

ACADEMIC SENATE MEETING

Wednesday, February 1, 2012
1 – 2:50 p.m. (approx.)
Commons 206

- I. Approval of agenda
- II. Approval of minutes of 12/07/2011 meeting
- III. In Memoriam: Radhika Ramamurthi
- IV. Chair's report: [Wayne Aitken](#)
 - Celebration of Faculty Scholarship and Creative Activities - Gonzalez
 - Student Research Competition - Gonzalez
 - Faculty field trip to Temecula campus - Schroder
- V. Vice Chair's report: [Jackie Trischman](#)
- VI. Secretary's report: [Charles De Leone](#) *The following items have been responded to by the university administration:*
 - FAC Misconduct in Scholarship and Research *Approved in modified form*
 - FAC Range Elevation for Temporary Unit 3 Faculty Employees *Approved*
- VII. President's report: Karen Haynes
- VIII. Provost's report: Emily Cutrer
- IX. VP for Student Affairs report: Eloise Stiglitz
- X. [ASCSU](#) report: [Brodowsky/Meilich](#)
- XI. [CFA](#) report: [Don Barrett](#)
- XII. [ASI](#) report: Scott Silviera
- XIII. Oral committee reports: *(committee written reports are attached)* [APC](#), [BLP](#), [SAC](#)
- XIV. 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.*
 - [NEAC](#) Recommendation *attached*
 - [UCC](#) Course & Program Change Proposals and Curriculum Reconciliation *attached*
- XIII. Action items *These are items scheduled for a vote, including "second reading" items.*
 - A. Resolution honoring the contributions of Professor Radhika Ramamurthi *(in dev) (action requested)*
 - B. [LATAC](#) Intellectual Property policy *attached (2nd reading)*
 - C. [APC](#) Course Repeat Petition policy revision *attached (2nd reading)*
 - D. [APC](#) Graduation Requirements for Second Bachelor's Degree policy revision *attached (2nd reading)*
 - E. [SAC](#) Management of Student Course Records *attached (2nd reading)*
- XIV. Discussion items *These are items scheduled for discussion, including "first reading" items.*
 - A. [GEC](#) American Institutions and Ideals: Certification by Examination policy *attached*
 - B. [GEC](#) A1, A2, B4, C1, C2, Dc/Dg/Dh GELOs *attached*
- XVII. Senators' concerns and announcements

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

CONSENT CALENDAR

NEAC Recommendations

Committee	Seat	Term	Name(s)
Academic Senate	CoBA	Spring '12	Larry Detzel
Academic Senate	CoBA	Spring '12	Gary Oddou
Student Grievance Committee	CoBA	11-13	Ofer Meilich
Campus Sustainability Advisory Committee	Faculty at large	Spring '12	Chuck De Leone
Campus Sustainability Advisory Committee	Faculty at large	Spring '12	Devan Romero
Campus Sustainability Advisory Committee	Faculty at large	11-13	Bonnie Bade
Campus Sustainability Advisory Committee	Faculty at large	11-13	Greig Guthey

UCC Course & Program Change Proposals

SUBJ	No. / New No.	Course/Program Title	Form Type	Originator	Rec'd AP	To UCC	UCC Action
BRS	300	Borders and Regions: Interdisciplinary Perspectives	C-2	Vivienne Bennett	12/19/11	1/9/12	1/30/12
BRS	301	Research Methods in border and Regional Studies	C-2	Vivienne Bennett	12/19/11	1/9/12	1/30/12
BRS	400	Comparative Border & Regional Studies	C-2	Vivienne Bennett	12/19/11	1/9/12	1/30/12
BRS	490	Applied Meth. For Border & Regional Studies	C-2	Vivienne Bennett	12/19/11	1/9/12	1/30/12
BRS	495 ABC	Internship for Border & Regional Studies	C-2	Vivienne Bennett	12/19/11	1/9/12	1/30/12
LBST	P-2	Elementary Subject Matter Option in LBST	P-2	Vivienne Bennett	12/19/11	1/9/12	1/30/12

Curriculum Reconciliation

College of Humanities, Arts, Behavioral and Social Sciences (CHABSS)

Changes to Registration Conditions:

BRS 330, 364, 430, 453

COMM 320, 330, 402, 425, 454,

ECON 301, 302, 303, 305, 325, 327, 328, 331, 405, 411, 416, 441, 442, 443, 444, 451, 453, 471, 481

GBST 400

GEOG 305, 305S, 320, 341, 342, 365, 460, 462, 465

ID 410

LBST 307, 361, 361B, 362, 375,

LTWR 115, 300A, 300B, 307, 308A, 308B, 309A, 309B, 325, 339

LING 305, 331, 341, 360, 361, 371, 381, 391, 451, 480

PSCI 321, 335, 337, 338, 339, 340, 341, 342, 343, 348, 355, 356, 357, 358, 359, 361, 362, 364A, 364B, 365, 366, 368, 391,
396, 445, 460, 461, 462

PSYC 230, 300, 3328, 332, 334, 336, 340, 353, 354, 360, 362, 390, 391, 392, 393, 394, 395, 396, 402, 424, 428, 432, 520,
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SOC 320, 360, 480, 496, 498, 499

LATAC: Intellectual Property

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- 3 Rationale: Many universities and institutions of higher education have adopted intellectual property policies that
- 4 provide guidelines and mechanisms for the protection of intellectual property rights of the institution
- 5 and its constituents. The purpose of this policy is to provide clear guidance for protecting the
- 6 intellectual property rights of CSUSM and CSUSM creators. This policy also serves to encourage,
- 7 support, and incentivize innovative and creative knowledge, research, and discoveries by recognizing
- 8 the intellectual property rights and interests of CSUSM, CSUSM creators, and the general public.
- 9 Finally, this policy outlines general principles and practices for reasonable and equitable resolutions of
- 10 intellectual property discrepancies.
- 11
- 12 Definition: A policy for governing intellectual property.
- 13
- 14 Authority: The President of the University.
- 15
- 16 Scope: This policy and the associated procedures outline the incentives and protections for intellectual property
- 17 matters. This policy applies to all individuals at CSUSM engaged in work that is supported by the
- 18 university or by sponsored projects through the University Auxiliary Research Services Corporation
- 19 (UARSC).
- 20

21 SECTION 1. OBJECTIVES

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23 The first purpose of this intellectual property policy is to provide the necessary protections and incentives to encourage both the

24 discovery and development of new knowledge, its transfer for the public benefit and its use for development of the economy; a

25 second purpose is to enhance the generation of revenue for the University and to provide financial and reputational benefits for the

26 creator(s); and a third purpose is to preserve the University's freedom to conduct research and to use the intellectual property created

27 by that research or pursuant to an institutional initiative. The University is guided by the following general objectives:

- 28 (1) To optimize the environment and incentives for research and for the creation of new knowledge at the University;
- 29 (2) To ensure that the educational mission of the University is not compromised;
- 30 (3) To bring technology into practical use for the public benefit as quickly and effectively as possible;
- 31 (4) To protect the interest of both the institution and the creators of intellectual property through a reasonable consideration for
- 32 the University's investment in its intellectual property.
- 33

34 SECTION 2. DEFINITIONS

35 (a) *Intellectual Property*. The term "intellectual property" is broadly defined to include inventions, discoveries, know-how, show-

36 how, processes, unique materials, copyrightable works, original data and other creative or artistic works which have value.

37 Intellectual property includes that which is protectable by statute or legislation, such as patents, registered or unregistered

38 copyrights, registered or unregistered trademarks, service marks, trade secrets, mask works, and plant variety protection certificates.

39 It also includes the physical embodiments of intellectual effort, for example, models, machines, devices, designs, apparatus,

40 instrumentation, circuits, computer programs and visualizations, biological materials, chemicals, other compositions of matter,

41 plants, and records of research and experimental results.

42

43 (b) *Traditional Academic Copyrightable Works*. "Traditional academic copyrightable works" are a subset of copyrightable works

44 created independently and at the creator's initiative for academic purposes. Examples may include class notes, books, theses and

45 dissertations, educational software (also known as courseware or lessonware) that the creators may design for courses they teach,

46 articles, non-fiction, fiction, poems, musical works, dramatic works including any accompanying music, pantomimes and

47 choreographic works, pictorial, graphic and sculptural works, or other works of artistic imagination that are not created as an
48 institutional initiative.

49

50 (c) *Creator*. "Creator" refers to an individual or group of individuals who make, conceive, reduce to practice, author, or otherwise
51 make a substantive intellectual contribution to the creation of intellectual property. "Creator" includes the definition of "inventor"
52 used in U.S. patent law for patentable inventions and the definition of "author" used in the U.S. Copyright Act for copy written
53 works of authorship.

54

55 (d) *University Resources Usually and Customarily Provided*. When determining ownership and license rights in copyrightable
56 works, "University resources usually and customarily provided" is limited to office space, library facilities, ordinary access to
57 computers and networks, or salary. Exceptions are expected in units where the tradition is to provide subvention to some faculty in
58 the form of graduate assistants to help prepare traditional academic copyrightable works. Exceptions are also expected in situations
59 where creators use University-provided facilities and resources in the creation of works of artistic imagination, for example, use of
60 studios, pottery wheels, or kilns for the creation of paintings, sculpture or ceramics; use of high end computer hardware and
61 software in the creation of artistic graphical images; and so on. Other individual exceptions may be approved on a case-by-case
62 basis

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64 (e) *Extraordinary Support*. Extraordinary support represents the use of campus resources in the creation of an intellectual property
65 work where those resources are not available or accessible to all members of the university community employed in a similar
66 employment. Examples of extraordinary support include but are not limited to use of media studios requiring support from campus
67 staff, or significant staff resources used to research or develop elements of a work. External funding for the work or effort would
68 not be considered as extraordinary support.

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70 **SECTION 3. APPLICATION**

71 It is also the policy of the University that individuals (including visitors) by participating in a sponsored research project and/or
72 making significant use of University-administered resources thereby accept the principles of ownership of intellectual property as
73 stated in this policy unless an exception is approved in writing by the University. University employees who create intellectual
74 property shall execute appropriate assignment and/or other documents required to determine ownership and rights as specified in
75 this policy. Persons not employed by the University who use University resources in the creation of an intellectual property shall
76 disclose the nature of the work and the use of University resources to the Provost in order to clarify the University's interests in the
77 work.

78

79 **SECTION 4. COPYRIGHTS**

80 (a) *Ownership*. Unless subject to any of the exceptions specified enumerated below¹, creators retain rights to traditional academic
81 copyrightable works as defined above.²

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83 The University shall own copyrightable works as follows:

- 84 (1) Works created pursuant to the terms of a University agreement with a third party, or
85 (2) Works created as a specific requirement of employment or as an assigned University duty that may be specified, for
86 example, in a written job description or an employment agreement. Such specification may define the full scope or content
87 of the employee's University employment duties comprehensively or may be limited to terms applicable to a single
88 copyrightable work².

¹ Please note section 4(c) addressing copyright for Student Works.

²Defined in Section 2(b), see also 4(b)(2).

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(3) Works specifically commissioned by the University. The term "commissioned work" refers to a copyrightable work prepared under an agreement between the University and the creator when

(i) the creator is not a University employee or

(ii) the creator is a University employee but the work to be performed falls outside the normal scope of the creator's University employment. Contracts covering commissioned works shall specify that the author convey by assignment, if necessary, such rights as are required by the University.

(4) Works that are also patentable. The University reserves the right to pursue multiple forms of legal protection concomitantly if available. Computer software, for example, can be protected by copyright, patent, trade secret and trademark.

(b) University Rights in Creator-Owned Works

(1) Traditional academic copyrightable works created using university resources usually and customarily provided are owned by the creators. Such works need not be licensed to the University.

(2) Traditional academic copyrightable works created with use of University resources over and above those usually and customarily provided shall be owned by the creators but licensed to the University. The minimum terms of such license shall grant the University the right to use the original work and to make use of derivative works in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, non-exclusive basis. The University may retain more than the minimum license rights when justified by the circumstances of development.

(c) *Student Works*. Unless subject to the provisions of paragraph (a) or provided otherwise by written agreement³, copyrightable works prepared by students as part of the requirements for a University degree program are deemed to be the property of the student but are subject to the following provisions:

(1) Unless otherwise agreed upon, research records for a graduate theses or dissertation are the property of the University, but the student-creator may retain a copy of the work.

(d) *Copyright Registration and Notice*. University-owned works shall be protected by copyright notice in the name of the Board of Trustees. Such copyright notice shall be composed and affixed in accordance with the United States Copyright Law. Registration of the copyright for University-owned works shall be in accordance with the operational guidelines and procedures established by the Provost (or designee). The University may also decide to release a work to the public domain and if so, should so indicate.

(e) *Compliance with the Copyright Act*. University organizations that administer activities involving any usage regulated by the Copyright Act are responsible for knowing applicable regulations, monitoring their continuing evolution, and conducting their programs in full compliance with the applicable laws and regulations.

SECTION 5. OTHER INTELLECTUAL PROPERTY (Patents, Trade Secrets, etc)

Except as otherwise specified in this Policy or by the University in writing, intellectual property subject to other protection (except patentable) shall belong to the University if made:

(1) by a University employee as a result of the employee's duties or

(2) through the use of University resources such as facilities, equipment, funds, or funds under the control of or administered by the University. The extent of University ownership in the property shall be in proportion to the value of the resources used consistent with California State Law⁴

³ Intellectual Property Rights for Thesis/Project/Dissertation works are identified in the certification form used to submit these documents to the Library for publication.

⁴ Please note California Government Code § 8314 relating which prohibits state employees from using public resources for personal purpose, and California Constitution, Article 16, § 6 which prohibits making gifts of any public funds and requires

128 **SECTION 6. TRADEMARKS**

129 Trademarks and service marks are distinctive words or graphic symbols identifying the source, product, producer, or distributor of
130 goods or services. Registration of trademarks or service marks, at the state or federal level, shall be approved by the Provost (or
131 designee). Proceeds received from commercialization of a registered or unregistered mark that is related to an intellectual property
132 license for associated intellectual property will be shared with all creator(s) of the associated property as specified in Sections 8(b)
133 and 8(c) below. For proceeds received from commercialization of a mark that is licensed independently and is not directly related to
134 an intellectual property license, the share that would normally be distributed to the creator(s) will be assigned to the unit(s) from
135 which the trademark or service mark originated. Except as provided herein or subject to prior written agreement between the
136 creator(s) and the University, the University will not share the proceeds from commercialization of a mark with the individual(s)
137 who created the mark.
138

139 **SECTION 7. INTELLECTUAL PROPERTY ADMINISTRATION**

140 (a) *Disclosure.*

141 The creator of intellectual property shall promptly disclose to the Provost the existence and nature of the property when

- 142 (1) The University has an ownership interest under the provisions of this policy and the property has the potential to be
143 brought into practical use for public benefit, or
144 (2) The disclosure is required by law, or
145 (3) The intellectual property was created as a result of federal government funded research.⁵
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147 The disclosure shall consist of a full and complete description of the subject matter of the discovery or development and identify all
148 persons participating in the creation of the property. The creator(s) shall furnish such additional information and execute such
149 documents from time to time as may be reasonably requested.
150

151 (b) *Evaluation and Exploitation Decisions.* After evaluation of the intellectual property and review of applicable contractual
152 commitments, the University may develop the property through licensing, to an established business or a start-up company, may
153 release it to the sponsor of the research under which it was made (if contractually obligated to do so), may release it to the creator(s)
154 if permitted by law and current University policy, or may take such other actions considered to be in the University interest. The
155 University is not obligated to protect the intellectual property rights of the work through acts such as filing for patent protection,
156 registering the copyright, or securing plant variety certification, but may do so at its discretion. All agreements regarding intellectual
157 property must be executed by the Provost or designee.
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159 (c) *Questions Related to University Ownership.* In the event there is a question as to whether the University has a valid ownership
160 claim in intellectual property, such intellectual property should be disclosed in writing to the University by the creator(s) in
161 accordance with Section 7(a). Such disclosure is without prejudice to the creator's ownership claim. The University will provide the
162 creator with a statement as to the University's ownership interest.
163

164 (d) *Informing Creators of Decisions.* The University will inform principal creators of its substantive decisions regarding protection,
165 commercialization and/or disposition of intellectual property which they have disclosed. However, specific terms of agreements
166 with external parties may be proprietary business information and subject to confidentiality restrictions.
167

the state to receive value commensurate with the use of its resources such as time, equipment, materials, supplies and facilities.

⁵ See the Bayh-Dole Act, 35 U.S.C. § 200-212 and 37 C.F.R. 40.

168 (e) *University Abandons Intellectual Property.* Should the University decide to abandon development or protection of University-
169 owned intellectual property, ownership may be assigned to the creator(s) as allowed by law and current University practice, subject
170 to the rights of sponsors and to the retention of a license to practice for University purposes. The minimum terms of the license shall
171 grant the University the right to use the intellectual property in its internally administered programs of teaching, research, and public
172 service on a perpetual, royalty-free, non-exclusive basis. The University may retain more than the minimum license rights, and the
173 assignment or license may be subject to additional terms and conditions, such as revenue sharing with the University or
174 reimbursement of the costs of statutory protection, when justified by the circumstances of development.

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176 (f) *Commercialization.* The University may, at its discretion and consistent with the public interest, license intellectual property on
177 an exclusive or non-exclusive basis. The licensee must demonstrate technical and business capability to commercialize the
178 intellectual property. The license may include clear performance milestones with a provision for recapture of intellectual property if
179 milestones are not achieved. The licensee may be required to assume the cost of statutory protection of the intellectual property.

180 (g) *Conflict of Interest and Commitment.* Commercialization activities involving University employees will be subject to review of
181 potential conflict of interest and commitment issues and approval of a conflict management plan in accordance with applicable
182 University policy.

183
184 (h) *University's Acceptance of Independently Owned Intellectual Property.* The University may accept assignment of intellectual
185 property from other parties provided that such action is determined to be consistent with the public interest. Intellectual property so
186 accepted shall be administered in a manner consistent with the administration of other University-owned intellectual property.

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188 (i) *Consulting Agreements.* University employees engaged in external consulting work or business are responsible for ensuring that
189 agreements relating to intellectual properties emanating from such work are not in conflict with University policy, with the
190 University's contractual commitments or with University policies regarding University-owned intellectual property. Such employees
191 should make their non-University obligations known to the appropriate campus officer and should provide other parties to such
192 agreements with a statement of applicable University policies regarding ownership of intellectual property and related rights.

193
194 (j) *Statement by Creators.* The creators of University-owned intellectual property may be required to state that to the best of their
195 knowledge the intellectual property does not infringe on any existing patent, copyright or other legal rights of third parties; that if
196 the work is not the original expression or creation of the creators, the necessary permission for use has been obtained from the
197 owner; and that the work contains no libelous material nor material that invades the privacy of others.

198
199 (k) *University Intellectual Property Committee.* The University Intellectual Property Committee shall include two faculty members
200 appointed annually by the Academic Senate to make recommendations to the Provost regarding procedures, guidelines, and
201 responsibilities for the administration and development of intellectual property and such other matters as the Provost shall
202 determine. Other members of the committee shall be the Dean of Instructional and Information Technology Services, the Dean of
203 the Library and the Associate Vice President for Research (or their designees).

204
205 (m) *Administrative Responsibility.* The President has ultimate authority for the stewardship of intellectual property developed at the
206 University. The Provost or designee in consultation with University Intellectual Property Committee shall establish operational
207 guidelines and procedures for the administration of intellectual property, including but not limited to determination of ownership,
208 assignment, protection, licensing, marketing, maintenance of records, oversight of revenue or equity collection and distribution,
209 approval of individual exceptions, and resolution of disputes among creators and/or unit executive officers.

210

211 (n) *Contractual Authority*. Licenses, options for licenses and other agreements related to commercialization or exploitation of
212 intellectual property shall be granted in the name of the California State University San Marcos. All such contracts shall be executed
213 in accordance with the policies described in this Policy.

214

215 (o) *Administrative Guidelines and Procedures*. General guidelines and procedures for the administration of intellectual property
216 shall be established by the Provost. Detailed operational guidelines and procedures for the administration of campus-based
217 responsibilities shall be established by the Associate Vice President - Research.

218

219 (p) *Appeals*. After following the administrative guidelines and procedures established by the campus, the University creator or unit
220 executive officer may appeal to the Provost (or designee) to seek resolution of complaints or questions regarding the matters
221 addressed in this Policy.

222

223 (q) *Preferential Treatment of Sponsors*. Sponsored research agreements shall provide that all intellectual property developed as a
224 result of the sponsored research project shall belong to the University unless otherwise specified in writing.

225

226 The sponsor may receive an option to license the resulting intellectual property on terms to be negotiated, with the option to be
227 exercised within a specified period following the disclosure of the intellectual property. The specific terms of licenses and rights to
228 commercial development shall be based on negotiation between the sponsor and the University at the time the option is executed by
229 the sponsor and shall depend on the nature of the intellectual property and its application, the relative contributions of the
230 University and the sponsor to the work, and the conditions deemed most likely to advance the commercial development and
231 acceptance of the intellectual property.

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233 In all cases where exclusive licensing is appropriate, such license agreements shall be executed apart from the sponsored research
234 agreement and shall require diligent commercial development of the intellectual property by the licensee.

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236 The University may also determine, on a case-by-case basis and only if allowed by law, that it is in the University's interest to assign
237 ownership of resulting intellectual property to the sponsor as an exception to this policy when circumstances warrant such action, in
238 accordance with guidelines established by the University Intellectual Property Committee.

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240 (r) *Exceptions to Policy*. Recommendations for exceptions to the provisions of this Policy shall be made by the University
241 Intellectual Property Committee to the Provost. For individual exceptions, see Section 7(k).

242

243 **SECTION 8. PROCEEDS DISTRIBUTION [see end note 3]**

244 (a) *Proceeds*. For purposes of this policy, "proceeds" shall refer to all revenue and/or equity, as defined below, received by the
245 University from transfer, commercialization, or other exploitation of University-owned intellectual property.

246 (i) *Revenue*. "Revenue" shall mean cash from payments including, but not limited to, royalties, option fees, license fees,
247 and/ or fees from the sale of the University's equity interest.

248 (ii) *Equity*. "Equity" shall include, but not be limited to, stock, securities, stock options, warrants, buildings, real or personal
249 property, or other non-cash consideration.

250 (b) *Revenue Distribution*. When revenue is received by the University, all out-of-pocket payments or obligations (and in some
251 cases, a reasonable reserve for anticipated future expenses) attributable to protecting (including defense against infringement or
252 enforcement actions), marketing, licensing or administering the property may be deducted from such income. The income remaining
253 after such deductions is defined as net revenue. In the case of multiple intellectual properties licensed under a single licensing
254 agreement, the University shall determine and designate the share of net income to be assigned to each intellectual property.

255 (i) *Creator's Share*. The creator (or creator's heirs, successors, and assigns) normally shall receive fifty percent (50%) of
256 net revenue. If there are joint creators, the net income shall be divided among them as they shall mutually agree. Should
257 the creators fail to agree mutually on a decision, the University shall determine the division.

258
259 (iii) *University's Share*. The University normally shall receive fifty percent (50%) of net revenue. Distribution of the
260 University's share shall be allocated in support of its technology transfer activities and academic and research programs as
261 determined by the Provost..

262 (c) *Equity Distribution*. In any instance wherein the University executes an agreement with a corporation or other business entity for
263 purposes of exploiting intellectual property owned by the University and the University receives or is entitled to receive equity,
264 revenue from the equity shall be shared among the creator(s), and the University in the same proportions as revenue distributions
265 (except as specified in Section 8(d) below).

266 (d) *Exceptions When the Creator(s) Have No Entitlement*. If the University accepts research support in the form of a sponsored
267 research agreement or unrestricted grant as part of the consideration in an intellectual property license in lieu of an option fee,
268 license fee or royalty, the creator(s) shall have no entitlement to receive a share as personal income. For the subset of equity that is
269 buildings, real or personal property, or other non-cash consideration, the creator(s) shall have no entitlement to receive a share as
270 personal income.

271 (e) *Special Distributions*. Special facts or circumstances may warrant a different distribution of proceeds than specified above and
272 such distributions will be determined on a case-by-case basis by the Provost in consultation with the University Intellectual Property
273 Committee.

274 (f) *Revenue from Actions for Defense or Enforcement of Intellectual Property Rights*. When the University receives revenue from
275 third parties that results from successful actions for the purpose of defending or enforcing the University's rights in its intellectual
276 property, such revenue may first be used to reimburse the University (or the sponsor or licensee, if appropriate) for expenses
277 incurred in such actions. The creator(s) and their originating unit(s) shall be entitled to recovery of lost royalties from the remaining
278 net revenue, in the same proportions as specified in Section 8(b) above. The remaining net revenue shall be allocated in support of
279 the University's technology transfer activities and academic and research programs as determined by the Provost.

281 **Intellectual Property Policy**

282 **Frequently Asked Questions (FAQ)**

284 **What is the purpose of the Intellectual Property Policy?**

285 Many universities and institutions of higher education have adopted intellectual property policies that
286 provide guidelines and mechanisms for the protection of intellectual property rights of the institution and
287 its constituents. The purpose of this policy is to provide clear guidance for protecting the intellectual
288 property rights of CSUSM and CSUSM creators. This policy also serves to encourage, support, and
289 incentivize innovative and creative knowledge, research, and discoveries by recognizing the intellectual
290 property rights and interests of CSUSM, CSUSM creators, and the general public. Finally, this policy
291 outlines general principles and practices for reasonable and equitable resolutions of intellectual property
292 discrepancies.
293

294 **What is intellectual property (IP)?**

295 Intellectual property is any invention, discovery, trade secret, know how, scientific or technology
296 development, computer software, trademark, service mark, copyrightable works, original data, and other
297 creative or artistic works that have value.
298

299 **Who owns intellectual property created by CSUSM faculty?**

300

301 Faculty members generally retain the rights to traditional academic copyrightable works, unless the work
302 is patentable, created as part of a grant, funded by the campus or similar circumstance. Traditional
303 academic copyrightable works include (but are not limited to) course materials, books, theses,
304 dissertations, articles, works of fiction, music and works of art.

305

306 **How does the IP policy apply to students and staff?**

307 Unless otherwise specified, copyrightable works developed by a student as part of the requirements for a
308 University degree program are deemed to be the property of the student

309

310 Under the law, the rights to intellectual property created by staff members within the scope of
311 employment belong to the employer.

312

313 **What are the factors in determining ownership of intellectual property?**

314 Factors include whether the works: were created as part of an agreement or contract, were created within
315 the faculty member's normal scope of employment, required extraordinary support, and are patentable
316 and have viable commercial value. A University Intellectual Property Committee will recommend
317 determinations on any ownership discrepancies to the Provost.

318

319 **What does "extraordinary support" mean?**

320 Extraordinary support represents the use of campus resources in the creation of an intellectual property
321 work where those resources are available or accessible to all members of the university community
322 employed in a similar employment classification.

323

324 *Examples:*

325 The use of media studios requiring significant campus staff support or resources to develop elements of
326 a work.

327

328 Software developed by the campus at the request of a faculty member or program in order to create a
329 searchable database relating to their academic discipline.

330

331 External funding for the work or effort would not be considered as extraordinary support.

332

333 **What should creators do to protect their intellectual property?**

334 The creator(s) should disclose the intellectual property in writing to the University (Provost designee).

335 The disclosure shall consist of a full and complete description of the discovery or development and
336 identify all persons participating in the creation of the property.

337

338 **What is the allocation of the revenues for IP creations with commercial value?**

339 If revenue is received by the University for any IP creation, all out-of-pocket payments or obligations for
340 protecting, marketing, licensing or administering the property will be deducted and the balance of the net
341 revenue will distributed as follows: 50% to the creators and 50% to the University.

APC: COURSE REPEAT PETITION

Comments received after 1st reading:	Actions taken:
1- Does this policy apply to courses originally taken at other institutions? Can a student take an equivalent course at CSUSM for grade forgiveness for a bad grade at, say, Palomar? (This used to be clear in an earlier generation of the policy, but it no longer is?)	This policy does not apply to courses originally taken at other institutions. This policy's scope is for undergraduates students repeating CSUSM courses at CSUSM. This has been the case at least since 2001-02. An additional sentence clarifying this point has been added to III.B.
2- line 42, IIIB: How does this policy affect courses that normally allow repeat enrollments for additional credits? Is this statement too vague or general? Similar issue at III.F. as well?	III.G. has been added to clarify that this policy does not affect courses that are indentified in the catalog as being "repeatable." See also the last sentence that was added to III.J.
3- Does the policy need to state explicitly that additional units of credit will not be awarded for repeated enrollments, unless the course normally allows this? And if it does, will six units of credit be awarded for a class in which, say, a D was originally earned, a better grade was later earned, and the D was forgiven?	An additional sentence was added to III.J. <ul style="list-style-type: none"> <i>Earned credit for a repeated course – other than a course designated as "May be repeated" which is not repeated for GPA adjustment – will be given only once.</i> <p>The question with the specific example is addressed in the new III.G.</p> <ul style="list-style-type: none"> <i>A student may repeat such a course for the purpose of GPA Adjustment, but the completion of the course will not result in the earning of additional units of credit.</i> <p>So, the answer is no. If this is a 3-unit course and the student requests grade forgiveness for the first D, then s/he has earned only 3 units.</p>
4- III.E.: this paragraph says the same thing twice, once at the start, once at the end? Also: When a course is repeated a third time for grade forgiveness, that's four enrollments: Shouldn't two of the three deficient grades remain in the GPA? Said differently: Shouldn't only one of the previous deficient grades be taken out of GPA calculation?	Paragraph III.E. has been entirely deleted as this is covered in both III.C. <ul style="list-style-type: none"> the petition process is required to repeat a course more than twice) and the final sentence of III.F. (which was III.G.) <ul style="list-style-type: none"> If a petition to repeat a course for a third time is approved, the additional repeat <i>must</i> be for grade averaging.
5- III.C. and III.G.: Find a way to collapse the two sets of appeals procedures into one?	The two appeals procedures have been collapsed into a common procedure. The procedure in III.C. has been moved to III.F. (which was III.G.)

Rationale: *EO 1037 instituted a system wide policy on the repetition of courses effective for the fall semester 2009. When the original policy was approved in the spring of 2009, it included approved catalog language, which included most of the "nuts and bolts" of the Executive Order not reflected in the campus policy. The recent review of academic policies due to the college restructuring has provided APC with the opportunity to review, update and clarify the policy. Specifically, the official policy now includes the requirement (from EO 1037) that students are limited to 12-units of grade averaging after the 16-units of grade forgiveness. The revision also provides a petition process for students to exceed this limit in exceptional circumstances.*

Definition: The policy governs the repeat of courses and the adjustment of GPA.

Authority: Executive Order 1037

Scope: Undergraduate students ~~taking~~ **repeating CSUSM** courses at CSUSM.

19 I. EXECUTIVE SUMMARY

20
21 The PeopleSoft student system has the functionality to automatically calculate repeated attempts and academically
22 renewed courses. This policy governs the application of this functionality and the appeals process.

23
24 II. DEFINITIONS

25
26 Grade Forgiveness: The repetition of a course for the sake of improving upon an earlier unsatisfactory performance
27 in which the new grade replaces the old grade in the calculation of the student's grade point average (GPA).

28
29 Grade Averaging: The repetition of a course for the sake of improving upon an earlier unsatisfactory performance in
30 which the new grade does not replace the old grade(s) in the calculation of the student's grade GPA, and instead all
31 grades are used in the GPA calculation. Courses are repeated for grade averaging after the limit of repetitions for
32 grade forgiveness has been exhausted.

33
34
35 III. PROCEDURE/APPLICATION

36
37 A. Upon completion of grades, the PeopleSoft student system will identify all courses academically renewed
38 and apply the corrected value to designate them as repeated courses, along with re-calculation of students'
39 GPA.

40
41 B. Undergraduate students may repeat courses taken at CSUSM only if they earned grades lower than a C
42 (2.0). A course repeated at another institution will not be used to adjust the CSUSM resident GPA.

43
44 C. Individual Course Repeat Limit: Except in unusual circumstances no course may be repeated more than two
45 times. (See III.F.)

46 A student who is a senior in good standing and at most 3 courses away from completing the requirements
47 for their major may file a written petition with the Dean of the College of their major to repeat an upper
48 division course required for their major a third time. In this petition the student must:

- 49 1. ~~give a detailed explanation why they failed the course 3 times;~~
50 2. ~~submit clear evidence that they know the prerequisite material for the course and are a senior student in~~
51 ~~good standing who has no more than 3 courses (including the course being petitioned) remaining for~~
52 ~~completing the requirements of the major. This evidence should include all relevant transcripts, and the~~
53 ~~narrative of the petition should clearly state the student's GPA and how prerequisite requirements are~~
54 ~~satisfied;~~
55 3. ~~give a clear plan indicating how they will make sure that they will pass the course on their next attempt.~~

56
57 D. ~~The final decision on the petition is made by the Dean or designee in consultation with the chair of the~~
58 ~~department or program offering the course.~~

59
60 ~~D.~~ Overall Grade Forgiveness Limit: A maximum of 16 semester units of Course Repeats can be used for
61 "Grade Forgiveness". With regard to the limits on repeats, all such running totals begin at zero (0) at the
62 beginning of the Fall term of 2009. ~~(Grade forgiveness is the circumstance in which the new grade replaces~~
63 ~~the former grade in terms of the calculation of GPA.)~~ There are no exceptions to the Overall Grade
64 Forgiveness Limit.

65
66
67 ~~F.~~ ~~An individual course may be repeated for "Grade Forgiveness" no more than two times, without exceptions.~~
68 ~~The petition process may not be used to request that a course be repeated more than two times for grade~~
69 ~~forgiveness.~~

70
71 E. Overall Grade Averaging Limit: A maximum of 12 additional semester units (beyond the 16 units that may
72 be repeated for "Grade Forgiveness") may be repeated for "Grade Averaging." With regard to the limits on
73 repeats, all such running totals begin at zero (0) at the beginning of the Fall term of 2009. When a course is
74 repeated for grade averaging, both the new grade and the former grade(s) enter into the GPA calculation.
75

76 F. Petition Process for Exceeding the Individual Course Repeat Limit and/or the Overall Grade Averaging
77 Limit

78
79 A student who is a senior in good standing and at most 3 courses away from completing the requirements
80 for their major may file a written petition with the Dean of the College of their major to repeat upper
81 division courses required for their major for grade averaging for a third repeat and/or beyond the 12 units
82 repeated for grade averaging. In this petition the student must:

- 83 1. give a detailed explanation why they failed the course(s) being petitioned;
- 84 2. submit clear evidence that they know the prerequisite material for the course(s) and are a senior
85 student in good standing who has no more than 3 courses (including the courses being petitioned)
86 remaining for completing the requirements of the major. This evidence should include all relevant
87 transcripts, and the narrative of the petition should clearly state the student's GPA and how
88 prerequisite requirements are satisfied;
- 89 3. give a clear plan indicating how they will make sure that they will pass the course(s) on their next
90 attempt.

91 The final decision on the petition is made by the Dean or designee in consultation with the chair(s) of the
92 department(s) or program(s) offering the course(s). If the petition is approved, the repeats are considered to
93 be for grade averaging.

94
95 G. Courses designated in the catalog as "May be repeated" can be repeated up to the maximum indicated in the
96 course description and all grades received will be included in the calculation of the grade point average. A
97 student may repeat such a course for the purpose of GPA Adjustment, but the completion of the course will
98 not result in the earning of additional units of credit.

99
100 G.H. Limits on repeated courses do apply to courses taken in matriculated status as well as coursework
101 completed via self support, e.g., extended learning, open university, etc.

102
103 H.I. Academic units such as Colleges and Departments have the right to impose stricter requirements on repeats
104 of courses under their purview than those described in this policy.

105
106 J. All grades for a given course, regardless of whether it is retaken for grade forgiveness or grade averaging,
107 will be maintained as a part of the student record and will appear on the student's transcript. Earned credit
108 for a repeated course – other than a course designated as "May be repeated" which is not repeated for GPA
109 Adjustment – will be given only once.

110
111
112 III. PUBLICATION IN UNIVERSITY NOTICES

113 Information will be updated, as follows:

- 114 • Curriculum and Scheduling Office will publish in the General Catalog;
 - 115 • The CSUSM Enrollment Management Registration and Records website will be updated.
- 116
117

APC: Graduation Requirements for Second Bachelor's Degree

Rationale: CSU EO 1065 (CSU General Education Breadth Requirements) supersedes EO 1033 and incorporates Title 5 changes adopted by the Board of Trustees in July 2011 which requires a review and update of our current campus policy. The changes implemented in the new Executive Order are specific to students seeking a baccalaureate degree in post baccalaureate standing (second baccalaureate). Second baccalaureate students are no longer required to take additional courses to fulfill the American Institutions requirement. In addition, second baccalaureate students are no longer required to complete additional general education courses as a requirement for graduation.

Definition: This policy governs the requirements for bachelor's degrees earned by students who already hold a bachelor's degree.

Authority: Title 5 Sections ~~40403, 40405~~, 40402.1, 4043, 4045, 40405.1, 40405.2, 40405.4 and 40508, Education Code Section 66055.8, and EO ~~1033~~ 1065.

Scope: Students pursuing a second bachelor's degree.

Procedure

I. EXECUTIVE SUMMARY

This policy establishes the requirements that a student who already holds a bachelor's degree must satisfy in order to receive a second bachelor's degree.

II. POLICY

Students who hold a bachelor's degree from regionally accredited institutions of higher education; or the student has completed equivalent academic preparation, as determined by the appropriate campus authority, are exempt from all general education requirements (including U.S. History, Constitution and American Ideals requirement).

In order to receive a second bachelor's degree, students ~~who hold a bachelor's degree from California State University San Marcos or another accredited institution of higher education~~ must complete the following:

- 1) A minimum of thirty (30) units in residence at CSU San Marcos beyond the first bachelor's degree.
 - 2) The major requirements for the second degree. Units from the first degree may be counted, but a minimum of twenty-four (24) upper-division units in residence in the major for the second bachelor's degree must be earned subsequent to earning the first bachelor's degree.
 - ~~3) All lower-division General Education requirements, including the U.S. History, Constitution and American Ideals requirement, if not already successfully completed as part of the first degree. Exceptions: Students whose first degree is from the California State University or the University of California are not required to take any additional lower-division General Education coursework. Second bachelor's candidates returning for a degree in Nursing are exempt from any lower-division General Education requirements, including the U.S. History, Constitution and American Ideals requirement, unless specifically required for the Nursing major.~~
 - ~~4) All upper-division General Education requirements. Exceptions: Students whose first degree is from CSU San Marcos are not required to take any additional General Education coursework. Second bachelor's candidates returning for a degree in Nursing are exempt from any upper-division General Education requirements that are not specifically required for the Nursing major.~~
 - 5) 3) All other CSU San Marcos graduation requirements other than general education and U.S. History, Constitution and American Ideals requirement in effect at the time of catalog selection. *Exception:* Second bachelor's candidates returning for a degree in Nursing are exempt from any other CSU San Marcos requirements that are not specifically required for the Nursing major.
- Second bachelor's degree candidates are required to achieve a 2.0 grade point average each semester to maintain good academic standing.

SAC: Faculty Management of Student Course Records

Rationale: A minor revision to include instructions for keeping electronic student records and other procedural "clean-up" items.

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., ~~social security student ID number, student ID number,~~ initials, etc.). The purpose of these guidelines is to help faculty understand how to manage student records.

I. INSTRUCTOR RESPONSIBILITIES

~~A. Keep student records out of reach of anyone else, preferably in a locked cabinet.~~

B. 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 apply when the record includes Social Security Number or other legally protected information.

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.

- 44 |
45 | I. Do not leave student records (such as tests, papers, or assignments) in a stack for students to pick
46 | up by sorting through the materials of all students.
47 |
48 | J. Do not circulate a printed class list with student name and ID number or grade as an attendance
49 | roster.
50 |
51 | K. When the handing back of material in person substantially disrupts instruction (such as in sections
52 | with a large number of students), it is recommended that the instructor assign a unique and
53 | confidential identification code or number to each student, to be used in evaluated material that may
54 | be circulated for students to sort through or as an attendance roster.

55 |
56 | L. Do not engage students in grading course material submitted by their peers or facilitate student to
57 | student feedback in such a way that the grade to be received by a student is apparent to the student's
58 | peers.

59 | ~~L~~M. Questions regarding the FERPA and/or other student record privacy matters should be directed to
60 | the Vice President of Student Affairs.

61 |
62 | ~~H~~. Questions regarding handling of protected information may be directed to the Campus Information
63 | Security Officer.

64 | 65 | **II. STUDENT RESPONSIBILITIES**

66 |
67 | In most classes, faculty return graded materials to students during the course of the semester. If a
68 | student elects to file a formal appeal over a course grade, she or he would need to produce all of the
69 | original graded work for the purpose of the review procedure. Therefore, students should retain work
70 | handed back to them at least until they receive the final grade. If the student then elects to file a
71 | grade appeal, s/he should retain the graded materials until the appeal is resolved.

ⁱ 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>)

1 **GEC: American Institutions and Ideals: Certification by Examination**

2
3 **Rationale:** *The new Exceptions clause in the American Institution EO 1061 reads: "For students who are enrolled in*

- 4 *California State University degree major programs and who transferred from a California community college, the*
- 5 *chancellor may authorize exceptions to the requirements specified herein if:*
- 6 *A. The California State University baccalaureate degree major programs are mandated by law (The Star Act) to*
 - 7 *articulate with California Community College associate degree programs; and*
 - 8 *B. The bachelor's degree programs are limited by law to 120 total semester units (180 quarter units); and*
 - 9 *C. The campus opts not to mandate that the requirements herein be completed in satisfaction of CSU General*
 - 10 *Education Breadth upper-division requirements ("double counted"); and*
 - 11 *D. The campus opts not to mandate that the requirements herein be completed in lieu of requirements in the degree*
 - 12 *major or double count in satisfaction of requirements in the degree major; and*
 - 13 *E. The campus opts not to mandate that the requirements herein be completed in lieu of local, campus-specific*
 - 14 *graduation requirements or double count in satisfaction of local, campus-specific graduation requirements; and*
 - 15 *F. There are no available elective units in the degree program."*

16
17 *Since the Transfer Associate degrees will require students to complete all 39 units (plus a structured LD curriculum in*

18 *their "major" area) we might not be talking about a very large group, and that's before one takes into consideration*

19 *that :*

- 20 *a. Some of these students may have already satisfied all or part of the American Institutions requirement while at*
- 21 *the community college, and*
- 22 *b. We have already accepted TMCs in areas that account for an eighth of our transfer admits WITHOUT having to*
- 23 *make any special allowances for American Institutions (since these students will have enough room in their study*
- 24 *plans to go back and pick up these courses even if they didn't take them at the community college)... and there are still*
- 25 *some more TMCs under development for which the same may also be true.*

26
27 *The GEC concurs with and recommends AVP Barsky's list above as a valid description of the situation and our reasons*

28 *for not implementing those six options as not viable for lowering the requirements in specific majors to ensure that*

29 *students who had completed the appropriate Transfer Associate degree would be held to no more than 60 units at*

30 *CSUSM. We recommend the Senate consider the following policy for certification of American Institutions by Exam.*

31
32 **Definition:**

33 **Authority:**

34 **Scope:**

35
36 All undergraduate students must demonstrate that they have a basic knowledge of American history and that

37 they understand the principles and workings of American government. Students who have completed either an

38 Associate in Arts-Transfer (AA-T) or an Associate in Science-Transfer (AS-T) in specific disciplinary areas may

39 satisfy one or more of the three components of this requirement (U.S. history; U.S. government; and California

40 and local government) by passing an examination. Passage of any component of the examination will satisfy

41 that part of the American Institutions and Ideals requirement, but will not result in any credit being earned. The

42 General Education Committee will review the Transfer Model Curricula that guide the construction of the

43 transfer associate degrees and determine which of these are eligible; the GEC will only approve certification by

44 examination for those transfer associate degrees where it is possible that the holder of a transfer associate

45 degree may be required to take a total of more than 54 units in lower-division major preparation coursework

46 not included in the associate degree, required upper-division coursework, and upper-division General Education

47 coursework (9 units). The list of transfer degrees for which certification by examination is possible will be

48 published in the General Catalog or next Catalog Addendum. At the current time, this list will include the

49 transfer associate degrees in Business (for all options in the Business Administration major), Communications

50 (for the majors in Communication and Mass Media), Kinesiology (for all options in the Kinesiology major),

51 Mathematics (for the Mathematics major) and Physics (for both options in the Applied Physics major).

ORAL COMMUNICATION

Area Requirements All courses certified for Oral Communication must meet all of the following criteria in addition to the criteria specified for all General Education courses (pages X-X). Courses in Oral Communication should consciously aim to convey to students the goals and guidelines articulated in CSUSM's Philosophy Statement.

1. Goals and Objectives (GELOs)

A1 Goal: Effective skills in oral communication: Students will develop proficiency in composing and delivering planned and extemporaneous public presentations.

- A1.1 Find and evaluate a variety of source material in order to plan, develop and craft extemporaneous public presentations.
- A1.2 Deliver extemporaneous, in-person presentations in English that contain logically coherent and adequately supported assertions, organized to intentionally affect the specific listening audience.
- A1.3 Speak with confidence to a live audience in ways that reflect her or his distinct perspective and identity.
- A1.4 Apply communication theory, concepts, principles to make rhetorical choices (regarding language, organization, content/support, and delivery) to be effective with a variety of audiences and purposes (i.e., inform, persuade, entertain, commemorate).
- A1.5. Actively listen, critically evaluate and thoughtfully respond to the diverse perspectives of all members of the community.

2. Course Requirements

Major speech assignments. Each course shall require students to present multiple major speech assignments. These speech assignments, delivered in-person, in English, before a full classroom audience, shall be individually graded and, taken together, will account for at least 50 percent of the course grade. The students should develop original presentations of sufficient length to demonstrate the major skills of the course. The assignments shall require the student to undertake substantial research from a variety of sources and to synthesize the evidence to support or explicate the points of her or his presentation. The majority of speeches shall be presented in the extemporaneous mode, allowing for adaptation to audience response. Each student shall receive feedback on these assignments addressing a full range of rhetorical criteria such as content, organization, language, and delivery.

Additional speaking assignments. Each course shall include several additional speaking assignments and exercises designed to enable students to master the skills required for the major assignments and/or to develop skills in additional forms of public speaking. Collaborative work in the course is encouraged to help students experience the social construction of messages.

Written assignments. Various written assignments to support the speaking experience shall be assigned and instructor feedback provided on these assignments. These may include assignments such as preparation outlines, audience analysis surveys, reflection papers, speech analysis papers. Speech preparation assignments such as outlines should provide sufficient detail to show the relationships among the points and sub-points of the presentation and include the evidence used to support those points. Written assignments should account for a portion of the course grade.

42 **Course content and examinations.** Each course shall include readings, lecture/discussions,
43 and/or other sources of foundational knowledge that introduce students to the study of
44 communication as the process of human symbolic interaction focusing on the communicative
45 process from the rhetorical perspective: reasoning and advocacy; organization; language; the
46 discovery, critical evaluation and reporting of information; ethics of communicating one-to-many;
47 audience analysis and adaptation. Mastery of conceptual material should be formally assessed
48 and account for a portion of the course grade.

49
50 **Class structure.** The course must accommodate students' multiple oral presentations; therefore the
51 course enrollment should be limited. The instruction mode for curriculum forms should be C-04
52 and as such, significant student participation is the primary instructional method which
53 necessarily limits the number of students enrolled in each section of the course.
54

55 56 WRITTEN COMMUNICATION

57
58
59 **Area Requirements** All courses certified for Written Communication must meet all of the following
60 criteria in addition to the criteria specified for all General Education courses (pages X-X). Courses in
61 Written Communication should consciously aim to convey to students the goals and guidelines
62 articulated in CSUSM's GE Philosophy Statement.
63

64 65 1. Goals and Objectives (GELOs)

66
67 **A2 Goal: Effective skills in written communication: Students will demonstrate clear and**
68 **effective communication of meaning in their written work.**
69

A2.1: Formulate/construct a readily identifiable, specific, arguable, and suitably complex
thesis (e.g., provide a focus).

A2.2: Use substantial and varied evidence to effectively support the thesis.

A2.3: Compose a clear and compelling introduction and conclusion.

A2.4: Compose and organize paragraphs with smooth and logical transitions between
them.

A2.5: Consistently construct clear sentences using proper mechanics (e.g., spelling,
punctuation) such that the work is concise, fluid and engaging.

A2.6: Construct written work to be effectively tailored to a particular audience and
purpose.

70 71 2. Course Requirements

72 **Writing.** Writing assignments shall give students repeated practice in pre-writing, organizing,
73 writing, revising, and editing. The number of writing assignments and their careful sequencing
74 are as important as the total number of words written. A minimum of six essays, totaling a
75 minimum of 8000 words, is required. This minimum requirement excludes journal writing,
76 quizzes, or other informal or brief assignments. Although the majority of papers will be written
77 out of class, students should also have some experience writing in-class "on demand" essays.
78 Students shall receive frequent evaluations from the instructor.
79

80 **Reading.** Reading for the course will be extensive and intensive and will be linked to the division
81 or College offering the course. It shall include useful models of writing for academic, general,
82 and special audiences.
83

84 **Culminating activity.** The course will include a substantial written product, such as a long essay,
85 a portfolio of written work, or a final essay exam, as the course's culminating activity. The
86 culminating activity will incorporate revision (multiple drafts).
87

88 **Tutoring.** At the discretion of the university or the instructor, students may be required to attend
89 tutoring sessions as a corequisite to completing the course.
90

91 **Class size.** Classes shall be limited to 20 students. It is not acceptable to teach larger classes and
92 use readers or teaching assistants for paper grading or discussion sections.
93

94 **Grading.** A/B/C/No Credit/RP.
95

96 **Technology and Information Literacy.** Courses approved for Written Communication shall
97 include an assessable Information and Computer Literacy component that will require students
98 to develop an understanding of the core information sources and literature of the discipline.
99

100 **3. Course Level Evaluation and Assessment**

101 Student learning shall be measured by formative (process-oriented, such as comments and grades
102 on writing) and summative (through the culminating activity) methods.
103
104

105 **MATHEMATICS / QUANTITATIVE REASONING**

106 **CORE COURSES**

107
108
109

110 **Area Requirements** All courses certified for Mathematics/Quantitative Reasoning must meet all of
111 the following criteria in addition to the criteria specified for all General Education courses (pages X-X).
112 Courses in Mathematics/Quantitative Reasoning should consciously aim to convey to students the
113 goals and guidelines articulated in CSUSM's GE Philosophy Statement.
114

115 **1. Course Requirements**

116 All courses offered in General Education Mathematics/Quantitative Reasoning must have a prerequisite
117 of at least intermediate algebra and must use a level of mathematics beyond that of intermediate
118 algebra. No remedial algebra courses (e.g., Math 10, 20, and 30) can be used to satisfy this requirement.
119 Even if a course has intermediate algebra as a prerequisite, it will not satisfy the Quantitative Reasoning
120 Requirement unless it also meets each of the following three conditions:
121

- 122
- 123 • It must focus on the use of mathematical language and formal reasoning in a variety of diverse
124 disciplines, using a broad range of examples.
125
- 126 • It must provide some historical perspective on the role which this approach has played in the
127 development of human knowledge and of our understanding of the world.
128
- 129 • It must demonstrate a variety of methods, such as the use of abstract symbols, of numeric
130 techniques, of logical reasoning, of geometry, etc.
131

132 A **statistics component** may be included which must:

- 133
- 134 • Develop the students' ability to comprehend the power and broad utility of the fundamental
135 mathematical models presented, rather than merely teaching rote statistical skills; and
136
- 137 • Must indicate applications to several areas.
138

139 A **computer science component** may be included which must:

- 140
- 141 • Teach a computer language that is suitable for use in diverse areas;
142

- Teach this language in such a way that the student is led to a fundamental understanding of the nature of problem solving by combining data structures with algorithms; and
- Provide fundamental skills in the use of computers for the application of university level quantitative methods to the solution of problems in many diverse areas.

2. Goals and Learning Objectives (GELOs):

B4 Goal: Students will demonstrate knowledge of mathematical concepts and quantitative reasoning and their applications.¹

B4.1: Explain and apply a variety of fundamental mathematical concepts, symbols, computations and principles.

B4.2: Determine which quantitative or symbolic reasoning methods are appropriate for solving a given problem and correctly implement those methods.

3. Course Level Evaluation and Assessment

All Mathematics/Quantitative Reasoning General Education core courses shall include a clear means of assessing student learning. Instructors shall be responsible for evaluating student learning in their courses. Methods employed (e.g., examinations, pre and post tests, demonstration of specified skills, questionnaires) should provide faculty with an indication of teaching and learning proficiency. Student learning should be assessed in all sections of Mathematics/ Quantitative Reasoning cores each semester the course is offered.

- Proposals for Mathematics/Quantitative Reasoning courses shall address the question of assessment and shall identify the means by which faculty will assess student learning.
- Faculty are responsible for assessing student learning in their courses and should be able to demonstrate, by methods appropriate to their discipline, to what degree students have achieved the goals of the course.
- Faculty should assess student learning in all sections each semester the course is offered.
- Assessment data shall be used to improve student learning and to improve teaching. In addition, assessment data will be used to revise General Education courses. Use of assessment data in faculty personnel actions or evaluations shall be at the discretion of the individual faculty members teaching General Education courses.

¹ As per the requirements outlined in Executive Order 1033, *all courses offered in General Education Mathematics/Quantitative Reasoning must “include inquiry...into mathematical concepts and quantitative reasoning and their applications...Courses in subarea B4 shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.”*

ARTS

Area Requirements All courses certified for the Arts must meet all of the following criteria in addition to the criteria specified for all General Education courses (pages X-X). Courses in the Arts should consciously aim to convey to students the goals and guidelines articulated in CSUSM's Philosophy Statement.

201 **1. Goals and Objectives (GELOs)**

202
203 Students will gain an understanding of the ways in which the Arts engage, express, and inform the
204 human experience through arts practices, and study of various art forms and theories historically and
205 globally.

206
207
208 **C1.1** Students will describe the ways in which art informs us of issues of diversity (such as race,
209 class and gender) in a global, national or local context;

210
211 **C1.2:** Students will apply theoretical and/or critical perspective to the study of art past and
212 present;

213
214 **C1.3:** Students will recognize and explain various artistic styles from diverse cultures and
215 peoples;

216
217 **C1.4:** Students will use appropriate vocabulary to describe and analyze works of artistic
218 expression within the historical context in which the work was created.

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220
221 **For courses that have a methods component:**

222 **C1.5:** Articulate various theoretical principles in their analysis of works in the arts and
223 humanities.

224
225 **C1.6:** Use relevant research methods to analyze and interpret works in the arts and humanities.

226
227 **For courses that have a creative activity component:**

228 C1.7: Students will create works of art that demonstrate facility with the key techniques of the
229 art form in question. These courses will be taught face-to-face, rather than online.

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231
232 **2. Course Requirements**

233
234 **Writing.** Students will follow the writing requirements as outlined by the university. In addition,
235 they will demonstrate original thought and analytical skill in their written work. Lastly,
236 students will gain familiarity with research and resource technologies relevant to the various
237 arts disciplines though Information Literacy.

238
239 **3. Course Level Evaluation and Assessment**

240
241 **Assessment:** Assessment of student learning will take a multitude of forms, including writing
242 assignments, exams, discussion, and creative projects and performances; In any case, the
243 assessment of students should link to the Learning Outcomes listed above.

244
245
246 **HUMANITIES**

247
248 **Area Requirements** All courses certified for the Humanities must meet all of the following criteria in
249 addition to the criteria specified for all General Education courses (pages X-X). Courses in the
250 Humanities should explicitly support the goals and values articulated in CSUSM's Philosophy
251 Statement.

252
253 **1. Goals and Objectives (GELOs)**

254
255 **C2 Goal:**

256 Students will gain understanding of the ways in which the Humanities engage, express, and inform
257 diverse human experiences, situated within distinctive social, cultural, and historical settings, through
258 the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a

259 variety of world cultures. To this end, students will:

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C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.

C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.

C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.

For courses that have a methods component, students will:

C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the arts and humanities.

C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the arts and humanities, to historical processes of development and change.

For courses that have a creative activity component:

C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question.

2. Course Requirements

Writing. Students will develop their ability to communicate clearly and effectively in writing, demonstrating original thought, analytical skill, and college-level understanding of rules of grammar, punctuation, composition, and vocabulary. Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.

Research Methods and Critical Techniques. Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand.

Information Literacy. Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.

3. Course Level Evaluation and Assessment

Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied. Assessments of student learning should be cognizant of the Learning Outcomes stated above, such that progress toward those outcomes can be measured.

US HISTORY, CONSTITUTION AND AMERICAN IDEALS

Area Requirements According to EO 1033, CSU campuses may permit up to six semester units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) to be credited toward also satisfying General Education Breadth Requirements. CSUSM has designated the following GE areas as satisfying both the graduation and GE requirements:

- **Dh: US History**
- **Dc: US Constitution**
- **Dg: US Government**

316 All courses certified for the US History, Constitution and American Ideals requirement must meet all of the following criteria in
317 addition to the criteria specified for all General Education courses (pages X-XX). Courses in this area should consciously aim to
318 convey to students the goals and guidelines articulated in CSUSM's GE Philosophy Statement.
319

320 1. Goals and Objectives (GELOs)

321
322 **Dc/g Goal: Students will gain the basic knowledge necessary to participate as citizens in the American democratic**
323 **process.**

324
325 Dc/g.1: Students will be able to distinguish the major features of the United States and California constitutions.

326
327 Dc/g.2: Students will be able to describe the relationships between governmental institutions and actors and
328 nongovernmental actors such as political parties and interest groups as well as the effects of these relationships
329 on political processes and outcomes.

330
331 Dc/g.3: Students will be able to explain constitutional rights, including landmark cases that address free speech,
332 religious freedom and racial and gender equality as well as due process rights.
333

334 **Dh Goal: Students will understand the historical development of American society and politics.**

335
336 Dh 1. Students will be able to identify and discuss connections between the national past and present.

337
338 Dh 2. Students will evaluate differences and changes in interpretations of U.S. history as a discipline, and the U.S.
339 government as a system.

340
341 Dh 3. Students will demonstrate an ability to analyze, synthesize, compare, and critically evaluate multiple types of
342 evidence about the past.

343
344 Dh 4. Students will recognize different cultural practices, economic structures, and political institutions and be able to
345 explain why they have changed over time.

346
347 Dh 5. Students will critically evaluate the varieties of experience found in the historical record, exploring diversity as a
348 component of history.

349
350 Dh 6. Students will recognize the influence of global forces and identify their connections to local and national
351 developments.
352

353 2. Course Requirements

354
355 **Written assignments.** GE courses meeting the Dh requirement will include analytical writing assignments in which
356 students address historical issues. All courses will require at least 10 pages of writing during the semester.

357
358 **Course content and examinations.** As per EO 1061, courses that meet the Graduation Requirements in United States
359 History, Constitution and American Ideals must do the following:
360

361 A. Any course or examination that addresses the historical development of American institutions
362 and ideals must include all of the subject matter elements identified in the following subparagraphs
363 of this paragraph I.A. Nothing contained herein is intended to prescribe the total content or structure
364 of any course.

365
366 1. Significant events covering a minimum time span of approximately one hundred years and
367 occurring in the entire area now included in the United States of America, including the
368 relationships of regions within that area and with external regions and powers as appropriate to
369 the understanding of those events within the United States during the period under study.

370
371 2. The role of major ethnic and social groups in such events and the contexts in which the events

372 have occurred.

373

374 3. The events presented within a framework that illustrates the continuity of the American experience and its derivation
375 from other cultures, including consideration of three or more of the following: politics, economics, social movements,
376 and geography.

377

378 B. Any course or examination that addresses the Constitution of the United States, the operation of
379 representative democratic government under that Constitution, and the process of California state
380 and local government must address all of the subject matter elements identified in the following
381 subparagraphs of this paragraph I.B. Nothing contained herein is intended to prescribe the total
382 content or structure of any course.

383

384 1. The political philosophies of the framers of the Constitution and the nature and operation of
385 United States political institutions and processes under that Constitution as amended and
386 interpreted.

387

388 2. The rights and obligations of citizens in the political system established under the Constitution.

389

390 3. The Constitution of the state of California within the framework of evolution of federal-state
391 relations and the nature and processes of state and local government under that Constitution.

392

393 4. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the
394 establishment of cooperative processes under the constitutions of both the state and nation, and the political processes
395 involved.

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- Academic Program Discontinuance policy (revision)
- 5- Extended Learning Roles & Responsibilities policy (revision)
- 6- Human Subjects Protection in Research policy (revision)
- 7- Online Instruction policy (revision)
- 8- Credit Hour policy (new)

Graduation Requirements for Baccalaureate Degrees and Academic Certificate Programs policy (revision)

BLP

BLP has been at work on the following tasks:

A-Form Revisions: Our proposed revision of the "A-form" was approved at the December Senate meeting. Approval of the A-form allows a proposed program to be placed on the University Academic Master Plan (UAMP).

Program Proposals: The P-2 form submitted by CoBA to revise its M.B.A. program was approved at the December Senate meeting.

Proposed Planning Process for Long-Range Academic Master Plan: At the request of the Provost and as tasked by EC, we have been working on a proposed process for CSUSM's development of a new long-range academic master plan. CSUSM is in need of a new long-range academic master plan as the current "Academic Blueprint" nears the end of its lifespan. Our draft proposes the composition of a planning task force, its operating principles, and a realistic timeline for its work. We have met with Provost Cutrer, and the committee chair has presented our ideas to both the Senate's Executive Committee and with the Provost's Academic Affairs Leadership Council (AALC). We will be presenting our proposal at today's Senate meeting, and we welcome comments from Senate members and other faculty as we prepare a proposal.

Audit of FAD Report sent to Chancellor's Office: BLP will establish a subcommittee to examine the accuracy of the "FAD" ("Faculty Activity by Department") report submitted to the Chancellor's Office for Fall 2011. If you are interested in helping with this task, contact the committee chair.

FAC

Currently working on: (1) Consideration (and testing) of paperless RTP process & PTC report, (inclusion of letters of recommendation adding to current University RTP revisions), (2) FINALIZING collaboratively with college governance groups on new RTPs as a result of restructuring *(CoEHHS assembled an Ad Hoc committee to submitted a 'package' to FAC in preparation for February Senate meeting-Still under FINAL review; FAC providing feedback and will be ready for March Senate meeting), (3) Restructuring: *Temporary Eval - SoN policy revision, (4) Restructuring: Temporary Eval - CoAS policy revision, as well as Math & Sci- (name changes being made on documents), (5) Restructuring: CoAS RTP policy revision, as well as Math & Sci- (changes received from units, granted permission to submit name changes- will invite faculty representative to next FAC meeting), (6) Restructuring: Temporary Eval - CoBA policy revision (N/A), (7) Restructuring: *Temporary Eval - CoE policy revision, (8) 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; also new items for revision being proposed), (9) Restructuring: Library RTP policy revision – (Library in process of re-writing their RTP policy), (10) Restructuring: CoBA RTP policy revision- (N/A), (11) Restructuring: *CoE RTP policy revision, (12) Restructuring: *SoN RTP policy revision, (13) Restructuring: *Temporary Eval - SoN policy revision, (14) Range Elevation Policy (DONE, approved with amendments by EC 10.26 and presented 11.2.11 to Senate).

Will work on this next: Following up with colleges and units on RTP policies. Working on a policy for Department Chairs.

GEC

As reported in December (since we have had only one meeting since that report), we are currently working on:

The General Education Committee (GEC) has made significant progress towards the ongoing work on several major charges this year:

1. Directed by LEAP initiative and new Exec Order 1065, we are developing GELOs for Area E, and looking at potential revisions to the framing of the upper division part of the General Education Program. We will be holding related discussions with faculty drawn campus-wide during Spring semester to examine both thematic and disciplinary/multi- and/or trans-disciplinary approaches and articulation of "GELOs"—General Education Learning Objectives that express the learning outcomes we expect from our students.
2. Faculty subcommittees have drafted GELOs for areas in global studies and diversity/equity responding to charges from the President and Provost and the GEC continues discussing how these might articulate with models for the upper division GE. Plans are to hold discussions pursuant to this in the spring (see #1 above);
3. Finishing edits to a new GE Handbook presenting the LEAP initiative, our GE program and graduation requirements, and new area GELOs with related information for faculty teaching in the program(See Table of Contents, forwarded to Senate);
4. Responding to charges from the Chancellor as articulated in campus "graduation initiative" plans and "transfer models" from community colleges (see related proposal for satisfying American Institutions requirement by exam); and
5. 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:

1. Area faculty (based on invitations to all units that offer any courses in respective area) have met, consulted, developed and agreed upon common area GELOs for almost all of the lower division GE, information forwarded to Senate;
2. Policy for transfer students related to completion of American Institutions requirement in response to EO 1065, forwarded to Senate for discussion/approval;
3. Course reviews, information item forwarded to Senate (Chem 101 approved for B1; GEOG 202 approved for D)
4. Resolution on GEC course review for EC (affirming GEC approval of courses for GE credit and submission for Senate approval of policy changes).

LATAC

No report submitted.

NEAC

NEAC's main focus is now on rewriting the Constitution. NEAC chair has been preparing the document with the revisions and the committee will review and edit within the next two weeks in order to bring forth the revised document.

PAC

PAC is finishing its review and response to the Liberal Studies Program Review and will next consider the Biological Sciences Program Review.

SAC

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. In addition, SAC consulted with the Dean of Students regarding the link between this Policy and FERPA. Each educational institution creates its own tailored interpretation of this Federal Act of 1974. CSUSM's FERPA is at http://www.csusm.edu/policies/active/documents/family_educational_rights_privacy_act.html. The Course Records Policy emanates from FERPA. Since CSUSM's FERPA does not refer to course records, this policy exists.

Status of student grade appeals policy – the revised policy was brought to the Senate last academic year and was passed. It is now waiting for the President's signature. The concern being that with the current policy, the University is not in compliance with EO 1037 (implemented 8/1/2009). Specifically, EO 1037 requires the University to set campus procedures for dealing with allegations of improper procedure, while the current grade appeals policy does not provide for this. SAC instructed its Chair to inquire about the status of the revised policy.

SAC representatives' reports:

1. CUGR (Bass): The CSU Student Research Competition is coming up by the end of February
2. ASI (Carr & Parra): ASI is gearing up to its coming elections in March. It is also creating a lobby core to advocate for students' rights and speak out against the proposed budget cuts coming to the CSU system this year.
3. Dean of Students: Continue to support and promote SOAR (Student Outreach And Referral, www.csusm.edu/soar) and the Civility Campaign (www.csusm.edu/civility). The next Civility event is February 7, Civility Showcase, U-Hour

and will include free t-shirts for the first 70 participants to sign up for the campaign, free pizza, a 12:30 p.m. Civility T-shirt group photo, and information about the Exchange conflict resolution trainings.

UCC

Pending Forms: UCC is currently working with the originators regarding HSCI 200, SOC 348 & KINE 498. MATH 005 and Finance option P-2 and accompanying C/C2 forms to address UCC's concerns.

Forms Approved: In January, UCC approved CHABSS Curriculum Reconciliation, Elementary Subject Matter Prep Option and BRS 300, 301, 400, 490, 495 – C2 forms. They are reflected in the consent calendar.

UCC asked EC to charge BLP to investigate the prospect of moving the Option in Communicative Sciences and Disorders to state-support.

UCC asked EC to review the policy governing the approval process of independent studies on campus.