follows:

**B--Criteria for Upper Division Area CC Courses:**

**Questions 5-7 will help the General Education Committee decide if the course belongs in the Humanities category.**

On a separate sheet of paper, address the criteria implied by the following instructions. Provide specific examples wherever possible. (Section 40405.2, Article 5 of Title 5).

- 4.5. Please explain how this course presents a balanced picture of past or present approaches to one or more of the following: Please specify how this course represents both past and present approaches to at least one of the following: a) spirituality, b) the arts, c) philosophy or intellectual thought. Describe how you will assess student knowledge of these areas.
- 2.6. Briefly elaborate on how it may enable the student to cultivate. Please specify how in this course students address issues involving both the cognitive and affective aspects of the mind through human experience either using critical analysis or creative activity. Describe how you will assess the extent to which students recognize the role these components play in the humanities.
- 3.7. Please provide specific examples of the way in which this course examines at least one of the following: aesthetic, metaphysical, or ethical manifestations of the human intellect and imagination in at least one of the following contexts: a) diverse historical contexts; and/or b) diverse cultural contexts. Describe how you will assess student knowledge of these aspects of the course.
4. Please describe how the content of this course can enhance the student's life outside of the classroom or his/her studies in other areas. Describe how you will assess the extent to which students have linked the course material to the real world or other courses.

**Assesment for Upper Division Area CC Courses:**

**Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.**

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
- b. Please give specific examples of any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that you use or plan to use in order to measure whether or not the class as a whole successfully meets the General Education learning objectives for this course. Please attach an example of the kind of assessment techniques you use in the course.

For UDGE-DD: Definition and Questions 1-4 as above, remainder as follows:

**B-Criteria for Upper Division Area DD Courses:**

**Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.**

Address the criteria implied by the following instructions. Courses satisfying the UDGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or ~~more~~ both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments; ~~and/or (c) use acquired or refined skills to make informed decisions about the future of their community(ies). Describe how you will assess that students have attained these skills.~~
6. Please specify how this course explores the ways in which society and culture are affected by ~~the complex relationships among~~ two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities. ~~Describe how you will assess student knowledge of these relationships.~~
7. Please specify how this course ~~makes explicit connections to other fields of inquiry and demonstrates the relevance of these connections to the issues examined in the course. Describe how you will assess the extent to which~~ helps students to recognize the value of multidisciplinary explorations.

**Assesment for Upper Division Area DD Courses:**

**Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.**

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
- b. Please give specific examples of any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that you use or plan to use in order to measure whether or not the class as a whole successfully meets the General Education learning objectives for this course. Please attach an example of the kind of assessment techniques you use in the course.

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL

FOR AREA BB – MATHEMATICS/QUANTITATIVE REASONING OR PHYSICAL AND LIFE SCIENCES

Please Read Instructions on Next Page of This Form

- o This is a new course. A FORM C is being filed concurrently.
- o This is an existing course not currently satisfying an UEDGE requirement. A FORM C-2 is being filed concurrently.
- o This is an existing course currently satisfying an UEDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? \_\_\_\_ (Upper-Division General Education courses are limited to 3 units.)

3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

\_\_\_yes      \_\_\_no

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

\_\_\_yes      \_\_\_no

c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

**Read Questions 4-7 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.**

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**Signatures**

\_\_\_\_\_  
Originator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Education Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Education Committee Chair

\_\_\_\_\_  
Date

**FORM INSTRUCTIONS FOR UDGE-BB (WHITE)**  
**UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL**  
**FOR AREA BB - MATHEMATICS/QUANTITATIVE REASONING OR PHYSICAL AND LIFE SCIENCES**

**The Definition of Upper Division GE Courses:**

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses can present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

**Attachments and responses for questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.**

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
  - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
  - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
  - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. **Upper division general-education students may have fulfilled their lower division area B requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.**

**Criteria for Upper Division Area BB Courses: Questions 5-7 will help the General Education Committee decide if the course belongs in the Mathematics/Quantitative Reasoning or Physical and Life Sciences category.**

Address the criteria implied by the following instructions. (In the following instructions, "scientific" or "science" is meant to pertain to the natural, as opposed to social, sciences). "Mathematical" or "mathematics" is meant to include fundamental studies of quantitative, geometrical, statistical and computational methods, and not merely their application to particular problems. Courses in this area include inquiry into the physical universe and its life forms and into mathematical concepts and quantitative reasoning and their applications.

5. Please specify how the course requires students to use reasoning skills characteristic of common scientific and mathematical practice to do one or more of the following: to solve problems, to interpret observations, to make predictions, to design experiments for the testing of hypotheses, or to prove theorems. Examples given should illustrate how these skills are used throughout the course.
6. Please specify how both past successes and current uncertainties in science or mathematics are well represented in the course, in order that the cumulative, historical nature of the development of science and mathematics can be illustrated. Give examples covered in the course of (a) older, well-established laws and theories that are no longer debated in scientific and mathematical circles, and (b) issues where either fundamental questions remain unanswered or where the application of well-established principles to new situations carries some uncertainty or controversy.

Assessment for Upper Division Area BB Courses: Question 7 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

7.
  - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
  - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA CC – HUMANITIES

Please Read Instructions on Next Page of This Form

- o This is a new course. A FORM C is being filed concurrently.
o This is an existing course not currently satisfying an UDGE requirement. A FORM C-2 is being filed concurrently.
o This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

- 1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? \_\_\_\_ (Upper-Division General Education courses are limited to 3 units.)
3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

\_\_\_yes \_\_\_no

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

\_\_\_yes \_\_\_no

c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

[Empty rectangular box for providing an explanation for exceptions.]

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Signatures

Originator

Date

Program Director

Date

General Education Coordinator

Date

General Education Committee Chair

Date

**FORM INSTRUCTIONS FOR UDGE-CC (WHITE)  
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL  
FOR AREA CC – HUMANITIES**

**The Definition of Upper Division GE Courses:**

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses can present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

**Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.**

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
  - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
  - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
  - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. **Upper division general-education students may have fulfilled their lower division area C requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.**

**Criteria for Upper Division Area CC Courses:**

**Questions 5-7 will help the General Education Committee decide if the course belongs in the Humanities category.**

On a separate sheet of paper, address the criteria implied by the following instructions. Provide specific examples wherever possible.

5. Please specify how this course represents both past and present approaches to at least one of the following: a) spirituality, b) the arts, c) philosophy or intellectual thought.
6. Please specify how in this course students address issues involving both the cognitive and affective aspects of human experience either using critical analysis or creative activity.
7. Please provide specific examples of the way in which this course examines at least one of the following: aesthetic, metaphysical, or ethical manifestations of the human intellect in at least one of the following contexts: a) diverse historical contexts; b) diverse cultural contexts.

**Assessment for Upper Division Area CC Courses:**

**Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.**

8.
  - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
  - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

**UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL  
FOR AREA DD – SOCIAL SCIENCES**

Please Read Instructions on Next Page of This Form

- o This is a new course. A FORM C is being filed concurrently.
- o This is an existing course not currently satisfying an UDGE requirement. A FORM C-2 is being filed concurrently.
- o This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. *A FORM C-2 is required only if the course is being changed.*

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? \_\_\_\_\_ (Upper-Division General Education courses are limited to 3 units.)

3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

\_\_\_yes      \_\_\_no

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

\_\_\_yes      \_\_\_no

c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

**Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.**

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**Signatures**

\_\_\_\_\_  
Originator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Education Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Education Committee Chair

\_\_\_\_\_  
Date

## FORM INSTRUCTIONS FOR UDGE-DD (WHITE)

### UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL FOR AREA DD – SOCIAL SCIENCES

#### The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses can present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

**Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.**

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
  - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
  - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
  - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. **Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.**

#### Criteria for Upper Division Area DD Courses:

**Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.**

Address the criteria implied by the following instructions. Courses satisfying the UDGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.
6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.
7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

#### Assessment for Upper Division Area DD Courses:

**Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.**

8.
  - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
  - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

1 **Definition:** Academic honesty policy delineates student, faculty, and administrative  
2 responsibilities in regards to academic honesty. The police defines  
3 incidences of Academic dishonesty and the sanctions that can be applied.  
4

5 **Authority:** The Cal State San Marcos Interim Student Rights and Responsibilities  
6 Policy as expressed in Executive Order 320.  
7

8 **Scope:** The purpose of the Academic Honesty Policy shall be to define incidences  
9 of academic dishonesty and to delineate student, faculty, and  
10 administrative responsibilities.  
11

12  
13  
14  
15 \_\_\_\_\_ Approval Date  
16 Karen S. Haynes, President

17  
18  
19 \_\_\_\_\_ Approval Date  
20 Robert Sheath, Provost

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21 | Each student shall maintain academic honesty in the conduct of his or her  
22 studies and other learning activities at CSUSM. The integrity of this academic institution, and the  
23 quality of the education provided in its degree programs, are based on the principle of academic  
24 honesty.

25  
26 The maintenance of academic integrity and quality education is the responsibility of each student  
27 within this university and the California State University system. Cheating and plagiarism in  
28 connection with an academic program at a campus is listed in Section 41301, Title 5, *California*  
29 *Code of Regulations*, as an offense for which a student may be expelled, suspended, put on  
30 probation, or given a less severe disciplinary sanction.

31  
32 Student Responsibilities:

- 33 1. Students are responsible for knowing and understanding the rules of Academic Honesty  
34 as outlined in the university catalog, to include fabricating information and data,  
35 cheating, facilitating academic dishonesty, and plagiarizing.
- 36 2. Communicating with the professor if they do not understand how the policy applies to a  
37 particular class or assignment. Utilizing the library resources (e.g. the plagiarism tutorial,  
38 consulting a librarian, or referring to a style guide) on academic honesty and plagiarism  
39 to fully understand the differences between a citation, giving credit, original writing, and  
40 plagiarism.

41  
42 Faculty Responsibilities:

- 43  
44 1. Faculty must report all incidences of Student Dishonesty and the actions taken to the  
45 Office of the Dean of Students.

46  
47 The reporting must include:

- 48 Student name
- 49 Student ID number as it appears on the class roster
- 50 Class Code, CRN, and Semester taken
- 51 The issues of dishonesty that occurred
- 52 The actions or consequences taken by the professor

- 53  
54 2. Each faculty should include a statement on Academic Honesty in their syllabi such as:

55  
56 Students will be expected to adhere to standards of academic honesty and integrity,  
57 as outlined in the Student Academic Honesty Policy. All assignments must be  
58 original work, clear and error-free. All ideas/material that are borrowed from other  
59 sources must have appropriate references to the original sources. Any quoted  
60 material should give credit to the source and be punctuated with quotation marks.

61  
62 Academic Honesty and Integrity. Students are responsible for honest completion and  
63 representation of their work. Your course catalog details the ethical standards and  
64 penalties for infractions. There will be zero tolerance for infractions. If you believe  
65 there has been an infraction by someone in the class, please bring it to the instructor's  
66 attention. The instructor reserves the right to discipline any student for academic  
67 dishonesty, in accordance with the general rules and regulations of the university.  
68 Disciplinary action may include the lowering of grades and/or the assignment of a  
69 failing grade for an exam, assignment, or the class as a whole.

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3. Faculty should keep accurate records and documents regarding the case and their own resolution and consequences for at least one semester.
4. Faculty should have a discussion of academic honesty, expectations, and consequences within the first two or three class meetings in order to maintain consistency and uniformity with all classes and students.
5. Faculty are encouraged to include creative assignments that require original thought in order to reduce the incidences of student dishonesty.
6. Faculty have the ultimate responsibility and discretion when grading students who have been dishonest in class, however, faculty also have the responsibility to be fair and equitable to all students within the same class, therefore, consequences for like offenses must be similar.
7. Grading Policy-It is suggested that each faculty member have a consistent grading policy which will be applied in all cases of academic dishonesty. For example, if an assignment where a student is caught cheating is worth more than 15% of the grade, the student may receive a "FAIL" in the class. If the assignment is worth less than 15%, then the assignment can be given a grade of "0".

Administrative Responsibilities:

1. Administrators are responsible for knowing and understanding the rules of Academic Honesty to include fabrication, cheating, facilitating academic dishonesty, plagiarism and to take administrative action where necessary.
2. Administrators should facilitate a discussion of Academic Honesty at student orientation to ensure that all students are aware of the Academic Honesty issues on campus and how they will be dealt with.
3. The Dean of Students shall report each semester to the Executive Committee of the Academic Senate aggregated data for that semester which includes the number and type of cases reported and the disciplinary actions taken.

Student Sanctions

Student sanctions, imposed by the appropriate administrator, for violations to the academic honesty policy can include any of the following:

- Warning
- Probation of Student
- Suspension
- Expulsion

Definitions:

Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

119 A. CHEATING

120

121 Using or attempting to use unauthorized materials, information, or study aids in any academic  
122 exercise.

123

124 *Guidelines:*

125

126 1. Faculty members are strongly encouraged to make every reasonable effort to foster honest  
127 academic conduct. This includes adequate communication of expectations about what kinds of  
128 collaboration are acceptable within the course. Instructors should state in course syllabi their  
129 policies and procedures concerning examinations and other academic exercises as well as the use  
130 before examinations of shared study aids, examination files, and other related materials and forms  
131 of assistance.

132

133 2. Students completing any examination should assume that external assistance (e.g., books,  
134 notes, calculators, conversation with others) is prohibited unless specifically authorized by the  
135 instructor.

136

137 3. Students must not allow others to conduct research or prepare any work for them without  
138 advance authorization from the instructor. This comment includes, but is not limited to, the  
139 services of commercial term paper companies.

140

141 4. Students who are required to do a paper in a course should assume that submitting the same or  
142 similar paper to different courses (regardless of whether it is in the same semester or in different  
143 semesters) is not permitted without the explicit permission of the instructors of both courses.

144

145 B. FABRICATION

146

147 Falsification or invention of any information or citation in an academic exercise.

148

149 *Guidelines:*

150

151 1. "Invented" information may not be used in any laboratory experiment or other academic  
152 exercise without notice to and authorization from the instructor. It would be improper, for  
153 example to analyze one sample in an experiment and covertly "invent" data based on the single  
154 experiment for several more required analyses.

155

156 2. One must use/acknowledge the actual source from which cited information was obtained. For  
157 example, a student may not reproduce sections from a book review and indicate that the section  
158 was obtained from the book itself.

159

160 3. Students who attempt to alter and resubmit returned academic work with intent to defraud the  
161 faculty member will be in violation of this section. For example, a student may not change an  
162 answer on a returned exam and then claim that they deserve additional credit.

163

164 C. FACILITATING ACADEMIC DISHONESTY

165

166 Intentionally or knowingly helping or attempting to help another to commit an act of academic  
167 dishonesty.

168 *Guidelines:*

169

170 1. For example, a student who knowingly allowed copying from his or her paper during an  
171 examination would be in violation of this section.

172

173 2. Providing information about the contents of an examination to a student who will later take the  
174 examination, or taking an examination on behalf of another student are violations of academic  
175 honesty.

176

#### 177 D. PLAGIARISM

178

179 Intentionally or knowingly representing the words, ideas, or work of another as one's own in any  
180 academic exercise.

181

182 • The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific  
183 substance of another's work, without giving appropriate credit, and representing the product as  
184 one's own work

185

186 • The act of putting one's name as an author on a group project to which no contribution was  
187 actually made; and

188

189 • Representing another's artistic/scholarly works such as musical compositions, computer  
190 programs, photographs, paintings, drawings, sculptures, or similar works as one's own.

191

192 *Guidelines:*

193

194 1. Direct Quotation: Every direct quote must be identified by quotation marks, or by appropriate  
195 indentation or by other means of identification, and must be properly cited with author(s)  
196 name(s), year of publication, page number(s), footnotes and/or endnotes, depending on the  
197 citation style used. Proper citation style for academic writing is outlined by such manuals as the  
198 MLA handbook for writers of research papers, APA: Publication manual of the American  
199 Psychological Association, or Chicago manual of style

200

201 2. Paraphrase: prompt acknowledgment is required when material from another source is  
202 paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase  
203 properly, one might state: "to paraphrase Locke's comment..." and conclude with a citation  
204 identifying the exact reference. A citation acknowledging only a directly quoted statement does  
205 not suffice to notify the reader of any preceding or succeeding paraphrased material.

206

207 3. Borrowed Facts or Information: Information obtained in one's reading or research which is not  
208 common knowledge among students in the course must be acknowledged. Examples of common  
209 knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.

210

211 4. Material which contributes only to the student's general understanding of the subject may be  
212 acknowledged in the bibliography and need not be immediately cited. One citation is usually  
213 sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw  
214 their special information from one source. When direct quotations are used, however, quotation  
215 format must be used and prompt acknowledgment is required.

## CSUSM Academic Senate Meeting Schedule 2004/05

### Academic Senate

*(Regular meetings begin at 1:15 p.m. and run approximately 2 hours.)*

#### Fall 2004

August 25	Convocation (a.m.) & New Senator Orientation (2:15 - 3:30 p.m.)
September 1	Senate Meeting
October 6	Senate Meeting
November 3	Senate Meeting
December 1	Senate Meeting

#### Spring 2005

January 13 <i>(tent.)</i>	Spring Assembly (a.m.)
January 19	Senate Meeting
February 2	Senate Meeting
March 2	Senate Meeting
April 6	Senate Meeting
April 20	Senate Meeting
May 4	Joint Senate Meeting

### Executive Committee

*(Regular meetings are held from 12 - 2 p.m., or until 1 p.m. when preceding a Senate meeting.)*

#### Fall 2004

August 24	Retreat (9:30 p.m. – 1:30 p.m.)
September 1, 8, 15, 22, 29	
October 6, 13, 20, 27	
November 3, 10, 17	
December 1	

#### Spring 2004

January 19, 26	
February 2, 9, 16, 23	
March 2, 9, 16, 23	<i>(Spring Break is March 28 – April 2)</i>
April 6, 13, 20, 27	
May 4	

Unless otherwise noted, the Academic Senate Meetings are held in Commons 206. All CSUSM faculty are encouraged to join us. *Only elected Senators may vote.*

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

## **Student Evaluation of Instruction: Overview of Subcommittee Process and The New Evaluation Form**

FAC Subcommittee on Student Evaluation of Instruction<sup>1</sup>  
Kathy Norman (Chair), Bettina Huber, Gabriela Sonntag, Marie Thomas

In Spring 2002, FAC charged our Subcommittee with reviewing current procedures for the evaluation of instruction at Cal State San Marcos and with recommending revisions in both existing processes for the evaluation of instruction and the student evaluation instrument.

We began our work by thoroughly reviewing the literature on the student evaluation of instruction, with a focus on identifying best practices in administration procedures and item construction. The attached appendix outlines some of the key procedural recommendations we identified. We also had a morning-long briefing with Jennifer Franklin, who has done extensive work on the use of course evaluations.

Our initial review of best practices led us to undertake three initiatives:

1. Develop new procedures for administering the current evaluation form in an effort to encourage students to take the evaluation process seriously.
2. Formulate a new policy governing the use of student evaluation data in personnel reviews.
3. Explore the possibility of devising a new evaluation form.

Our draft procedures for administering evaluations were revised by the Executive Committee of the Academic Senate last Spring and subsequently approved by the Senate as a whole. The new procedures have been in use since Fall 2003.

In the light of the CBA requirement that faculty who teach shall be formally evaluated on a regular basis, we sought feedback from various academic units late in Fall 2002 on two options: (1) use of student evaluation data primarily for performance appraisal and personnel decisions (summative evaluation) or (2) development of a student evaluation form that is appropriate for both personnel decisions **and** the improvement of courses (formative evaluation). Our call for feedback noted that pursuing the second option might well involve changing some of the campus's current procedures. In particular, the literature on best practices we reviewed suggests that only the general evaluative items included in dual-purpose forms should be made available to those involved in performance appraisal and personnel decisions. The remaining information collected, including open-ended responses, goes directly to instructors for use in improving their courses.

The feedback we received from faculty members was varied, but suggested that most were open to the second option we proposed. With the aid of item sets compiled by an array of other institutions, we carefully reviewed more than 150 potential questions and developed a new form with both general evaluative items and more specific items designed to help instructors improve courses. Development of the new form was guided by the following best practices identified in the literature: include both general and specific items; tailor some items to specific courses; allow space for open-ended responses; and focus on student characteristics that make a difference (e.g., interest in a course). We also decided early on to retain the one-page format of the current form.

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<sup>1</sup> The subcommittee originally included a faculty member from CoBA. When he had to step down, we were unable to find a replacement, despite repeated attempts.

In the process of identifying items for inclusion in a new evaluation form, we examined interrelationships among the items currently in use. We explored these by using data from the course evaluations completed by students taking CoAS courses in Fall 2001 and 2002 to generate correlation coefficients for pairs of items; the attached tables summarize the results for the more recent term.

Table 1 shows that three of the general items at the bottom of the current form are highly interrelated, implying that they are measuring the same thing. The general item dealing with the instructor's enthusiasm is somewhat less closely related to the three others, suggesting that it may be tapping into something slightly different. Table 2, which relates the specific items in the current form to the four general items, allows one to assess whether the specific items currently in use provide information not evident in the general ratings. Given the consistent pattern of strong correlations in the table -- ranging from 0.52 to 0.77 -- it appears that the specific items currently in use add very little information that cannot be gleaned from students' ratings on the general items.

The new form, which is attached, has three major sections. The first includes a series of multiple response items, the second solicits information about the student evaluators, and the third asks them to respond to several open-ended questions. Part A of the first section contains five core questions designed to provide overall summative information, while Parts B and C of the first section contain more specific items useful to instructors interested in strengthening their courses. The items in Part B will vary, depending on the type of course being evaluated. We have distinguished between six distinct types: "regular" courses (the default), small seminar courses, laboratory/discussion sections, research-based/service learning courses, teaching methods courses, and on-line courses. Although the first three items included in the item sets for distinct course types are identical,<sup>2</sup> the remainder differ. The inclusion of items tailored to different courses should provide information particularly relevant for the improvement of these specific courses.

The new form should not require a change in the format of the summary sheets currently provided to instructors. Although most of the items summarized would be different, instructors would still receive a detailed break-down of students' responses to individual questions, as well as their responses to the questions in Part II of the form (Information on Students). Comparative data would continue to be provided, with all comparisons limited to the type of course in question (e.g., small seminars, lab/discussion sections, etc.). Insofar as the number of evaluations for given course types is sufficiently large, information would also be presented for the comparison groups currently used by each College. Instructors would continue to receive copies of students' written-in comments.

While we do not expect that everyone will find all items in the new form entirely to their liking, we hope that the overall format proves appealing and most items acceptable. Thus, we are now recommending that the proposed new instrument, which has been revised in the light of comments from groups in all three Colleges, be adopted for a three year period, after which its efficacy will be evaluated.

To ensure that our practices are congruent with current research-based recommendations on student evaluation of instruction, we are also recommending that the evaluation data received by RTP and other personnel committees be limited to student responses to the five core summative items in Section 1A of the new form.<sup>3</sup> One important reason for this recommendation is that instructors are more likely to benefit

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<sup>2</sup> There is one exception. Only the first two common items are included in the item set for online courses.

<sup>3</sup> Instructors would receive separate reports for inclusion in WPAF files.

from and constructively use the information provided on the course evaluation forms if they can consider it free of the often extreme anxiety that its use in the personnel process evokes. In addition, the literature on the evaluation of instruction points clearly to the importance of using multiple types of evidence to evaluate teaching, at least in part to prevent any single type of evidence (i.e., course evaluations) from being given undue weight. It is our hope that limiting the amount of student evaluation data required for the WPAF will encourage everyone to provide and examine a wider array of evidence of teaching effectiveness.

### **Appendix: Recommendations from the Literature on Use of Student Evaluations**

An excellent article by W.E. Cashin delineates a long series of recommendations for the use of student course evaluation data.<sup>4</sup> These recommendations, which grew out of the author's comprehensive review of the relevant literature, cover the following topics: general issues, process issues, interpretation of student ratings, using ratings to improve instruction, using ratings for personnel decisions, and administration issues. We list a few of the most important recommendations below.

- Use multiple sources of data about a faculty member's teaching if you are serious about accurately evaluating or improving instruction.
- Use student rating data as only one source of data about effective instruction.
- To generalize from student rating data to an instructor's overall teaching effectiveness, sample across both courses and time.
- For improvement, develop a system that is diagnostic and interpretable. Use items that require as little inference as possible on the part of the student rater and as little interpretation as possible on the part of the instructor.
- For improvement, ask for open-ended comments; these comments should be used only for improvement.
- Develop standardized instructions that include the purpose(s) for which the data will be used, and who will receive what information, and when.
- Take into consideration the student's motivation level when interpreting student rating data.

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<sup>4</sup> "Student Ratings of Teaching: Recommendations for Use." *IDEA Paper #22*, Kansas State University, Center for Faculty Evaluation and Development, 1990 (available at: [http://www.idea.ksu.edu/papers/pdf/Idea\\_Paper\\_22.pdf](http://www.idea.ksu.edu/papers/pdf/Idea_Paper_22.pdf)).

**Table 1. Zero-Order Correlation Coefficients for Four General Items Included in Course Evaluation Forms Completed by CoAS Students in Fall 2002**

	Item K	Item L	Item M	Item N
K. Instructor was enthusiastic about communicating the subject matter (number of responses)		0.740 (14,412)	0.685 (14,448)	0.675 (14,346)
L. The overall quality of teaching by the instructor was high (number of responses)	0.740 (14,412)		0.865 (14,423)	0.827 (14,320)
M. The overall quality of the course was high (number of responses)	0.685 (14,448)	0.865 (14,423)		0.847 (14,370)
N. I learned a great deal about the subject from this instructor (number of responses)	0.675 (14,346)	0.827 (14,320)	0.847 (14,370)	

**NOTE:** all correlation coefficients are significant at the .001 level.

**Table 2. Correlation Between General and Specific Items Included in Course Evaluation Forms Completed by CoAS Students in Fall 2002**

	Item K	Item L	Item M	Item N
A. The instructor clearly articulated course goals	0.592	0.705	0.696	0.675
B. The instructor clearly articulated course requirements	0.567	0.669	0.657	0.631
C. The instructor clearly articulated grading requirements	0.521	0.624	0.616	0.590
D. The instructor was well prepared for class	0.597	0.714	0.686	0.658
E. Class sessions were well organized	0.586	0.729	0.710	0.681
F. The graded materials reflected the course subject matter	0.565	0.652	0.655	0.641
G. The instructor encouraged critical and/or creative thinking	0.619	0.666	0.651	0.646
H. The instructor facilitated students understanding of difficult topics	0.666	0.770	0.741	0.736
I. The instructor encouraged active learning	0.587	0.627	0.612	0.606
J. The instructor was available for consultation outside of class	0.562	0.582	0.564	0.553

**NOTE:** all correlation coefficients are significant at the .001 level.  
the number of responses in each cell ranges from 13,790 to 14,549.

California State University San Marcos  
**Student Evaluation of Course Instruction**

CRN:

Course No. \_\_\_\_\_ Term and Year: \_\_\_\_\_

Course Title: \_\_\_\_\_ Instructor: \_\_\_\_\_

1. To what extent do you agree with each of the items listed below?

<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>	<u>Not</u> <u>Applic.</u>
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**A. Core Questions**

A1. The overall quality of this course was high.	5	4	3	2	1	0
A2. I learned a great deal in this course.	5	4	3	2	1	0
A3. The instructor is an effective teacher.	5	4	3	2	1	0
A4. The instructor is enthusiastic about communicating the subject matter.	5	4	3	2	1	0
A5. The instructor showed genuine interest in students' learning.	5	4	3	2	1	0

**B. Course-Specific Questions – see separate sheet**

B1.	5	4	3	2	1	0
B2.	5	4	3	2	1	0
B3.	5	4	3	2	1	0
B4.	5	4	3	2	1	0
B5.	5	4	3	2	1	0
B6.	5	4	3	2	1	0
B7.	5	4	3	2	1	0

**C. Questions Supplied by Instructor** (optional; distributed on a separate sheet)

C1. 0 1 2 3 4 5	C5. 0 1 2 3 4 5
C2. 0 1 2 3 4 5	C6. 0 1 2 3 4 5
C3. 0 1 2 3 4 5	C7. 0 1 2 3 4 5
C4. 0 1 2 3 4 5	C8. 0 1 2 3 4 5

**( o v e r )**

## 2. Information on Students

A. Is this course a requirement for your major/degree program? 1. Yes 2. No

B. Are you taking this course to fulfill a GE requirement? 1. Yes 2. No

C. On average, approximately how many hours **per week** have you spent preparing for this class? (Be sure to include the time spent doing assigned readings, reviewing notes, & writing papers.)

6. at least 10 hours
5. 8-9 hours
4. 6-7 hours
3. 4-5 hours
2. 2-3 hours
1. 1 hour at most

D. In this class, how actively have you participated in all aspects of the learning process (e.g., completing readings and assignments, participating in class activities)?

- |               |                  |
|---------------|------------------|
| 4. Very       | 2. Somewhat      |
| 3. Moderately | 1. Hardly at all |

E. When you first enrolled in this course, how interested were you in its subject matter?

- |               |                  |
|---------------|------------------|
| 4. Very       | 2. Somewhat      |
| 3. Moderately | 1. Hardly at all |

F. Now that the course is nearly over, how interested are you in the subject matter?

- |               |                  |
|---------------|------------------|
| 4. Very       | 2. Somewhat      |
| 3. Moderately | 1. Hardly at all |

## 3. Open-ended Questions

A. List one or two specific aspects of this course that were particularly effective in stimulating your interest in the materials presented or in fostering your learning.

B. If relevant, describe one or two specific aspects of this course that lessened your interest in the materials presented or interfered with your learning.

C. What suggestions, if any, do you have for improving this class?

## **B. Course-Specific Questions**

### ***B1. Regular classes (default)***

- a. I understood the course objectives and requirements early in the term.
- b. Graded work (e.g., exams, papers, projects, etc.) contributed positively to my learning experiences in this course.
- c. The instructor readily met with and helped me outside of class.
- d. The instructor seemed well-prepared for each class.
- e. The instructor's presentations added to my understanding of the material.
- f. The instructor was sensitive to student difficulties with the lecture material.
- g. Insofar as possible, the instructor acknowledged all questions.

### ***B2. Small seminar-type classes (no more than 20 students)***

- a. I understood the course objectives and requirements early in the term.
- b. Graded work (e.g., exams, papers, projects, etc.) contributed positively to my learning experiences in this course.
- c. The instructor readily met with and helped me outside of class.
- d. The instructor's presentations added to my understanding of the material.
- e. The in-class discussions enhanced my learning.
- f. The instructor suggested specific ways that students could improve their understanding of the course material.
- g. The instructor encouraged us to help each other understand ideas and concepts.

### ***B3. Laboratory/Discussion Sections***

- a. I understood the course objectives and requirements early in the term.
- b. Graded work (e.g., exams, papers, projects, etc.) contributed positively to my learning experiences in this course.
- c. The instructor readily met with and helped me outside of class.
- d. The instructor seemed well-prepared for each class.
- e. Students had ample opportunity to ask questions during the lab/discussion sessions.
- f. The lab/discussion sessions clarified the lecture material.
- g. The instructor asked students to demonstrate their understanding of the course material by applying concepts.

### ***B4. Research-based/Service Learning Courses*** (e.g., senior experience, qualitative field research)

- a. I understood the course objectives and requirements early in the term.
- b. Graded work (e.g., exams, papers, projects, etc.) contributed positively to my learning experiences in this course.
- c. The instructor readily met with and helped me outside of class.
- d. The instructor helped me resolve challenges I encountered in my research/service-learning setting.
- e. In this course I enhanced my ability to apply theoretical concepts to real-world problems.
- f. This course helped me develop skills needed by professionals in my field.
- g. Class discussion and written assignments helped me to understand the broader implications of my research/service-learning experience.

Course-specific Questions cont'd.

***B5. Teaching Methods Courses (CoE)***

- a. I understood the course objectives and requirements early in the term.
- b. Graded work (e.g., exams, papers, projects, etc.) contributed positively to my learning experiences in this course.
- c. The instructor readily met with and helped me outside of class.
- d. The instructor's presentations added to my understanding of the course material.
- e. The instructor suggested specific ways that students could improve their understanding of the course material.
- f. The instructor asked students to demonstrate their understanding of the course material by applying concepts.
- g. Cooperative group work facilitated my learning in this course.

***B6. On-Line Courses***

- a. I understood the course objectives and requirements early in the term.
- b. Graded work (e.g., exams, papers, projects, etc.) contributed positively to my learning experiences in this course.
- d. The activities and assignments related to the course objectives.
- e. The course provided ample opportunity for on-line interaction with other students.
- f. On-line discussions enhanced my understanding of the course content.
- g. The on-line course materials were easy for me to access.
- h. The instructor responded when I asked for individual help.

**Note:** item A4 in the Core Questions section may need to be dropped for on-line courses.

Last revised: 3/28/04

**STUDENT GRADE APPEAL POLICY AND PROCEDURES****I. PREAMBLE**

The Cal State San Marcos Student 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, the rights of all members of the campus as outlined in the Cal State San Marcos Academic Freedom Statement, the Cal State San Marcos Interim Student Rights and Responsibilities Policy and of faculty as expressed in Executive Order 792. Executive Order 792 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. 5).

**II. PURPOSE**

The purpose of the Student Grade Appeal Policy and Procedures shall be to enable students to seek redress of complaints about grades (hereafter referred to as "grade appeals). 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 CSU San Marcos. <sup>1</sup>

**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. The word "principals" refers to the student appellant and the instructor respondent.

**IV. JURISDICTION**

This policy applies solely to students' appeals of assigned grades. 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

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<sup>1</sup> Moved to Section V.B. ("Formal Process")

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 and Residential Life**

#### **IV. MEMBERSHIP**

##### **A. Committee Structure**

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

- Three students (two undergraduate, one graduate) and three student alternates to be named under procedures established by the Associated Students Incorporated. Students serving on this committee must be regular students in good standing, as determined under the same regulations imposed for Associated Student council members.
- Four faculty members and four faculty member alternates selected by the Academic Senate. All faculty members of the committee and all of the 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 times and places of committee meetings and 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 alleged grievances; 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 C, "Vacancies."). Alternates shall serve on the committee as full voting members for grade appeal grievances.

#### **D. Terms of Service and Continuation**

The term of service on the Student Grade Appeals Committee shall run from June 1 to May 31. All committee members/ alternates shall serve two year staggered terms, from June to May, except for students who shall serve one year terms. Committee members may serve consecutive terms of service.

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

#### **E. Vacancies**

1. Permanent vacancies - When a permanent vacancy on the committee occurs mid-term, the Chair of the committee shall request a replacement by one of the alternates from the same constituency (students or faculty) as the original member. The replacement shall have full voting rights for the remaining term of office of the original committee member.

2. Temporary vacancies - If a member of the committee is from the same immediate department or program or has a close personal relationship with the student making the appeal, that member shall not participate in the appeal process for that specific grievance. When, for good cause, a committee member cannot consider a particular grade appeal, or if the committee identifies a conflict of interest, an alternate, with full voting rights, shall be appointed to serve in his/her place for the specific grievance. The Chair of the committee shall request a temporary replacement by one of the alternates of the same constituency (students or faculty) as the original member. In addition, a student shall have the right to have one member of the committee replaced with an alternate member for any reason within two calendar days prior to the committee's first review of the appeal. The alternate member shall be selected by the Chair of the committee.

#### **F. Quorum and Voting**

The quorum for policy matters and organization meetings of the grade appeals committee shall be two-thirds of the committee. The SGAC majority for grade appeals shall require at least two faculty members voting in the majority employing distinct ballot forms for faculty and student members. Only members of the committee who have reviewed the documents submitted and heard all testimony elicited during the hearing on a grade appeal may vote on the grade appeal. Alternates do not vote on grade appeals unless taking the place of the primary member representing their decision.

#### **G. Confidentiality**

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

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

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

Communication Guidelines: All written 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 documents, tapes, etc., 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. Members of the committee shall not discuss the facts of any grade appeal through electronic mail.

## V. GRADE APPEAL PROCESS

Information and assistance for students who wish to avail themselves of the grade appeal process may obtain information and assistance from the Office of the Dean of Students [*alternate language*: from the Associated Students Peer Advisor Program]. Consultants may assist with:

1. Defining the basis of the appeal using the criteria specified in this procedure;
2. Explaining the options available to the student for resolving the grade dispute;
3. Suggesting steps toward informal resolution;
4. Completing the grade appeal form (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:

<b>For courses taken during</b>	<b>Deadline for completion</b>
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.

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.

## **B. Informal Resolution Process**

The informal process consists of three steps. In order to file a formal appeal, the student shall be required to submit a log of contacts, appointments (both requested and granted), and outcomes documenting his or her attempts to achieve informal resolution at each step.

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

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

## **C. Formal Process**

If a student decides to file a formal grade appeal, the grade appeal must be 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 Summer semesters). In the event of extenuating circumstances, the Provost or designee shall be able to waive the deadline.

### **1. Basic Guidelines for Grade Appeals**

- a. The SGAC presumes that grades assigned are correct. It is the responsibility of the student appealing an assigned grade to demonstrate otherwise. (See CSU Exec Order 792, p.5)
- b. Students may only appeal grade assignments on the following bases:
  - i. An instructor refuses to (or cannot) assign a grade
  - ii. The instructor is not available to review possible computational error.
  - iii. The student believes the grade assigned is inequitable or capricious, unreflective of course performance, or inconsistent with other grade assignments in the course.

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

## 2. How to File

Where informal resolution fails, the student may file a formal grade appeal in writing to the Student Grade Appeals Committee (SGAC), stating the specific allegations and the desired remedy, accompanied by available documentary evidence. The grade appeal must be submitted by completing the Formal Notice of Student Grade Appeal form (Appendix A). Students may obtain a formal grade appeal form at the following locations:

Office of Associated Students Incorporated  
Office of the Dean of Students

## 3. Filing Deadline

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

## 4. Withdrawal and Termination of Formal Process

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

Student Grade Appeal Committee  
c/o Academic Senate Office  
Cal State San Marcos  
San Marcos, CA 92096-0001

## 5. Preliminary Screening

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

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

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

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

If the instructor identified in the appeal cannot be contacted through reasonable efforts because he/she is no longer in residence or is on leave or vacation, the committee shall provide an additional notification period not exceeding one semester. If the instructor cannot be contacted by the end of one semester it is the responsibility of other qualified faculty to review the grade (CSU Executive Order 792, p.5).

## 6. Consideration of Grade Appeals

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

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

- a. The SGAC shall select the panel from a pool of faculty willing to serve as consultants, submitted by the chairs, program directors, or center directors of appropriate academic units.
- b. The panel shall not include a faculty member objected to by either the student or faculty member involved in the dispute.
- 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 tape-recorded. Tape 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: that (a) the original grade was properly assigned and should therefore remain on the student's record or (b) the original grade was improperly assigned and the student's work should therefore be reevaluated. The committee shall not evaluate the student's performance nor shall it recommend a new grade.

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 twenty-one calendar days of the completion of the committee's information gathering procedures.

The recommendation shall not be subject to appeal.

If a grade change is recommended the instructor of record shall promptly notify the Student Grade Appeals Committee of the course of action taken.

CSU Executive Order 792, p. 5 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 792 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 Cal State San Marcos.

#### VI. Annual Reports

The SGAC Chair shall report to the President of Cal State San Marcos and Academic Senate by September 1 the number and disposition of cases heard the previous academic year. (See CSU Exec Order 792, p.7).

### **VI. REVISIONS TO THE STUDENT GRADE APPEAL POLICY AND PROCEDURE**

The Student Grade Appeals Committee, through a recommendation to the Executive Committee of the Academic Senate, may initiate revisions to the Student Grade Appeals Policy and Procedures.

**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). After reading the policy and procedures, complete this form as thoroughly as possible. You may request assistance to complete 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

**Please type or print clearly**

---

**Date:** \_\_\_\_\_

**STUDENT INFORMATION**

<b>Name:</b> _____	<b>Student ID Number:</b> _____	
<b>Current Address:</b>		
<b>Street</b>	_____	
<b>City</b>	<b>State</b>	<b>ZIP</b>
_____	_____	_____
<b>Home Phone:</b> _____	<b>Message Phone:</b> _____	
<b>Expected Graduation:</b> _____	<b>E-Mail Address:</b> _____	

## 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:
  - 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, typed pages.

## **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, typed pages.**

## DOCUMENTARY EVIDENCE

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

DOC. NO.	DATE	DOCUMENT TITLE AND DESCRIPTION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

## REMEDY SOUGHT

**ACKNOWLEDGEMENT AND RELEASE**

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

Initials\_\_\_\_\_

**I hereby release to the Student Grade Appeals Committee all documents, including my academic records, that may be pertinent to the Committee’s investigation.**

Initials\_\_\_\_\_

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

\_\_\_\_\_

Signature

\_\_\_\_\_

Date





## MEMORANDUM

DATE: March 24, 2004

TO: Dick Montanari  
Chair, Academic Senate

FROM: Karen S. Haynes  
President

SUBJECT: Parking

Attached are responses to both Academic Senate resolutions regarding parking which were forwarded to my office on March 8, 2004. I hope that you will consider these sincere and best attempts at responding to the imminent parking crisis as well as a plan to review anticipated future needs, account for changes which will take place this summer, and adequately provide parking access for all of our constituencies.

KSH/sq

cc: Robert Sheath  
Stephen Garcia  
Linda Leiter

Attachment



*Linda Leiter  
Associate Vice President  
Human Relations and Campus Enterprises  
California State University San Marcos  
San Marcos, California 92096-0001 USA  
Tel: (760) 750-4954; Fax: (760) 750-4949  
lleiter@csusm.edu  
www.csusm.edu*

**MEMORANDUM**

DATE: March 24, 2004  
TO: Karen S. Haynes  
President  
FROM: Linda Leiter  
Associate Vice President  
Human Relations and Campus Enterprises  
SUBJECT: Parking

Below are responses to the resolutions passed by the Academic Senate regarding parking at Cal State San Marcos.

**Resolution regarding students receiving faculty/staff parking permits:**

1. The CFO/Vice President for Finance and Administrative Services will send a memo to all campus departments reminding them that faculty/staff parking permits are only available to faculty and staff who are hired under a bargaining unit agreement. Student workers are not eligible for a faculty/staff parking permit even if they are working for a department part time.
2. Parking Services will continue to request verification of employment status prior to selling faculty/staff parking permits. This is handled through checking faculty/staff identification cards, through the SNAPPY process, or through verification of employment status by Human Resources. (Many new faculty/staff employees are securing their faculty/staff identification card at the same time that they are purchasing their faculty/staff parking permit.)

**Resolution regarding parking issues for faculty/staff:**

1. With the move of employees from Rancheros and San Marcos City Hall this spring, existing parking spaces allocated for employees at these off site locations will be re-established in Lot N on campus. Therefore, seventy to eighty-five parking spaces (exact number to be determined) in Lot N will be designated for faculty/staff. Parking Services will be working on the temporary marking of these spaces through the rest of spring semester. Permanent marking of these designated spaces will occur over the summer.

2. Credential students in the College of Education will begin student teaching assignments after spring break which will decrease the impact on general parking lots on campus.
3. The move of Rancheros employees back to campus is slightly behind schedule. It now appears that the majority of the Rancheros employees will not be moved until after May 1. This will occur toward the end of spring semester and should not have a major impact on parking at this time.
4. I have contacted Sam Strafaci at the Chancellor's Office who will contact the statewide CFA and CSEA to see if they are willing to support the negotiating of a side agreement regarding parking fees at Cal State San Marcos.

**Long term solutions:**

1. Lots X, Y and Z were completed in fall 2003 which allowed the designation of 992 spaces to students who paid higher fees to fund the construction of these lots.
2. Lot K (next to University Village) will be completed in June 2004. This lot will provide 257 spaces designated to student residents in University Village. The completion of this lot will allow the return of 202 spaces in Lot N and 55 spaces in Lot O to general parking.
3. During Summer 2004, reconfiguration of several lots will occur that will enable the moving of some disabled and carpool spaces from Lot E to Lot C. The exact number of spaces is still being determined.
4. Reinstating a campus shuttle or campus-based stack parking is being reviewed. A limited trial may occur for Fall 2004.
5. The 120 space parking lot next to the new business building will be a general parking lot and may be open as early as Fall 2005.
6. One more surface lot and the first parking structure are being planned for the future. The exact number of spaces and timing of construction depends on parking being able to fund these endeavors from existing revenues and reserves.

Please let me know if you have any questions or concerns.

C: Stephen G. Garcia  
Robert Sheath  
Dora Knoblock

**Academic Senate Parliamentarian  
Recommendations from NEAC  
March 1, 2004**

**Background:** NEAC was charged with recommending a process for the selection of the AS Parliamentarian, and to outline the duties and authority of the position. NEAC was also charged with clarifying the above in the AS Constitution and By-Laws.

**NEAC recommendations:**

**Member Status:**

The Parliamentarian would be a non-voting, ex-officio member of the Academic Senate. He/she must be a tenured faculty with at least two years Senate experience at Cal State San Marcos, and have a good understanding of Robert's Rules of Order. The Parliamentarian shall be selected by the Executive Committee from nominations solicited by NEAC. The call for volunteers/nominations shall occur within one week of the announcement of the spring election results and an appointment made by the last AS Executive Meeting of the AY. Should no nominee come forward, the incoming Senate Chair has the authority to appoint a member from the Senate to act as interim Parliamentarian until NEAC is able to find nominees. The interim Parliamentarian shall be a non-voting member while acting as Parliamentarian.

Rationale: NEAC believes that former experience with the AS is vital. We also excluded non-tenured faculty from consideration because the Parliamentarian may have to make recommendations to the AS Chair that other faculty may find unpopular. We want faculty that perform this function to feel free to make unpopular decisions (as long as they are correctly based on Robert's Rules of Order). Because the position is non-voting, we thought an election was unnecessary. Moreover, we didn't want to exclude faculty that might be interested in serving on the Senate. With this recommendation, faculty that run for AS (but lose) have a chance to volunteer for Parliamentarian. We also wanted to determine the Parliamentarian sooner than our current process in which a Parliamentarian is selected at the first full AS meeting of the AY.

**Duties:**

The Parliamentarian is expected to attend all full meetings of the Academic Senate. He/she sits next to the Chair of the Senate during the full Senate meetings and advises the Senate Chair rather than the body-at-large on Robert's Rules of Order. The Parliamentarian has the authority to advise the Chair when he/she is not adhering to Robert's Rules of Order. The Parliamentarian is also expected to attend the new Senator orientation, at which she/he provides a brief overview of Robert's Rules of Order.

Rationale: The role of Parliamentarian is to advise the chair, not usurp her/his authority. However, the Parliamentarian must be able to call the chair out of order when necessary. We recommend that the Parliamentarian attend the new senator orientations to present an overview of Robert's Rules of Order so that all senators are aware of the proper procedures at AS meetings.

## **Constitution Language:**

Currently reads:

### **Article 5.4.3: Parliamentarian**

The Senate shall name a Parliamentarian at its first meeting of the academic year. The Parliamentarian shall be a non-voting, ex-officio member of the Senate.

Recommended Change:

### **Article 5.4.3: Parliamentarian**

The Parliamentarian shall be named by the Executive Committee of the Academic Senate at its last meeting of the academic year from a list of nominees forwarded from NEAC. For the selection procedure, see Academic Senate Election Rules and Guidelines. The Parliamentarian shall be a non-voting, ex-officio member of the Senate, must be tenured with a minimum of two years experience in the Academic Senate, and possess a good knowledge of Robert's Rules of Order.

#### **Article 5.4.3.a: Parliamentarian Duties**

The Parliamentarian is to attend all full meetings of the Academic Senate and shall be seated next to the Chair of the Senate. The Parliamentarian shall advise the Chair rather than the body-at-large on Robert's Rules of Order, but has the authority to advise the Chair when he/she is not adhering to said Rules. The Parliamentarian shall attend the new Senator orientation to present a brief overview of Robert's Rules of Order. The Parliamentarian shall also be available to Academic Senators for consultation on matters related to Academic Senate meeting procedures.

Guidelines for Elections:

There are no current guidelines for the Parliamentarian. We recommend adding the following:

#### Guidelines for Election of the Academic Senate Parliamentarian

NEAC shall distribute a call for Parliamentarian no later than one week after the announcement of the spring election results. NEAC will forward the list of nominees to the Executive Committee who will select the Parliamentarian by the last Executive Meeting of the academic year. Should no nominees come forward by the end of the academic year, the incoming Senate Chair shall appoint a member from the Senate to act as interim Parliamentarian until NEAC is able to solicit nominees. Once nominees are solicited, the Executive Committee shall select the Parliamentarian. The interim Parliamentarian shall be a non-voting member while acting as Parliamentarian.