

B. Recommendations of the Task Force

In making these recommendations, the Task Force has reviewed the research on degree completion and the many "possible future actions" listed in "Section II: On the Path to the Baccalaureate Degree." We understand that we have limited influence over the most important factor: exposure to a rigorous curriculum in secondary school. We understand that, given a diverse student body, imposing standardized requirements—such as full-time enrollment—is not possible. We understand that we cannot markedly affect students' decisions about the relative priorities of family, work, and school. Hence, in offering these recommendations, we focus on aspects of students' experiences and aspects of the CSU that are realistically subject to intervention and change, and, as indicated below, recommend only some of the "possible future actions" listed earlier.

For CSU Campuses:

Develop a plan, based on local institutional research, to improve graduation rates. The plan should include these strategies:

1. The development of 4-year, 5-year, and 6-year graduation roadmaps for all academic degree programs. These roadmaps should be term-by-term depictions of the courses in which students should enroll over the entirety of their academic careers (general education and major) and should address both day and evening programs when program size is sufficient to support both patterns. After the plans have been developed, they should be shared with feeder community colleges and high schools.
2. The development and implementation of projected class schedules designed to accommodate these roadmaps and ensure that required courses will be available during the specified terms.
3. A mandatory progress-to-degree audit at a specific checkpoint (such as when a native freshman accumulates 65 semester units or upon entry for a transfer student), followed by the requisite advising.
4. The review of policies for course drops, withdrawals, incompletes, and repeats in order to reduce the number of these student actions.
5. The improvement of online and hard copy university catalogues so that they are well designed, well organized, readable, useful, and usable.
6. The utilization of summer term to promote student progress to degree by analyzing student course needs so as to offer a class schedule that enables students to enroll in bottleneck courses and required courses in GE and the major.

The plan should include other strategies appropriate to the individual campuses. These could include such strategies as:

7. Expanding faculty professional development for improved instructional effectiveness.
8. Offering new students an intensive first-year experience.
9. Improving advising practices.

For the CSU System:

10. Ensure that there is an infrastructure and funding to allow each campus to establish on-demand, online graduation progress reports and progress-to-degree audits.
11. Sponsor multi-campus workshops for the sharing of effective strategies for facilitating graduation.
12. Convene a group to consider the need for CSU systemwide policies on course drops, withdrawals, incompletes, and repeats.

For the CSU Board of Trustees:

13. Review campus plans and progress annually.
14. After four years, assess the improvements in graduation rates, and consider if more incentives and disincentives are needed. These might include fee surcharges for excess units, fee incentives for students who graduate with close to the minimum number of semester-credits needed to earn the degree, fee rebates for graduating students who attended summer school, mandatory summer school attendance, and performance funding based on improvements in graduation rates.

STUDENT GRIEVANCE

POLICY

Implementation Date: 04/15/03

Revised: 04/15/03

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26

Definition: Provides a means for students to seek redress of complaints regarding matters other than grade appeals. Grade appeals can be filed by following the Student Grade Appeal Policy.

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

Scope: The purpose of the Student Grievance Policy shall be to enable a student to resolve a complaint arising out of any alleged unauthorized or unjustified act or decision, other than a grade appeal, by a member of the faculty, administration, or staff that in any way adversely affects the status, rights, or privileges of a member of the student body. The burden of proof shall lie with the complainant.

Roy McTarnaghan, President

Approval Date

Robert Sheath, Provost

Approval Date

STUDENT GRIEVANCE

PROCEDURE

Implementation Date: 04/15/03

Revised: 04/15/03

27 **I. GENERAL GUIDELINES**

28 The Student Grievance Committee shall hear and seek redress of student grievances, other than a
29 grade appeal, concerning members of the faculty, administration, or staff, and shall recommend
30 corrective action/s.

31
32 **II. MEMBERSHIP**

33 The voting members of the Student Grievance Committee shall be:

- 34
- 35 1. Three students and two alternate students named by the Associated Students Inc.
 - 36 Undergraduate students serving on this committee shall be a student in good standing. Graduate
 - 37 students shall have been admitted to an authorized advanced degree or credential program.
 - 38 2. Two full-time tenure line faculty members and two alternate faculty named by the Academic
 - 39 Senate.
 - 40 3. One full-time member of the administration and one alternate administrator named by the
 - 41 President. This representative may not be a staff member from the Office of the Dean of
 - 42 Students.
 - 43 4. One full-time staff representative and one alternate named by the President.
- 44
45

46 **III. COMMITTEE STRUCTURE AND RESPONSIBILITY**

47
48 Four voting members shall constitute a quorum. Decisions shall be reached by a majority of
49 those present and voting, except where otherwise indicated (see Section IV – Judgment, #3).
50 Each student member shall be appointed for two years on staggered terms. Non-student members
51 shall be appointed for three years on staggered terms. No member shall serve more than two
52 terms consecutively. A Chair (who cannot be a student) shall be appointed for two years by the
53 President of the University. A Vice Chair shall be selected by the Associated Students Inc. No
54 member shall serve as Chair more than two consecutive terms. The Chair shall be the
55 Committee's administrative officer whose duties shall include the following:

- 56
- 57 1. Arranging for appropriate times and places for meetings and hearings, informing
 - 58 members of the times and places of meetings and hearings, informing in writing all
 - 59 interested parties of the times and places of meetings or hearings that they are requested
 - 60 to attend and supplying them with a statement of alleged grievances, and informing all
 - 61 other interested parties that a grievance is pending and of the final disposition of the
 - 62 grievance.
 - 63 2. Securing and distributing written material appropriate for its consideration.
 - 64 3. Maintaining records and informing in writing the immediate supervisor, department
 - 65 chair, or college dean of the Committee's recommendations.
- 66

67 *Responsibilities of Committee Members*

- 68 1. Should any member of the Committee be unable to complete an appointed term, a
- 69 replacement shall be appointed to fill the balance of the term by the original
- 70 appointing officer or agency. Resignations shall be submitted in writing to the Chair

STUDENT GRIEVANCE

PROCEDURE

Implementation Date: 04/15/03

Revised: 04/15/03

- 71 of the Committee. The Chair shall inform in writing the appropriate officer or agency
72 of the vacancy and shall request the prompt appointment of a replacement.
- 73 2. Should a Committee member be unable to hear a case, an alternate shall be appointed
74 for the course of the grievance. If a member of the Committee is granted an official
75 leave for less time than remaining in a term, or if because of illness or other reasons a
76 member is judged unwilling or unable to participate in the work of the Committee,
77 the Chair shall inform the administrator or agency of the appointee and shall request
78 the prompt appointment of a temporary replacement.
- 79 3. When the services of a temporary appointee are no longer required, the Chair shall
80 promptly inform the temporary appointee and the appointing administrator or agency.
- 81 4. Should the Committee be involved in a specific case when an absent member returns,
82 the replacement member shall continue as a member of the committee in all sessions
83 dealing with that specific case until it is concluded. The returning member shall
84 resume membership on the Committee for subsequent cases.
- 85 5. When a member of the Committee has more than three consecutive absences, the
86 Committee may vote to remove that member and may request a replacement from the
87 appointing administrator or agency.
- 88 6. A member of the Committee may be reappointed upon the expiration of term if duly
89 recommended by the designated persons, but the member may be appointed for a
90 third term only after a break in service of not less than two years.
- 91 7. If the Committee is involved in a case when a member's term expires, the member
92 shall continue on the Committee only in its consideration of the case. A newly
93 appointed member shall not be considered a member of the Committee for a prior
94 continuing case. The new Committee member shall, however, serve for all other
95 matters.
- 96 8. A member of the Committee may choose to resign from the Committee, in which
97 event a replacement for the balance of the term shall be appointed by the original
98 appointing officer or agency.
- 99 9. A member of the Committee may choose to be disqualified from
100 consideration of any case, in which event a replacement shall be appointed
101 by the Chair of the Committee from the list of alternates of the member's
102 constituency.
- 103 10. If a member is a principal in a preliminary investigation or hearing by the
104 Committee, the member shall be excluded from considering that case.
- 105 11. Upon the conclusion of a hearing in which a Committee member was a
106 principal, the Committee shall determine the member's fitness to continue on the
107 Committee. The decision shall be conveyed by the Chair to the appointing officer or
108 agency, either informing of the continuation of membership or requesting a
109 replacement.
- 110 12. Either party to a hearing may request of the Chair that a Committee member
111 be excluded from considering the case. The request shall be for cause and shall be
112 brought to the Chair's attention as the first item in the hearing. If a member is
113 disqualified by the Chair from consideration, a replacement shall be appointed by the
114 Chair from the list of alternates of the member's constituency.

STUDENT GRIEVANCE**PROCEDURE**

Implementation Date: 04/15/03

Revised: 04/15/03

115

116 **IV. STEPS FOR SEEKING REDRESS**

117 Steps toward redress should begin with informal discussions with the appropriate administrator
 118 attempting to resolve the matter at the lowest level possible. If a satisfactory solution is not
 119 reached, the grievance should then be taken to the Student Grievance Committee for hearing and
 120 appropriate action.

121

122 *Informal Discussion*

123 1. Informal discussion between persons directly involved in a grievance shall be essential in
 124 the early stages of the dispute and should be encouraged at all stages. An equitable
 125 solution to a problem should be sought before the persons directly involved in the case
 126 have assumed official or public positions that might polarize the dispute and render a
 127 solution more difficult. Neither persons directly involved in a case nor any other persons
 128 shall use the informal discussion, the filing of a grievance, or the character of the
 129 informal discussions to strengthen the case for or against persons directly involved in the
 130 dispute or for a purpose other than to resolve the grievance.

131 2. When a student feels aggrieved by a member of the faculty, administration, or staff, the
 132 student should consult with the counseling staff, the Dean of Students, the appropriate
 133 College Dean, or the Dean of Graduate Studies to evaluate the situation and to determine
 134 which of the following steps might best apply:

- 135 a. The student should bring the complaint to the attention of one or more of the
 136 proper college committees where such grievance provision exists or to the chair,
 137 dean, administrator, or staff supervisor; or
 138 b. The student should bring a complaint against an administrator or staff member to
 139 that person's supervisor.

140

141 *Procedures for the Formal Hearing*

142 1. No student grievance shall be filed with the Committee later than the last day of the
 143 semester (excluding summer session) after the semester during which the student was
 144 allegedly aggrieved.

145 2. When informal recourse fails, the student may file in writing to the Committee an appeal
 146 accompanied by available documentary evidence. Simultaneously a copy of the
 147 complaint shall be given to the respondent.

148 3. The Committee shall establish and publish its own procedures in accordance with
 149 provisions for academic due process and in accordance with the stipulations below.
 150 Present at these meetings shall be only Committee members, parties to the action and
 151 their representatives, and testifying witnesses.

152 4. The Committee, before sitting as a whole to arrive at judgment, shall arrange for an
 153 expeditious and comprehensive investigation of the matter. From written statements
 154 presented by the complainant and from preliminary discussions with the aggrieved it shall
 155 decide whether there are sufficient grounds to hear a case and whether it will accept
 156 written statements in lieu of personal appearances by witnesses. The Committee shall
 157 review and consider documentary records of department, or college grievance
 158 organizations relating to the case. If the Committee closes the case, having decided that

STUDENT GRIEVANCE

PROCEDURE

Implementation Date: 04/15/03

Revised: 04/15/03

- 159 there are not sufficient grounds for a hearing, it shall notify in writing the complainant
160 and respondent as to the reasons for its actions.
- 161 5. If the Committee determines that the case merits further consideration, the parties
162 involved (a) shall be informed in writing, (b) shall be consulted as to the possibility of
163 correcting the situation, and (c) if a hearing is still required, shall be advised in writing of
164 the scheduled time, place, and alleged grievance.
- 165 6. At the hearing the complainant, persons directly involved, and witnesses may testify and
166 be questioned by the opposite party and Committee members. Written evidence presented
167 by either party may be subject to refutation and consideration by the opposite party and
168 Committee members. Only evidence presented in the hearings shall be considered in the
169 final judgment.
- 170 7. Proceedings shall be conducted in accordance with the American Association of
171 University Professors' Joint Statement on Rights and Freedoms of Students (1967).

172
173 *Confidentiality*

- 174 1. To protect all parties involved, all participants shall maintain confidentiality to the
175 maximum extent possible at every level of the grievance process. A breach of
176 confidentiality is a breach of ethics and/or code of conduct and FERPA.
- 177 2. No member of the committee shall discuss personal and/or pertinent information relating
178 to a specific grievance with any persons who are non-committee members except at the
179 request of the committee or as part of the hearing processes defined in this document.
180 This shall not preclude notification of proper authorities by the Student Grievance
181 Committee in the event that the committee perceives the safety of any person or property
182 to be in jeopardy.
- 183 3. No member of the committee shall discuss personal and/or pertinent information relating
184 to a specific grievance with any of the principals throughout the course of the
185 investigation and following the recommendation of the committee except at the request of
186 the committee and/or at a hearing.
- 187 4. Communication Guidelines: All written documentation and recommendations relating to
188 individual grievances shall be marked and handled "confidential," and is a matter only for
189 those directly involved in the grievance (interested parties). All documents relative to an
190 individual grievance shall be appropriately maintained for three years in locked file
191 drawers located in the Academic Senate Office and shredded at that time. No members
192 of the committee will discuss the facts of any grievance through electronic mail.

193
194 *Judgment*

- 195 1. Committee members shall arrive at a judgment in consultation among themselves. Only
196 those entitled to vote on the case, their alternates, the chair, and a clerk secretary shall be
197 present during consultation and voting. Only members of the Committee who have heard
198 all testimony during the hearing relating to the alleged grievance shall vote on the case.
- 199 2. The Committee shall transmit its recommendation in each case to a person or agency
200 whom the Committee judges appropriate to effect the decision regarding the grievance. A
201 copy of recommendations shall be forwarded to the President and to other appropriate
202 parties. If the person or agency involved decides not to carry out the recommendation of

STUDENT GRIEVANCE

PROCEDURE

Implementation Date: 04/15/03

Revised: 04/15/03

- 203 the Committee, that decision shall be submitted promptly to the Committee. If within a
204 reasonable time remedial action has not been taken, the Student Grievance Committee
205 may request the President or the appropriate administrator to expedite resolution of the
206 situation.
- 207 3. When in the opinion of the Committee disciplinary action may be appropriate, the
208 Committee may recommend further action to the President if the person charged is an
209 administrative officer or a member of the staff, or the Committee may refer the matter
210 directly to the Office of the Assistant Vice-President for Academic Affairs for Academic
211 Resources if the person charged is a member of the faculty.
- 212 4. The decisions reached by this Committee shall take precedence over decisions reached by
213 student grievance committees within departments, schools, or colleges.
- 214 6. If redress requires a policy change or if a policy change appears advisable or necessary,
215 the Committee shall refer its recommendations to the Senate Executive Committee or to
216 the President as appropriate.
- 217 7. Should any person, whether or not directly involved in a complaint, allegedly suffer some
218 disadvantage, discrimination, or reprisal as the result of a complaint, testimony, or
219 statement in connection with Committee action, the Student Grievance Committee shall,
220 upon request or upon its own motion, exercise original jurisdiction and take the necessary
221 steps to verify the facts and remedy the injustice.

(Excerpt from the "Administrative Appointments" Policy, 8/15/2000)

G. INTERIM OR ACTING ADMINISTRATIVE APPOINTMENTS

Temporary appointments to administrative positions shall be designated as "interim" or "acting" and, normally shall be limited to no more than twelve months in length.

After consultation with the Executive Committee of the Academic Senate and the Human Resources Director or designee, the President shall decide whether to make an appointment without a search or, in exceptional cases, to conduct a search. If there is a search, the vacancy will be announced at least campus-wide for a minimum of two calendar weeks. The vacancy announcement shall include a description of the duties of the position and the required/preferred qualifications. When recruiting for interim positions, the University will make every effort to recruit a diverse range of candidates.

Prior to appointment, consultation shall occur at least with the faculty members of the affected unit or with a representative subset thereof and/or with the Executive Committee of the Academic Senate as well as the Director of Human Resources Management or designee.

Dean of Graduate Studies and Associate Vice President for Research and International Programs

Graduate Studies

- Provide leadership and strategic planning for the office of Graduate Studies
- Coordinate current and future graduate programs, including M.A. in Education, Literature and Writing Studies, Psychology, Sociological Practice, Spanish, M.B.A.; M.S. in Biological Sciences, Computer Science, Mathematics; and CSUSM Certificates of Advanced Study (see the Credit Certificate Policy APP 156-98). Note: post-baccalaureate teacher credentialing programs are not considered graduate programs.
 - Work with departmental and college graduate coordinators
 - Meet with departmental and college graduate coordinators
 - Review program-specific practices and procedures; ensure consistency with university-wide graduate studies and policies
 - Promote assessment efforts in graduate programs; participate in the PEP program review process
 - Ensure consistent practice in the training and employment of graduate students as teaching and research assistants
 - Develop new graduate student orientation activities; give presentation to new faculty institute on graduate studies
 - Assist in the development of recruiting materials
 - Gather and disseminate information on graduate research opportunities, scholarships, fellowships, GA, and TA opportunities
 - Resolve graduate student petitions; administer appeal procedures
 - Assist in the development of new graduate program proposals and in the revision of existing programs; investigate opportunities for cooperative graduate programs with other institutions
- Represent the interests of graduate students and programs to internal and external constituencies
- Represent CSU San Marcos on graduate studies committees and organizations
 - CSU San Marcos Graduate Studies subcommittee of APC
 - CSU meetings of Graduate Deans
 - Council of Graduate Schools, Western Association of Graduate Schools, and other regional/national graduate studies groups
- Maintain the Graduate Studies web page

Position Description

Research and Sponsored Projects

- Provide leadership and strategic planning for the office of Research and Sponsored Projects
 - Administer and assist faculty in securing internal grant funds for scholarship, research, and creative activities, including seed money for externally funded projects
 - Work with the Student Affairs Committee to organize the Student Research Competition
 - Facilitate collaborative research projects among departments and/or colleges
 - Oversee regulatory and policy compliance (convene and/or support standing committees)
 - Human subjects (IRB committee)
 - Animal welfare (IACUC committee)
 - Radioactive material/biohazards
 - Conflict of interest
 - Research misconduct
 - Maintain the office of Research and Sponsored Projects web page
- Facilitate external proposal approval and post-award process
 - Provide liaison with Foundation grant support operations
 - Ensure that all agency guidelines and university policies are followed prior to the submission of an application to an external funding agency
 - Provide institutional signature for certifications and assurances
 - Provide assistance to colleges and departments in developing plans and goals for externally sponsored projects
 - Offer grant writing workshops to educate faculty about funding opportunities, proposal development and where to get assistance
 - Work with Foundation to provide up-do-date information on
 - Grants submissions
 - Awards
 - Rejections
 - Renewals
- Oversee the activities of centers and institutes
 - Art, Research, Teaching, Education, Schools (Center ARTES)
 - Barahona Center for the Study of Books in Spanish for Children and Adolescents
 - Center for Border and Regional Affairs (CBRA)
 - National Latino Research Center (NLRC)
 - Social and Behavioral Research Institute (SBRI)
- Represent the interests of university research and sponsored projects to internal and external constituencies, including major granting councils and foundations

Position Description

International Programs

In pursuit of its mission the Office of University Global Affairs promotes and supports efforts to internationalize the curriculum, affords students the opportunity to study abroad, increases the number and diversity of international students on campus, supports international faculty collaboration, and fosters links with higher education institutions around the world.

- Supervise and evaluate the Director of University Global Affairs
- Articulate the mission, goals, and accomplishments of the Global Affairs office to the provost
- Engage the university community in support of the Global Affairs office's primary responsibility for international student recruitment activities, exchange programs, and institution links abroad
- Work with the Global Affairs director to provide coordination in international student and graduate studies administration and services to students

Additional Responsibilities

- Assist the Provost
- Work as part of the academic affairs team with the other associate vice presidents and direct reports to the Provost
- Member of the Academic Blueprint Committee and EPAAG
- Other special projects as assigned

RESEARCH AND SPONSORED PROJECTS

Established routine functions of the Office of Research and Sponsored Projects

- Assisted faculty in securing external grants for scholarship, research, and creative activities; conducted individual consultations and group workshops—**62 grant proposals were submitted in 2002-03 for over \$17,600,000 (as of 5/31/2003)**
- Ensured that all agency guidelines and university policies are followed prior to the submission of applications to external funding agencies
- Administered internal grants, working with appropriate faculty committees
 - University Professional Development (UPD)/Research, Scholarship, and Creative Activity (RSC) (Faculty Affairs Committee)
 - Lottery Discretionary Awards (Student Affairs Committee)
 - Grant Proposal Seed Money (GPSM)—**Since inception of program, almost \$30,000 in seed money awarded; \$8,388,000 in proposals have been submitted, and \$3,490,000 in external grants won that were supported by GPSM funds**
- Participated on and supported appropriate standing committees for research regulatory compliance (IRB, IACUC)
- Supervised the activities of centers and institutes
 - Art, Research, Teaching, Education, Schools (ARTES)
 - Barahona Center for the Study of Books in Spanish for Children and Adolescents
 - Center for Border and Regional Affairs (CBRA)
 - National Latino Research Center (NLRC)
 - Office of Biomedical Training and Research (OBRT)
 - Social and Behavioral Research Institute (SBRI)
- Established the updated the Office of Research web site
- Publicized research and sponsored projects activities
- Participated on review panel for the President's Award for Research and Creative Activity

Specific activities in 2002-03

- Assumed responsibility for coordination of the Student Research Competition (working with SAC); accompanied students and faculty to the CSU statewide competition at CSU Stanislaus (May, 2003)
- Revised the Centers and Institutes policy—approved by the Academic Senate January, 2003
- Coordinated the formal evaluation of the SBRI
- Worked with Merryl Goldberg to develop a proposal for Center ARTES, which was approved by the Academic Senate in April, 2003
- Cost sharing guidelines—Worked jointly with the Foundation to develop procedures to assist faculty and administrators in identifying and documenting appropriate cost-share arrangements in support of external grants
- Faculty reimbursed time and overload documentation—Created a procedure to streamline grant reimbursement to colleges for faculty release time, and to document faculty overload centrally

GRADUATE STUDIES

Established routine functions of the Office of Graduate Studies

- Coordinated current graduate programs to assure university-level policy consistency:
 - M.A. in Education, Literature and Writing Studies, Psychology, Sociological Practice, Spanish, M.B.A.
 - M.S. in Biological Sciences, Computer Science, Mathematics
- Worked with individual graduate departments to resolve student issues
- Coordinated graduate student recruitment efforts both on and off campus
- Convened the Graduate Studies Committee to discuss practices and standards, to develop and update policies, and to foster operational improvements
- Worked with Student Affairs to plan the postbaccalaureate commencement ceremony
- Selected the recipient of the Graduate Dean's Award
- Established and updated the Graduate Studies website
- Represented the interests of graduate students and programs to internal and external constituencies, including the CSU meetings of Graduate Deans, the Council of Graduate Schools, and the Western Association of Graduate Schools

Specific activities in 2002-03

- Graduate Studies Committee initiatives, such as the following:
 - Created GRAD E699, to maintain graduate student enrollment status
 - Developed the Graduate Probations, Disqualification, and Reinstatement policy—approved by the Senate, February, 2003
 - Developed the process for identifying graduate tuition waiver candidates—approved by the President and Provost, March, 2003
 - Developed the “Research Dissemination Fund” to support graduate student travel to present papers at conferences
- Represented graduate studies on the Academic Blueprint initiative; worked on the development of new degree programs
 - History MA—worked with faculty developing curricular proposal and possible planning grant
 - Ed.D.—monitored this effort and helped with specific items; most of the work on the new joint doctorate was done in CoE
 - MSW—Assisted the Provost in exploring the provision of the MSW on our campus via CSU Long Beach, through Extended Studies
- Provided Graduate Dean's review of the MBA PEP

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2622-03/AA/TEKR
September 4-5, 2003

Framework for Integrated Teacher Preparation Programs
Leading to a Recommendation for a Baccalaureate Degree &
a Level 1 Multiple Subject Teaching Credential

RESOLVED: That the Academic Senate of the California State University (CSU) endorse the framework for multiple-subject integrated teacher preparation programs described on pages eight and nine of the *Interim Report of the Task Force on Integrated Teacher Preparation Programs: A Joint Task Force of the CSU Chancellor and the CSU Academic Senate*.

1. The CSU, in collaboration with the California Community Colleges (CCC), shall identify a common core of 30 lower-division semester units that all CSU integrated multiple subject programs will accept as a transfer pattern. Upon successful completion of the common core, a student transferring into a CSU integrated multiple subject program will require no more than 105 additional semester units to complete the program. (The overall program unit limits for quarter campuses are 180-203.)
2. On a regional basis, a CSU campus or campuses, in collaboration with the community colleges that transfer significant numbers of students to their teacher preparation programs, shall identify beyond this common core between 15 and 30 additional lower-division semester units common to all integrated multiple subject teacher preparation programs in that region. Upon successful completion of these units, a student transferring into a CSU integrated multiple subject program will require no more than 75 to 90 additional semester units, for a maximum of 135 semester units, to complete the program.
3. In cases where the statewide and regional agreements constitute fewer than 60 lower-division semester units but more than 45, individual campuses, in consultation with the community colleges that transfer significant numbers of students to their teacher preparation programs, should identify all additional lower-division semester units that can transfer into its integrated multiple subject programs. Upon completion of these 60 lower-division semester units, a student transferring into the CSU integrated multiple subject program will require no more than 75 additional units to complete the program.
4. In cases where an individual CSU campus cannot identify 60 lower-division semester units in its integrated multiple subject teacher preparation program or a CCC cannot offer the courses in that program, the campus must identify ways to allow students to make progress in the integrated multiple subject program through such options as:
 - a. Working with community colleges to identify and develop courses at the lower-division level that satisfy the content standards of courses required in the program at the upper-division level.

- 46 b. Allowing early transfer of students as upper-division transfer into the
47 CSU integrated multiple subject program according to the provisions
48 of section 40805 of Title 5.
49 c. Encouraging such practices as cross enrollment, dual admission or
50 offering upper-division courses on the community college campus.
- 51 5. Thirty lower-division semester units form the common core of the integrated
52 multiple subject teacher preparation programs systemwide. For units
53 beyond those, students must commit first to a region and then a specific
54 campus to guarantee that the units are fully transferable to the requirements
55 of a specific integrated multiple subject teacher preparation programs.

56 *RATIONALE: The Academic Senate CSU supports and has provided leadership*
57 *in efforts to facilitate the timely preparation of qualified teachers. The*
58 *Academic Senate CSU has passed multiple resolutions; sponsored system*
59 *initiatives to encourage collaboration among arts, sciences, and education*
60 *faculty in meeting SB 2042; and co-sponsored statewide conferences to promote*
61 *collaboration with community colleges in recruiting and preparing highly*
62 *qualified teachers. The proposed framework for integrated multiple subject*
63 *teacher preparation programs responds to legislative concerns, provides an*
64 *expedited path to teaching for students who commit early to a program, and*
65 *preserves a reasonable degree of campus determination in program design.*

66 *Background: An Integrated multiple subject preparation program: a*
67 *curriculum (a) that incorporates general education, a major, subject matter*
68 *preparation for teaching in schools, professional preparation for teaching in*
69 *schools, and any other graduation requirements, and (b) in which students*
70 *make progress concurrently toward a baccalaureate degree and a*
71 *recommendation for a preliminary basic teaching credential, given satisfactory*
72 *completion of the requirements for each. The components of an integrated*
73 *teacher preparation program (i.e., general education, a major, subject matter*
74 *preparation for teaching in schools, professional preparation for teaching in*
75 *schools, and any other graduation requirements) need not be mutually*
76 *exclusive. An individual course within an integrated teacher preparation*
77 *program may contribute to completion of more than one of these components.*

78 *In March 2003 the Academic Senate CSU Task Force on Teacher Preparation*
79 *at the Undergraduate Level examined the need for and value of teacher*
80 *preparation at the undergraduate level, examined legislative proposals*
81 *regarding undergraduate teacher preparation, recommended legislative*
82 *positions for the Academic Senate CSU, and recommended policies and*
83 *strategies to encourage campuses to design and implement effective and*
84 *collaborative programs for teacher preparation. In reviewing the current*
85 *designs for undergraduate preparation of teachers in the CSU, the group*
86 *considered the range of programs and unit requirements on the CSU campuses,*
87 *national data on undergraduate program requirements in other states, and the*
88 *intent of SB 81.*

89 *SB 81, Teacher Training: Integrated Programs, calls for collaboration among*
90 *the CSU campuses and CCC to develop programs that allow students to have*

91 *concurrent progress on the requirements for a baccalaureate and a Level 1*
92 *teaching credential (this applies to multiple subject and single subject*
93 *programs). In response to the intent of SB 81 and the report of the Academic*
94 *Senate CSU Task Force on Teacher Preparation at the Undergraduate Level,*
95 *the Academic Affairs and the Teacher Education & K-12 Relations committees*
96 *of the Academic Senate CSU developed AS-2611-03/AA/TEKR, which called*
97 *for, among other things, changes to Title 5, the formation of a joint task force*
98 *representing the Chancellor's Office and the Academic Senate CSU, and*
99 *collaborative articulation work by CSU campuses with the CCC's campuses*
100 *that provide significant numbers of students. The changes to Title 5 will require*
101 *the implementation of integrated teacher preparation programs with limits of*
102 *120 to 135 semester units or 180 to 203 quarter units unless exceptions are*
103 *justified.*

104 *The task force, created in response to AS-2611-03, has included representation*
105 *from the Chancellor's Office, CSU deans, Elementary Subject Matter Program*
106 *directors, CSU faculty, the Academic Senate CSU, and the CCC. Members of*
107 *the task force also attended the most recent CCC curriculum chairs meeting.*
108

109 **APPROVED – September 4-5, 2003**

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2625-03/FA
September 4-5, 2003

Reopener Bargaining

1
2
3
4
5
6 RESOLVED: That the Academic Senate of the California State University (CSU) call
7 upon the CSU administration and the California Faculty Association
8 (CFA) to resume “reopener” bargaining negotiations as soon as possible
9 in order to reach a mutually acceptable and timely settlement; and be it
10 further

11
12 RESOLVED: That the Academic Senate CSU transmit copies of this resolution to the
13 Chancellor of the CSU and the President of the CFA.

14
15 *RATIONALE: The CSU administration and the CFA began “reopener”*
16 *bargaining in spring 2003. After several months of bargaining both sides*
17 *reported several areas of agreement and progress on a few areas of continuing*
18 *disagreement. The last bargaining session was held on July 9, after which the*
19 *two sides agreed to postpone further discussions pending passage of a state*
20 *budget and the July 15-16 meeting of the CSU Board of Trustees. No sessions*
21 *have been held since and none are scheduled. In the context of the state budget*
22 *crisis and the daunting challenges facing the CSU, a mutually acceptable*
23 *agreement between the two sides based on good faith bargaining and open*
24 *communication would be a positive development for the faculty and students of*
25 *the CSU.*

26
27
28
29
30
31
32
33
34 **APPROVED UNANIMOUSLY– September 4-5, 2003**