

**ACADEMIC SENATE MEETING**  
**Wednesday, December 1, 2010**  
 \*\*\*\*\* Note change in meeting time: 1:15 – 3:05 p.m. (approx.)\*\*\*\*\*  
 Commons 206

[Send an email to  
the voting  
Senators'  
listserv.](#)

- I. **Approval of agenda**
- II. **Approval of minutes of 11/03/2010 meeting**
- III. **Chair's report:** [Rika Yoshii](#) Referrals to committees
- IV. **Secretary's report:** [Mohammad Oskoorouchi](#) *The following item has been forwarded to the university administration:*

[BLP](#) [Resolution](#) in Support of Findings and Recommendations of Data Reconciliation and Analysis  
Subcommittee of BLP

- V. **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.*

[UCC](#) Course & Program Change Proposals

- VI. **Old Business** *The following items are presented to the Senate for a second reading. At the second reading, the item is official senate business. Debate for or against the motion is made during the second reading, and amendments to the motion are considered. A final vote is taken on whether to approve or, in the case of administrative policies and procedures, endorse.*

- A. FAC Dept Level Standards & Additional Material for Temporary Faculty Evaluations (new)
- B. FAC Head Coach Performance Appraisal (revision)
- C. SAC Faculty Management of Course Records (revision)
- D. APC Declaration of Major (new)

- VII. **New Business** *The following items have been moved and seconded, and are presented to the Senate for a first reading. The purpose of the first reading is to discuss the item; no amendments are made to items during the first reading. Comments on first reading items may also be made to the presenters via e-mail or other means. Items become senate motions at the time of the second reading (see Old Business). A motion to move a first reading item to second reading status is permitted, but should be undertaken only after any general discussion has concluded.*

- A. BLP/UCC Minor in Music Technology – [Beavers/Fang](#)
  - B. APC Course Repeat Petition policy (revision) – [Aboolian](#)
  - C. SAC Resolution in Support of the CUGAR – [Meilich](#)  
*suspension of the rules requested*
- } pending EC action

- VIII. **President's report:** Karen Haynes
- IX. **Provost's report:** Emily Cutrer
- X. **ASCSU report:** [Brodowsky/Montanari](#)
- XI. **CFA report:** [Don Barrett](#)
- XII. **ASI report:** Amanda Riley
- XIII. **Committee reports** See written reports.
- XIV. **Senators' Concerns and Announcements**

**Hot Topics** For more information, visit the [Senate website](#)

Diversity	SB 1440
Early Start program	Restructuring proposal
Temecula campus	Graduation Initiative
Next Steps Workload Committee	

**Referrals to Committee**

<b>Committee</b>	<b>Item</b>	<b>Originator</b>
APC	Investigate and address catalog language changes for self support credit programs and courses	EC
BLP	Investigate and address A form changes for self support credit programs	EC
BLP	Investigate accessibility of self support credit courses	EC
BLP	Investigate self support use in relation to CAMP	EC
FAC	Investigate and address course evaluation of self support credit courses	EC
NEAC	Consider suggestions on shared governance	faculty member
SAC	Student Grade Appeals policy update (E.O. 1037)	SAC
SAC	Management of Student Course Records – online courses	EC member

**CONSENT CALENDAR****UCC Course & Program Change Proposals**

<b>SUBJ</b>	<b>No</b>	<b>New No.</b>	<b>Course/Program Title</b>	<b>Form Type</b>	<b>Originator</b>	<b>Rec'd AP</b>	<b>To UCC/ Senate</b>	<b>UCC Action/ Appr.</b>
BIOL	452		Medical Genetics	C	Denise Garcia	10/6/10	10/20/10	11/22/10
BIOT	498		Stem Cell Internship	C	Bianca Mothé	3/1/10	3/22/10	11/22/10
CHEM	416		Instrumental Methods of Analysis	C-2	Jackie Trischman	11/10/10	11/15/10	11/29/10
CS	643		Advanced Database Mgmt Systems	C-2	Rocio Guillen	10/14/10	10/20/10	11/15/10
HIST	342		History of Sports in the United States	C	Jeff Charles	10/14/10	10/20/10	11/8/10
MGMT	470		Strat Mgmt of Technological Innovation	C	Ofer Meilich	11/5/10	11/12/10	11/29/10
PSYC	392		Laboratory in Sensation and Perception	C-2	M. Fitzpatrick	11/10/10	11/15/10	11/29/10
PSYC	559		Selected Topics in Psychology	C	M.Fitzpatrick	11/10/10	11/15/10	11/29/10

2<sup>nd</sup> Reading

FAC: Policy on Department Level Standards and Additional Material for Temporary Faculty Evaluations

*Rationale: Janet Powell originally asked that FAC develop a process for Senate approval for both tenure line and lecturer **department level** standards and requests for additional materials in all evaluation processes. After reexamining the RTP Department Standards guidelines, she realized this has already been done for the tenure line faculty. Thus, FAC only needed to develop a policy for the approval of departmental standards and materials for lecturers. This is necessary because such standards are essentially an extension of the evaluation policy and must not violate the CBA.*

- Definition**            *A policy governing the addition of materials for temporary faculty evaluations.*  
**Authority**            *The collective bargaining agreement between the California State University and the California Faculty Association.*  
**Scope**                *Eligible faculty and employees at California State University San Marcos.*

1  
1 I. Standard Development

1            All department standards and/or additional material required for Working Personnel Action Files (WPAFs) for  
2            the evaluation of temporary faculty shall conform to the Collective Bargaining Agreement (CBA) and the  
3            evaluation policies of the College or equivalent unit.

1  
1 II. Standard Implementation

1            A. At the department level, faculty with less than a 0.5 time base shall be entitled to a 0.5 vote. Faculty with a  
2            0.5 or greater time base shall be entitled to one vote. The standards and/or additional material shall then be  
3            approved by the appropriate committee of the College or equivalent unit, the Dean and the Academic Senate  
4            before use in the evaluation process.

1            B. Per the CBA, within fourteen (14) days after the first day of instruction of the academic term, the appropriate  
2            administrator shall advise temporary faculty in writing of any such department standards and/or additional  
3            material required for WPAFs.

1            C. Once the evaluation process has begun there shall be no changes in criteria and procedures.

2<sup>nd</sup> Reading  
FAC: Head Coach Performance Appraisal

*Rationale: During the 2009-2010 school year FAC revised the Interim Coach Evaluation Policy used to evaluate coaches in the athletics program at CSUSM. At that time the committee combined multiple forms and evaluation tools into a coherent policy. Changes were made to the draft policy as comments were received. Feedback was requested from coaches and directors of the athletic department last year, however little was received. This year forms were sent again to coaches for their review prior to presentation to the executive committee. As a result, additional changes with regard to the collective bargaining agreement were made. This form summarizes the work by FAC in cooperation with the athletics department (with feedback from CFA coach representative from CSU system), and CSUSM CFA representation.*

**Definition:** A policy governing the evaluations of head coaches in the CSUSM athletics program.  
**Authority:** The collective bargaining agreement between the California State University and the California Faculty Association.  
**Scope:** Eligible faculty unit employees of CSU San Marcos.

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**CSUSM ATHLETICS  
HEAD COACH PERFORMANCE APPRAISAL**

Coach \_\_\_\_\_ Date \_\_\_\_\_

**PART A. GOAL SETTING AND SELF ASSESSMENT.** Goals should be established before the season by the Head Coach in each area. At the year-end evaluation performance towards those goals will be measured and new goals will be established for the next year. Support needed to reach goals in each area should also be noted.

**1. ATHLETIC EXCELLENCE** GOALS

Overall Record Goal: \_\_\_\_\_

Overall Record Achieved: \_\_\_\_\_

Conference Standing Goal: \_\_\_\_\_

Conference Standing Achieved: \_\_\_\_\_

Post Season Goal: \_\_\_\_\_

Post Season Achieved: \_\_\_\_\_

Recruiting Goals: \_\_\_\_\_

Recruiting Accomplishments: \_\_\_\_\_

*Goals for next year -*

Overall Record: \_\_\_\_\_

Conference Standing: \_\_\_\_\_

Post Season: \_\_\_\_\_

Support needed to reach goals: \_\_\_\_\_

**2. ACADEMIC EXCELLENCE**

Team GPA Goal: \_\_\_\_\_

Team GPA Achieved: \_\_\_\_\_

Exhausted Eligibility/Graduation Rate Goal: \_\_\_\_\_

Exhausted Eligibility/Graduation Rate Achieved: \_\_\_\_\_

*Goals for next year -*

Team GPA: \_\_\_\_\_

Graduation Rate: \_\_\_\_\_

Support needed to reach goals: \_\_\_\_\_

**3. FUND RAISING/COMMUNITY INVOLVEMENT**

Team Fund Raiser \$ Goal: \_\_\_\_\_

Team Fund Raiser \$ Achieved: \_\_\_\_\_

In-Kind Goal: \_\_\_\_\_

44 In-Kind Achieved: \_\_\_\_\_  
 45  
 46 *Goals for next year –*  
 47 Cash Raised: \_\_\_\_\_  
 48 In-Kind Raised: \_\_\_\_\_  
 49 Support needed to reach goals: \_\_\_\_\_  
 50

51 **4. REFLECTIVE STATEMENT**

52 **Comments on how coaching approach impacted the performance of the student-athletes.**

53  
 54 **Comments on how coaching approach advanced the department and university mission.**  
 55

56 **PART B. ADDITIONAL MATERIAL (OPTIONAL).** To be added by coach. Some examples include peer input and  
 57 awards. Athletic Director’s comments on these materials must be part of the review (Part C).  
 58

59 **PART C. ATHLETIC DIRECTOR REVIEW**

60 **The following scale will be used to rate performances in each of the areas listed below. Ratings of unsatisfactory**  
 61 **performance or outstanding performance will be accompanied by written comments.**

62	NA	Not Applicable or Not Observed	3	Satisfactory
63	1	Unsatisfactory	4	Commendable
64	2	Marginal	5	Outstanding

65 **1. Athletic Achievement and Coaching Skill**

- 66 a. Sets meaningful goals for team athletic achievement \_\_\_\_\_
- 67 b. Overall athletic achievement of team \_\_\_\_\_
- 68 c. Maintains a current knowledge of sport rules and trends \_\_\_\_\_
- 69 d. Demonstrates ability to teach and motivate players to produce maximum results \_\_\_\_\_
- 70 e. Exercises control, leadership, and sound judgment during practices and competitive events \_\_\_\_\_

71  
 72 Comments

73 **o 2. Administrative qualities**

- 74 a. Effectively plans, administers, and monitors team scheduling, travel, and budgets \_\_\_\_\_
- 75 b. Completes reports promptly and maintains organized records \_\_\_\_\_
- 76 c. Communicates effectively \_\_\_\_\_
- 77 d. Makes effective use of Assistant Coaches and student workers \_\_\_\_\_

78 Comments

79 **3. Athlete academic achievement**

- 80 a. Promotes student athlete academic progress \_\_\_\_\_
- 81 b. Works cooperatively with academic support services to monitor the academic progress of student athletes \_\_\_\_\_
- 82 c. Makes a consistent effort toward the improvement of graduation rates \_\_\_\_\_
- 83 d. Overall team academic achievement \_\_\_\_\_

84 Comments

85 **4. Recruiting**

- 86 a. Establishes an effective recruiting system that is consistent with NAIA, university and department philosophy and  
 87 available budgets \_\_\_\_\_
- 88 b. Establishes a rapport with regional high schools and coaches \_\_\_\_\_
- 89 d. Accurately assesses prospective student-athletes and effectively awards available athletic aid within institutional  
 90 and team limits \_\_\_\_\_

91 Comments

92 **5. Commitment to the goals of the University and Athletics Department**

- 93 a. Demonstrates commitment to the mission and purpose of the University and Athletics \_\_\_\_\_
- 94 b. Works cooperatively with other coaches and staff \_\_\_\_\_
- 95 c. Demonstrates commitment to NAIA Code of Ethics and Coaches Code \_\_\_\_\_ Comments

96  
 97  
 98 6. Overall rating and comments Overall Rating : \_\_\_\_\_  
 99

100 **7. Overall Recommendation**

101

102 **PART D. SUMMARY DATA FROM STUDENT-ATHLETE EVALUATIONS.** To be provided by Athletic Director.  
103 Coaches may comment on these data in their reflective statement (Section A4). Athletic Director may use these data as  
104 part of the review (Part C).  
105

106 **By signing this form, you are *not* indicating that you agree with the evaluation. Your signature indicates that you**  
107 **have been provided with a copy of this evaluation.**  
108

109 Pursuant to the CBA, a copy of this evaluation will be placed in your Personnel Action File (PAF) five days from this date.  
110 Within 10 days of receipt of this evaluation you may submit a rebuttal statement or response in writing and/or request a  
111 meeting with the Athletic Director to discuss the recommendation.  
112

113  
114  
115 \_\_\_\_\_  
116 **H.** Signature of Coach \_\_\_\_\_ Date

117  
118  
119 \_\_\_\_\_  
120 1 Signature of Athletic Director \_\_\_\_\_ Date

121 2  
122

## SAC: Policy for Faculty on the Management of Student Course Records

1 *Rationale: A routine re-examination of this policy. Changes incorporated for clarification and expansion of privacy*  
 2 *protection to all graded material. The issue of digital student course records will be dealt with in a later revision.*  
 3

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

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

**Scope:** All university Faculty

### 4 **Procedure**

5 Instructors have the responsibility to ensure confidentiality of the student records to comply with the Family  
 6 Educational Rights and Privacy Act of 1974 (FERPA 1974). Student records are defined as any documents  
 7 (including electronic) that include identifying student information (e.g. name with social security number, student  
 8 ID number, or grade). Documents include, but are not limited to, graded class assignments, homework, tests,  
 9 letters of recommendation and roster print-outs showing student name and any other type of personally  
 10 identifiable information (e.g., social security number, student ID number). The purpose of these guidelines is to  
 11 help faculty understand how to manage student records.  
 12

### 13 **I. Instructor Responsibilities**

- 14 A. Keep student records out of reach of anyone else, preferably in a locked cabinet.  
 15 B. Obtain the student's written permission before anyone other than the student-including spouses, parents,  
 16 significant others, and other relatives-can collect his/her graded work.  
 17 C. Keep student records for a minimum of one year from the end of the term when the work was completed  
 18 before destroying them.  
 19 D. Obtain the student's written permission before you leave his/her records outside your office.  
 20 E. All records left outside of office must be in a sealed envelope.  
 21 F. After one year, records may be discarded after identifying characteristics have been removed or destroyed.  
 22 G. Do not at any time use the entire ID Number of a student in a public posting of grades or any other student  
 23 records.  
 24 H. Do not ever link the name of a student with that student's ID number in any public manner.  
 25 I. Do not leave graded tests-student records (such as tests, papers, or assignments) in a stack for students to  
 26 pick up by sorting through the papers-materials of all students.  
 27 J. Do not circulate a printed class list with student name and ID number or grade as an attendance roster.  
 28 K. When the handing back of material in person substantially disrupts instruction (such as in sections with a  
 29 large number of students), it is recommended that the instructor assign a unique and confidential  
 30 identification code or number to each student, to be used in evaluated material that may be circulated for  
 31 students to sort through or as an attendance roster.  
 32 L. Questions regarding the FERPA and/or other student record privacy matters should be directed to the Vice  
 33 President of Student Affairs.  
 34

### 35 **II. Student Responsibilities**

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

## 2<sup>nd</sup> Reading

### APC: Declaration of Major and Specialization policy

*Rationale: This came to us from the Graduation Initiative Steering Committee. Students are reaching the number of units to graduate without having declared a major. One of the contributing factors to reaching 120 units and not being able to graduate is waiting too long to declare a major. This policy is intended to facilitate time to degree. At the system level, we need to facilitate all students in a timely manner to graduation so that more students have the opportunity to attend CSUs. There are currently efforts from orientation, etc. to encourage students to declare majors.*

**Definition:** The purpose of this policy is to establish the guidelines for declaring major degree programs thereby facilitating timely progress to degree completion.

**Authority:** The president of the university.

**Scope:** This policy applies to undergraduate students and undergraduate curriculum.

#### I. Declaring a major

- A. Every student must declare a primary major.<sup>1</sup>
- B. Students are strongly encouraged to declare a major before they reach 60 units. After a student has completed 60 units, s/he will receive a reminder from the registrar's office to declare a major.
- C. If students have not declared a major and/or chosen the major's area of emphasis by the time they have completed 80 units, a hold shall be placed on their registration and it will be removed after they meet with an academic advisor or submit a declaration of major/emphasis form.
- D. Some degree programs may have additional requirements for declaring a major, such as pre-requisites and/or a petition process.
- E. Certain classifications of students, such as student athletes, may be required to declare a major earlier than this policy stipulates. It is the student's responsibility to fulfill these requirements.

#### II. Impacted Programs

Students wishing to declare majors in any subject area that has admission limits, may do so only with approval from the department, school or program.

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<sup>1</sup> Students should check the website for the Office of Registration and Records for a current listing of degree programs that require signature approval for declaring the major. (As of AY 2010-11 the following degree programs require signature approval: Liberal Studies, Pre-Business, Nursing and Pre-Health majors.)



**1st Reading**  
**BLP/UCC: Minor in Music Technology**

1 **BLP Report to Senate** The Budget and Long Range Planning Committee (BLP) has reviewed the P-Form for a  
2 proposed Minor in Music Technology, giving careful consideration to the enrollment prospects for the proposed  
3 program as well as the resource implications of initiating the program. We thank the proposer, Dr. Bill Bradbury, for his  
4 prompt and collegial response to our feedback and our queries so that we could complete our evaluation in a timely  
5 fashion. BLP submits the following analysis of the impact of this proposed minor to the Academic Senate to assist  
6 senators in their consideration of the proposal.

7  
8 Program Demand: As noted in the P-form, this program would provide a minor for students primarily interested in  
9 technologies facilitating music production, including "recording technology, microphone techniques, sampling, sound  
10 editing, processing, and synthesis techniques." Students with such a minor could explore opportunities "in professional  
11 music studios, composition, music programming, sales and installation, audio editing and in multimedia, video and  
12 theatre." The P-form documents student interest in the program by stating that many current VPA students have  
13 requested the minor and that recent informal VPA departmental surveys also indicated student interest. All relevant  
14 courses for the minor are already in existence and show sustained strong enrollments, and it is noted that a number of  
15 students are already taking a number of the proposed minor's required courses and that this proposal allows a  
16 "coalescing [of] current curriculum" that students are already pursuing.

17  
18 Resource Implications: The P-form emphasizes that no new resources will be necessary to launch or maintain the  
19 program. No new courses are included in the 18-unit proposed minor, and all courses required for the minor are offered  
20 regularly by two tenure-track and one lecturer faculty. It is anticipated that current course offerings will be sufficient to  
21 meet demand; if necessary, course enrollments can be restricted to ensure that registered minors can get the courses  
22 they need. No new Library resources are anticipated, and it is expected that currently available equipment, lab space,  
23 software licenses (ProTools, Komplete, and Waves) and IITS staff support will be sufficient to meet the program's needs.

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25  
26 **UCC Report to Senate** UCC has finished its review of the Music Technology Minor proposed as a stand-alone minor  
27 housed in the Visual and Performing Arts Department. The purpose of the minor is to provide students who are not  
28 necessarily practicing musicians but are interested in the technology side of the music industry an introduction to music,  
29 and then an in-depth study of the use of technology in music from recording music to sound design and synthesis. This  
30 minor meets the needs of many students who are interested in music technology but do not have the music skills or  
31 performance inclination to pursue either the music minor or the music option in the VPA major. This minor differs from  
32 the current Music Minor in that it emphasizes music technology primarily while the Music Minor emphasizes skills in  
33 music performance and music theory/history.

34  
35 The program requires that students take one introductory level music theory course, MUSC 203 Elements of Music I, and  
36 one music survey course, MUSC 325 History of Rock Music or MUSC 427 Music and Culture in the United States. The two  
37 courses provide students an introduction to music. The students are then required to take four music technology  
38 courses, MUSC 302 Computer and Music, MUSC 304 Recording Techniques, and MUSC 402 Advanced Composition with  
39 Computers (twice). These courses introduce students to the creation of music and/or sound design with the use of  
40 computer-based technology.

41  
42 This is an 18-unit undergraduate minor that draws from the expertise of the Visual and Performing Arts Department  
43 Faculty and requires no new faculty resources. No new courses are proposed for the minor.

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

47

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

49 [11\\_curriculum.html#CoAS](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2010-11_curriculum.html#CoAS)

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This proposal is in Packet #13.

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## Proposed Catalog Language for the Minor in Music Technology

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The Music Technology Minor is designed for students whose focus is on the creation of music and/or sound design with the use of computer-based technology. Students in the program study basic and advanced recording technology, microphone techniques, sampling, sound editing, processing, and synthesis techniques as well as music theory (introductory) and American popular music. Students have access to high level professional studios on campus in which to complete their work. Skills developed in the minor can be applied to future work in professional music studios, composition, music programming, sales and installation, audio editing and in multimedia, video and theatre.

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	<u>UNITS</u>
MUSC 203 Elements of Music I	3
MUSC 325 History of Rock Music OR MUSC 427 Music and Culture in the United States	3
MUSC 302 Computers and Music	3
MUSC 304 Recording Techniques	3
MUSC 402 Advanced Composition with Computers <i>(course must be taken twice, for a total of six (6) units)</i>	6
TOTAL UNITS	18

**1st Reading**  
**APC: Course Repeat policy**

1 *Rationale: When this policy was revised in 2009 to implement changes required by EO 1037 it did not contain any*  
2 *mention of how to proceed in cases where a student failed a course 3 times. (This count does not include W grades,*  
3 *such as those a student receives when they are unable to pass a course for medical or personal reasons.)*  
4

5 *Currently petitions from students who want to take such courses for a 4<sup>th</sup> time have been decided on an ad hoc basis*  
6 *by Dean's offices in consultation with Departments, but a more clearly delineated policy will be helpful to all parties.*  
7 *Given the resource implications of students repeating courses multiple times, and the possibility that such students be*  
8 *better served by exploring other options it seems advisable that such repeats only be granted if a student is close to*  
9 *graduation and can demonstrate that there is a good chance that they will indeed pass the course on their next*  
10 *attempt.*  
11  
12

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

**Authority:** Executive Order 1037

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

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14 I. EXECUTIVE SUMMARY

15  
16 The PeopleSoft student system has the functionality to automatically calculate repeated attempts and  
17 academically renewed courses. This policy governs the application of this functionality and the appeals process.  
18  
19

20 II. PROCEDURE/APPLICATION

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22 A. Upon completion of grades, the PeopleSoft student system will identify all courses academically renewed and  
23 apply the corrected value to designate them as repeated courses, along with re-calculation of students' GPA.  
24

25 B. Undergraduate students may repeat courses only if they earned grades lower than a C (2.0).  
26

27 C. Except in unusual circumstances no course may be repeated more than two times. A student who is a senior  
28 in good standing and at most 3 courses away from completing the requirements for their major may file a  
29 written petition with the Dean of the College of their major to repeat an upper division course required for  
30 their major a third time. In this petition the student must

31 a. give a detailed explanation why they failed the course 3 times;

32 b. submit clear evidence that they know the prerequisite material for the course and are a  
33 senior student in good standing who has no more than 3 courses (including the course being  
34 petitioned) remaining for completing the requirements of the major. This evidence should include  
35 all relevant transcripts, and the narrative of the petition should clearly state the student's  
36 GPA and how prerequisite requirements are satisfied;

37 c. give a clear plan indicating how they will make sure that they will pass the course on their next  
38 attempt.  
39

40 —The final decision on the petition is made by the Dean's office in consultation with the chair of the department  
41 offering the course.  
42

43 B. An individual course may be repeated for "Grade Forgiveness" no more than two times.  
44 —

45 —(Grade forgiveness is the circumstance in which the new grade replaces the former grade in terms of the  
46 calculation of GPA.)  
47 —

48 D. A maximum of 16 semester units of Course Repeats can be used for "Grade Forgiveness". With regard to the  
49 limits on repeats, all such running totals begin at zero (0) at the beginning of the Fall term of 2009. (Grade

50 | forgiveness is the circumstance in which the new grade replaces the former grade in terms of the calculation  
51 | of GPA.)

52 |  
53 | C.E. An individual course may be repeated for "Grade Forgiveness" no more than two times, without exceptions.  
54 | The petition process may not be used to request that a course be repeated more than two times for grade  
55 | forgiveness.

56 |  
57 | D.F. Limits on repeated courses do apply to courses taken in matriculated status as well as coursework completed  
58 | via self support, e.g. extended learning, open university, etc.

59 |  
60 | III. PUBLICATION IN UNIVERSITY NOTICES

61 |  
62 | Information will be updated, as follows:

- 63 |  
64 | • Curriculum and Scheduling Office will publish in the General Catalog;  
65 |  
66 | • The CSUSM Enrollment Management Registration and Records website will be updated.  
67 |

1 | **1<sup>st</sup> Reading – *Suspension of the rules requested***  
2 | **Resolution in Support of the Committee for Undergraduate Research**

3 |  
4 | WHEREAS, The Academic Senate, through the Student Affairs Committee, provides advice  
5 | and recommends policy on all student issues including but not limited to policies and  
6 | procedures related to academic environments and student research competition; and

7 |  
8 | WHEREAS, It is the mission of the Committee for Undergraduate Research to promote,  
9 | support, and recognize faculty and student collaboration in research and creative activities;  
10 | and

11 |  
12 | WHEREAS, The Committee for Undergraduate Research brings together faculty, staff, and  
13 | students from all areas to develop opportunities for undergraduate research; and

14 |  
15 | WHEREAS, The short-term goals of the Committee for Undergraduate Research include  
16 | identifying core faculty committed to engaging undergraduate students in research and  
17 | fostering dialogue among faculty and students about the benefits of undergraduate research;  
18 | and

19 |  
20 | WHEREAS, The medium-term goals of the Committee for Undergraduate Research include  
21 | developing a system to link faculty and undergraduate students in research activities,  
22 | coordinating campus-wide student symposia and seminars, identifying resources to support  
23 | undergraduate research, and celebrating the achievements of faculty and student  
24 | collaborative research; and

25 |  
26 | WHEREAS, The work of the Committee for Undergraduate Research supports the mission of  
27 | California State University San Marcos to have “students work closely with a faculty of active  
28 | scholars and artists whose commitment to sustained excellence in teaching, research, and  
29 | community partnership enhances student learning;” now, therefore, be it

30 |  
31 | RESOLVED, That, the California State University San Marcos Academic Senate support the  
32 | work of the Committee for Undergraduate Research advocating for opportunities for students  
33 | to engage in research and creative activities; and be it further

34 |  
35 | RESOLVED, That the California State University San Marcos Academic Senate forward a copy  
36 | of this resolution to the university President, the Provost and Vice President of Academic  
37 | Affairs, the Vice President for Student Affairs, and the College/School/Library Deans.

## Standing Committee Reports

### APC

The Declaration of Major Policy will go through the second reading in Senate at Dec 1st meeting. APC has drafted the Course Repeat Petition policy which is under review in EC. APC is also working concurrently on the following policies (with more emphasis on the first two):

Excess Course policy (revise)  
Dual-Listing of Courses policy (new)  
Inactive Course policy – revise

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### BLP

The Committee is working on the following tasks:

**Program Proposals:** We have submitted our report on the proposed Music Technology minor, and we are finalizing a report on the proposed minor in Video/Film Production. We are now reviewing an A-form for a Master's in Public Health degree (MPH) and have just received P-form for a new credential option for Single Subject/English Learner Authorization and Preliminary Mild/Moderate Education Specialist.

**Academic Senate's Restructuring proposal:** BLP's assessment of the proposed restructuring of Academic Affairs was submitted to the Senate and to the Provost on November 15. This report is also available on the committee's Moodle page.

### Other Business

**SON non-voting delegate to attend BLP as Guest:** Dr. Denise Boren will begin attending BLP regularly on behalf of SON as a non-voting guest.

**Meeting with AALC:** BLP members met with the Provost's Academic Affairs Leadership Council on November 2 to recommend prioritization of budget proposals to be presented to the University Budget Committee (UBC).

**Self-Support:** BLP has been tasked by the Executive Committee to examine when and by whom courses and Programs are to be offered as self-support offerings. We have also been asked to examine how such decisions may affect students' access to programs.

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### FAC

No report provided.

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### GEC

No report provided.

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### LATAC

No report provided.

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### NEAC

NEAC is currently drafting amendments to the Constitution and By-Laws to:

- uncouple the Chair and Chair-elect roles so that the Chair and Vice-Chair are elected separately and can serve more than one term.
- provide a mechanism for the removal of committee members and senators who fail to meet their obligations.

These amendments will be presented to EC for discussion.

NEAC has considered the following questions and has decided not to pursue changes to the Constitution and By-laws:

- Should Senate officers give up their senate seats?
- Should there be a mechanism to balance experience levels of members of standing committees?
- Should faculty be limited in the number of committee seats for which they can run in a given election?

NEAC continues to consider the following topics:

- Whether the relationship between the Graduate Studies Committee and Academic Senate should be formalized.
- Lecturer eligibility for Senate committees.

Formalization of the Executive Committee's ability to form subcommittees.

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**PAC**

PAC has finished its response to the Political Science Program Review and is working on its response to the Women Studies Program Review. The committee is also working on final revisions to the Program Review Policy in preparation for bringing the policy to the Senate early in the spring semester.

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**SAC**

No report provided.

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**UCC**

No report provided.

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