

## ACADEMIC SENATE MEETING

Wednesday, November 2, 2011  
1 – 2:50 p.m. (approx.)  
Commons 206

- I. Approval of agenda
- II. Approval of minutes of 10/05/2011 meeting
- III. Chair's report: [Wayne Aitken](#) Referrals to Committees: *attached*
- IV. President's report: Karen Haynes *Unable to attend.*
- V. Provost's report: Emily Cutrer
- VI. VP for Student Affairs report: Eloise Stiglitz
- VII. [ASCSU](#) report: [Brodowsky/Meilich](#)
- VIII. [CFA](#) report: [Don Barrett](#)
- IX. [ASI](#) report: Scott Silivera
- X. Oral committee reports: (*committee written reports are attached*) FAC, PAC, UCC
- XI. Consent Calendar *The following items are presented to the Senate for a single vote of approval without discussion. Any item may be removed for particular consideration by request of a senator prior to vote.*
  - [APC](#) Undergraduate Probation, Disqualification, and Reinstatement policy revision
  - [NEAC](#) Recommendation
  - [UCC](#) Course & Program Change Proposals
- XII. Action items *These are items scheduled for a vote, including "second reading" items.*
  - [FAC](#) Range Elevation for Temporary Unit 3 Faculty Employees policy revision
- XIII. Discussion items *These are items scheduled for discussion, including "first reading" items.*
  - A. [BLP/UCC](#) Child & Adolescent Development program proposal
  - B. [BLP](#) A Form revision
  - C. [SAC](#) Faculty Management of Student Course Records policy revision
- XIV. Presentations
  - [Diversity & Educational Equity Office](#) and Ombudsperson - Crawford
- XV. Information Items
  - A. Standing Rules revision
  - B. [APC](#) Graduate Probation, Disqualification, and Reinstatement policy revision
- XVI. Senators' concerns and announcements

*Next meeting: December 7 ~ 1-2:50 pm ~ Commons 206*

## CHAIR'S REPORT: REFERRALS TO COMMITTEES

Cmte.	Item
APC	Online Instruction: add office hours language
APC	Consistency w/Fed. definition of "credit hour," esp. for online instruction
APC	GE requirement for second bachelor's degrees (with GEC)
BLP	Participate in updating of Academic Master Plan*
GEC	Strategy for addressing American Institutions requirement
PAC/SAC	Program review of self- and State-support programs from a student services perspective
FAC	Ensure that university RTP document treats both State- and self-support programs equally
UCC	P form: Questions about the mode of support of program (State-support vs self-support)
UCC	P & P-2 forms: Instruc. delivery modes (face-to-face vs. hybrid vs. online; SM vs. Temecula campus)
UCC	Recommendation re merits of also modifying the C and C-2 forms per above

*\*Specific charge: BLP shall fashion a framework and procedures for the development of CSUSM's internal comprehensive long-term academic program plan. BLP's recommendation will be submitted for review and endorsement by the Academic Senate and AALC, and approval by the Provost. As part of this charge, BLP shall identify key questions and data sources that will be required to inform the final product. BLP shall work in collaboration with AALC, appropriate administrators, and faculty governance bodies and encourage widespread faculty participation.*

### CONSENT CALENDAR

#### APC Undergraduate Probation, Disqualification, & Reinstatement policy revision

IX. REINSTATEMENT Students who have been disqualified, either academically or administratively, may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if compelling evidence is provided, indicating their ability to complete the degree program. Petitions are reviewed by the Office of the Dean of the college of the student's major program, or, in the case of undeclared majors, the Office of the Dean of the College of Arts and Sciences [Humanities, Arts, Behavioral and Social Sciences](#). The review must consider the probable impact of any medical condition on previous unsatisfactory academic performance.

#### NEAC Recommendations

Committee	Seat (#)	Term	Name(s)
Risk Management Advisory Committee	At large	11-13	Glen Brodowsky (CoBA)
Arts & Lectures Advisory Committee	Library	11-13	Melanie Chu

#### UCC Course & Program Change Proposals

SUBJ	No	Course/Program Title	Form Type	Originator	Rec'd AP	To UCC	UCC Action
BA	615	Statistics	C-2	M. Oskoorouchi	10/3/11	10/5/11	10/24/11
ENTR	481	Topics in Entrepreneurship (1 unit)	C	Kathleen Watson	10/20/11	10/25/11	10/31/11
ENTR	482	Topics in Entrepreneurship (2 units)	C	Kathleen Watson	10/20/11	10/25/11	10/31/11
ENTR	483	Topics in Entrepreneurship (3 units)	C	Kathleen Watson	10/20/11	10/25/11	10/31/11
ENTR	484	Topics in Entrepreneurship (4 units)	C	Kathleen Watson	10/20/11	10/25/11	10/31/11
PSCI	301	The Practice of Political Research	C-2	Scott Greenwood	9/14/11	9/22/11	10/31/11

## STANDING COMMITTEE REPORTS

### APC

Currently working on:

- 1- Maximum Number of Units During Intersession policy (new)
- 2- Credit by Challenge Examination policy (revision)
- 3- Course Repeats GPA Adjustment policy (revision)
- 4- Declaration of Major and Specialization policy (revision)
- 5- Graduate Probation Disqualification & Reinstatement policy (revision)
- 6- Undergraduate Probation Disqualification & Reinstatement policy (revision)
- 7- Academic Program Discontinuance policy (revision)
- 8- Extended Learning Roles & Responsibilities policy (revision)
- 9- Human Subjects Protection in Research policy (revision)

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### BLP

BLP has been at work on the following tasks:

A-Form Revisions: We have a draft revision of the "A-form" on the November Senate agenda. The "A-form" requires the proposer of a new academic program to provide preliminary estimates of the resources required to launch the program. Approval of the A-form allows a proposed program to be placed on the University Academic Master Plan (UAMP). We have been asked to update this document to better assess requisite resources as well as proposed funding streams.

Program Proposals: We have evaluated the P-form for the proposed Child & Adolescent Development (CHAD) major, and the proposal is on the November Senate agenda.

UAMP Review: We have begun discussing what the process of updating the University Academic Master Plan (UAMP) should look like, including a possible timeline and process as well as the composition of a UAMP committee. We have met with Provost Cutrer and others regarding various aspects of such a project, and we welcome comments from Senate members and other faculty.

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### FAC

Currently working on: (1) Consideration (and testing) of paperless RTP process & PTC report, (inclusion of letters of recommendation), (2) Working collaboratively with college governance groups on new RTPs as a result of restructuring \*(CoEHHS assembled an Ad Hoc committee to submit a 'package' for December Senate meeting), (3) Restructuring: \*Temporary Eval - SoN policy revision, (5) Restructuring: Temporary Eval - CoAS policy revision, as well as Math & Sci- (name changes being made on documents), (6) Restructuring: CoAS RTP policy revision, as well as Math & Sci- (changes forthcoming from units), (7) Restructuring: Temporary Eval - CoBA policy revision (N/A), (8) Restructuring: \*Temporary Eval - CoE policy revision, (9) Restructuring: University RTP policy revision- (Pending RTP changes by individual Colleges, Schools, and Departments; working with NEAC by making recommendations for constitution of P&T committee), (10) Restructuring: Library RTP policy revision – (Library in process of re-writing their RTP policy), (11) Restructuring: CoBA RTP policy revision- (N/A), (12) Restructuring: \*CoE RTP policy revision, (13) Restructuring: \*SoN RTP policy revision, (14) Restructuring: \*Temporary Eval - SoN policy revision, (16) Range Elevation Policy (DONE, approved with amendments by EC 10.26 and presented 11.2.11 to Senate.

Will work on next: Follow-up with colleges and units on RTP policies.

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## GEC

In addition to ongoing review of faculty course proposals for new offerings in GE, the General Education Committee (GEC) is responding to several major charges this year:

1. Continued work (in its 3rd year) to bring our GE in line with LEAP initiatives with concurrent discussion and articulation of "GELOs"—General Education Learning Objectives that express the learning outcomes we expect from our students after completion of the entire breadth of the General Education program including areas "A through E" incorporating basic skills and multi-disciplinary explorations; Most of the lower division work is complete and will be reported to Senate in December (see below). Area meetings will be called for faculty participation in areas D7 and E.
2. Responding to charges from the President and Provost relating to both the articulation of diversity/multiculturalism/social justice and globalization in the GE philosophy and model as well the reverberations of such an implementation for our overall model of GE; Subcommittees have been formed to craft GELOs in these areas and we are discussing models for the upper division GE;
3. Responding to charges from the Chancellor as articulated in campus "graduation initiative" plans and "transfer models" from community colleges; and
4. Examining the Chancellor's new Executive Order The Chancellor has issued a new Executive Order # 1065 that supplants 1033 governing General Education. **In particular, this EO allows students who are seeking a second BA to be exempt from any further general education requirements.** See <http://www.calstate.edu/eo/eo-1065.html>

We recently completed: Approval of GEOG 341; Revision of General Education Philosophy (to be presented to Senate); see also "Program Goals"; GELOs for Area A1, A2 and A3; B1 and B4, and C2.

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## LATAC

Not yet submitted.

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## NEAC

NEAC has filled a few more vacant seats on committees. However, after three calls since the beginning of the academic year, several seats remain vacant due to lack of faculty volunteering. NEAC has tried to address this issue by contacting the faculty chairs in each college and enlisting their help in recruiting for the committees; however, there was still little success in generating faculty volunteers. As a next step, NEAC members will be targeting and approaching faculty members who would be good fits for the vacant seats, trying to have all seats filled by the end of fall semester.

NEAC has also began the process for rewriting the constitution. As a first step, input has been solicited from committee chairs regarding their thoughts on how the restructuring should affect composition of their committees. Similarly, input regarding other areas covered in the constitution will be solicited by the appropriate individuals to incorporate in the revisions.

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## PAC

PAC's current work includes PAC's Response to the Computer Science program review. Prior to the end of the semester, PAC will also complete its response to the Liberal Studies Program Review. Meetings with external reviewers for Computer Science, Liberal Studies, History, and Biological Sciences have been completed.

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## SAC

SAC is currently working on the following:

- Revision of the Course Records Management Policy to include the proper handling of electronic records – SAC has consulted IITS regarding this issue and has incorporated few changes to give faculty some guidelines regarding electronic records.

- SAC has started to examine the self-support programs from student service perspective. The chair of Kinesiology department came as a guest to SAC meeting and provided an overview of the program in Temecula, with a particular attention to the differences in the services provided to students between the main campus and the Temecula location. Overall, Kinesiology reports that the program is comparable to that on the main campus (in terms of academics and student services). SAC will hear about the Nursing program in the very near future.

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## UCC

**P, P-2, C, & C-2 Form Revisions:** UCC received a charge from EC to update the curriculum forms with questions that would engage the wide variety of issues circulating around mode of support (state vs. self-support) and instructional delivery mode (face-to-face vs. hybrid vs. online; Temecula vs. San Marcos). UCC forwarded revised P & P-2 forms to EC for review (and eventual approval by Academic Senate); the questions we asked on those forms emphasize the relationship between the central missions and values of the program/department and university and the support or instructional delivery modes. We have also forwarded to EC the following recommendation about *not* including questions about support and instructional delivery modes at the level of individual courses (C & C-2 forms):

After careful consideration of a number of factors, including the need to balance the university's obligation to maintain WASC accreditation with the faculty's obligation to retain jurisdiction over the delivery of their courses, the members of UCC came to a consensus: we must assume that the faculty have the expertise to determine how best to deliver their courses, with the responsibility for regulating individual course delivery modes (and WASC accreditation implications) ultimately lying with Departments/Programs (via the Chairs/Directors). It is not the role of UCC to second-guess the decisions of the Departments/Programs about how to deliver their courses, but to ensure consistent quality and rigor across the curriculum and compliance with regulatory guidelines. We therefore recommend that UCC will not attempt to regulate the instructional delivery mode at the course (or C-form) level. We believe that addressing it at the Program level is the most appropriate way to ensure governance of this question.

**Early Start Curriculum:** UCC reviewed MATH 005, the first of what will be 3 new courses proposed in response to the Mandatory Early Start Program, which is supposed to begin in Summer 2012. Mandatory Early Start has created controversy among faculty statewide (as evinced by the multiple responses from Academic Senates across the CSU), and it arises, not from a general consensus of statewide faculty, but as a mandate from the Chancellor's office. UCC has attached 2 supporting documents to our report that provide additional context for the impact of the Mandatory Early Start program (and the marketing of this program) on instruction of students in English.

As we deliberated about MATH 005, we could not help but discuss the highly fraught nature of the Early Start mandate and its extremely negative impact on the rights of faculty to govern the curriculum. The primary responsibility for developing, assessing, and delivering curriculum falls to faculty (who are trained to make these decisions), and faculty should therefore have full jurisdiction over the curriculum. The Early Start mandate removes the responsibility for curriculum development from the faculty, replacing it with system-wide dictates about how the courses must be delivered. We strongly believe that the Early Start courses do not represent best practices as determined by faculty, and we therefore have reservations about the entire curriculum approval process for courses dictated by mandatory Early Start.

The ASI rep for the committee, Janet Barajas, informed UCC that most of the students involved with ASI are also disturbed by the current mandate for Early Start. CSU was created to offer accessibility of college-level education to a wide range of students; requiring students to enroll in a course through Extended Learning is a direct threat to the core mission of the university. The increased cost to students for classes run through EL/self-support (as Early Start will be) is prohibitive and especially disturbing because of the relationship between poverty and low test scores. It has been well-documented that students who perform poorly on standardized tests, like the English Placement Test (EPT) & Entry Level Mathematics test (ELM) (which determine whether or not students must begin remediation before enrolling in Fall courses), are often from backgrounds without as much economic privilege as those who perform well; the structure of Early Start therefore has the potential to penalize the students with the least disposable income by making them pay a fee that other, more privileged students will likely not have to pay.

One committee member, a math education specialist, informed UCC that there is not much evidence that mandatory remediation helps academically in substantive ways, but there is a lot of evidence that mandatory remediation (as opposed to self-selected or voluntary remediation) harms students psychologically & emotionally (as well as financially, as noted above).

The members of UCC have a number of concerns about the pedagogy of the specific courses designed to meet the Mandatory Early Start guidelines. In both Math and Literature & Writing Studies, CSUSM is required to provide a 1-unit course that could be taken by any CSU student state-wide. At this time, the MATH 005 course is planned as a primarily online experience (with only 1 course meeting), utilizing a resource called ALEKS. The LTWR 005 course will also have a substantial online component. While the members of UCC are not opposed to teaching in online or hybrid environments, we do have 2 concerns that arise from the way in which the departments have been pressured by the structure of Early Start to provide remediation in primarily online environments.

First, there is general consensus on the committee that remediation programs should be more faculty-intensive than non-remedial courses; in other words, faculty-student face-to-face contact should be increased, not decreased, in remedial instruction. The primarily online model flies in the face of this axiom of remediation. There is also recent evidence demonstrating that online math programs, like the one proposed for MATH 005 (ALEKS), simply aren't very effective. Similar research in the field of English demonstrates that remediation works best when students have self-selected and when they work closely with faculty (in workshop and individual conference settings).

Second, the members of UCC are disturbed by the fact that for students who are required to do Early Start, the alienation many students feel when being introduced to the university setting for the first time introduction could be exacerbated by undergoing remediation in a primarily online course with little instructor contact. This could have the effect of decreasing retention or even driving students away from CSUSM entirely.

Finally, UCC does not want to institutionalize the practice of approving courses that do not seem academically sound because of state-wide mandates like Early Start; that would be a gross abuse of the curriculum-review process and undermine the foundation of academic integrity. We believe that advocating for sound remediation models—like the one that CSUSM already has in place for students needing remediation in math—will help CSUSM students more than approving courses which do not reflect best practice in the relevant fields.

**Forms Approved:** In October, UCC approved 6 forms: 2 C-2 forms and 4 C forms, as reflected in the consent calendar.

**Pending Forms:** We are in communication with originators regarding KINE 498 & MATH 005. Still holding CS 351, CS 551, CS 553, & CS 555 until asked to review forms by CS.

#### UCC - APPENDIX A

Date: October 24, 2011

Subject: Mandatory Early Start: A Faculty View and a Call to Action

Dear CSU Faculty Colleagues,

Mandatory Early Start began with an arguably good intention: "to facilitate a student's graduation through changes in policies on fulfilling entry-level proficiencies in mathematics and English" (see <http://www.calstate.edu/eo/EO-1048.html>). But as it has now been shaped for implementation by subsequent communications from the Chancellor's Office, it is a destructive, deceptive, and wasteful bureaucratic program. It is more likely to a student's graduation than facilitate it. Like many faculty, I have been thinking about Mandatory Early Start for quite some time. I volunteered to coordinate the Cal State Northridge campus response to EO 1048, initially thinking I could perhaps help minimize its harmful effects. I was wrong.

We as faculty ought to block implementation of this program. Here's why.

1. The mandatory courses will cost students money and time.
2. The courses will not confer baccalaureate credits.
3. The courses will not obviate the need for additional developmental math and writing (or Stretch Composition) courses.
4. The curriculum is being developed in response to administrative decree.

Faculty members are experts in their disciplines. That's one reason faculty curriculum committees have the authority to approve or reject curriculum proposals on each CSU campus. We need to use this authority wisely and provide the Chancellor and the Trustees with the guidance that comes from our specialized knowledge and experience.

The Chancellor and the Trustees, in turn, should understand that their powers do not extend to the curriculum. They must understand that faculty know far more about teaching and learning than do administrators who have a different set of qualifications and skills.

So, for instance, at Cal State Northridge, faculty experts in composition should press ahead with their assertion that our successful Stretch Composition writing program offers a much better response to the needs of underprepared freshman writers than Mandatory Early Start.

And at the CSU system level, faculty should certainly support the recent resolution passed by the subject matter experts on the CSU English Council:

#### CSU English Council Statement on Mandatory Early Start

Fall 2011

CSU English Council has passed two position statements opposing the mandatory Early Start program, the last of which resolved that English Council would not participate in the implementation of a policy it considers deeply flawed, misguided, and discriminatory. At our fall 2010 meeting in San Diego we agreed to send a representative to the Early Start implementation committee with the rationale that if we were completely out of the loop the resulting policy might be even worse for students, the CSU system, and the people of California. No one should interpret or represent our participation in such meetings as an endorsement of mandatory Early Start. English Council would like to reiterate that we believe mandatory Early Start to be bad public policy and that nothing we have seen in the implementation of this program has changed our opinion. We continue to oppose the policy and object to any use of our name to promote it.

M/S/P 10/14/11

Faculty who teach writing or math understand the problems our students face. Together we have extensive experience and knowledge that administrators must not be permitted to discount. We are strong advocates of student success. That is why we must not implement this badly flawed program.

As faculty, we have jurisdiction over the curriculum. Mandatory Early Start does not meet our standards. Let's educate the Chancellor and the Board of Trustees about genuine best practices for preparing students to succeed at the University, such as

1. Increased cooperation and collaboration between CSU faculty and K-12 schools and educators.
2. More support for the Early Assessment Program.
3. Enhanced web-based and other opportunities for pupils and K-12 teachers to understand and prepare for the ELM and EPT.

What can you do as an individual faculty member?

1. Make sure you understand what Mandatory Early Start will do to our incoming freshmen.
2. Talk to curriculum committee members on your campus. Those who belong to departments that don't teach math and writing courses may not be fully informed.
3. Share your position widely on your campus.

Campus administrators may be powerless to oppose the Chancellor and the Trustees. We are not. Together, the faculty of the CSU should be able to shape curriculum in positive ways that contribute to student success. Let's do it.

Cheryl Spector, PhD

Professor of English and Director of Academic First Year Experiences

California State University, Northridge



**The English Council**  
of the  
California State University

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October 19, 2011

TO: Ephraim Smith Executive Vice-Chancellor, Office of the Chancellor

FROM: Sugie Goen-Salter, President  
on behalf of the CSU English Council

RE: Early Start Video

English Council understands the need to publicize the Early Start Program to insure that students and their families are well informed and can make timely decisions toward compliance with this new requirement. We also acknowledge the countless hours of hard work that the Chancellor's Office and campus faculty and administrators have dedicated to implementing the mandatory Early Start policy in ways that try to reduce costs to students and their families while also offering students a potentially beneficial program.

At the Fall 2011 meeting of the CSU English Council (Oct 12-14), members viewed the Early Start video displayed on the CSU English Success website ([www.csusuccess.org/students\\_esw/early\\_start](http://www.csusuccess.org/students_esw/early_start)). We found this video to be misleading to students and parents to grossly misrepresent to the public CSU's mandatory Early Start program and to undermine the integrity of much of the hard work that has gone into designing and implementing Early Start.

We formally request the video's removal from the English and Math Success websites as soon as possible. Our reasons for this request are as follows:

1. Student testimonials to Early Start aired in the video are in response to a longstanding program at CSU Bakersfield. Unlike the mandatory CSU Early Start Program, the Bakersfield program is purely voluntary and free to the student. To use testimonials from a free and voluntary program to promote one that is mandatory and fee-based is misleading in the extreme, especially given that this crucial difference is concealed in the video.
2. Students in the video recommend Bakersfield's program because it will "save me money and save me time" and they will be able to "move up." These recommendations, while perhaps accurate for the Bakersfield program, suggest outcomes that the mandatory Early Start program cannot possibly deliver. Not only will mandatory Early Start cost the student money, there is no guarantee whatsoever that students will be able to "move up" as a result of completing an Early Start program, especially a 1-unit program in English.
3. The tagline of the video "I will now be prepared when I start college and can graduate on time with my class" distorts the current facts about English programs on many CSU

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campuses, especially those campuses with Stretch options. We have documented evidence that students with EPT scores less than 147 *already* succeed in our college-level composition courses without the addition of the Early Start requirement, and are not delayed in time to graduation as a result of their participation in our first-year courses.

4. Students in the video tout the value of meeting new people and beginning college with a social group already formed. They also testify to the positive experience of meeting faculty who get to know them and guide them through the program. English Council fully agrees that the social cohesion formed in our first-year courses is a contributing factor in students' success and persistence. We also share with students in the video the value placed on the face-to-face relationships formed in our classes between faculty and students. But once again, the testimonials distort the reality of mandatory Early Start where the most convenient/expedient way to fulfill the requirement is to take a course that is fully online and where meeting new people and receiving face-to-face support from faculty will be the exception rather than the rule.
5. Obscured in the video is a key contributing factor to the positive experiences recounted in the video. If a student with low EPT and ELM score enrolls in the math program at Bakersfield, he/she is *not allowed to also enroll in the English program*. The success of the Bakersfield program is predicated on the idea that a student cannot do both a math and English program if he/she hopes to succeed in either one. Yet, the mandatory Early Start program will require students with low EPT and ELM scores *to complete both programs*.

If the Early Start programs currently being crafted are to be perceived by students and their families as successful and/or valuable, then it is the position of English Council that we ought not begin by making promises that we know we cannot keep and knowingly using deception in order to convince the public that Early Start is worthwhile. The Early Start video does both, and for this reason we urge its immediate removal from the English and Math Success websites.

cc: Eric Forbes, Assistant Vice-Chancellor, Student Academic Support, Office of the Chancellor  
Carolina Cardenas, Associate Director, Office of the Chancellor  
Nathan Evans, Director of Enrollment Management Services, Office of the Chancellor

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## FAC Range Elevation for Temporary Unit 3 Faculty Employees

**Rationale:** This policy is being revised in response to a referral from the Senate to clarify when a temporary faculty member would be eligible for range elevation. Changes were vetted by FAC members who are temporary faculty members and CBA rep.

**Definition** This policy describes the intent and procedures involved in range elevation for temporary faculty (part time or full time). Range elevation is an increase in salary subject to meeting the criteria as defined.

**Authority** This policy is mandated by language in the Collective Bargaining Agreement (Article 12) stipulating that each CSU campus establish appropriate range elevation procedures.

**Scope** Temporary Unit 3 employees of CSU San Marcos.

### I. PURPOSE

This policy describes the intent and procedures involved in range elevation for temporary faculty (part time or full time). Range elevation is an increase in salary subject to meeting the criteria defined below.<sup>1</sup>

### II. ELIGIBILITY

Temporary faculty who are eligible for range elevation shall be limited to those who have served at least five calendar years, not necessarily consecutive, in their current range and are not eligible for additional Service Salary Increases in their current range. Longevity alone is an insufficient basis for range elevation. For temporary faculty who earn a higher degree, see footnote.<sup>2</sup>

### III. CRITERIA

To be considered for range elevation under this policy, an applicant shall:

Provide evidence of sustained excellence in teaching (for those with teaching duties) and/or other professional duties.

In addition, consideration will be given to professional development growth appropriate to work assignment and/or to significant contributions to program development.

~~Longevity alone is an insufficient basis for range elevation.~~

### IV. APPLICATION

A temporary faculty member who wishes to be considered for range elevation shall provide the following materials:

<sup>1</sup> This policy is mandated by language in the Collective Bargaining Agreement (Article 12) stipulating that each CSU campus establish appropriate range elevation procedures.

<sup>2</sup> Upon earning a higher degree, the temporary faculty member will inform the ~~College appropriate~~ Dean/Director of SON and the Office of ~~Planning and Academic Resources~~ Faculty Affairs. Upon verification of the degree completion by the Office of Planning and Academic Resources, the appropriate salary adjustment with range elevation will be made at the start of the next semester.

- 33 | A. Memorandum stating the applicant's request for range elevation
- 34 | B. Current vitae
- 35 | C. The two most recent personnel evaluations since last range elevation
- 36 | D. 1. Faculty with teaching assignments. Documentation supporting excellence in teaching,
- 37 | including the following:
- 38 | a. Syllabi for all courses taught over the past 5 academic years
- 39 | b. Narrative describing teaching philosophy and development as a teacher over the past 5 years, including
- 40 | supporting evidence such as summaries of student evaluations and other data that illustrate excellence in
- 41 | teaching (5 pages maximum).
- 42 | c. Evidence of additional accreditation, professional experience or professional development discussed in
- 43 | narrative, if applicable.
- 44 | 2. Faculty with non-instructional assignments. Documentation supporting excellence in professional
- 45 | duties, including the following:
- 46 | a. Assignment of responsibilities/Job description
- 47 | b. Narrative describing development as a professional over the past 5 years, including supporting
- 48 | evidence that illustrates excellence in professional duties (5 pages maximum).
- 49 | c. Evidence of additional accreditation, professional experience or professional development discussed in
- 50 | narrative, if applicable.

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52 | V. PROCEDURES

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- 54 | A. The AVP in Academic Affairs shall notify eligible temporary faculty by the second Monday in
- 55 | September. The deadline for application is due on or before the second Monday in October.
- 56 | B. Applications shall be submitted to the appropriate ~~/~~Department Chair with a copy to the Dean/Director.
- 57 | Where departments, programs, schools or centers do not exist, the employee shall submit the application
- 58 | directly to the Dean/Director. The Chair shall make his/her recommendation, and forward both the application
- 59 | and the recommendation to the Dean/Director no later than the second Monday in November. The Chair shall
- 60 | provide the applicant with a copy of the recommendation. The applicant may submit a rebuttal to the
- 61 | Dean/Director no later than the third Monday in November.
- 62 | C. The Dean/Director shall provide written notification to the applicant of the decision no later than the
- 63 | first Monday in December. The award will become effective the first semester after the final decision.
- 64 | D. Denial of range elevations shall be subject to the peer review process. If a temporary faculty member
- 65 | wishes to appeal a negative decision, he/she should submit in writing the rationale for the appeal. The
- 66 | President will then establish a single campus-wide Peer Review Panel (CBA 12.20) consisting of ~~all~~ full-time
- 67 | tenured employees who have served on committees that make recommendations on matters of appointment,
- 68 | reappointment, promotion or tenure and who have attained the rank of full professor ~~or equivalent~~. The
- 69 | membership of the Range Elevation Peer Review Panel shall consist of three members and one alternate.
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- 71 | Appeals shall be submitted to the Office of Faculty Affairs ~~Office of Academic Resources~~ by the third Monday in
- 72 | January. The Peer Review Panel shall convene and review the case within thirty days of appeal and shall render
- 73 | a decision within 30 days of the hearing. The Panel shall allow for appellants to make a presentation to the
- 74 | Panel and to be represented by CFA if so desired. The temporary faculty member will be notified of the
- 75 | decision by the third Monday in March. Pursuant to CBA Article 12, the Range Elevation Peer Review Panel
- 76 | decision is final.

## BLP/UCC Child & Adolescent Development program proposal

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78  
79 UCC REPORT: *Committee Decision:* At the end of the Spring 2011 semester, UCC forwarded the CHAD  
80 proposal on to Senate with a recommendation for approval. The position of the committee has not changed  
81 since then, so the new committee membership voted to approve the CHAD program once again at our 8/29/11  
82 meeting. We are sending it forward to Senate with a recommendation to approve.

83  
84 *Context for Updated Decision:* Last year, UCC discussed the CHAD program at length with the proposers and  
85 with the one department that had concerns about CHAD, which was Human Development. At the final Senate  
86 meeting last year, Human Development voiced concerns about CHAD to the entire Senate. A number of UCC  
87 members attended Senate that day and were able to hear Human Development explain their concerns. The  
88 concerns expressed on that day (as well as those expressed throughout the process) focused largely on  
89 potential (i.e., future) overlap in content-area between HD & CHAD. The CHAD proposers feel that their  
90 program offers a distinct approach to the content from a primarily psychological perspective, which sufficiently  
91 distinguishes the CHAD program from the current HD program. The HD program voiced concerns that the  
92 CHAD program may be using content that HD might want to take on in the future.

93  
94 As reflected in the previous UCC report (included below), UCC acknowledges the concerns of Human  
95 Development; however, the CHAD curriculum is sound and has support signatures from all the affected  
96 departments. Human Development has twice signed off in support of CHAD, despite voicing concerns about  
97 content. UCC hopes that CHAD and HD will continue to work closely together to ensure that shared content  
98 areas benefit both programs positively in the future.

99  
100 Finally, UCC recognizes that the university restructuring impacted all programs. As we deliberated about the  
101 CHAD program last Spring, UCC carefully considered the implications of the restructuring and the new hires for  
102 HD. Some committee members thought it may be appropriate to ask the new HD hires to comment on the  
103 CHAD proposal, but the majority of the committee members thought it would be inappropriate to place new  
104 faculty in the position of making a recommendation about a pre-existing tension between two academic units.

105  
106 It is for all these reasons (as well as those listed in last year's report) that UCC forwards the CHAD program to  
107 the Academic Senate with a recommendation for approval. --Heidi Breuer, UCC Chair

108  
109 UCC REPORT SPRING 2011: UCC has finished its review of the new major of B.A. in Child and Adolescent  
110 Development proposed by Psychology Department. The purpose of the CHAD degree is to educate students  
111 broadly in the study of Child and Adolescent Development. It is not a degree that is designed to prepare  
112 students for work in a specific industry. The proposers provided supporting letters from community colleges  
113 demonstrating the students' demand of this degree.

114  
115 The program requires that students take a total of 51 units, including 15 units of Lower-Division preparation for  
116 the major, 21 units of Upper-Division Core Courses and 15 units of Upper-Division Area Course. The Lower  
117 Division preparation courses are PSYC 100 – Introduction to Psychology, PSYC 210 – Introduction to  
118 Developmental Psychology, PSYC 215 – Psychosocial Influences on Child Development, PSYC 220 –  
119 Introductory Statistics in Psychology and PSYC 230 – Research Methods in Psychology. All those courses  
120 already exist in our university catalogue. The Upper Division Core courses include PSYC 330 – Developmental  
121 Psychology: Infancy/Childhood, PSYC 348 Developmental Psychology: Adolescence, PSYC 310 – Theories of  
122 Developmental Psychology, PSYC 395 – Laboratory in Developmental Psychology, CHAD 370 – Risk and  
123 Resiliency in Childhood/Adolescence, CHAD 496 – Observation and Assessment Laboratory and CHAD 491 –  
124 Children, Adolescents and Social Policy. Among the upper division core courses, PSYC 310, CHAD 370, 491 and  
125 496 are new courses and the C-Forms are submitted along with the P-Form. The area courses are selected from  
126 a pool of existing Psychology courses and 6 new CHAD courses. There are five proposed areas including

127 Atypical Child Development, Contexts of Child and Adolescent Development, Understanding Others,  
128 Intrapersonal Development, and Researching/Working with Children and Adolescents.

129  
130 UCC originally received and reviewed the proposal in 2008. Questions were sent back to the proposers in the  
131 end of Fall 2008. The proposers were not able to send back the response until this semester due to many  
132 unpredictable reasons. The committee reviewed the changes and agreed that the program proposal is well-  
133 prepared and the original questions were addressed properly.

134  
135 The proposed degree may have potential impact on five different departments/areas: Sociology, Human  
136 Development, Liberal Studies, Education, and Psychology. When it was first proposed, all the five impacted  
137 departments/areas have signed off and supported the proposal. When UCC received the revision this semester,  
138 we feel that we should check whether the impacted departments remain supporting the program. As a result,  
139 four of the five departments remain their supports, except that Human Development requested the proposal  
140 review be postponed since they cannot determine the impact before the restructuring process finishes. The  
141 proposers contacted UCC indicating that they do not want to postpone the proposal and they do not foresee  
142 any impact of the restructuring process. UCC has discussed the process and cannot reach consensus. We voted  
143 and passed the motion to forward the proposal for EC/AS discussion with a 5:3 ratio. The members against the  
144 motion feel that the **impact on another department is significant and hence the departments should attempt**  
145 **to resolve this issue before UCC approves it.** The rest of the members, **agreeing on the significance of the**  
146 **impact,** believe that the issue should be discussed at EC/AS in order to identify a satisfactory solution. UCC shall  
147 not be the place to withhold the proposal and does not have the authority to resolve the disagreement  
148 between the departments. With the majority vote result, UCC concluded its review and approved to move it  
149 forward to EC/AS for further discussion. --Fang Fang, Chair

150  
151 BLP REPORT: The Budget and Long Range Planning Committee (BLP) has investigated and discussed the P-  
152 Form for a proposed program in Child and Adolescent Development (CHAD). BLP initially assessed this  
153 program proposal in AY 2008/09; we reviewed the program again in AY 2010/11; we have concluded an  
154 additional round of review in Fall 2011 pursuant to a request that the proposal be considered after the  
155 restructuring of Academic Affairs had been implemented. Our reviews have all included attention to the  
156 immediate and long-range enrollment prospects for this proposed degree program as well as the resource  
157 implications of the initiation of the program. We appreciate the cooperation of the proposers, which enabled  
158 us to complete our work. We particularly appreciate their patience as we have asked what must have seemed  
159 redundant questions as we updated this review in Spring 2011 and again in Fall 2011. BLP submits the following  
160 analysis of the impact of this program to the Academic Senate to guide senators in their consideration of the  
161 proposal.

162  
163 BLP believes that even in difficult budget times, curriculum development should move forward even if launch  
164 dates may be delayed by resource constraints. The proposers of the program and BLP agree that this program  
165 should not and shall not be launched until sufficient resources are available to support the program. Senate  
166 approval of programs, in the present economic environment, will position a program to be implemented when  
167 the resources are available.

168  
169 *Program Demand:* The proposers anticipate "approximately 215-230 majors are expected by year 3 and 300  
170 majors by year 5." Some of these students are likely to currently major in Psychology, Human Development,  
171 and Liberal Studies, but it is expected that new students transferring from the community colleges will be a  
172 significant source of new enrollment. The proposers have received input from and coordinated with the local  
173 community colleges, so our local "feeder campuses" are aware of the progress of the CHAD proposal and can  
174 direct potential transfer students to the program after its launch. Students earning AA degrees or certificates in  
175 Child Development from our feeder community colleges are the largest proportion of students in those  
176 colleges. The proposers outline a variety of career opportunities for students completing the CHAD major.

177 *Resource Implications: Faculty:* Delivery of the CHAD program was initially estimated to require three new  
178 tenure-track faculty over its first three years, and the Psychology Department has focused recent searches in  
179 areas relevant to the anticipated CHAD program. In Fall 2011, a new tenure-track faculty member specializing  
180 in behavioral neuroscience joined the Psychology Department, and Psychology is currently searching in the  
181 area of developmental disabilities/developmental psychopathology. At least one additional hire, specific to the  
182 CHAD program, will need to be in place before the program can be launched. It will also be imperative that  
183 future faculty hires keep up with the program, as CHAD students must pass background checks in order to work  
184 with children and thus meet the degree requirements, and completing these checks will require the provisions  
185 of sufficient faculty resources.

186

187 *Staff:* The proposal indicates that the Psychology department presently has 1½ staff positions and that they  
188 will absorb the additional workload until the CHAD program meets thresholds to change the ½ time staff  
189 position to full time. However, those thresholds do not actually trigger staff hires when met; the thresholds  
190 continue to go up. Staff hires may need to precede future faculty hires.

191

192 *Library:* That proposal states that the Library has materials relevant for CHAD that already support programs  
193 in Psychology, Human Development and Education. However, cuts have been made since this proposal was  
194 first reviewed by BLP. Even without budget cuts, the expanding number of CHAD majors will require additional  
195 collections and Interlibrary Loan costs to support courses.

196

197 *IITS:* The proposal includes video and audio equipment for the observation labs in the new Social & Behavioral  
198 Sciences building, which opened in Summer 2011. The equipment has been installed, and Psychology has been  
199 assigned the support responsibilities, including the costs of archiving recorded materials and software license  
200 fees. Psychology will also take responsibility for equipment replacement and repairs.

201

202 *Student Affairs:* The need for additional advising staff is anticipated beginning in the second year of the CHAD  
203 program. New permanent funds for a .5 SSP II advisor will be necessary.

204

205 *Potential Impact on Other Programs:* Senators may recall that Human Development (formerly of COAS) had  
206 requested that the Senate consider this proposal after the restructuring of Academic Affairs had been  
207 implemented and after their two tenure-track searches were concluded in Spring 2011. HD's input was sought  
208 once again as part of BLP's most recent review of the proposal. We have been informed of HD's support of the  
209 current proposal, although the Department made clear their own potential interest in developing courses and  
210 curriculum related to children's issues at a later time. The CHAD proposers responded to HD's memo, noting  
211 that "Whereas CHAD is primarily an empirically based study of children and adolescents from  
212 a psychological perspective, HD takes an applied approach to counseling across the lifespan from a multi-  
213 disciplinary perspective. We understand that we will continue to have conversations regarding curriculum as  
214 each program moves forward, just as we have conversations with other disciplines that focus on developmental  
215 issues across the lifespan (e.g., Sociology, Anthropology, Biology). We look forward to a collaborative and  
216 mutually supportive process that benefits the university and surrounding communities."

217

218 *Conclusion:* BLP recommends that new program proposals continue to be put forward and reviewed even as  
219 our budget climate presents constraints for launching new state-supported programs. BLP strongly believes  
220 that we should continue to move forward with curriculum proposal reviews so that we are positioned to launch  
221 new programs when resources are available. --Staci Beavers, Chair

222

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

224 [http://www.csusm.edu/academic\\_programs/curriculumscheduling/catalogcurricula/2010-](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2010-11_curriculum.html#CoAS)  
225 [11\\_curriculum.html#CoAS](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2010-11_curriculum.html#CoAS)

226 Proposed Catalog Language for the Bachelor of Arts in Child and Adolescent Development:

227 **Program Description:** The Child and Adolescent Development (CHAD) major focuses on the developmental  
 228 processes that occur from conception through the end of adolescence. Students gain a comprehensive overview of  
 229 typical and atypical development through exploration of empirically-derived milestones across biological, cognitive,  
 230 and psychosocial developmental domains. Course topics focus on developmental trajectories, theories,  
 231 developmental research methods, ethics, and contexts of development. Throughout the curriculum, special  
 232 emphasis is placed on the interaction of the individual and environment in the unfolding of development. Students  
 233 acquire knowledge through exposure to relevant scientific literature, research projects, observations, and fieldwork.  
 234 The curriculum provides students with a variety of tools to acquire, communicate, and disseminate information so  
 235 that they may develop a lifelong pursuit of developmental inquiry. Majors receive an excellent foundation for  
 236 subsequent careers working with children and adolescents in various fields including research, education, health  
 237 care, public policy and advocacy, the law, and counseling.  
 238

239 **Career Opportunities:** The CHAD undergraduate major provides an excellent preparation for careers in  
 240 developmentally-related public organizations, teaching institutions, service agencies, and mental and physical  
 241 health facilities. Our undergraduate program provides appropriate background for graduate training in  
 242 developmental psychology, including experimental, applied, and clinical programs. Coursework in CHAD is also  
 243 relevant to graduate training in counseling, teaching, medicine, law, child advocacy, and public policy relating to  
 244 children and adolescents.  
 245

246 **Preparation:** High school students are encouraged to take four years of English and three years of mathematics  
 247 (including algebra). Courses in biology and psychology and the other social and behavioral sciences are  
 248 recommended. Knowledge of computers is helpful for many courses.  
 249

250 **Community College Transfer Students:** A maximum of 15 lower-division semester units of psychology and child  
 251 development courses may be applied toward the fifty-one (51) units required for the CHAD major. The fifteen (15)  
 252 lower division units must match the course description requirements listed in this catalog for PSYC 100, 210, 215,  
 253 220 and 230, or their equivalent, as approved by the student's advisor.  
 254

255 **Special Requirements for the Bachelor of Arts in CHAD:** All courses counted toward the major must be  
 256 completed with a grade of C (2.0) or better. No more than a total of three (3) units of either PSYC 498 or PSYC 499  
 257 may be applied toward the major. No more than three (3) units of PSYC 495 may be applied toward the major. A  
 258 minimum of eighteen (18) units counted toward the CHAD major must have been completed at Cal State San  
 259 Marcos. Courses taken at other universities for which the Department does not have articulation agreements will  
 260 not be counted toward the major at Cal State San Marcos without the written permission of the CHAD Program  
 261 Director.  
 262

263 **Bachelor of Arts in Child and Adolescent Development**

	<b>Units</b>
264	
265	51
266	15
267	21
268	15
269	Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120
270	

271 **Lower-Division (15 units)**

272	Psyc 100* Introduction to Psychology	3
273	Psyc 210* Introduction to Developmental Psychology	3
274	Psyc 215* Psychosocial Influences on Child Development	3
275	Psyc 220 Introductory Statistics in Psychology	3
276	Psyc 230 Research Methods in Psychology	3
277		

278 *\*Six (6) units in lower-division General Education Area D7 (Interdisciplinary Social Sciences) and D (Discipline-Specific or*  
 279 *Second Interdisciplinary Social Science Course) are automatically satisfied in Preparation for the Major.*

280	<b>Upper-Division Core Courses (21 units)</b>		
281			
282	Psyc 330	Developmental Psychology: Infancy/Childhood	3
283	Psyc 348	Developmental Psychology: Adolescence	3
284	PSYC 310	Theories of Developmental Psychology	3
285	Psyc 395	Laboratory in Developmental Psychology	3
286	CHAD 370	Risk and Resiliency in Childhood/Adolescence	3
287	CHAD 496	Observation and Assessment Laboratory	3
288	CHAD 491	Children, Adolescents and Social Policy	3
289			
290	<b>Upper-Division Area Specific Courses (15 units)</b>		
291	Take one course from each cluster		
292			
293	<u>Cluster A Atypical Child Development</u>		3
294	Psyc 328	Developmental Psychopathology	
295	CHAD 339	Exceptional Children and Adolescents	
296			
297	<u>Cluster B Contexts of Child and Adolescent Development</u>		3
298	Psyc 341	Multicultural Perspectives	
299	Psyc 343	Psychology of Work & the Family	
300	CHAD 345	Perspectives on Child Rearing	
301	CHAD 347	Peer Relationships in Childhood & Adolescence	
302			
303	<u>Cluster C Understanding Others</u>		3
304	Psyc 332	Social Psychology	
305	Psyc 342	Group Dynamics	
306	Psyc 428	Community Psychology	
307			
308	<u>Cluster D Intrapersonal Development</u>		3
309	Psyc 334	Personality	
310	Psyc 360	Biopsychology	
311	Psyc 362	Cognitive Processes	
312	CHAD 365	Socioemotional Development	
313			
314	<u>Cluster E Researching/Working with Children and Adolescents</u>		3
315	Psyc 340	Survey of Clinical Psychology	
316	Psyc 354	Educational Psychology	
317	Psyc 495	Field Experience	
318	CHAD 450	Practicum in Early Child Education	
319	PSYC 498	Independent Study	
320	PSYC 499	Independent Research	
321			
322	<u>New Courses being approved with this Degree Program:</u>		
323	CHAD 339	Exceptional Children and Adolescents	3
324	CHAD 345	Perspectives on Child Rearing	3
325	CHAD 347	Peer Relationships in Childhood and Adolescence	3
326	CHAD 365	Socioemotional Development	3
327	CHAD 370	Risk and Resiliency in Childhood and Adolescence	3
328	CHAD 450	Practicum in Early Childhood Education	3
329	CHAD 491	Children, Adolescents and Social Policy	3
330	CHAD 496	Observation and Assessment Laboratory	3
331	PSYC 310	Theories of Developmental Psychology	3



1 **BLP PROGRAM ABSTRACT - Form A**

2  
3  
4 Proposed Degree Title: \_\_\_\_\_ in \_\_\_\_\_  
5 B.A., B.S., M.A., M.S., etc. Discipline

6  
7  
8 COLLEGE \_\_\_\_\_ Proposed Implementation Date \_\_\_\_\_  
9

10  
11 **About the A-Form.**

12  
13 Background: New baccalaureate and graduate-level degrees must be approved by the Chancellor’s Office. Every January,  
14 CSU campuses send updated University Academic Master Plans (or UAMPs) to the Chancellor’s Office, which are then  
15 approved by the Board of Trustees at their March meeting. When the Board of Trustees approves a campus request to add a  
16 new program to the UAMP, it authorizes the campus to submit a formal proposal to the Chancellor’s Office for establishing  
17 such a degree program.

18  
19 Purpose: The A-Form is used to propose the addition of a new baccalaureate or graduate degree to the UAMP.

20  
21 Process: After review by the appropriate college curriculum or planning committee in the Spring semester, A-Forms are sent  
22 to Academic Programs at the beginning of the Summer. The forms are distributed to key University officers (~~including all~~  
23 ~~members of Provost’s Council and the President’s Cabinet~~) (including the Provost’s office as well as the officials reporting  
24 directly to that office) over the Summer for information dissemination, review, and feedback. The feedback received as a  
25 result of this distribution is provided to proposers as it is received during the Summer (to inform development of the program  
26 proposal) and to the Budget and Long-range Planning Committee (BLP) at the beginning of the Fall semester.

27  
28 Outcomes: BLP reviews the A-Forms and the feedback collected by Academic Programs, and makes recommendations as to  
29 whether programs should be added to the next UAMP. Placement of a program on the UAMP is the campus-level  
30 authorization to proposers to submit a complete new program proposal (via a P-Form). Comments from BLP are sent back to  
31 the proposal originator to inform the final design and plan for the proposed program. The A-Form, Summer reviewer  
32 feedback, and BLP comments are additionally used to prepare a summary statement for the Chancellor’s Office, which is  
33 required for any addition to the UAMP.

34  
35  
36 **Directions.**<sup>3</sup>

- 37  
38 • Fill in the degree title, college and implementation date above.  
39 • Attach a program abstract addressing items 1-5 to this form.  
40 • Identify the program proposer and obtain the department chair or program director signature below.  
41 • Submit the abstract and the Form A to the college curriculum or planning committee. (Check with the college for  
42 submission deadlines.)

43  
44 1. Description: Briefly describe the essential features of the curriculum that will be developed.

- 45  
46 • If the new degree is currently offered as an option in an existing degree program, give a rationale for the conversion.  
47 If the new degree program is not commonly offered as a bachelor’s or master’s degree, provide a compelling  
48 academic rationale explaining how the proposed subject area constitutes a coherent, integrated degree major that has  
49 potential value to students.

50  
51 2. Mission: How will this program benefit the college, university, region and/or state? How is it aligned with the College and  
52 University Mission and Vision?

\_\_\_\_\_

<sup>3</sup> Program proposers should contact the Provost’s Office for guidance and general assistance before filling out any portion of this form. Academic Programs has samples of previous program proposals available and is available for consultation in the proposal-writing process, and Academic Resources and Planning will have other relevant materials for the proposer’s consideration and use.

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3. Demand: What evidence is there of adequate student demand for this program?<sup>4</sup>

[Note that Board of Trustees classifies Anthropology, Art, Biology, Chemistry, Economics, English, Foreign Languages, Geography, Geology, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Speech/Communication and Theatre Arts/Drama as “Broad Foundation Programs” for which societal need and student demand are not “the preeminent criteria” for offering baccalaureate programs.]

Preliminary evidence of adequate student demand for the proposed program should include

- A list of other CSU campuses currently offering the proposed degree major program (see the CSU Mentor website at <http://www2.assist.org/browseAreas.do>),
- A list of neighboring institutions, public or private, currently offering the proposed degree major program,
- Information indicating substantial regional demand for individuals who have earned this degree (contact the Career Center for assistance), and
- Information indicating adequate student interest in the proposed program (e.g., numbers of minors, existing programs at feeder community colleges, or results of student surveys).

Graduate degree program proposals must also include the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program.

4. Resources:<sup>5</sup>

4.a. Provide preliminary estimates of the following resources needed to implement the program:

- Additional tenure-track faculty positions and anticipated lecturer support (to include anticipated temporary and permanent hires through Extended Learning);
- Additional resources required for program administration (e.g., release time for a Chair or Director);
- Additional staff support;
- Additional space requirements; and
- Additional specialized equipment and materials other than those expected to be provided by the Library and Instructional and Information Technology Services (IITS).
- Additional associated costs with launching and maintaining this program. For example, if the program includes lab courses, will Hazardous Materials and/or Waste Management support be required?

Note that in the course of reviewing the A-Form over the Summer, the Library and IITS will estimate additional library, information technology and academic computing resources needed for implementation. Indicate whether there are any unusual aspects of the curriculum design that need to be taken into account in the preparation of the Library and IITS estimates.

4.b. Source(s) of Funding: What funding streams do you anticipate will support this program in its first 7 years?

- \_\_\_\_\_ state-support only
- \_\_\_\_\_ self-support only
- \_\_\_\_\_ the program may move between self-support and state-support delivery
- \_\_\_\_\_ the program may include multiple funding streams (e.g., separate state-support and self-support cohorts, etc.)

4.b.1. If there are plans to move or to expand the program from one funding mode to the other within its first seven years, please explain.

4.b.2. If there are plans to launch this program with no new resources (i.e., based on a reallocation of existing resources within a College), please explain.

5. Pedagogical Mode/Location /Accessibility Issues:

- Describe any plans to offer this program at CSUSM at Temecula and/or other off-site locations in the program’s first 7 years. (Note: Seven years is the maximum period between WASC reviews.)

<sup>4</sup> Proposers should consult with Academic Programs, the Career Services Center, and Enrollment Management Services for assistance with this section.

<sup>5</sup> Before beginning this section of the proposal, proposers should consult with the relevant College Dean and the Deans of IITS and the Library (and Extended Learning, if relevant) regarding anticipated resource needs.



## SAC Faculty Management of Student Course Records

*Rationale: A minor revision to include instructions for keeping electronic student records.*

**Definition:** A policy governing faculty management of student course records.

**Authority:** Family and Educational Rights & Privacy Act of 1974 (FERPA).

**Scope:** All university Faculty.

### Procedure

Instructors have the responsibility to ensure confidentiality of the student records to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA 1974). Student records are defined as any documents (including electronic) that include identifying student information (e.g. ~~name with Social Security number,~~ student ID number **and/or grade-name**). Documents include, but are not limited to, graded class assignments, homework, tests, letters of recommendation and roster print-outs showing student name and **/or** any other type of personally identifiable information (e.g., **student ID-social security number,** student **initials** ID number, etc.). The purpose of these guidelines is to help faculty understand how to manage student records.

### I. INSTRUCTOR RESPONSIBILITIES

- A. Store physical records in a locked enclosure (such as desk drawer, file cabinet). All electronic records (such as class/grade rosters, electronically graded material, email correspondence related to class performance, etc.) need to be kept on secured, password protected electronic devices. These devices include computers, memory sticks, flash drives, etc, data-enabled phones, etc.). More stringent rules<sup>i</sup> apply when the record includes Social Security Number or other legally protected information. ~~Keep student records out of reach of anyone else, preferably in a locked cabinet.~~
- B. Obtain the student's written permission before anyone other than the student-including spouses, parents, significant others, and other relatives-can collect his/her graded work.
- C. Keep student records for a minimum of one year from the end of the term when the work was completed before destroying them.
- D. Obtain the student's written permission before you leave his/her records outside your office.
- E. All records left outside of office must be in a sealed envelope.
- F. After one year, records may be discarded after identifying characteristics have been removed or **may be** destroyed **using a shredder**.
- G. Do not at any time use the entire ID Number of a student in a public posting of grades or any other student records. To ensure students' anonymity, it is suggested that the list not be sorted alphabetically.
- H. Do not ever link the name of a student with that student's ID number in any public manner.
- I. Do not leave student records (such as tests, papers, or assignments) in a stack for students to pick up by sorting through the materials of all students.
- J. Do not circulate a printed class list with student name and ID number or grade as an attendance roster.
- K. When the handing back of material in person substantially disrupts instruction (such as in sections with a large number of students), it is recommended that the instructor assign a unique and confidential identification code or number to each student, to be used in evaluated material that may be circulated for students to sort through or as an attendance roster.

44 L. Questions regarding the FERPA and/or other student record privacy matters should be directed to  
45 the Vice President of Student Affairs. Questions regarding handling of protected information may be  
46 directed to the Campus Information Security Officer.

47 M. Questions regarding handling of protected information may be directed to the Campus Information  
48 Security Officer.

49

## 50 II. STUDENT RESPONSIBILITIES

51

52 In most classes, faculty return graded materials to students during the course of the semester. If a  
53 student elects to file a formal appeal over a course grade, she or he would need to produce all of the  
54 original graded work for the purpose of the review procedure. Therefore, students should retain work  
55 handed back to them at least until they receive the final grade. If the student then elects to file a grade  
56 appeal, s/he should retain the graded materials until the appeal is resolved.

57

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<sup>i</sup> For more information on data classification and handling, please see Appendices A and B of the Data Classification Standard (<http://www.csusm.edu/iits/security/protecteddata.html>)



54 If an action item does not come recommended by a standing committee the associated motion must be  
55 moved and seconded before debate may commence. The mover will start debate by speaking in favor  
56 of the motion.

57

58 9. All substantive changes (as determined by the Executive Committee) to committee forms shall be  
59 subject to Senate approval.

60

61

62

#### **EXECUTIVE COMMITTEE**

63

64 10. The Executive Committee will meet on Wednesdays at 12:00 p.m.

65

66

67 11. Agendas and approved minutes of the Executive Committee meetings shall be made available on the  
68 Senate website.

69

70

71

#### **STANDING COMMITTEES OF THE ACADEMIC SENATE**

72

73 12. Standing Committee meeting times, places, and agendas will be made public and affected parties will  
74 be invited to clarify on issues, particularly when there is no representative on the committee from a  
75 constituent unit.

76

77 13. Agendas and approved minutes of Standing Committee meetings shall be made available on the Senate  
78 website.

## APC Graduate Probation, Disqualification, & Reinstatement

### I. PROBATION

- A. A student will be placed on academic probation if, during any academic term, the cumulative GPA in all course work in the master's program falls below 3.0.
- B. A student may also be placed on administrative probation by the Dean of Graduate Studies for any of the following reasons:
  1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to administrative probation for such withdrawal.
  2. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of No Credit, when such failure appears to be due to circumstances within the control of the student.
  3. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy, which is routine for all students or a defined group of students (examples: failure to complete a required examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).
- C. The student shall be advised of probation status promptly, and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification should probation not be removed.
  1. Students whose GPA places them on academic probation shall be informed in writing by the department/program's graduate coordinator or designee prior to the beginning of the next term (with a copy provided to the Dean of Graduate Studies).
  2. Students shall be placed on administrative probation by the Dean of Graduate Studies, following consultation with the program/department. The probationary student shall be informed in writing by the graduate dean (with a copy provided to the department/program).
  3. The Dean of Graduate Studies shall inform Registration and Records when students have been placed on or removed from administrative probationary status so that student records can be updated.
- D. When a student is placed on academic or administrative probation, s/he must work with the program coordinator to develop a plan for remediation, including a timeline for completion. In the case of administrative probation, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan.
- E. A student cannot be advanced to candidacy or continue in candidate status if s/he is on either academic or administrative probation.



48 II. DISQUALIFICATION

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50 A. A student who has been placed on probation may be disqualified from further attendance  
51 by the Dean of Graduate Studies if:

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- 53 1. The conditions in the remediation plan are not met within the period specified.  
54 2. The student becomes subject to academic probation while on administrative probation.  
55 3. The student becomes subject to administrative probation for the same or similar reason for  
56 which he/she has been placed on administrative probation previously, although not  
57 currently in such status.  
58 4. When such action is taken the student shall receive written notification including an  
59 explanation of the basis for the action.  
60 5. In addition, an appropriate campus administrator may disqualify a student who at any time  
61 during enrollment has demonstrated behavior so contrary to the standards of the  
62 profession for which the student is preparing as to render him/her unfit for the profession.  
63 In such cases, disqualification will occur immediately upon notice to the student, which  
64 shall include an explanation of the basis for the action, and the campus may require the  
65 student to discontinue enrollment as of the date of the notification.

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67 B. Disqualification may be either from further registration in a particular program or from  
68 further enrollment at the campus, as determined by the Dean of Graduate Studies. A  
69 student disqualified for academic deficiency may not enroll in any regular session of the  
70 campus without permission from the appropriate campus authority, and may be denied  
71 admission to other educational programs operated or sponsored by the campus.

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73 C. In the event that a student fails the thesis/project defense, the student may repeat the  
74 thesis/project defense once. Failure at the second thesis/project defense will result in  
75 disqualification from a program. The thesis/project committee will specify the time period  
76 and/or conditions of the repeated defense.

77

78 D. A student may repeat a comprehensive examination once. Failure of the second  
79 comprehensive examination results in disqualification from a program. The comprehensive  
80 exam committee will specify the time period and/or conditions of the repeated  
81 examination.

82

83 E. Students who are disqualified at the end of an enrollment period should be notified by the  
84 Dean of Graduate Studies before the beginning of the next consecutive regular enrollment  
85 period. Students disqualified at the beginning of a summer enrollment break should be  
86 notified at least one month before the start of the fall term. In cases where a student  
87 ordinarily would be disqualified at the end of a term, save for the fact that it is not possible  
88 to make timely notification, the student may be advised that the disqualification is to be  
89 effective at the end of the next term. Such notification should include any conditions which,  
90 if met, would result in permission to continue in enrollment. Failure to notify students does  
91 not create the right of a student to continue enrollment.

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94 III. REINSTATEMENT

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96 If the student is disqualified, either academically or administratively, s/he may petition for  
97 reinstatement. Reinstatement must be based upon evidence that the causes of previous low  
98 achievement have been removed. Reinstatement will be approved only if the student is able to  
99 provide compelling evidence of her/his ability to complete the degree. If the candidate is  
100 disqualified a second time, reinstatement will normally not be considered.

101

102 Master's students should submit a petition requesting reinstatement to the Dean of Graduate  
103 Studies. The petition, along with a recommendation from the student's graduate coordinator,  
104 and will be forwarded to the reinstatement subcommittee of the Graduate Studies Committee.  
105 The subcommittee will make recommendations to the Dean of Graduate Studies, who has final  
106 authority to approve reinstatement. The size of the reinstatement subcommittee may vary,  
107 depending on the volume of applications, but shall have one member representing each college  
108 at a minimum. The subcommittee must evaluate the probable impact of any medical condition  
109 on previous unsatisfactory performance. If the student is approved for reinstatement, the Dean  
110 of Graduate Studies will send a letter granting reinstatement that specifies the conditions and  
111 time frame for achieving good standing. Students must achieve good standing to advance to  
112 candidacy and to be eligible to graduate.

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114 | Reinstatement for credential students is handled by a separate process in the ~~College~~ School of  
115 Education and is not governed by this document.