ACADEMIC SENATE MEETING

Wednesday, October 3, 2012
1 – 2:50 p.m. (approx.)
Commons 206

I.   Approval of agenda

II.   Approval of minutes of September 5 meeting

III.   Chair's report: Jackie Trischman   Referrals to committee   *attached*

IV.   Secretary's report: Janet McDaniel   *The following Senate items have been responded to by the university administration:*

        AS   Resolution in Support of Proposition 30   *acknowledged*
        AS   Resolution Calling for Transparency in the Chancellor Search   *acknowledged*
        GEC   American Institutions & Ideals   *approved*

V.   President's report: Karen Haynes

VI.   Provost's report: Emily Cutrer

VII.   VP Student Affairs' report: Rodger D'Andreas for Eloise Stiglitz

VIII.   ASCSU report: Brodowsky/Meilich

IX.   CFA report: Don Barrett/Garry Rolison

X.   ASI report: Cipriano Vargas

XI.   Standing Committee reports: BLP,   *written reports for all committees are attached*

XII.   Consent Calendar   <mark>Pending EC action.</mark> *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   Recommendations   *attached*
        UCC   Course & program change proposals   *attached*

XIII.   Action items   *These are items scheduled for a vote, including second reading items.*   None

XIV.   Discussion items   <mark>Pending EC action.</mark>   *These are items scheduled for discussion, including first reading items.*

        A.   BLP/UCC   CEHHS: SoE Certificate: Advanced Study in Wikis, Widgets, and Web 2.0: Creating
                        Innovate Online Classrooms
        B.   BLP/UCC   CEHHS: SoN: Post-Master Certificates (4):
                        Clinical Nurse Leader
                        Clinical Nurse Specialist
                        Family Nurse Practitioner
                        Family Psychiatric Mental Health Nurse Practitioner

Next meeting: November 7th

XV.   Presentations

        Global Education Update: Robert Carolin   *Time certain 1:45 pm*

XVI.   Information item

        Parking safety issues memorandum

XVII.   Senators' concerns and announcements

Referrals to Committees

Committee	Referral
APC	update Credit by Challenge exam policy
APC	update the Latin Honors policy
FAC	Update university RTP policy for consistency with new Unit 3 agreement
FAC	University RTP: append checklist? move reference to memo?
FAC	Should student evaluation of instruction be changed to all-electronic format?
FAC	Applying for tenure in 5th year: consequences for WPAF made clear in RTP policy
FAC	Specification concerning end of appeals process in RTP
FAC	Codify whether lecturers have option to file WPAF electronically
LATAC	Become experts on Cal State On-line and on-line teaching issues in general
LATAC	Identify and recommend re academic/faculty issues related to teaching online
LATAC	Evaluate Cal State On-line and recommend how we should participate
LATAC	Identify policies that are needed for on-line/Cal State On-line work
LATAC	Comprehensive inventory of existing and in-development CSUSM online courses and programs
NEAC	Parameters for NEAC purview re non-Senate committee appointments
SAC	Student Grade Appeals policy: student compliance with informal appeals process

Standing Committee Reports

APC

APC has completed revision of the Latin Honors Criteria at Graduation policy and sent it to EC.

APC is currently working on:
1. Maximum Number of Units During Intersession policy (new)
2. Credit by Challenge Examination policy (revision)

BLP

Long-Range Academic Master Plan: In Spring 2012, the Senate approved BLP's resolution to authorize a Long-range Academic Master Plan (LAMP) task force, to be co-chaired by the incoming AVP-Planning & Academic Resources (Graham Oberem) and a faculty representative (the BLP Chair or her designee). BLP thanks ***Kathleen Watson*** for agreeing to co-chair the task force as the BLP Chair's designee. Recruitment of task force members is underway, per the guidelines established in last year's Senate resolution. The task force will launch a web page on the "Community" site within Cougar Courses (with a link from BLP's own page). The task force will be reporting regularly to BLP.

P-form Reviews: We are submitting reviews for several P-forms for today's Senate meeting:
School of Nursing, CEHHS:
Certificate: Post-MSN, Clinical Nurse Leader (CNL)
Certificate: Post-MSN, Clinical Nurse Specialist (CNL)
Certificate: Post-MSN, Family Nurse Practitioner (FNP)
Certificate: Post-MSN, Family Psychiatric Mental Health Nurse Practitioner (FPMH-NP)

School of Education, CEHHS:
Certificate: Wikis, Widgets, & Web 2.0

A-form Reviews: A-form reviews are conducted by BLP to make recommendations about whether new majors or graduate programs should be added to the University Academic Master Plan (UAMP). Additions to the UAMP ultimately require approval from the Chancellor's Office and the Board of Trustees before they become official. We are currently reviewing the following proposals: M.S.: Kinesiology (CEHHS), and B.A.: Theatre (CHABSS).

Review of Three-Year Rolling Plans in Academic Affairs: All units reporting to the Provost are currently developing proposals for three-year rolling budget projections that lay out possible new programs, positions,

equipment purchases, etc. All Colleges' proposals should be developed in consultation with respective faculty. All proposals will be reviewed by BLP and by the Academic Affairs Leadership Council (AALC). BLP will meet jointly with AALC and the Provost on November 19 to discuss and provide input on the proposals. BLP will send a follow-up report to the Provost and to the Senate to provide our written feedback on the process as well as substantive input regarding spending and programmatic priorities.

Additional Items Related to Budget & Long-Range Planning: BLP has heard reports from relevant administrators on both Cal State Online and the proposed new campus-specific "student success fee." For the substance of those reports, please see the BLP minutes on our Community page.

FAC

In the most recent NEAC call, we advertised two open seats: CEHHS 12/13 and Library 12-14.

With the passage of the new Collective Bargaining Agreement, FAC has been charged with making necessary changes to the University RTP Document regarding the evaluation of tenure-track faculty. FAC is also charged with reviewing college/school documents for the evaluation of lecturer faculty in terms of the new CBA.

GEC

In addition to the ongoing review of course proposals, the GEC is working on the following:
• Continued work on upper division General Education Learning Outcomes, GELOs, in order to bring our curriculum in line with the LEAP initiative.
• Revision of the course proposal forms to fit with the revised lower division GELOs, which were approved last academic year by GEC and the Senate.

Courses recently approved:
• CHEM 318: Chemistry of Wine and Beer (Area BB)
• GEOG 330: GIS Explorations Across the Curriculum (Area DD)

LATAC

The committee has begun discussing Cal State Online.

NEAC

NEAC has filled several vacant seats on committees through the year's first call and is in the process of running a second call to address remaining vacancies. Also, the committee has begun working on developing parameters for determination of types of committees subject to NEAC elections and/or appointments.

PAC

PAC has worked in the first weeks of the semester to familiarize members with the Program Review Policy and Guidelines that will enable review of Program Reviews coming before the Committee during the coming academic year. The Committee has also begun work on its response to the School of Nursing Program Review.

SAC

Response to Student Grade Appeals Committee (SGAC) report
At the 9.5 Senate meeting, the annual report of the SGAC was shared with the Senate. In the report, virtually all grade appeals from students were initially sent back to students with a request for students to follow the informal process before beginning the formal appeal process. This informal process is detailed in the Student Grade Appeals Policy and Procedures. There was a question from a Senate member as to why this was the case: it seems inefficient for all parties to for this to happen. The SAC Chair was charged with learning more about why this was the case. The SAC Chair spoke with Karno Ng, the Chair for the SGAC. She reported that referring students back to follow the informal process was inefficient and burdensome. She is working to move the entire process online, in part so that when students go online to file an appeal, they will first encounter a few questions that will screen if students have already completed the informal process. If not, they are directed to the procedures and only when that is completed, would they be then given access to the formal appeals process. The SGAC Chair also is interested in a way to provide better guidance/advisement to students who are considering a grade appeals. Could SAC perhaps be charged to explore this?

Student Grade Appeals Policy and Procedures-response from Provost
The Provost responded to the proposed revision to the *Student Grade Appeals Policy and Procedures*. She expressed interest in articulating further the qualifications of the students serving on the Student Grade Appeals Committee (SGAC), suggesting that perhaps students could have a minimum earned credit requirement in order to serve on SGAC. SAC discussed this and noted that, according to the existing policy and procedures, the students are appointed by ASI, using procedures that ASI established. The SAC Chair requested that the ASI representative to SAC take the Provost's inquiry about student qualifications to serve on the SGAC back to the ASI Board. The SAC Chair requested that ASI report to SAC what their procedures are. Existing ASI procedures may already have similar qualifications. SAC also requested to review the ASI procedures to understand the process better.

<div align="center">

UCC

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UCC is currently working with the originators regarding Theatre Arts Option and TA 304-401-489, B.A. in Human Development, HD 350 and 360, EDSS 548A, Reading & Literacy Authorization & Credential (P2) and EDUC 606-610-613-616-618-619 623-627 to address UCC's concerns.

Forms Approved: In September, UCC approved Post-MSN Nursing Certificates, Wikis, Widgets & Web 2.0 Certificate, with C forms for EDST 643-644-646- 647-648-649. They will be reflected in the consent calendar.
 In September, after careful review and extensive discussion with the originators and among UCC members, UCC approved Post-MSN Nursing Certificates, the Wikis, Widgets & Web 2.0 Certificate, with C forms for EDST 643-644-646- 647-648-649.

CONSENT CALENDAR

NEAC Recommendations

Committee	Seat & Term	Name(s)
Academic Senate	CEHHS 12-14	Deborah Bennett, Anne René Elsbree
Academic Senate	CHABSS 12-14	Karen Glover, Reuben Mekenye
Academic Senate	CHABSS 12/13	Sheryl Lutjens
Academic Senate	SSP-AR 12/13	Camilla Williams
General Education Committee	CHABSS-SBS 12-14	Aaron Finkle
Library & Acad. Tech. Committee	CSM 12-14	Ed Price
Student Affairs Committee	At large 12-14	Jay Robertson
Student Affairs Committee	At large 12/13	Reuben Mekenye
Professional Leave Committee	CHABSS-SBS 12/13	Bud Morris
Student Grade Appeals Cmte.	At large 12-14	Chetan Kumar
Student Grade Appeals Cmte.	At large 12-14	Ahmad Hadaegh
Student Grade Appeals Cmte.	ALT At large 12-14	Stephen Zera
Student Grade Appeals Cmte.	ALT At large 12-14	Deborah Kristan
Student Grievance Committee	CHABSS 12-14	Zhiwei Xiao
Student Grievance Committee	CSM 12-14	William Kristan
Arts & Lectures Advisory Cmte.	CHABSS 12-14	Francisco Martin
Co-Curricular Funding Cmte.	At large 12/13	Francisco Martin
Graduation Initiative Steering Cmte.	At large 12-14	Elisa Grant-Vallone
OCSL Advisory Board	CEHHS 12/13	Paul Stuhr
OCSL Advisory Board	CHABSS 12-14	Heidi Breuer
OCSL Advisory Board	CSM 12-14	Youwen Ouyang
Student Media Advisory Council	At large 12-14	Jonathan Berman
Student Media Advisory Council	At large 12/13	Matthew Atherton
University Global Affairs Committee	CoBA 12/13	Beverlee Anderson
University Global Affairs Committee	CEHHS 12-14	Sawssan Ahmed
University Global Affairs Committee	CHABSS 12/13	Rebecca Lush
University Global Affairs Committee	CSM 12-14	Youwen Ouyang
University Global Affairs Committee	Library 12/13	Melanie Chu
Veterans & Active Duty Steering Cmte.	At large 12-14	Kimber Quinney
Veterans & Active Duty Steering Cmte.	At large 12/13	Charles De Leone

UCC Course & Program Change Proposals

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Rec'd AP	To UCC	UCC Action
CHEM	318		Chemistry of Wine and Beer	C	Jose Mendoza	4/24/12	8/1/12	10/1/12
EDSS	P-2		Single Subject Credential	P-2	Paul Stuhr	9/27/12	9/28/12	10/1/12
EDSS	548A		Secondary Physical Education Methods A	C	Paul Stuhr	9/27/12	9/28/12	10/1/12
EDSS	548B		Secondary Physical Education Methods B		Paul Stuhr	4/18/12	4/24/12	10/1/12
HD	P-2		Bachelor of Arts in Human Development	P-2	Fernando Soriano	4/17/12	4/18/12	10/1/12
HD	350		Health and Human Development	C	Sawssan Ahmed	4/17/12	4/18/12	10/1/12
HD	360		Effective Counseling Interventions	C	Denise Chavira	4/17/12	4/18/12	10/1/12

**BLP/UCC: CEHHS: SoE Certificate: Advanced Study in Wikis, Widgets, and Web 2.0:
Creating Innovate Online Classrooms**

Report from BLP: The Budget and Long Range Planning Committee (BLP) has reviewed the P-Form for a proposed teaching certificate program, entitled "Wikis, Widgets, and Web 2.0." We thank originator Dr. Katherine Hayden (and the current sponsor, Dr. Joan Hanor) for prompt and thoughtful responses to our queries, which enabled us to complete our work in a timely fashion.

Teaching certificates offered through the School of Education may be taken as stand-alone programs (for example, for currently employed teachers who wish to develop new skills) or can be folded into a Master's in Education degree. If approved by the Academic Senate by the close of AY 2011-2012, the program will be launched in Fall 2012.

Program Demand:
While detailed projections are not typically provided in P-forms for certificate programs, the proposal specifically notes increasing demand for high-tech pedagogical tools in the K-12 sector (e.g., online instruction, use of GPS, etc.). Officials from numerous local school districts have expressed interest in having local access to training in such tools. It is anticipated that some students may initially enroll in one or a few courses as stand-alone trainings and then seek to expand their skill sets by completing all requirements for the certificate. This program is also viewed as a potential recruiting ground for applicants to CEHHS's Master of Arts program.

Resource Implications:
Extended Learning Delivery: This program is proposed for delivery through Extended Learning, and Extended Learning courses will be required to complete the program. Since the two required three-unit courses are already offered "stateside" to support several existing programs (including Nursing), the plan is to allow students to enroll in the existing stateside sections (through Open University for non-matriculated students) or additional special sessions sections and to offer the six one-unit elective courses through special sessions. As noted in an email from Extended Learning's Associate Dean Sarah Villareal, this means that "matriculated students can add on the six-one unit courses through self-support, ...[and] [t]hose units will count toward financial aid and toward their degree." The current per-unit fee for special sessions courses taken through Extended Learning is $225. The fee for Open University enrollment is $215 per unit.

Faculty: No new faculty hires are anticipated to support this program. Six of the School of Education's current tenure-track faculty have the necessary expertise to offer relevant courses, and three additional lecturers also possess the requisite backgrounds for contributing to the program. In response to a query from BLP, Dr. Hayden indicated that all of the prospective lecturer instructors for the program have taught in existing School of Education programs.

Staff: BLP anticipates that the enrolled students will require advising, so the need for staff to do this advising should be taken into account in CEHHS planning. EL's Associate Dean Sarah Villareal indicated in an email that the plan is for Extended Learning to provide advising for "non-matriculated (community) students."

Library: Dr. Hayden's correspondence with Dean Barbara Preece of the Library indicates that no book purchases are anticipated for the program, and it is anticipated that existing journal subscriptions will suffice to support this program. Additionally, no specific requests for Library instruction for program courses are anticipated at this time. *BLP emphasizes that, as a self-support program, any additional program needs must be detailed in advance so that appropriate course fees can be established.*

IITS: As the program is now configured, students will be responsible for providing their own required equipment (i.e., a GPS unit for one course and/or an iPad for another, etc.). As Dr. Hayden indicated in the course of her correspondence with the Vice President for Student Affairs that many prospective students may be able to borrow such devices from their respective employers; others will need to make arrangements to come up with such devices on their own.

55 While a number of courses in the curriculum will use Moodle, Dr. Hayden's correspondence with IITS Dean Wayne
56 Veres indicates that existing campus infrastructure will meet the program's requirements, and students will store
57 some work on an array of other existing open-source sites (such as Google Sites and YouTube).
58
59 *Potential Impact on Other Programs:*
60 The Computer Science Department noted its "support" of the program on the P-form's signature page. No
61 feedback or critique was provided.
62
63 **Report from UCC:** The Wikis, Widgets and Web 2.0 certificate program prepares K-12 educators for online
64 instructions, pedagogy and lesson planning. It provides a variety of experiences in using Web-based tools,
65 applications and strategies for managing digital learning. These classes can also be taken toward master's
66 degrees offered in the School of Education at CSUSM. The Wiki program includes two 3-unit and six 1-unit
67 courses. The two 3-unit courses are on-line and the 1-unit courses are offered in hybrid or online format. The two
68 3-unit courses are EDST 640: Using Web 2.0 Tools for Collaborative Video and Audio Projects in the K-12
69 Classroom and EDST 641: Designing Online Experiences for Teaching and Learning. The 1-unit courses include:
70 EDST 643: Using Mobile Technologies for Teaching and Learning, EDST 644: Social Media and Personal Learning
71 Networks in Education, EDST 646: Digital Citizenship in the Classroom, EDST 647: Adventures in Geocaching,
72 EDST 648: Cloud Computing for Education, and EDST 649: Implementing Adaptive Technology in the Classroom.
73

74
75 *For the complete curriculum associated with this proposal, visit the Curriculum Review website, under* COEHHS,
76 *lines 2-8.*
77
78 **Proposed Catalog Language for the Certificate of Advanced Study in Wikis, Widgets and**
79 **Web 2.0: Creating Innovative Online Classrooms**
80
81 This certificate program provides K-12 educators with experiences, knowledge of resources, and models
82 for effective implementation of emerging technologies that support teaching and learning in online or
83 face-to-face settings. The two 3-unit courses for the certificate are on-line and the one unit courses are
84 offered in hybrid or online format. The program provides a variety of experiences in using Web-based
85 tools, applications and strategies for managing digital learning that supports 21st century education. The
86 experiences prepare teachers to be teacher-leaders in the area of innovative educational design.
87
88 The 12-unit program requires completion of two 3-unit courses and six 1-unit courses.
89
90   Three unit courses include:
91
92   • EDST 640: Using Web 2.0 Tools for Collaborative Video and Audio Projects in the K-
93   12 Classroom (3 units) online
94
95   • EDST 641: Designing Online Experiences for Teaching and Learning (3 units) online
96
97   One unit courses include
98
99   ▪ EDST 643: Using Mobile Technologies for Teaching and Learning
100   ▪ EDST 644: Social Media and Personal Learning Networks in Education
101   ▪ EDST 646: Digital Citizenship in the Classroom
102   ▪ EDST 647: Adventures in Geocaching
103   ▪ EDST 648: Cloud Computing for Education
104   ▪ EDST 649: Implementing Adaptive Technology in the Classroom
105
106 (Note: the six one-unit courses listed above are all new courses being approved together with this
107 Certificate.)

1   **BLP/UCC: CEHHS: SoN Certificates (4):**
2 **Post-Master's of Science in Nursing Certificate for the Clinical Nurse Leader (CNL), proposed by**
3   **Pam Kohlbry**
4 **Post-Master's of Science in Nursing Certificate for the Clinical Nurse Specialist (CNS), proposed by**
5   **Amy Carney**
6 **Post-Master's of Science for the Family Nurse Practitioner (FNP), proposed by Amy Carney**
7 **Post-Master's of Science for the Family Psychiatric Mental Health Nurse Practitioner (FPMH-NP),**
8   **proposed by Nancy Coffin-Romig**
9
10 **Report from BLP:** The Budget and Long Range Planning Committee (BLP) has reviewed four P-Forms submitted
11 from the School of Nursing (CEHHS) for separate post-Master's-level nursing certificates. All proposals are aimed
12 at preparing the ranks of "Advanced Practice Nurses." All four certificates are comprised of already-existing
13 courses offered by the School of Nursing; all students enrolled in these post-MSN programs will enroll through
14 Extended Learning, as the existing MSN-level courses are already run as self-support offerings.
15
16 Program Demand:
17 While detailed projections are not typically provided in P-forms for certificate programs, the School of Nursing
18 faculty indicated to BLP that given the level of specialization (i.e., all prospective students will have a Master's
19 degree before matriculating in any of these programs), they anticipate only a small pool of students in each
20 program (perhaps 5-7 students per year for each program).   Each of these programs will contribute toward
21 students' eventual eligibility for a "Doctor of Nursing Practice" program that is currently in development in
22 collaboration with SDSU.
23
24 Two of the programs (CNL and FNP) are being developed in direct response to new federal certification
25 requirements:
26   CNL: The proposal states that this certification "is a mandatory position requirement for the VA"
27   (Department of Veterans Affairs) as of 2014.
28   FNP: The proposal states that the FNP certificate is intended to alleviate "the predicted
29   shortage of physicians in the future" because "the FNP is a primary care provider in
30   Family Practice Medicine." In discussions with BLP, proposer Amy Carney noted both
31   that this certification is required for practitioners to bill Medicare and is required
32   by many employers.
33
34 Additionally, the CNS proposal notes that "the CNS role is sought after for agencies that desire "Magnet
35 Recognition" status. This designation is an industry-recognized standard for health institutions, and any
36 institution wishing to be recognized as a "magnet" facility will include this certification in their relevant hiring
37 standards. Finally, the PNP certification "is in great demand due to a severe shortage of psychiatrists in San
38 Diego County."
39
40 Resource Implications:
41 *Extended Learning Delivery:* While program requirements will vary based on individual applicants' prior
42 coursework, the CNS, FNP, PNP programs will each require at least 18 units of CSUSM coursework, while the CNL
43 certificate requires at least 24 units. The programs are proposed for delivery through Extended Learning, and
44 existing Extended Learning courses will be required to complete the program. Depending on enrollment needs,
45 additional EL sections may need to be added to the School of Nursing schedules. The CNS proposal also indicated
46 that unspecified "instructional resources" would be required. It was also indicated that enrollment of new
47 students could hinge on "the availability of clinical placements."
48 *Faculty*: The addition of new students to existing MSN courses may require the hiring of instructors to cover
49 additional EL courses for MSN sections. Further, existing School of Nursing faculty will need to provide advising
50 services for the new programs (including evaluating applicants for admission), so the School of Nursing and
51 Extended Learning should remain in close consultation about faculty workload and possibly the necessity of
52 additional advising resources. It is imperative that all such advising services will be provided via Extended
53 Learning and not drain existing state resources.
54

55   *Staff:* BLP anticipates that the enrolled students will require advising, so the need for staff to do this advising
56   should be taken into account in CEHHS planning, in close consultation with Extended Learning. The proposers
57   emphasized to BLP that Extended Learning will provide much of the advising (transcript reviews of applicants and
58   incoming students).
59
60   *Library & IITS:* While the School of Nursing included no requests for new IITS or Library resources, the Library's
61   report to BLP noted the potential value of purchasing a subscription to the Cochrane Database of Systematic
62   Reviews (estimated at $3500/year, plus $1200 for a 3-year extension). *BLP emphasizes that, as a self-support*
63   *program, any additional program needs must be detailed in advance so that appropriate course fees can be*
64   *established.*
65
66   *Lab/Facilities/Clinical Placements:* At present, it is anticipated that current clinical facilities at the Palomar
67   Pomerado Health Education Center in San Marcos and at CSUSM's satellite facility in Temecula will be sufficient
68   for the new programs. The School of Nursing needs to remain in close contact with EL to ensure that sufficient
69   lab facilities are available.
70
71   *Potential Impact on Other Programs:*
72   As proposed, the School of Nursing's existing programs may be impacted by these proposals.
73
74   **Report from UCC:** The Post-MSN Nursing program includes four certificates: Family Nurse Practitioner, Clinical
75   Nurse Leader, Psychiatric Nurse Practitioner and Clinical Nurse Specialist. All the courses for the certificate
76   programs have already been developed, approved and are currently being offered in the Master of Science in
77   Nursing (MSN) program. The curriculum for each certificate was selected based on the requirements of Nursing
78   regulatory and accreditation bodies. The programs will be offered through Extended Learning like the MSN. They
79   will serve the needs of the community and also the partners of the School of Nursing at CSUSM. The Certificates
80   will also help students qualify for the Doctor of Nursing Practices currently being developed with SDSU.
81
82
83   *For the complete curriculum associated with this proposal, visit the Curriculum Review website, under [COEHHS,*
84   *lines 22-25](#).*
85
86   **Proposed Catalog Language for the Four Post-Master Nursing Certificates:**
87   **Clinical Nurse Leader (CNL) Certificate**
88   **Clinical Nurse Specialist (CNS) Certificate**
89   **Family Nurse Practitioner (FNP) Certificate**
90   **Family Psychiatric Mental Health Nurse Practitioner (PNP) Certificate**
91
92   **Post Master of Science in Nursing Certificates**
93
94   The Post Master of Science in Nursing (MSN) certificate is awarded to students who complete up to
95   38 units of study depending on the certificate, gap analysis findings of courses needed and
96   applicable courses in the students MSN program. Applications from students who hold a master's
97   degree in nursing will be reviewed individually to determine the courses needed. This certificate
98   program is eligible for financial aid.
99
100 **Admission and Application Requirements**
101
102 Admission to the Post MSN certificate program requires a master's degree in nursing from a
103 Commission on Collegiate Nursing Education (CCNE) or National League of Nursing (NLN)
104 accredited program, a minimum GPA of 3.0, and a copy of a State of California RN license.
105
106 Students should have computing skills sufficient to complete post graduate work including word
107 processing, PowerPoint and ability to use the internet for research of the best evidence for practice.
108

109   **Special Requirements**
110
111   Students in the nursing program must pass a physical health examination, and demonstrate a
112   sufficient immunization record consistent with that required of clinical placement in local health
113   care agencies.
114
115   The academic advisor for the School of Nursing, working with the Office of Disabled Student
116   Services, will assist students to determine what accommodations will be required for students to
117   meet the standards of our program.
118
119   A complete application consists of:
120   • a completed application form
121   • one set of official transcripts from colleges and universities attended with indication of a
122   MSN degree.
123   • proof of licensure as a registered nurse in California
124   • a reference list of two person's qualified to assess the applicant's potential to succeed as a
125   post graduate student, including one nursing faculty in the student's MSN program
126   • a resume or curriculum vitae
127   Applicants will be admitted annually. To be considered for admission, all required applications
128   should be received by March 1. Review of applications will continue until all the openings have been
129   filled. Applicants are notified of admission decisions following this process.
130
131   **Core Courses**
132   For all certificates, the following core courses are required:
133

	Units
NURS 502	2
NURS 503A	1
NURS 504	3
NURS 506	3

134
135   NURS 502   2
136   NURS 503A   1
137   NURS 504   3
138   NURS 506   3
139
140   **Clinical Nurse Leader (CNL) Certificate**

Course Number	Units
NURS 550	3
NURS 552	3
NURS 554	3
NURS 556	3
NURS 557	3
NURS 558	3
NURS 559	3
NURS 598A	1
NURS 598B	2

141   **Course Number**   **Units**
142   NURS 550   3
143   NURS 552   3
144   NURS 554   3
145   NURS 556   3
146   NURS 557   3
147   NURS 558   3
148   NURS 559   3
149   NURS 598A   1
150   NURS 598B   2
151
152   NURS 598 B is for the culminating experience – the CNL Immersion Project.
153
154

Clinical Nurse Specialist (CNS) Certificate

Course Number	Units
NURS 540	2
NURS 532A	3
NURS 533A or 533E	3
NURS 534A	2
NURS 535A or 535E	3
NURS 539	6
EDUC 608	3
NURS 598A	1

For Pediatric CNS specialty:

NURS 520	2

For Adult/Gerontology specialty:

NURS 560	2

For Advanced Public Health specialty:

NURS 512	2
NURS 514	3

Family Nurse Practitioner

Course Number	Units
NURS 540	2
NURS 532A	3
NURS 533D	3
NURS 534A	2
NURS 535D	3
NURS 520	2
NURS 526	1
NURS 560	2
NURS 539	6
NURS 598A	1

Family Psychiatric Mental Health Nurse Practitioner

Course Number	Units
NURS 580	3
NURS 582	3
NURS 584	3
NURS 532B	3
NURS 533C	3
NURS 534B	2
NURS 535C	3
NURS 539	6
NURS 598A	1

NURS 598A is the culminating experience and includes successful completion of a comprehensive exam that will prepare the student for national certification.

Cal State San Marcos

MEMORANDUM

To:	Belinda Garcia Director, Parking and Commuter Services
	Regina Frasca Director, Risk Management & Safety
	Linda Hawk Vice-President, Finance and Administrative Services
From:	Jacqueline Trischman Academic Senate Chair
Date:	September 26, 2012

Subject: Faculty Concerns About Parking

Thank you for encouraging the faculty to share their concerns over the current parking configurations, rules, and enforcement here at CSUSM. We deeply appreciate the way in which you ensured us that you had heard our initial concerns, and the way you seem to have responded to those concerns right away. As discussed via email, we asked faculty to respond to a very brief survey about parking on campus. In this memo, we share the results of this survey (raw results are attached), along with some summary and interpretation (below).

First, we had 101 respondents. This is a very high response number for a week-long faculty survey. There were 14 people who responded that they had no problems with the current set-up of parking on campus. Overall, the most common problems noted were speeding, running stop signs, reckless driving, and dangerous pedestrian behavior.   Just over half of the respondents (n=51) had significant concerns over speeding in the parking structure and lots, especially noting speeding down the ramps in the parking structure and just after classes let out in Lot F. Several reported almost being hit both as a pedestrian and in their cars. The outline below includes a summary of the most common complaints and some suggested solutions.

Members of our Executive Committee volunteered to be points of contact for you should you have further questions or if you would like a walk-through to explain the problems visually: Parking Structure Concerns – Vivienne Bennett (vbennett@csusm.edu) ; Lot F/H Concerns – Janet McDaniel (mcdaniel@csusm.edu) ; and General Concerns – Jackie Trischman (trischma@csusm.edu). We ask that you let the Academic Senate know of plans that may be in the works to address some of these issues, and that you consider how other problems that are brought up may be investigated further and eventually solved or minimized to the extent possible. Please note that the merits of the various suggestions to solve the problems were not discussed or debated. We are simply summarizing suggestions that were made in the survey.

Thank you for your attention to these concerns.

PARKING STRUCTURE

Concern 1: Speeding down the ramps and around the corners

Suggested solutions:
Install speed bumps of some sort on structure ramps
Place stop signs at the end of ramps
Make ramps right turn only
Paint speed limits on pavement or hang signs or put lights around signs
More enforcement
Awareness campaigns, e.g. publicize number of citations and dollar amounts of fines, use odd
speed limit numbers and publicize them in campus media
Move longer-term parking to 3rd and 4th floors to make the garage safer for all – light those floors
well and place more cameras in there to ensure safety at night. If remoteness is a concern,
move this parking out toward Lot N.

Concern 2a: Visibility at end of the ramps is poor

Suggested solutions:
Remove the parking spots at the end of the rows on the ramps
Make ramps right turn only to avoid cars coming from opposite direction unseen
Place mirrors at end of ramps

**Concern 3: Extended cab/bed trucks parking in spots at end of rows and all along ramps –
Causes ramps to be one-lane rather than two**

Suggested solutions:
Paint lines for lanes up and down ramps – do not allow vehicles to extend beyond lines into lanes
Add spots for longer vehicles where appropriate

**Concern 4: Pedestrian safety in general, including using the garage as a shortcut, skateboarding
down ramps, walking down the ramps and in the lanes in general, texting while walking in the
middle of lanes, and tripping hazards at the elevators**

Suggested solutions:
Define pedestrian walkways with paint and signs
Create a more attractive shortcut than going through the garage from housing and Sprinter station
Speed bumps to prevent skateboarding down ramps
Please address the tripping hazards near the elevator

Concern 5: Faculty/staff spots in general not adequate

Suggested solutions:
Provide more faculty/staff parking to reflect the opening of SBSB, preferably near the elevators
on the first 3 floors
Provide some F/S parking on top floor for faculty who teach night classes
Provide more shaded F/S spots in general
Provide more F/S parking spots away from the student parking – there is a big difference in how
students treat their vehicles in general and how F/S treat them. Please respect this difference by
providing different areas for their parking.

Concern 5: Congestion at peak times

    Suggested solution:
    Either add a light or direct traffic at peak exit and entrance times for the garage

LOTS H and F

Concern 1: Speeding, especially right when classes get out, along with ignoring stop signs and cutting corners

    Suggested solutions:
    Stop signs at end of rows
    Enforcement/ obvious police presence
    Speed bumps
    Make rows one way

Concern 2: Pedestrian safety, including commonly having pedestrians walking in the entrance and exit lanes for Lot H and in traffic lanes in general

    Suggest solutions:
    Make dedicated pedestrians lanes
    Complete the paved connection for pedestrians between Lot F and Lot H, allowing
      people who pull carts to use pedestrian paths rather than traffic lanes
    Add a stop sign for cars exiting Lot H
    Make lanes in Lot H one-way with arrows
    In Lot F, address blind spots by striping additional parking spaces next to existing
      pedestrian walkways

Concern 3: Obvious student parking in Lot H and 2-hour spots being used all day – Please enforce.

Concern 4: Access points

    Suggested solutions:
    Add more access points to Lot F to ease issues with going into Lot E and making that dangerous
      left turn as well as to ease congestion at peak times and if there were to be an emergency

GENERAL CONCERNS APPLYING TO ALL ROADS/WALKWAYS

Concern 1: Texting while backing out and then while driving

    Suggested solutions:
    Enforcement!
    Make lanes one-way where possible if this is not going to be strictly enforced
    Awareness campaigns

Additional concerns:

Skateboarding on campus is an on-going problem. Skateboarders are seen traveling in bike lanes on a regular basis, and they are seen on walkways throughout campus. Please either enforce the ban on skateboarding or allow it in certain areas that are deemed safe for such modes of transportation.

Lack of sufficient disabled parking spots near buildings

Make sure the elevator works in the garage!

Better bike lanes are needed – cyclists are reckless in some areas, but often it is because there is no clear place for them to ride safely. More bike racks also suggested.

Jaywalking on streets in general – not sure how to stop on a college campus, but maybe some signs in areas where it is a problem, such as along Campus View Drive

Lots are dark at release of night classes – can officers be posted in Lot H and garage at those times?

Several faculty note observing carts and now trucks driving too fast in pedestrian areas

More spots requested for electric cars – if you walk through the lots, you can see that many F/S have invested in electric vehicles, and we do not have sufficient charging stations. They have requested addition of 240V stations if possible.

cc: Academic Senate Website

ID	*Have you seen or experienced anything in parking lots or the parking structure that has caused you to be concerned about the safety of drivers or pedestrians? If so, please describe.*	*Do you have suggestions on how to fix these problems?*	*Is there anything else you would like to tell us about parking on campus?*
1	My car doors have been dinged and scratched pretty badly in the parking lots. I know that others have as well.	Please, PLEASE have more faculty/staff parking that is away from the student parking. I see students swing open their doors and bash the cars around them all the time!	I'd like to see an additional parking structure with a "green" roof, instead of just more sprawling lots.
2	it is very 'hairy' when turning corners going up or down the garage with cars parked on the end of the next row..Also, pedestrian safety is really not that ensured in its current iteration	Try and prevent cars from parking in the last slots on the corner going up/down, which allows cars to more easily turn in the garage.	This structure should have defined faculty spaces
3	Excessive speeding. Not stopping at stop signs.	Intermittent enforcement, with publication of the number of citations and dollar amounts.	
4	Cars driving too fast	Speed bumps.	Faculty parking in the bottom deck of the structure would be nice. The faculty lot is not shaded.
5	no	n/a	LOT H: many students park there - need more enforcement.
6	Vehicles going too fast, especially at lane intersections and turns	speed bumps	Can it be free? :-)
7	Yes. Students text while driving out of the parking lot behind Markstein. It's really a sight to see -- it's incredible that anyone can text and back out of a parking spot at the same time. And it's insanely dangerous!	The even more ironic thing about this situation is that sometimes a campus police car sits parked in the far corner of the big parking lot behind Markstein Hall. I know the car is there to catch cars speeding into the lot. But I think that if you posted a few officers in the lot itself -- especially when classes got out, you could deter students from driving and texting.	
8	In the parking structure I have experienced drivers driving down the ramps at dangerously high speeds with little disregard to the right of way for other cars.	Post stop signs atthe end of each ramp prior to making turns on both the in coming and the outgoing traffic.	No Thanks.
9	speeding students and sometimes staff/faculty and drivers running stop signs	some initial police patrols and tickest?	Students parking in faculty/staff lots in evenings and weekends
10	excessive driving speeds, skateboarders, pedestrians using the garage as a shortcut, drivers failing to yield, and poor visibility	Make the aisles right hand turn only as you go up or down the ramps; get rid of the end spots on every aisle to improve visibility on turning	
11	Reckless Driving in parking structure	More security presence	No
12	running stop signs	make students more aware of stop signs	none
13	No, but I dont like how dark and open the main parking lot is at night.	Increased police presence in the main parking areas for students and faculty leaving night classe	
14	speed in parking garage	police monitoring; speed limits writen on pavement	Please include some designated faculty/staff parking on first 3 floors near elevators.
15	Yes, I was almost hit by a student as I was entering the parking structure. They were driving to quickly and turned the corner of the structure going to fast.	Faculty parking only on the first floor of the parking structure, one ways and speed bumps is what they do at SDSU	There is a real shortage of faculty parking spaces near the new Social and Behavioral Sciences Building

16	no	n/a	parking is way too expensive
17	No	No	Be lenient, we're all getting older
18	Yes. In the parking structure many drivers, especially students, drive much too fast. They screech around the corners and they accelerate on the straight sections of the ramps. Especially going around corners, I can't even count how many times I have had an oncoming car cross the lane and nearly hit me.	1. Speed bumps. 2. Speed limit signs hung from the celings. 3. Periodic use of speed checking devices that show the speed of each car on a neon sign; 4. remove the first and last parking spots on every ramp on both the right and left sides and put up orange poles on all those spots to act as a visual warning that the end of the ramp is there. I noticed that one ramp has this now, but all ramps need it at top and bottom because it enables drivers to see cars coming around the curve. But speedbumps are essential. 5. Move the student cars to the 3rd and 4th levels. Since levels 1 and 2 are always parked up now, everyone has to go to level 3, leading to more speeding.	We now have an adequate number of spaces, which is great. But speeding is a concern and so is how students (again, it's mainly students) careen around the corners of the garage.
19	I regularly see unsafe driving in the lots behind Markstein--ignoring stop signs, cutting corners in left hand turns, speeding. And pedestrians often walk in the middle of traffic lanes. In their defense, the walk ways are not well defined, even after they repaved the lots last summer.	More police enforcement during busy times; better marked walkways for pedestrians.	It seems unfair to non residents that residents get to park in the first two floors of the parking structure. This means that those spaces change over infrequently during the day, and it creates problems as drivers speed up and down past these areas to get to open spaces. Why not designate resident parking in the large and largely unused flat lot to the east of the parking structure. It's almost as close, and would be fine safety wise.
20	Some (presumably) students seem to have little regard for their safety or anyone else's safety, and walk wherever they wish in the lots. I have also noticed campus staff driving Carts too fast in pedestrian areas, and not stopping for pedestrians.	Campus staff should be advised to be more careful while driving Carts in arae where pedestrians are crossing. Not sure what to say about careless actions by students.	Disabled parking spaces are generally convenient.
21	drivers going too fast	cite them	no
22	Speeding in the garage.	Turn on lights and drive slowly.	None.
23	large trucks parked at the end of rows blocking vision; pedestrians walking down the driving lanes without paying attention to vehicles.	block off spaces at the end of the major rows as is now the case on the 1st floor. Make oversize trucks park somewhere else so they don't intrude on the driving lanes; paint a stripe down the middle of the driving lanes to clearly delineate which side of the road people drive on	There really should be substantial reserved faculty/staff parking spaces in the garage.
24	pedestrians walking through the parking structure	students walk from the sprinter and housing to the pedestrian bridge. Cutting through PS1 is direct. We need a more attractive alternative.	
25	in garage cars go around cornets to get from one level to the next very quickly. to enter to ascend or descend a level cars come from two directions at speeds that exceed safety	mark structure floor to indicate specific direction to turn for ascending, for example all ascending vehilcles to alway turn to right as they reach each levek	
26	Driving too fast in parking structure.	Speed bumps.	

27	No		
28			You need to better monitor the 2hr parking spots. I have seen people parking there all day out side Markstein Hall
29	Yes, people who drive fast as they turn corners. We need more in-person surveilance.	Maybe lights around the signs that express the speed limit.	We need to have more areas designated for faculty/staff.
30	drivers coming around corners in parking garage too fast and wide	I would like to devote first two floors to staff and faculty and upper floors to students	
31	yes, speeding, skateboarding at speed down ramps, and SPEEDING	ways to slow down cars - speed bumps?	6th floor of new structure the least desirable place to park yet has lots of faculty spots - more faculty spots in COVERED parking would be great
32	No	No	No
33	People driving too fast, especially going up to a higher level	HAve campus police there during heavy traffic times to monitor and give tickets.	THe students living in th eQUAD have to park in the parking garage. The parking situation should have ben thought about before they opened the QUAD
34	structure is used by skate boarders. During busy times e.g. noon excessive congestion makes entry and exit difficult.	possibly some police help so that the flow in and out of the structure is smooth. i.e. stop other through traffic for blocks of time	
35	Yes, people drive much too fast in the parking structure. It is a recipe for accidents.	Maybe some sort of awareness campaign.	
36			
37	excessive speed, particularly on ramps in the structure	speed bumps, patrols	its much better now with the structure, but speed is a serious problem
38	jaywalking	plainclothes policemen giving tickets for jaywalking	pedestrians need to start obeying stop light signals
39	Very little	bumps probably is a good idea	put more spots for electric cars [only 2 now] and install 240V charging stations
40	There is no way to get out of the lots behind Markstein and Extended Learning in case of an emergency! During lunch and at the end of the day the lines are way too long; people get frustrated; the cars pulling in and out to try to get out and not taking turns is incredibly dangerous. The lack of handicapped spaces with a short walking distance (like the lot behind Markstein) do not exist and I have had a really difficult time getting to most of the buildings on campus. I mostly do not go to meetings in any buildings I can not access.	There need to be more access points to those lots. Having only one way of entering and exiting for all those parking spaces is definitely not safe and a potential serious situation. Old access routes have been closed and could be reopened. Roads from Security and/or CCF could also provide access to those lots taking a LOT of pressure off the other entryway.	Access to the parking lot behind Markstein has added a third to the time it takes me to get to campus.
41	Yes! I have seen many, many instances of people speeding through the parking structure, putting pedestrians and vehicles at risk.	Perhaps having campus police patrol the parking garage on a regular basis and issue tickets for speeding.	No
42	yes, in the structure the cars just zoom through and up and down the ramps totally without regard to drivers and pedestrians!	short of having a patrol car sitting in there all the time?	

43	not really. The parking slots are tight, but that just adds to the challenge of parking	n/a	I think, right now, there's plenty of it. Whether that will remain the case, I don't know
44	YES! And I was just thinking about this today as I drove into the faculty parking lot (behind Markstein). I couldn't a find a place there so had to park in the faculty section in the larger lot outside. Given that I need a rolling cart, there is no pathway other than walking on the blacktop of the street to travel between the outer faculty section in to the buildings... very dangerous!	Most students walk from the blacktop across a stretch of dirt to the closer faculty/staff parking lot. A paved path is highly needed!	Just wish there were a few more spaces available in the closer faculty lot (behind Markstein) as I frequently carry heavy loads or have a rolling cart... but otherwise, all is fine.
45	no	no	no.
46	People do tend to run the stop sign by the E lot. This poses a hazard to anyone turning left into that lot.	We need another stop light.	I have never had trouble parking on campus no matter what time I arrive.
47	fast driving, blind spots	mirrors?	make sure the elevators in the garage work!!
48	Cars travelling at dangerously high speed in the parking structure.	Spped bumps?	
49	Students and others walk through PS1 from the direction of UVA toward campus. Sometimes there are a number of students on both sides of the drive lane on the first floor, Sometimes drivers are looking for spaces or heading toward the ramp and going fast. Worry about pedestrian safety.	I suggest a yellow line to indicate pedestrian walking, like a bike lane, on the right side of the drive. Pedestrians could walk in front of the structure instead of inside.	I love parking in the structure, less sun, etc., but with dorm parking on the first 2 floors, I am using the faculty/staff lot adjacent to the structure. I would like to see those spaces covered like the structure.
50	I fell in the parking lot	the handicapped parking should with a bumper outside the elevators should have a bar to avoid people tripping over the tire stop when a car is not there.	no
51	No	N/a	Request more active ticketing of cars w/o faculty stickers in faculty parking. E.g. lot behind Markstein often has student cars in evenings
52	Absolutely; the boys skateboarding in the parking structure during the week	not really; maybe patrolling with a large fine and ticket	no
53	Students parked and standing outside of their car talking to other students in the parking structure, cars going too fast, pedestrians walking from the Sprinter station through the parking structure down the middle of the driving isles	How do you fix stupid???	We need more bike racks!!!
54	Cyclists have been noticed to be speeding recklessly in parking lots. This is dangerous to them and to motorists who may not see them coming.	Put warning signs for cyclists. Simply send out electronic information may not be enough	Cars traveling too fast in parking lots--noted especially in students.
55	Elevators in SBSB parking structure seem to have had a lot of outages for new equipment. Sometimes cars seem to be moving fast--speed limit reminders or more SLOW DOWN signage might be helpful	Speed limit signage and better/brighter marking for directionals, i.e arrows simply pointing for UP toward ramps to upper levels and arrows for DOWN for ramps to exits.	Appreciate the additional parking, thank you!
56	drivers drive too fast - I worry about the safety of pedestrians	speed bumps or cameras	no

57	lots of speeding in garage.	speed bumps!	stop light or a way to keep the garage traffic organized. whther its leaving or arriving
58	1. There is no pedestrian path from the big upper lot through the faculty/staff lot behind Markstein. Very dangerous for pedestrians. 2. Lots of blind spots in big lot when peds are crossing in front of cars. 3. Narrow lanes I lot behind Markstein means that cars often nearly collide head on.	1. Stripe a pedestrian walkway from big lot to Markstein. 2. Stripe the end parking spot of each row so drivers can see peds. 3. Make one way arrows in the fac/staff lot behind Markstein.	
59	Excessive speed in the parking garage.	Speed bumps	No
60	Speeding in the parking deck and people on their cell phones.	Police presence at the busiest times of the day	Nothing at this time
61	fast drivers	Put mirrors up when drivers go around the loops from PS1. Then they can see cars coming so they do not speed around each corner and almost hit each other.	PS1 should have faculty parking on top as well as bottom. It is dark leaving campus and going all the way to the bottom.
62	Yes -- speeding drivers as they go up the ramp. They don't look for pedestrians. People don't always stop at the stop sign right by the entrance/exit. Their view is also obstructed by parked cars.	Speed bumps, more patrols in the structure.	People don't stop at the stop signs on Craven Drive -- especially in the morning.
63	Yes, vehicles traveling too fast to exit the parking structure, rounding corners quickly to exit.	Not really (?)	No, I use the parking structure, but do have concerns about safety.
64	Not in structure, but on roads and sidewalks. Bicyclists are out of control, endangering THEMSELVES and others.	Good bike lanes from La Moree. The current westbound lanes start too late (after turning circle) and end too soon (hundreds of feet before stoplight). So bicyclists use sidewalk and the wrong side of the street.	Cite bicyclists for violations, such as not stopping at stop signs (at turning circle), riding on the wrong side of the road, and riding on sidewalks.
65	people drive too fast	educational campaign, signage	will the elevators in the parking structure across from SBSB ever work reliably on a regular basis?
66	Drivers driving far too fast in the parking structure, rounding blind corners at high speeds. The driving lanes are too narrow for two way traffic to allow for much margin of error in theses situations.	Posting speed limit signs an ENFORCING them. Possibly some one way traffic lanes to avoid the possibility of head on collisions.	There should be more spaces for alternative fuel vehicles and bicycles and reserved faculty parking in side the parking structure.
67	No	No	No
68	People speeding; people 'hanging out' in the parking struture	no, it's a big structure so how do we monitor it especially as it begins to get dark earlier?	for staff and faculty, maybe the parking ought to be on one floor but this still doesn't address the safety of students
69	Most every day I see excessive speeding. It's also common to see drivers on cell phones as they exit	At the very least, post speed limits! Big "5 MPH" signs painted on the ground at regular intervals. Better yet, lots of big speed bumps.	The parking situation is so much better now that we have the garage. But something really does need to be done to address the speeding problem in there.
70	Not really. I park on level 1 and other than the usual safety standards of "watch for cars/drivers when you are walking" "Watch for pedestrians" when your driving; "keep your wits about you when alone near your car"; all seems safe and "normal".	As mentioned above, use common sense and standard safety practices when you park.	There are student drivers who are still relatively new to campus and driving in general, so be careful and use caution when driving and walking in lots and the structure. An ounce of prevention is worth a pound of cure.

71	pedestrians crossing outside of lights. cars turning right in front of pedestrians.	make campus more pedestrian friendly and bicycle friendly	
72	No		
73	Pedestrians not looking at the drives seems to be a problem. Some (not frequent) drivers traveling too fast is something I have observed.	Maybe some "heads Up" signs for the pedestrians reminding them to make eye contact with driveers for everyone's safety.	
74	Yes. Lack of general regard to right of way when yielding or turning corners in the parking structure	Stop signs perhaps	Traffic lights on Barham have helped immensely
75	Yes, particularly in the parking structure. Two primary problems: (1) People drive too fast, and (2) Drivers have to swing wide to avoid hitting cars parked in the corner end spaces.	For speed, install speed bumps that will, hopefully, force people to slow down. For the second problem, line out all corner end spaces as "No Parking" spaces. There is plenty of parking room in the structure	
76			Parking should be ree on Campus on the weekends and Holidays, especially around Athletic Facilities.
77	Occasional incidents of Dangerous driving by students; difficult/confusing entry into the huge parking lot which eventually leads to the Markstein parking lot	More awareness, education	I am always worried about the streams of students suddenly crossing my path as I enter the faculty lot behind Markstein
78			I wish there were an area in the parking structure for 2 hour parking so that lecturers could find and easy place to park, lecture, leave. In general, I wish there were another separate area in the parking stucture for faculty and staff as my car has been hit/run in the student parking area. I prefer faculty staff parking, but there is not enough reserved space in the structure.
79	yes	a stop so that cars turning left into parking lots behind Markstein may do so without danger	
80	speeding / blind turns	signage to watch for pedestrians or speed bumps to slow drivers down.	Things have much improved since the parking structure opened.
81	None	I haven't had any problem	It is very good compared to most campuses.
82	speed, way too tight at end of the lanes for cars turning	remove some of the parking spaces at the ends of the aisles	There are no speed signs in the structure and no apparent enforcement personnel at any time. I realize we are short staffed, but...
83	yes, drivers going extremely quickly around corners	perhaps put stop signs at each turn? It would be annoying and of course some will just "roll thru" but perhaps it will slow folks down	overall, I park in the structure, and feel safe
84	no	no	we need electronic parking passes/permits for our guest speakers.
85	Speeding in the garage, especially around corners.	Speed bumps?	
86	Fast driving		Have faculty and staff parking on other levels too.

87	speeding; large trucks parked in spaces at the turn which impede two way flow	i would suggest that the last spaces at the south end of rows be eliminated to give more space for two way traffic flow; visibility is very bad and space is limited at present	not at this time
88	No	No	Parking has improved since 2008; still difficult to know where faculty spots are, or if we can park in "general" spaces. I love the 2 hr spots behind Markstein Hall-- brilliant idea!
89	Other than the occassional student driver speeding through Parking Lot F, no.	Other than more police presence, no.	No. I've found it to work well.
90	yes, students speeding through campus	ticket speeders	no
91	speed	maybe speed bumps	no
92	Drivers not stopping at stop sign when leaving Parking Lot H to allow drivers entering and exiting Parking Lot F. Also, students texting while they speed through parking lot.		
93	Drivers going too fast.		
94	yes---high speed driving by students. Very poor rush hour traffic control. Bring back the police DIRECTING traffic at peak hours. Why wait until a fatality?	read above. More police directing traffic at peak times.	Horrible. In over 30 years of teaching, I've NEVER been asked to pay for parking. What the hell is this mess? The CSUSM President can pay my parking permit fees.
95	yes - stop signs ignored, fast driving	more police monitoring and large fines/impounding	
96	No	No	No
97	When I had late evening classes, I felt anxious walking to my car if there were no other people walking nearby.	It would feel good to see a campus police car making the rounds every now and then.	It is great to have plenty of parking now!
98	no	no problems	Really like the sturucture, always space
99	Yes, in the parking structure, there are no established walkways, and pedestrians are constantly in danger of being run over by drivers who drive to fast for the structure. Also, there are not enough stop signs and too many blind curves. My routine is now to stop at all end points, even where there is no stop sign because other drivers race around all of the turns, even when they cannot possibly what they are turning into.	Stop signs at each point where you have to make a turn in the parking structure. So many stops will not be pleasant, but it will prevent pedestrian death, which is eventually going to happen otherwise.	A campaign to get drivers to slow down and be considerate might be helpful.
100	Weekly see people turning right on red light coming out of lower Lot E onto Palm Canyon Drive	Either make the red light into a red arrow symbol or move the "no turn on red" signs lower down into view of drivers. Maybe a big sign just to the right/passenger side of drivers trying to turn right on red.	
101	No	No	