

1 **Resolution on Lottery Grant Funding Allocation at Cal State San Marcos**
2
3

4 WHEREAS, the General Guidelines for Expenditures of California State Lottery Funds,
5 set forth by Government Code Section 8880.5, Attachment C, specify a set of General
6 Guidelines for Expenditures of Lottery Fund campus allocationsⁱ; and
7

8 WHEREAS, those Guidelines emphasize that Lottery funds “are allocated to achieve
9 maximum impact in enhancing instruction”; and
10

11 WHEREAS, the Budget and Long-Range Planning Standing Committee of the Academic
12 Senate Resolution of 1997 stated that Lottery Funds would be allocated to 7 campus cost
13 centers according to “*rough* guidelines established by BLP in AY 1996-97,” and that “the
14 Academic Senate Student Affairs Standing Committee...serve as the final level of
15 committee review for the University”; and
16

17 WHEREAS, the rough guidelines for allocating Lottery funds to a mix of instructional
18 and co-curricular units (cost centers) have evolved over time into a “head count” method
19 to establish numbers of staff in each unit directly associated with student instruction, and
20

21 WHEREAS, this method has been imprecise and ~~cumbersome~~ labor-intensive; and,
22

23 WHEREAS, revision to the allocation process violates neither a policy nor a procedure,
24 and is in the purview of the Student Affairs Committee; and
25

26 WHEREAS, the Student Affairs Committee has developed a revised method of allocating
27 Lottery funds that eliminates the challenge of using the same problematic method to
28 measure contributions to instruction from two inherently different types of campus unit,
29 as well as refining the allocation process at Cal State San Marcos to better meet the
30 principles of the General Guidelines for Expenditures of Lottery Funds; now, therefore,
31 be it
32

33 RESOLVED, that the Student Affairs Committee implements an allocation method based
34 on FTES for instructional units and historically derived percentages for co-curricular
35 units,ⁱⁱ and further, be it
36

37 RESOLVED, that SAC has the flexibility to reallocate funds to high-quality proposals
38 from any unit should there be additional funds available (for example, if there are units
39 who submit no proposals in a funding cycle), and further, be it
40

41 RESOLVED, that the proposed method will be implemented for 3 academic years (2008-
42 09, 2009-10, and 2010-11) and then reviewed by the Student Affairs Committee for its
43 equity and functionality, and further, be it
44

45 RESOLVED, that no other changes to the Budget and Long-Range Planning Committee
46 Resolution of 1997 are implied by these changes to the allocation process.

ⁱ *The California State Lottery Act of 1984 states:*

... all funds allocated from the California State Lottery Education Fund shall be used exclusively for the education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing of research or any other non-instructional purpose.

1. The activity funded must represent a bonafide educational experience for students, or result in the development of materials to be used with students, or lead to the development of a program or course.
2. Lottery funds may not be used to pay faculty salaries for classroom instruction.
3. Lottery funds may not be used to finance increases in the rate of compensation paid to existing staff; thus, stipends and honoraria are not permissible.
4. Lottery funds may not be used to finance faculty overloads. However, existing faculty may work a summer period under a personal services contract.
5. Expenditure of any funds, including lottery funds, which are used for faculty development activities, must be in accordance with the collective bargaining agreement, which includes a specific list of development activities (see below).
6. Lottery funds should be used to augment and supplement state-funded budget programs so that lottery revenue is not used to replace current or prospective state funding.
7. Lottery fund may be used to pay for part-time instructors when such instructors are hired as replacement faculty for faculty members working for a CSU lottery designated program.

ⁱⁱ The new allocation formula will be based on historical figures (what each unit has received in the past), using a three-year average. The allocation will be split into two pots, one for instructional units with FTES (students) and one for co-curricular units with no FTES.

Instructional Units (CoAS, CoBA, CoE, Nursing) will share 56% of the total, in percentages based on FTES numbers as of Fall census.

Co-curricular Units (Library, IITS, Student Affairs) will share 34% of the total, in percentages based on a 3-year average of their most recent Lottery allocations. While these percentages were derived from staff head count, they are the best numbers SAC has to work with at present. SAC envisions a future refinement of the process, reflecting the dynamic history of the University and the allocation method itself; our 3-year evaluation period is based on that premise.

University-wide grants will be allocated 10% of the total.

1
2
3 **1. Program Type (Please specify any from the list below that apply—delete the others)**
4

- 5 √ State-Support
- 6 √ [Self-Support](#)
- 7 √ Online Program
- 8 √ [Fast Track](#)
- 9 √ [Pilot](#)
- 10 √ [Pilot Conversion](#)
- 11 √ [Conversion of Self-Support to State-Support Program](#)
- 12 √ [Elevation of Option or Concentration to a Full Degree Program](#)
- 13 √ New Program
- 14 √ Proposal Revision (updating a previously reviewed proposal)

15
16 **2. Program Identification**
17

- 18 a. Campus
- 19
- 20 b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling,
21 Bachelor of Arts with a Major in History).
- 22
- 23 c. Date the Board of Trustees approved adding this program projection to the campus Academic
24 Plan.²
- 25
- 26 d. Term and academic year of intended implementation (e.g. Fall 2007).
- 27
- 28 e. Name of the department(s), division, or other unit of the campus that would offer the proposed
29 degree major program. Please identify the unit that will have primary responsibility.
- 30
- 31 f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree
32 major program.
- 33
- 34 g. Statement from the appropriate campus administrative authority that the addition of this program
35 supports the campus mission and will not impede the successful operation and growth of existing
36 academic programs. (**CPEC “Appropriateness to Institutional and Segmental Mission”**)³
- 37
- 38 h. Any other campus approval documents that may apply (e.g. curriculum committee approvals).⁴
- 39
- 40 i. Please specify whether this proposed program is subject to WASC Substantive Change review.⁵
- 41
- 42 j. **Optional: Proposed Classification of Instructional Programs ([CIP Code](#) and CSU Degree**
43 **[Program Code](#)** ⁶

¹ When beginning to fill out this form, contact Academic Programs for general guidance and for samples of recent program proposals. It is recommended that program proposers start to fill out the template with the catalog description and the student learning outcomes in Section 3.b and 4.a.

² The “campus Academic Plan” is called the University Academic Master Plan (UAMP) at CSU San Marcos. Contact Academic Programs for this date.

³ Proposers do not need to supply this item. As the proposal goes through the approval process, memos from campus administrators are obtained. These will be collected and added to the proposal by the Curriculum and Scheduling Office as a response for this item.

⁴ Proposers do not need to supply this item. As the proposal goes through the approval process, memos from curriculum committees are obtained. These will be collected and added to the proposal by the Curriculum and Scheduling Office as a response for this item.

⁵ Generally this refers to a degree offered at a new level (e.g., a doctorate). To be certain that a WASC Substantive Change review is not necessary, contact the Associate Vice President for Planning and Accreditation.

44 Campuses are invited to suggest one CSU degree program code and one corresponding CIP code.
45 If an appropriate CSU code does not appear on the systemwide list at:
46 http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls , you can search
47 CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to identify the code that best matches the
48 proposed degree program. The Classification of Instructional Programs (CIP) is a National
49 Center for Education Statistics (NCES) publication that provides a numerical classification and
50 standard terminology for secondary and postsecondary instructional programs. The CSU degree
51 program code (based on old HEGIS codes) and CIP code will be assigned when the program is
52 approved by the Chancellor.
53

54 3. Program Overview and Rationale

- 55 a. Rationale, including a brief description of the program, its purpose and strengths, fit with
56 institutional mission, and a justification for offering the program at this time. The rationale may
57 explain the relationship among the program philosophy, design, target population, and any
58 distinctive pedagogical methods. (CPEC “**Appropriateness to Institutional and Segmental**
59 **Mission**”)
60
- 61 b. Proposed catalog description, including program description, degree requirements, and admission
62 requirements. For master’s degrees, please also include catalog copy describing the culminating
63 experience requirement(s).⁷
64

65 4. Curriculum

- 66
- 67 a. Goals for the (1) program and (2) [student learning outcomes](#). Program goals are very broad
68 statements about what the program is intended to achieve, including what kinds of graduates will
69 be produced. Student learning outcomes are more specific statements that are related to the
70 program goals but that more narrowly identify what students will know and be able to do upon
71 successful completion of the program.⁸
72
- 73 b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to
74 develop matrices in which student learning outcomes and required courses are mapped, indicating
75 where content related to the learning outcomes is introduced, reinforced, and practiced at an
76 advanced level in required courses. (CPEC “**Maintenance and Improvement of Quality**”)
77
- 78 c. Total number of units required for the major.
79
- 80 d. Include a justification for any baccalaureate program that requires more than 120-semester units
81 or 180-quarter units.
82
- 83 e. If any formal options, concentrations, or special emphases are planned under the proposed major,
84 identify and explain fully. Optional: You may propose a CSU degree program code and CIP code
85 for each concentration that you would like to report separately from the major program, if the
86 option is approximately equivalent to a degree currently listed on the CSU application-booklet
87 degree program table. If you do not find an appropriate CSU degree program code at:
88 http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls , you can search
89 CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to help identify the code that best matches the
90 proposed curriculum.
91

⁶ Contact Academic Programs for assistance in proposing CIP and Program (formerly HEGIS) codes.

⁷ Use the format found in the most recent General Catalog.

⁸ Complete the Student Learning Outcomes Table. The template for this table may be downloaded from (http://www.csusm.edu/academic_programs/Curriculum_Forms/New_Forms/Table_II_for_New_Programs.xls). Provide an initial assessment plan for the program. This plan will be the basis for the annual assessment reports that will begin upon implementation of the program. The data collected via these assessments will be the basis of the first program review (generally scheduled five years after program implementation). Contact Academic Programs for sample tables from other program proposals.

- 92 f. A list of all courses *required* for the major, specifying catalog number, *title*, units of credit, and
93 prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive
94 the total units required to graduate beyond the total reported in 4c above).
95
- 96 g. List of *elective* courses that can be used to satisfy requirements for the major, specifying catalog
97 number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog
98 descriptions of all new courses. For graduate program proposals, identify whether each course is
99 a graduate or undergraduate offering.
- 100
- 101 Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses
102 already offered in other departments when subject matter would have considerable overlapping
103 content.
104
- 105 h. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first
106 two years after implementation. Only include proposed catalog descriptions for new courses. For
107 graduate program proposals, identify whether each course is a graduate-level or undergraduate-
108 level offering.
109
- 110 i. Attach a proposed course-offering plan for the first three years of program implementation,
111 indicating, where possible, likely faculty teaching assignments.
112
- 113 j. For master’s degree proposals, include evidence that program requirements conform to the
114 minimum requirements for the culminating experience, as specified in [Section 40510](#) of [Title 5 of](#)
115 [the California Code of Regulations](#).⁹
116
- 117 k. Admission criteria, including prerequisite coursework.¹⁰
118
- 119 l. Criteria for student continuation in the program.¹¹
120
- 121 m. For undergraduate programs, planned provisions for articulation of the proposed major with
122 community college programs.
123
- 124 n. If there is a [Lower-Division Transfer Pattern](#) (LDTP) for this major, indicate the relationship
125 between the LDTP and the requirements presented in this proposal. Information on LDTP is
126 available at: <http://www.calstate.edu/AcadAff/ldtp.shtml>¹²
127
- 128 o. Advising “roadmaps” that have been developed for the major.¹³
129
- 130 p. Provision for meeting accreditation requirements, if applicable, and anticipated date of
131 accreditation request (including the WASC Substantive Change process).
132

133 **Accreditation Note:**

134 *Master’s degree program proposals*

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

⁹ Contact Graduate Studies for assistance in making certain that the program conforms to CSU requirements for a master’s program.

¹⁰ This item generally applies to graduate programs and self-support programs. For assistance, contact Graduate Studies for the first situation, and Extended Learning for the second. For an undergraduate, state-support program for which admission criteria are desired, contact Academic Programs to discuss this matter.

¹¹ This item generally only applies to programs with admission criteria (item 4k). For undergraduate programs, the criteria should be that the student remain on good academic standing (i.e., not be subject to Academic Disqualification). For assistance with this item, contact Graduate Studies, Extended Learning or Academic Programs as in item 4k.

¹² Contact Enrollment Management Services for assistance in completing this section.

¹³ Contact the Office of First Year Programs for assistance in developing detailed graduation road maps for the first two years of study.

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

142
143 **5. Need for the Proposed Degree Major Program**
144 **(CPEC “Societal Need,” “Number of Existing Programs in the Field,” and “Advancement of the**
145 **Field”)**

- 146
147 a. List of other California State University campuses currently offering or projecting the proposed
148 degree major program; list of neighboring institutions, public and private, currently offering the
149 proposed degree major program.¹⁴
- 150 b. Differences between the proposed program and programs listed in Section 5a above.
- 151
152 c. List of other curricula currently offered by the campus that are closely related to the proposed
153 program.
- 154
155 d. Community participation, if any, in the planning process. This may include prospective
156 employers of graduates.
- 157
158 e. Applicable workforce demand projections and other relevant data.¹⁵
- 159
160 f. If the program was proposed to meet society’s need for the advancement of knowledge, please
161 specify the need and explain how the program meets that need.¹⁵

162
163 **Note: Data Sources for Demonstrating Evidence of Need**

164 APP Resources Web <http://www.calstate.edu/app/resources.shtml>
165 [US Department of Labor, Bureau of Labor Statistics](#)
166 [California Labor Market Information](#)
167 [Labor Forecast](#)

168
169 **6. Student Demand (CPEC “Student Demand”)**

- 170 a. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence
171 vary and may include national, statewide, and professional employment forecasts and surveys;
172 petitions; lists of related associate degree programs at feeder community colleges; reports from
173 community college transfer centers; and enrollments from feeder baccalaureate programs, for
174 example.¹⁶
- 175
176 b. Issues of access considered when planning this program.
- 177 c. For master’s degree proposals, the number of declared undergraduate majors and the degree
178 production over the preceding three years for the corresponding baccalaureate program, if there is
179 one.¹⁷
- 180 d. Professional uses of the proposed degree program.

¹⁴ Contact Academic Programs for a list of other CSU campuses offering related programs.

¹⁵ One source of data, in addition to those provided at the end of section 5, is the San Diego Association of Governments website: <http://www.sandag.cog.ca.us>

¹⁶ Contact Enrollment Management Services to obtain numbers of students with declared majors, options/concentrations/emphases/tracks/etc., and minors. Contact Academic Programs to obtain enrollment histories in specific courses. Surveys of potential employers might show the need for the proposed program. Please explain if there are discrepancies between national/statewide/professional manpower surveys and local findings. Contact the Career Center for assistance in completing this section.

¹⁷ Contact Enrollment Management Services for these data.

- 181 e. The expected number of majors in the year of initiation and three years and five years thereafter.
182 The expected number of graduates in the year of initiation, and three years and five years
183 thereafter.¹⁸
184

185 **7. Existing Support Resources for the Proposed Degree Major Program**
186 **(CPEC “Total Costs of the Program”)**
187

188 **Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible
189 for faculty staffing and instructional facilities allocation and planning. A statement from the
190 responsible administrator(s) should be attached to the proposal assuring that such consultation has
191 taken place.
192

- 193 a. Faculty who would teach in the program, indicating rank, appointment status, highest degree
194 earned, date and field of highest degree, professional experience, and affiliations with other
195 campus programs. For master’s degrees, include faculty publications or curriculum vitae.

196 **Note: For all proposed graduate degree programs, a minimum of five full-time faculty**
197 **members with the appropriate terminal degree should be on the program staff.**
198 (Code Memo EP&R 85-20)
199

- 200 b. Space and facilities that would be used in support of the proposed program.
201
202 c. A report provided by the campus Library, detailing resources available to support the program
203 (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).¹⁹
204
205 d. Existing academic technology, equipment, and other specialized materials currently available.²⁰
206

207 **8. Additional Support Resources Required**
208 **(CPEC “Total Costs of the Program”)**
209

210 **Note:** If additional support resources will be needed to implement and maintain the program, a
211 statement by the responsible administrator(s) should be attached to the proposal assuring that such
212 resources will be provided.
213

- 214 a. Any special characteristics of the additional faculty or staff support positions needed to implement
215 the proposed program.²¹
216
217 b. The amount of additional lecture and/or laboratory space required to initiate and to sustain the
218 program over the next five years. Indicate any additional special facilities that will be required. If
219 the space is under construction, what is the projected occupancy date? If the space is planned,
220 indicate campus-wide priority of the facility, capital outlay program priority, and projected date of
221 occupancy.²²
222
223 c. A report written in consultation with the campus librarian, indicating any additional library
224 resources needed. Indicate the commitment of the campus either to purchase or borrow through
225 interlibrary loan these additional resources.²³
226

¹⁸ Contact Academic Programs for assistance in estimating the number of majors and graduates.

¹⁹ Contact the Library for this report.

²⁰ Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.

²¹ Include additional faculty lines needed to support the course offerings indicated in 4.i and 4.o. Indicate whether any external funds are expected to support faculty lines.

²² Contact Planning, Design and Construction for assistance in answering questions about space that is under construction or being planned. Indicate whether any external funds are expected to support construction of facilities.

²³ This should follow directly from the Library report in 7.c.

227 d. Additional academic technology, equipment, or specialized materials that will be (1) needed to
 228 implement the program and (2) needed during the first two years after initiation. Indicate the
 229 source of funds and priority to secure these resource needs.²⁴
 230

231 **9. Additional CSUSM New Program Requirements**
 232

233 A. Summarize the responses in items **8a-8d** by completing the spreadsheet in Table III. The template for this
 234 table may be downloaded from

235 http://www.csusm.edu/academic_programs/Curriculum_Forms/fill_in_rest_of_URL.
 236

237 B. List all pre-requisites and/or required preparatory courses for the major, and in what year of a four-year
 238 sequence they would be taken. Indicate which courses are outside of the department proposing the major.²⁵
 239

Course Title	Units of Credit	Year Taken	Outside major dept?

240 C. Referring to the proposed course-offering plan you completed in section 4i, list required and elective²⁶
 241 courses, and the semester and year in the sequence.²⁷ Identify any courses in the major department for which
 242 course-based fees might be appropriate (e.g., expendable supplies).
 243

Semester	Year	Course Title	# of Units	Elective or Required?	Course Based Fee? ²⁸

²⁴ Information technology and academic computing needs should follow directly from the IITS report in 7.d. Additional specialized equipment and materials that will be needed should be addressed here.

²⁵ See section 4f

²⁶ If the choice among electives is extensive, list a generic “Elective” under Course Title.

²⁷ In addition to section 4i, refer to sections 4f and 4g.

²⁸ Suggested entries in this column are: N/A (Not appropriate), A (Appropriate, but not yet requested), R (Requested fee is pending approval; also include the amount of the fee), or E (existing course fee; also include the amount of the fee)

**Resolution Urging the Creation of a Study Group to Explore
Army Reserve Officers' Training Corps (ROTC) at CSUSM**

WHEREAS, The Office of Extended Learning has, in conjunction with CSUSM faculty, proposed that CSUSM offer for-credit courses that would become part of the Army Reserve Officers' Training Corps (ROTC) curriculum at CSUSM; and

WHEREAS, The University Curriculum Committee has questions about how to treat the courses proposed since, while they are not part of a minor or major program, they are clearly a defined sequence of courses which lead to a professional goal; and

WHEREAS, There exist arguments about the benefits of Army ROTC training and about the opportunities a CSUSM-based Army ROTC program will provide for many CSUSM students; and

WHEREAS, There also exist concerns about whether the presence of Army ROTC on campus would conflict with CSUSM statements on non-discrimination; and

WHEREAS, All of these issues deserve to be explored and widely discussed in a manner befitting an institution of higher learning; now, therefore, be it

RESOLVED, That the Executive Committee of the Academic Senate CSUSM ask the provost to work with them to set up a study group to meet during fall 2008 which will look into all issues surrounding for-credit, CSUSM-based Army ROTC courses; and be it further

RESOLVED, That the Executive Committee – using the study group as a vehicle – will seek to engage the CSUSM community in a civil and wide-ranging discussion of this issue; and be it further

RESOLVED, That the Executive Committee will re-agendize the issue of for-credit, CSUSM-based Army ROTC courses no later than February 2009.